THE SENATE

There will be a meeting of the Senate at 2pm on Wednesday 3 June 2020 Microsoft TEAMS. The link is included within the calendar invitation to Members and those who are invited to the meeting.

There will be a short break in the meeting at a convenient moment approximately 3pm.

Chief Resource Officer and University Secretary
20 May 2020

AGENDA

1. BUSINESS OF THE AGENDA

Items in Section A are for discussion and action by the Senate. Items in Section B contain routine recommendations which will be deemed to have been approved at the meeting unless members of the Senate ask for them to be discussed. Items in Section C are for information only. Any member of the Senate may ask for an item from Section B or Section C to be moved to Section A by contacting the Secretary before 5pm on Monday 1 June, 2020. Reserved items appear in Section D.

These Items can be found on the Committee's Blackboard site.

- Go to the UEA Portal site (https://portal.uea.ac.uk/) and log in
- Click on the Blackboard tab
- Then find the Senate Committee Blackboard site listed under My Organisations and look at the Meeting Papers folder for the relevant meeting.

2. MINUTES

To confirm
the Minutes of the meeting held on 26 February 2020 **(PAGE 1)**

3. STATEMENTS BY THE VICE-CHANCELLOR

- Can Senate Members please take note of the Regulation Changes which is agenda item C1.

4. DECLARATIONS OF INTEREST

SECTION A: ITEMS FOR DISCUSSION AND ACTION

Please look under 1. Business of the Agenda for details of how to view these documents.

A1. BUSINESS CONTINUITY / COVID-19

To receive

a verbal update on the business continuity measures taken in responding to the COVID-19 pandemic

A2. BUSINESS CONTINUITY MEASURES TAKEN TO COMPLETE 2019/20

To receive

an update from the PVC Academic Professor Neil Ward on the work underway to complete the delivery of taught courses in 2019/20 including

a) Assessment modifications
b) Regulation and policy changes – see Agenda items C1 and C2

SEN19D048 **(PAGE 9)**

A3. PLANNING FOR TEACHING 2020/21

To receive

a report and verbal update from the PVC Academic Professor Neil Ward on the work underway to plan for the delivery of taught courses in 2020/21

SEN19D031 **(PAGE 17)**

A4. VC TASKFORCE – PROJECT 17

To receive

an oral report from the Vice Chancellor and Director of Student Services on a new additional project that has been created by the VC Taskforce and which is considering the support being offered to staff and students during the COVID-19 pandemic.

A5 EMPLOYABILITY

To consider

the 2019/20 annual report reviewing the University's performance in the area of employability

SEN19D032 **(PAGE 51)**

*A6. WIDENING PARTICIPATION

To consider

the confidential annual report.

SEN19D033 **(PAGE 81)**

*A7. DEGREE OUTCOMES STATEMENT

To report

that the UK Standing committee on Quality Assessment published a Statement of Intent in May 2019 which required degree awarding bodies to produce and publish a Degree outcomes Statement

To consider

a recommendation from LTC that the draft statement is approved.

SEN19D034 **(PAGE 93)** (CONFIDENTIAL)

*A8. ASSESSMENT AND FEEDBACK

To consider
a confidential report from Academic Director, Professor Kay Yeoman.
SEN19D035 **(PAGE 103)**

*A9. POSTGRADUATE RESEARCH STUDENT SUBMISION RATES

To consider
a confidential annual report from the UEA Doctoral College Executive
SEN19D036 **(PAGE 107)**

A10. STUDENT WELFARE REPORT

To report
that one of Senate's responsibilities is to ensure appropriate provision is made to promote the welfare of students (Ordinance 3.10);

To consider
a report from the Director of Student Support Services and Senate is asked to provide feedback with regard to the current provision.
SEN19D037 **(PAGE 137)**

A11. ADMINISTRATIVE EFFICIENCY AND EFFECTIVENESS

To report
(1) that one of Senate's responsibilities is to identify and advise the Executive Team on such actions as may be necessary or desirable to: ensure that the extent of regulation and the administrative services which support teaching, research, innovation promote efficiency and coherence of operation across the University, and avoid unnecessary complexity (Ordinance 3.14 (d)).

(2) that the Operation Efficiencies (including Align) project work continued during 2019/20.

(3) on assessment modifications taken during 2019/20 in response to the COVID-19 situation

(4) that the University's Planning for Teaching 2020/21 project, initiated in response to the COVID-19 situation, has two work strands that have elements designed to address efficiency and effectiveness:

a) Curriculum and Assessment – Phase 1
b) Professional Services support/transformation.

SEN19D038 **(PAGE 147)**

A12. SENATE MEMBERSHIP

To report
that the terms of office of the following Senate members will expire on 31 July 2020 or are otherwise stepping down:

HEADS OF SCOOLS

Professor Lee Marsden

FMH ACADEMIC REPRESENTATIVES

Dr Helen Adcock

HUM ACADEMIC REPRESENTATIVES

Professor Richard Hand
Dr Matthias Newmann

SCI ACADEMIC REPRESENTATIVES

Dr Jonathan Kirby
Professor Kay Yeoman

SSF ACADEMIC REPRESENTATIVES

Professor Nalini Boodhoo
Professor Simon Watts

To consider
the recommendation that the following members be approved:

HEADS OF SCOOLS

To be confirmed

FMH ACADEMIC REPRESENTATIVES

To be confirmed

HUM ACADEMIC REPRESENTATIVES

To be confirmed

SCI ACADEMIC REPRESENTATIVES

Dr Leanne Stoke
Professor A.Ganesan

SSF ACADEMIC REPRESENTATIVES

To be confirmed

*A13. HONORARY DEGREES AND AWARDS COMMITTEE

To consider
the confidential Honorary Degree nominations in the attached paper which are for award by UEA and Partner colleges from 2021/22.

(A ballot form will be available via a weblink on the Blackboard site for Senate members to complete and submit)

A14. HONORARY DEGREES AND AWARDS COMMITTEE MEMBERSHIP

To report

(1) that the membership of the Honorary Degrees and Awards Committee (HDAC) includes two members nominated by Senate from its own membership.

(2) that one vacancy will be created this summer and so members of Senate are invited to nominate a fellow member to serve on this Committee for a three year period. (A nomination form is available on the Senate Blackboard site)

(3) For reference the current membership is as follows:

Member of the UEA Professoriate (Chair) - The Vice-Chancellor (Professor D. Richardson)
One Academic Representative From each of the four Faculties nominated by the relevant Faculty Executive, and who should not be the Head of School:

- HUM – Dr Roger Baines (2021)
- FMH – Dr Kelly Walker (2022)
- SCI – Professor M. O'Connell (2022)
- SSF – Professor David Mead (2021)

Two members of nominated by the Senate from its own membership:

- Professor Richard Hand (2020)
- Professor Kay Yeoman (2022)

Up to two members co-opted by the Chair as required:
The Activities and Opportunities Officer of the Union of UEA Students - Ms Alicia Perez
The Director of Development - Mr David Ellis
Chief Resource Officer – Mr Ian Callaghan
Assistant Head of Corporate Communications – Mrs Sue Lawson
Head of Corporate Communications – Mr Mark Covell
Secretary - Assistant Registrar (Ms Lisa Williams)

(4) That nominations were sought from the February Senate meeting but due to COVID-19 circumstances we are re-running the nomination process to ensure equality

To consider

nominations received prior to the meeting.

SECTION B:
ITEMS WHICH CONTAIN RECOMMENDATIONS BUT WHERE NO DEBATE IS ANTICIPATED
Please look under 1. Business of the Agenda for details of how to view these documents.

B1. STUDENT PROTECTON PLANS

To consider
the report from the Head of Learning and Teaching (Quality), Mrs Laura Thompson.

SEN19D040 **(PAGE 169)**

B2. TERMS AND CONDITIONS

To consider
the report from the Head of Learning and Teaching (Quality), Mrs Laura Thompson.

SEN19D041 **(PAGE 177)**

B3. PROCEDURES FOR DEALING WITH ALLEGATIONS OF MISCONDUCT IN RESEARCH

To consider
a recommendation from the University Research Ethics Committee and the University Research Executive that an updated policy on Procedures for Dealing with Allegations of Misconduct in Research be approved and that the revised procedures be implemented with immediate effect.

SEN19D042 **(PAGE 265)**

B4. POLICY FOR APPROVING THE INTEGRITY OF UEA RESEARCH AND INNOVATION RELATED ACTIVITIES AND FUNDING

To consider
a recommendation from the University Research Ethics Committee and the University Research Executive that an updated policy on Approving the Integrity of UEA Research and Innovation Related Activities and Funding be approved and that the revised procedures be implemented with immediate effect.

SEN19D043 **(PAGE 287)**

B5. SENATE COMMITTEES

To consider
(1) recommendations from the Chair of the Learning and Teaching Committee that

a) that the Student Affairs Group be disbanded, having not met during 2019/20
b) that whilst the SSDC and SSDAC retain their separate identities, the currently separate memberships of the SSDC and SSDAC are combined to form one pool of trained individuals from which SSDC and SSDAC panels could be formed. (LTC19D119).

(2) the membership and changes to membership of Senate Committees and Sub Committees for 2020/21.

SEN19D044 **(PAGE 295)**

SECTION C: ITEMS FOR REPORT

Please look under 1. Business of the Agenda for details of how to view these documents.

*C1. BUSINESS CONTINUITY: UNIVERSITY ASSESSMENT AND DEGREE REGULATIONS

To report

1) the unique circumstances arising from the COVID-19 pandemic
2) that the changes in assessment and to regulations detailed were agreed by a sub-group of members of the Learning and Teaching Committee acting on behalf of the Committee
3) the changes to the Bachelor's and Integrated Master's degree regulations
   a) Thresholds for Year Abroad
   b) Thresholds for Integrated Masters courses
   c) Regulation 12.4 Stage assessment board for non-final year students (Compensation)
   d) Regulation 14.4 Consideration of extenuating circumstances at the Reassessment Board
   e) Regulation 15.1: Final Stage Assessment Board
   f) Regulation 15.3 Degree classification – 15.3.1 (c) and 15.3.4
4) a change to the Common Masters' Framework regulations – Regulation 17.4.2 and 17.4.3.
5) a change to the UEA Calendar "Submission of Work for Assessment (Taught Programmes) Word limits (2-14) to include examinations.

SEN19D030 **(PAGE 301)** (CONFIDENTIAL)

C2. PLAGIARISM AND COLLUSION POLICY

To report

that following student concerns about academic integrity arising from the COVID-19 situation, the investigative process has been rewritten to improve efficiency and now explicitly includes provision for the marker to establish the students understanding of the academic subject matter during the investigative meeting. The changes have been approved for implementation in 2019/20 by a quorate sub-group of the Learning and Teaching Committee.

SEN19D045 **(PAGE 325)**

C3. UNIVERSITY DISCIPLINARY AND INVESTIGATORY PROCEDURES

To report

(1) A temporary amendment to the University Disciplinary and Investigatory Procedures and Powers that high level plagiarism and collusion cases (suspected breach of Regulation 18) can be considered for summary determination from the Chair of the Senate Student Disciplinary Committee (SSDC) with the safeguards that.
   a) this will only be considered where penalties will not result in the student having to leave the University; and.
   b) students can request a full panel hearing should they not wish for their case to be summarily determined.

(2) That the change is an extension from the current procedures and powers where summary determination applies only to medium and low level cases. It should improve the experience for students, by removing the need for a full online panel hearing unless this is absolutely necessary, as hearings can be stressful and cause delays for students progressing with their studies. This change was approved for implementation in 2019/20 and 2020/21 by a quorate sub-group of the Learning and Teaching Committee.

C4. LEARNING AND TEACHING COMMITTEE

To receive
a round-up report of the meetings of the Committee held on 22 January 2020 and 11 March 2020.

SEN19D046 **(PAGE 343)**

C5. ITEMS FOR REPORT

To receive
items for report.

(1) Heads of Schools for 2020/21
(2) Union of UEA Students – Election 2020/21 Results

SEN19D047 **(PAGE 349)**

C6. DATES OF MEETINGS IN 2020/21

To report
that the dates of the Senate meetings have been confirmed as:

Wednesday 4 November 2020 – 2pm
Wednesday 24 February 2021 – 2pm
Wednesday 2 June 2021 – 2pm

SECTION D: RESERVED BUSINESS

No items have been received

THE SENATE

University of East Anglia

Minutes of the meeting held on 26 February 2020

Present: The Vice-Chancellor (Professor D.J. Richardson) (in the Chair), Pro-Vice-Chancellor (Professor F. Lettice and Professor N. Ward), the Faculty Pro-Vice-Executive (Professor S. Barrow, Professor F. Bowen, and Professor D. Edwards), Heads of Schools (Professor K. Hiscock, Professor W. Fraser and Professor L. Marsden), Academic Representatives (Dr H. Adcock, Dr A. Anka, Professor N. Boodhoo, Dr J. Kirby, Professor G. Parr, Professor A. Stephan, and Professor S. Watts) , Director of Student Services (Dr C.J. Sharp), Ms C. Peasgood (CCN Representative) and the Student Representatives except for business marked ** (Mr C. Perry, Mr M. Marko and Ms A. Perez).

With: The Chief Resource Officer and University Secretary (Mr I. Callaghan), The Chief Operation Officer (Mrs J. Baxter), The Academic Director of Taught Programmes (Professor E. Sutton), Academic Director of Widening Participation (Professor H. Gillespie), Academic Director of UEA Doctoral College (Professor A. Grant), Academic Director of Admissions (Professor R. Harvey), Academic Director of Employability (Dr M. Aldrich), Director of Student and Academic Services (Dr A Blanchflower), UEA Council members Jeremy Clayton and Professor Ratula Chakraborty, and with Jon Carter and Julia Sheldrake for items 21 and 22, Garrick Fincham for items 23 and 24and Rebecca Price for item 23.

18. MINUTES

Confirmed

the minutes of the meeting held on 6 November 2019.

Considered

A report from the Vice Chancellor regarding Senate's decision that there should be a civic event in the Spring to engage wider stakeholders in the development of the new UEA Plan. The Vice Chancellor reported on the University's engagement with local authorities on an individual basis since the last meeting which was creating a positive environment for the new UEA Plan. In light of this experience, the Vice Chancellor sought Senate's support in pursuing this objective now via smaller bespoke activities with local authorities rather than holding a single large civic event.

RESOLVED

to support this proposal.

19. STATEMENTS BY THE VICE-CHANCELLOR

(1) The Aurora EU bid has been submitted. A summary of the bid will be hosted on the Senate Blackboard site.

(2) The situation remained uncertain as regards the Government's strategy for higher education. A new minister, Michele Donelan, has been appointed to a narrower Universities portfolio with research and innovation now the responsibility of another minister. Nationally, it was considered that universities

needed to be alert to developments with the Augar Review, potential student number caps, reductions in maximum fee levels, differential fees, and the value for money agenda.

(3) The VC is chairing a UUK national advisory group on racial harassment established following the EHRC report and as a follow up to the Changing the Culture work. The group's work will be published in June and the recommendations implemented thereafter. The OfS had commenced a consultation exercise on harassment and sexual misconduct setting out expectations they were expecting Universities to follow. With the local environment in Norwich having a significant impact on students the University has both a Councillors' Liaison Group involving local counsellors for wards with significant student populations and a Changing the Culture Implementation Group which includes representation from the Police, Norwich City Council and relevant local charities.

(4) The industrial action by UCU was on-going. The dispute focussed on pay and conditions and also on pensions. The Vice Chancellor reassured Senate that everything possible was being done to protect students learning outcomes. He expressed his commitment to address the issues raised that were within his control whilst advocating for flexibility on both sides so a resolution could be achieved on those things that had to be agreed at a national level. Senate was reminded that UEA had become a living wage employer last year, which had increased staff costs. The pension dispute was complicated by the involvement of USS Trustees and the Pension's regulator. But Senate was informed that talks were progressing positively on all fronts.

20. DECLARATIONS OF CONFLICTS OF INTEREST

None received

21 CORONAVIRUS – COVID 19

Considered

an update from the Chief Resource Officer, Ian Callaghan.

(Senate was updated on actions taken so far including the circulation of advice

- from Public Health England and the Foreign and Commonwealth Office
- for those who had travelled in an area of Northern Italy currently experiencing an outbreak
- for students on how they could self-isolate when living in a shared house
- Promoted good hygiene in respect of coughs, sneezes and also good hand hygiene.
- Guidance to students who had experienced incidences of racial harassment on campus and in the community has

During discussion Senate noted

- UEA cleaning staff have been asked to be vigilant in refiling soap dispensers
- a number of alcohol sanitisers have been installed across campus
- a PPL trip to Italy has been cancelled
- some MED electives have been cancelled
- that we should plan for numbers of students being unwell, or self-isolating during the summer exam period
- that consideration needed to be given to how to we best support students who are on placement, many of whom were on placement in the NHS).

*21. UNIVERSITY RESEARCH PERFORMANCE

This minute is confidential and attached as a separate sheet.

*22. INNOVATION

This minute is confidential and attached as a separate sheet.

*23. STUDENT RETENTION

This minute is confidential and attached as a separate sheet.

*24. STUDENT ENGAGEMENT SURVEY OUTCOMES

This minute is confidential and attached as a separate sheet.

25. ACCESS AND PARTICIPATION PLAN

Considered

(1) a report from Professor Helena Gillespie on UEA's response to the requirements for monitoring of Access and Participation set by Office for Students. (A copy is filed in the Minute Book, ref. SEN19D024)
(2) the targets outlined in the discussion section
(3) the action being taken to meet the obligations of the plan
(4) when an update on the progress is required

(Senate noted that the targets were stretching, and Schools would need support and advice to achieve them. Changes in the 16-18 curriculum and so the education students had prior to arriving at UEA was already having an impact in CMP and LAW. The promotion of inclusive pedagogies and assessment was considered crucial. A sense of belonging and the importance of the interplay between academic and non-academic aspects of being a student were also critical to student success.)

RESOLVED

(1) to approve the targets
(2) to support the action being taken
(3) to receive updates as data became available.

26. VICE-CHANCELLOR'S TASK FORCE ON MENTAL HELTH AND WELLBEING

Considered

a progress report on the work of the taskforce from Dr Jon Sharp Director of Student Services (A copy is filed in the Minute Book, ref. SEN19D025)
(Senate noted the progress made with the 16 projects and acknowledged the strong partnership working with students which was helping the University develop a strong national profile for its work in this area.)

SEN-M4
26.02.2020
Min. 27

27. UEA PLAN 2020-2025

Considered

a presentation on the activities associated with and the development of the UEA Plan from Chief Operating Officer, Jenny Baxter

(Senate was reminded of the changing environment in which the Plan was being developed and respond to, including: the general election, Brexit, concerns around climate and biodiversity, the demographic dip, the needs of new generations of students, research funding opportunities, new partnerships, new City vision and the coronavirus. Financially, the University had to respond to an OfS proposal for a 5% cut in teaching grant in addition to the challenges in recruitment and the financing of the capital plan designed to improve the working environment for staff and students. The work on establishing a set of UEA values was nearly complete. A series of Big Shift Days had been held to consider priority areas and how they might be tackled, the themes were: global, research, employability, staff, student, learning and teaching and sustainability. In discussion Senate noted the distinctiveness that being part of the NRP brought to UEA. The first section of the plan, on student success, would be going to Council in March with other sections following with a view to finalising the plan in June.

Senate was also reminded of the work that was already underway to enhance and improve the experiences of staff and students from ideas generated by the "Fixing the Basics" exercise).

28. HONORARY DEGREES AND AWARDS COMMITTEE MEMBERSHIP

Reported

(1) that the membership of the Honorary Degrees and Awards Committee (HDAC) included two members nominated by Senate from its own membership which is currently Professor Richard Hand (2020) and Professor Kay Yeoman (2022).

(2) the membership of Professor Richard Hand will end on 31 July 2020;

(3) that the current membership was:

Member of the UEA Professoriate (Chair) - The Vice-Chancellor (Professor D. Richardson)
One Academic Representative From each of the four Faculties nominated by the relevant Faculty Executive, and who should not be the PVC:

- HUM – Dr Roger Baines (2021)
- FMH – Dr Kelly Walker (2022)
- SCI – Professor Maria O'Connell (2022)
- SSF – Professor David Mead (2021)

Two members of nominated by the Senate from its own membership:

- Professor Richard Hand (2020)
- Professor Key Yeoman (2022)

Up to two members co-opted by the Chair as required

The Activities and Opportunities officer of the Union of UEA Students - Ms Alicia Perez
The Director of Development - Mr David Ellis
Assistant Head of Alumni, Conferences and Events - Ms Maresa Padmore
Secretary - Assistant Registrar (Ms Lisa Williams)

(1) that Professor Richard Hand's membership of Senate ended summer 2020;

(2) therefore, members of Senate were invited to nominate one fellow member to serve on this Committee, for up to a three-year period or until their membership of Senate ends.

(6) It is proposed that nominations were lodged with the Chief Resource Officer and University Secretary in writing no later than **5pm, Tuesday 19th May 2020** and should state that the consent of the nominee had been obtained. Members of Senate were asked ***to use the nomination form on the Blackboard site***. If more than one nomination was received members would be invited to consider the nominations at the next meeting.

*29. UNIVERSITY QUALITY ASSURANCE

This minute is confidential and attached as a separate sheet.

30. APPEALS AND COMPLAINTS

Received

a copy of the report and review of statistics on Stage 1 and 2 Academic and Non-Academic Appeals and Complaints and OIA Cases (Academic Year 2018/19 as presented to LTC in November 2019 (LTC19D047). (A copy is filed in the Minute Book, ref. SEN19D027)

31. LEARNING AND TEACHING COMMITTEE

Received

a round up report from the Learning and Teaching Committee from its meeting on 27 November 2019. (A copy is filed in the Minute Book, ref. SEN19D028)

32. OFFICE FOR STUDENTS ANNUAL REVIEW: ENGLISH HIGHER EDUCATION 2019

Received

their annual review annual review which sets out their assessment of the current state of English higher education and reflects on the OfS's progress to date in implementing a new regulatory approach which places students at its heart. (A copy is filed in the Minute Book, ref. SEN19D029)

33. DATE OF NEXT MEETING

Reported

that the next meeting of the Senate was scheduled for Wednesday 3 June 2020.

COVID-19: Arrangements for summative assessment at UEA

This paper outlines the range of measures to allow **all necessary summative assessment activity to be facilitated at distance.** It is recommended that staff begin preparation now, in line with the guidance and principles below. Activity extends across the institution and applies to all taught programme summative assessment activity (excepting PSRB-regulated courses in FMH, PHA, SWK & EDU, which may require agreement with PSRBs).

All affected staff will receive a communication from PVC Academic advising of this plan and this will be supported by a set of guidance and support resources being collated and prepared by the Academic Directors to enable appropriate modification to existing scheduled assessment arrangements. Bespoke Blackboard provision will be made to host these materials. **Remote Learning** and **Remote Assessment** tabs will be placed in the menu of all Blackboard sites.

It is important that while we reassure students that preparation is in place we do not create additional anxiety until we are in a position to provide clear and detailed advice and support to students regarding any modification to their assessment arrangements.

No communication should therefore be sent to students about assessment arrangements at this stage (other than generic reassurance from Head of School / Teaching Director/ Course Director that alternatives are being organised, that staff and student welfare is paramount and no-one will be disadvantaged). This is until changes are clear and have been approved by the Head of School (see Appendix 1 –*Steps to modifying assessment for remote learning*).

Following this intervention, no further amendments will be made to assessment delivery, including reverting to original arrangements, for the remainder of this academic year. There will be no turning back.

Principles underpinning decision-making

In developing this guidance document, consideration was given to the following principles.

1. Activity to support the completion of final year students will be given priority.

2. Programmes which are subject to PSRB regulation are asked to consider the principles of this proposal but may make alternative arrangement as required.

3. Assessment will only be undertaken where it is **necessary** and in the interests of students to do so.

4. We will aim to reduce the number of assessment items wherever possible.

4. Any amendment to assessment delivery and/or design will be universally inclusive.

5. Any changes to assessment activity should not place unreasonable additional demands upon student and/or staff workload.

Deadlines/Timelines – agreed actions and ongoing considerations

- The opportunity to extend all student **submission** deadlines has been considered to mitigate a range of factors including: the impact of strike activity; introduction of remote learning; students' caring responsibilities for ill family/household members; the need to self-isolate; modified assessment experience.
- For coursework and other assessments, we will waive the necessity for medical evidence and provide a 'blanket extension' of 10 working days to any scheduled submission date should students wish to make use of this.
- We acknowledge that turnaround of marking and moderation may be compromised and this will be communicated clearly to students.
- There is an opportunity to delay exam board dates to allow for extended marking and moderation periods.
- Virtual attendance at exam boards by internal examiners will be implemented and virtual attendance or contribution by report for External Examiners will be actioned.
- We are likely to postpone Congregation as increasing numbers of other universities are doing. (NB This has not yet been communicated to students and should be treated as **confidential** for now).

Regulatory adjustments

- For Year 0 and Year 1 (non-counting years) - we will allow for up to 3 modules of a value of up to 60 credits in total to be compensated where a module is not core or if the course level learning outcomes have been met elsewhere.

- For counting years (2, 3 and 4) – we will allow for modules up to a value of 40 credits to be compensated for where none are core and there is a passing mark for the year.

- We will provide the option of reassessment on request for year 2, 3 and 4 students only.

- For examinations and assessment events - we will waive the expectation of provision of any medical evidence where a student is unwell with any health condition or is electing to, or has been advised to self-isolate, in relation to guidance associated with COVID-19 - fit-to-sit /self-certification arrangements will be implemented.

- For coursework and/or other assessment submissions - we will waive the necessity for submission of an EC request and medical evidence and provide a 'blanket extension' of 10 days to any scheduled submission date

Reassessment and Delayed Assessment

1) Reassessment will only occur where there is **necessity**:

Year 0 and Year 1 - this means where:

i) compensation rules cannot be used as more than 60 credits carrying fail marks and/or it is a core module if the course level learning outcomes have been met elsewhere.
AND
ii) it is a core module and learning outcomes have not already been met through other assessment activity

Years 2,3,4 and PGT – this means where:

i) compensation rules cannot be used as more than 40 credits carrying fail marks and/or a core module
AND
ii) it is a core module and learning outcomes have not already been met through other assessment activity
OR
iii) the students has requested a reassessment opportunity

2) Where reassessment is **necessary** and there is only one item, reassessment should adopt the methodology delivered at first sit.
3) Where reassessment is necessary and there is more than one item then a **synoptic approach** should be adopted wherever possible at course level. If this isn't possible, then it should be adopted at module level to minimise reassessment activity
4) All delayed assessments will be undertaken and adopt the methodology of the first scheduled attempt

NEXT STEPS AND DECISION-MAKING

Please consider the following principles and guidance in deciding:

1) Does an assessment need to be taken?
   And if so,
2) What modifications are needed?

NECESSITY OF ASSESSMENT - YEAR 0 and 1

Assessment activity should only be undertaken in YEARS 0 and 1 where it is necessary and in the students interests to do so (see Appendix 2 – *Guidance for academics – Is this assessment necessary?)*

The following questions should be considered by Course Directors with their Module Organisers and responses used to inform the decision to make provision of a modified assessment:

- Have the course level outcomes for this year already been met elsewhere?
- Is this module assessment necessary to demonstrate achievement of an unmet Course Learning Outcome?
- Does the module contain multiple assessments where the outcomes have already been met through these?
- Have students already demonstrated achievement of learning outcomes through other learning or formative assessment activity?
- Would the student be disadvantaged by not having this assessment opportunity?

Where an assessment is not necessary

Where it is indicated that it is not necessary to make provision for an assessment consideration should be given to the appropriate course of action which may include waiving an assessment item and/or making use of compensation - this proposal should be discussed and agreed with the School's Teaching Director for recommendation and approval by the Head of School. No concession would be needed

If the recommendation that it is not necessary for an assessment item to be delivered is approved, then students should be notified accordingly and provided with reassurance as to how they have met the outcomes necessary to support their progression and future learning. Colleagues in LTS should also be advised.

It is necessary and in the interests of students to provide all assessment opportunities in the 'counting years' (2, 3, 4, and PGT)

Where assessment is necessary

The following assessment principles should be used to guide the design of any modified assessment

1) Where course coherence allows, Course Directors should consider whether one synoptic assessment could be used to cover all necessary assessment activity – if indicated, then this proposal should be discussed and agreed with the School's Teaching Director for recommendation and approval by the Head of School. No concession would be needed.

Where an assessment item is being modified:

2) Wherever possible the assessment methodology will remain the same but via 'at distance' provision.
3) Amendments to any assessment will be effectively communicated to students and an amended assessment brief and rubric provided as indicated.
4) Where an assessment method cannot be replicated 'at distance' (e.g. an event such as a group presentation) the 'best fit' alternative should be offered (and agreed by the module organiser and teaching director) - this should be communicated explicitly to students as soon as is appropriate.
5) A review of learning outcomes should precede any change in assessment methodology to ensure alignment - where necessary amendment of learning outcomes or marking criteria may need to be considered (e.g. a presentation may refer to the quality of delivery).

Guidance to support the modification of different assessment methodologies

EXAMINATIONS (including school-led exams)

1) Exams should be facilitated online as 'Open Book' and will be available for a 24 hour period on the existing timetabled date (0930hours – 0930hours British Summer Time) to ensure they are universally inclusive; accessible; allow for caring responsibilities; accommodate differing time-zones or study needs.
2) Examinations should be adapted and redesigned as an open book paper suitable for delivery and marking in an electronic format hosted on BB - associated SITS; ITCS; CTEL support and guidance will be provided
3) Students will submit a completed answer script as if it were a coursework document via a BB submission point - in addition to text this may include images/ diagrams as appropriate –guidance for students is being produced regarding this process.
4) A revised rubric and assessment brief should advise the student of the recommended duration of time to be spent on the examination within this period (e.g. this is a 3 hour examination to be taken when you choose within a 24 hour period).
5) An indicative word count should be provided for answers to open/ free text question where indicated.
6) Prior to conversion questions within the existing examination paper should be reviewed to ensure they are suitable for open book examination and to ensure they only address content which has been delivered - modifications should be made as necessary (further guidance is to follow regarding inclusive design).
7) Revised papers DO NOT need to be seen or approved by the External Examiner - (a summary report of assessment modifications will be sent at a later stage via the Chair of the Board of Examiners).
8) Students will be reminded of the values and expectations regarding academic integrity in communications regarding modified arrangements and advised that exam submissions will be subject to the existing plagiarism and collusion policy - (further guidance regarding Academic Integrity is to follow).

COURSEWORK

1) All standard coursework items should be submitted and marked via blackboard or Turnitin, where this is already the familiar mode of submission and marking for the relevant students and staff (to ensure an at distance process; and reduce the risk of transmission via documentation handling) – training and support will be available to those staff unfamiliar with e-marking

OTHER ASSESSMENT EVENTS (i.e. you need to 'be' somewhere)

1) Where OSCEs or other simulated practice activities are scheduled within a PSRB programme then arrangements should be made at School/ Course level as advised by the regulator.
2) Where summative assessment occurs in practice as part of a regulated programme then arrangements should be made at School/ Course level as advised by the regulator.
3) Vivas, oral assessments and presentations should be facilitated where possible via use of BB collaborate
   Where this is not practicable or possible, submission of associated materials (e.g. summary notes or presentation materials) may be submitted or an alternative methodology considered (e.g. coursework such as a written reflective response to questions). Marking criteria may need to be adjusted and a change of methodology should be agreed with the teaching director.
4) For other situational or practical activities (including drama performances; media, production work; lab work; field work; simulation; demonstration) – consideration should be given to alternative 'virtual' participation options.
   Where this is not appropriate an alternative methodology should be considered which most closely replicates the original event and/or aligns most closely to the existing learning outcomes – a change of methodology should be agreed with the teaching director

ARTEFACTS & PRODUCTS

1) Where students are required to submit an artefact such as a poster, portfolio or project then this should be converted (pdf / scanned/ collated) for submission and marked via BB wherever possible (as per coursework)
2) Where the artefact does not convert to electronic submission but is accompanied by a supporting written or documentary submission then this may be submitted via BB and accompanied by photographic evidence of production of the associated artefact

3) Where the artefact/ product is required to function or perform in some manner then alternative (at distance) provision may be made for demonstration of this as is most closely aligned to achieve the intended learning outcomes of the task
4) Where none of the above are possible and the assessment is necessary then the best-fit alternative methodology may be considered and agreed with the teaching director

APPENDIX 1

Steps to modifying assessment for remote learning

YEAR 0 AND YEAR 1		
STEP	ACTIVITY	WHO'S INVOLVED
1	Identify if an assessment is necessary	Course Director (CD) and Module Organiser (MO)
2	If believed to be **unnecessary** – Discuss and agree this appraisal	CD, MO; with Teaching Director (TD)
3	Gain approval for waiving of this assessment or use of compensation	TD with Head of School (HoS)
4	Confirm status of the assessment as unnecessary (if necessary to provide the assessment see below)	TD with CD and MO
5	Draft student facing communication	MO and TD
6	Approve communication and notify students of the decision	Via HoS / TD communication
7	Notify LTS of the decision	MO
8	Information is updated accordingly on the module BB site	MO

ALL NECESSARY ASSESSMENT ACTIVITY			
STEP	ACTIVITY		WHO'S INVOLVED
1	Review learning outcomes, methodology and content of the assessment Identify activity needed to convert for remote assessment		Module Organiser (MO)
2	Discuss and identify the changes proposed		MO and CD(s)
	Minor modification	Major modifications	
	Typically this will mean: same method through different medium, no modification of learning outcomes and/or minor revision to assessment content/ questions)	Typically this will involve: A change in assessment methodology; a change in the learning outcomes	
3	Module organisers notify teaching directors of changes to assessment arrangement that are indicated Teaching directors will note the minor modification	Discuss and agree the proposed modifications with the teaching director	MO and TD
4		Approve and note the proposed modifications	TD with HoS
5		Confirm approval of modifications or advise re acceptable changes	TD with CD and MO
6	Draft student facing communication		MO and TD
7	Approve communication and notify students of the decision		Via HoS / TD communication
8	Revised information, an updated assessment brief and guidance is issued to students on their BB site		MO
9	Summary report of **all** modifications (including waived items) is produced and shared with Head of School; Chair of the Board of Examiners; LTS		TD
10	Chairs of Boards will advise External Examiners of all relevant modifications		Chairs with Secretary to the Board

APPENDIX 2

IS THIS ASSESSMENT NECESSARY?

A step by step guide to support decision making **for year 0, year 1**

At course level

Have all the course level outcomes for this year already been met by my students elsewhere?

YES compensate for outstanding items up to 60 credits

NO see next step

For each module

Is this module CORE for any courses?

YES see next step

NO compensate for this module on any course where it is not CORE

Does this module have multiple assessment items?

YES **have the outcomes already been met via other assessments?**

- YES waive the outstanding item and derive a module mark from existing items
- NO see next step

NO see next step…

Have students already demonstrated achievement of learning outcomes through other learning or formative assessment activity?

YES waive the outstanding item and compensate

NO develop an at distance assessment - SEE GUIDANCE FOR MODIFICATION OF AN ASSESSMENT

Please contact either Emma Sutton (e.sutton@uea.ac.uk) or Andrea Blanchflower (A.Blanchflower@uea.ac.uk) if you are unsure as to whether you can waive the necessity for an assessment.

Planning for Academic Year 2020/21:

Supporting UEA Staff to Strengthen Our Digital and Blended Learning

Contents

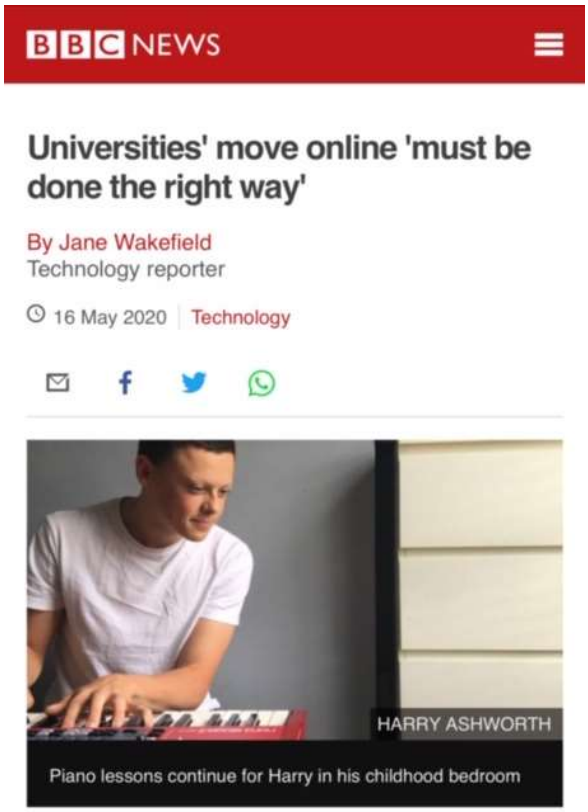
1. Background and Context: Approaching the New Academic Year in a Time of Crisis
2. Dual-Mode Delivery
3. Guiding Principles for Taught Provision for 2020/21
4. Start and Structure of the Academic Year
5. Timetabling
6. Course Profile, Module Credit and Expected Study Time
7. Assessment Strategy and Design
8. Teaching Practice - Structures of Taught Provision
9. Embedding Mental Health and Wellbeing
10. Employability and Skills Development
11. Sharing and Re-Purposing Content
12. Next Steps and Timeline

Appendix I – Benchmarks for Blended and On-line Delivery Modes

Appendix II – Academic Digital Champion Role Descriptor

Appendix III – Planning for Academic Year 2020/21: A Quick Reference Guide

(21st May 2020)



Harry Ashworth should be in the final term of his first year at Oxford University, studying music. Instead he is stuck at his parents' house in south London hunched over a laptop, listening to lectures via Zoom. He doesn't feel that the sudden and dramatic change in circumstances has affected his learning too much, but he is missing some aspects of university life. "I am in a jazz orchestra and that isn't really happening now. And I would have been playing at the summer balls, so there are social events that I've missed."

Some of his more practical lessons have also been curtailed. Academically he feels less motivated "which makes me less stressed but also flatter". "Psychologically when you are at home it is different. When I am in my tutor's office I feel a bit more inspired."

Along with students around the world, Harry is getting used to the realities of online learning as part of the global lockdowns in response to the coronavirus pandemic. The fact that institutions have shifted to a digital model in a matter of weeks is impressive, thinks Kathryn Skelton, chief transformation officer at FutureLearn, an online learning platform owned by the Open University. Universities have "moved Heaven and Earth" to get to where they are now but still she says that "her heart sinks" when people think that delivering lectures via Zoom is enough. "Educators need to take a step back and ask not 'how can I replicate what I do in the classroom', but 'how can I redesign this learning experience to take advantage of a whole wealth of technology that can deliver a full learning experience - not just the delivery of information?'"

Her tips include:

- make a plan
- think about different ways of delivering information such as podcasts and articles
- social engagement is key; provoke a conversation and allow students to learn from each other

Shai Reshef, president of online-only University of the People (UofPeople) agrees.
"Lots of universities have shut down and asked professors to move lectures online and I think that many more universities should actually go in this direction, but they need to do it the right way. Don't have professors speaking for two hours. Adopt the entire pedagogy of online learning."

Executive Summary

- Disruption and social distancing resulting from the Covid-19 crisis is likely to continue into next academic year (AY20/21) and requires that we are able to deliver learning and teaching both face-to-face and remotely, with students able to move between these modes (what we are calling **'Dual-mode' delivery**). This document provides guidance to assist UEA staff in planning and preparing for the new arrangements.

- Our key guiding principle for dual-mode delivery next year is that it needs to be **"S.A.F.E."** (**S**afe; **A**cademically effective; **F**lexible; and **E**ngaging). We are likely to have national protocols governing social distancing but will also need to ensure students have as good an education and wider student experience with us as possible.

- We currently anticipate a **75-80% reduction in our capacity to teach** physically, face-to-face, on campus, so we need a fundamental re-think of our teaching delivery and timetabling to prioritise those face-to-face activities that are most essential and have the highest educational impact. The content within all large lectures, for example, will have to be delivered online. Module Organisers will need to consider how essential or desirable face-to-face taught sessions are so that the timetable can be suitably prioritised within these new capacity constraints.

- Major uncertainties remain, and this guidance will be updated as the situation evolves. There will be an understandable tendency want to 'gravitate back' to the old 'business-as-usual' but, difficult as it may be to accept, there is probably no going back. We have now to be **bold, imaginative and agile** and change our ways of delivering learning and teaching to students. While strengthening our digital and blended teaching is going to be demanding, the changes will bring some benefits to staff and students. We will have to work with urgency and there will not be time to deliberate in the usual ways.

- UEA is a **quintessential campus university**, and face-to-face teaching, integral to a rich and stimulating campus experience, is at the very heart of what UEA is all about. We want to get back to as much face-to-face learning and teaching as soon as is safely possible, but the Covid-19 crisis is requiring that we make significant changes to our approach to delivery for AY20/21. The changed arrangements set out in this guidance are designed to help support academic staff to ensure that we strengthen our digital and blended provision. During AY20/21, we will be able to **review and reflect** upon the experience and consider which arrangements and practices we would wish to maintain beyond 2020/21 and which we will treat as only temporary.

- Being clear with students that they will receive a quality blended experience with more online content will help recruitment and reduce deferrals and drop-out. Doing little beyond posting slides and worksheets will risk student recruitment and fee income and undermine our strategy to maintain our dual intensity in research and teaching. Not delivering sufficiently engaging online learning risks student complaints and appeals, reputational damage and demands for fee refunds. UEA must, therefore, develop a **supportive and integrated approach** to online pedagogy, as part of accelerating our existing commitment to a high-quality digital learning experience and environment.

- The review process set out in this guidance replaces this year's Course Review and Module Update process. We will make **changes to the structure of the academic year**, including introducing a two-week assessment period in January and 'Do Something Different Festival' activities will now be spread across the year rather than focused in a single non-teaching week. We will also revise how we calculate expected study time within modules in order to much better embed extra-curricular activities.

- The guidance includes key considerations for assessment strategy and design, to help staff in ensuring that groups of students are not disadvantaged. Our changes in teaching delivery are also an opportunity to ensure that the **mental health and wellbeing** of students and staff are embedded into our processes and practices.

- Our remote provision must be attractive and engaging, and simply rolling forward the emergency online provision of Spring 2020 will not be sufficient. We must use the next four-month period to support academic staff to ensure that our remote and digital delivery meets as high a standard as possible. We are going to upgrade Blackboard to **Blackboard Ultra** and provide an extensive support system to train and equip staff in strengthening their learning and teaching online through appointing a set of digital champions in each Faculty.

- A **self-paced training package** to help support academic staff in developing their online material is being developed and should be available from around June 1st. This has been designed to help staff understand the distinctive features of online learning, develop appropriate learning materials, and navigate UEA's supported tools and further training in online and remote learning.

- In preparing for teaching in AY20/21, staff will need to carefully plan for delivering the curriculum and assessment online. It will be important to regard students as active participants in this approach to learning and to carefully think through the patterns of delivery and the accessibility of materials in different formats. Teaching in teams will be a real advantage. Section 8 and Appendix I of this document provide some **detailed support and guidance to help** in this preparation.

- The University will be facing significant financial challenges in AY20/21 and as a result there will be changes in workload patterns and a reprioritisation of activities. To mitigate these pressures, we are producing this guidance as soon as possible in order to provide four months for planning and preparation. While the University will prepare support and guidance to assist staff in this planning, within Schools there are also likely to be **advantages of working in teams** to share experience and materials.

- Appendix I is a key part of this guidance. It sets out **quality standards for different stages of moving online**, from emergency response, to intermediately planned, to full-fledged online provision, and so sets out the University's ambitions and expectations for AY20/21.

- Appendix II explains our approach to supporting and upskilling academic staff to ensure that our online and blended delivery for AY20/21 is as good quality as possible given the urgency and scale of the changes required. Its sets out the role of **digital champions in each School** to work with our team in our Centre for Technology-Enhance Learning (CTEL) and support to colleagues through training and mentoring, with emphasis on design and delivery of module materials and assessment.

- Appendix III provides an accessible **'Quick Reference Guide'**, capturing key terminology and messages, to help direct planning and preparatory activity arising from this document. This will also be circulated separately.

1. Background and Context: Approaching the New Academic Year in a Time of Crisis

Social disruption and social distancing measures are expected to continue until the end of 2020 and probably beyond. Further peaks of the outbreak could also lead to new phases of imposition of lock-down arrangements. Like the rest of UK higher education, delivery of UEA's education for next academic year (AY20/21) will therefore have to change significantly.

In the face of these challenges, and in order both to retain our continuing students and attract new entrants, we need to plan to teach and enable students to learn in both face-to-face and on-line/remote modes ("Dual-mode delivery"), and with the flexibility for students and staff to move as seamlessly as possible between these two modes should the need arise. This is going to pose significant new demands upon academic and professional staff. In order to help make staff workloads more manageable and help protect staff well-being, a swift review of provision (courses and modules) has identified where our provision can be pared back and streamlined in order to manage down the amount of material in scope (Phase One). We now turn to the second phase of this work and this document provides guidance on how we approach transforming our (non-PSRB)[1] UG/PGT teaching delivery for AY20/21.

This document explains the approach we will take to preparing for AY20/21. UEA's ambition is to remain a leading dual-intensive university, well-regarded for its excellence in research and education. To maintain this ambition, we must focus and prioritise our activities over the next few months ensuring that our teaching can be delivered as effectively as possible in the most challenging circumstances that any of us are likely to have ever known in our careers.

The nature of the changes we need to make are unprecedented in UEA's history. Change is always difficult, and we recognise that the scale and urgency of the change now required will be unsettling. The University will provide support and training to assist colleagues in their thinking, planning and delivery. As an institution and as individuals, we will need to be agile and able to adapt and respond to rapidly changing circumstances. It is likely that there will be a sustained period of uncertainty and it will be some time – perhaps even 2 to 3 years – before we are able to settle into a 'new normal'. Our immediate priority must be to strengthen and adapt our digital and blended teaching. To focus on teaching in the short-term is not a step on a path to becoming a 'teaching-oriented' university. Rather the reverse is the case. Because attracting students is a vital income stream underpinning our research power, neglecting to focus on strengthening and adapting our educational provision to the new circumstances will only undermine our medium-term research prospects.

Three key considerations are key:

Uncertainty: The Covid-19 crisis continues to unfold and develop. At the time of writing (21st May) there is still no national guidance on how to manage the return to teaching on university campuses, nor is it clear when this process is likely to begin. Some remain sceptical that UK universities will be able to admit students on campus at all in September 2020. We therefore must recognise that we are making plans in uncertainty and unpredictable circumstances. Our plans may have to adapt as circumstances evolve and more information becomes available, and this document will have to be updated from time to time.

Doing different in a changed world: It is understandable that there can be a 'gravitational pull' to look back towards the old 'business-as-usual' way of doing things. However, Covid-19 is radically impacting upon higher education and overturning what were long-settled

[1] In this context, by PSRB courses are those regulated by the medical professions such as the General Medical Council, the Nursing and Midwifery Council, the Health and Social Care Professions Council and the General Pharmaceutical Council.

assumptions. It also brings unprecedented financial challenges to universities.[2] In planning AY20/21, we will need to be bold and imaginative in rethinking how best to ensure our pedagogical practices are as effective as possible in the new circumstances.

Our planned direction of travel: In preparing UEA's new Plan (2020-25), we had already decided to embark on a major curriculum review and the key principles guiding that review had been agreed. Covid-19 has accelerated the need for change and it is important to see the changes we need to put in place for AY20/21 as steps in a general direction in which we were already intending to move (especially regarding strengthening our digital learning experience and environment).

We will continue to liaise with other universities in the sector and with UK sector bodies such as Universities UK (UUK), the Office for Students (OfS) and the Quality Assurance Agency (QAA). We are liaising regularly (at least weekly) with a group of 15 similar universities which provides useful insights into what others are thinking and how challenges are being addressed elsewhere. Internally, we will continue to liaise with key stakeholders including the UEA SU and our campus trades unions.

Figure 1 below sets out the evolving phases in higher education's response to the Covid-19 crisis. It was produced in late March by a US edtech consultancy, Mind Wires. At UEA, prior to Covid-19 we had been planning to evolve our educational provision over the next five-year period. The 'Student Success' component of the new UEA Plan was informed by consultation through several 'Big Shift Big Days' and discussions at Learning and Teaching Committee (LTC), and the University's Council. In addition, in early 2020, UEA embarked on a comprehensive curriculum review process to update and develop our taught provision in the light of a set of drivers of change over the past decade or so. A set of Guiding Principles for the Curriculum Review had been agreed by ET and at LTC on 11th March (see Figure 2).

On 8th April, ET established a 'Planning for AY 20/21' programme of work to help plan and prepare for flexible and resilient delivery for AY20/21 with several work-streams. The project work is coordinated with other related activities including our approach to inclusive education and retention, our Curriculum Review work, including embedding mental health and wellbeing, our drive for operational efficiencies and our efforts to strengthen student employability. (The work will also consider inter-relationships with PGR students and the research mission of the University). Eight workstreams were originally established, along with an agreed project governance structure and two further workstreams have been subsequently added). The workstreams are underway with a Workstream Lead, Deputy Lead and supporting team. An Implementation Group meets twice a week to oversee and co-ordinate the work. Figure 3 sets out the 'Planning for AY 20/21' workstreams.

[2] London Economics (2020) *Impact of the Covid-19 Pandemic on University Finances - Report for the University and College Union* (April 2020).

Figure 1

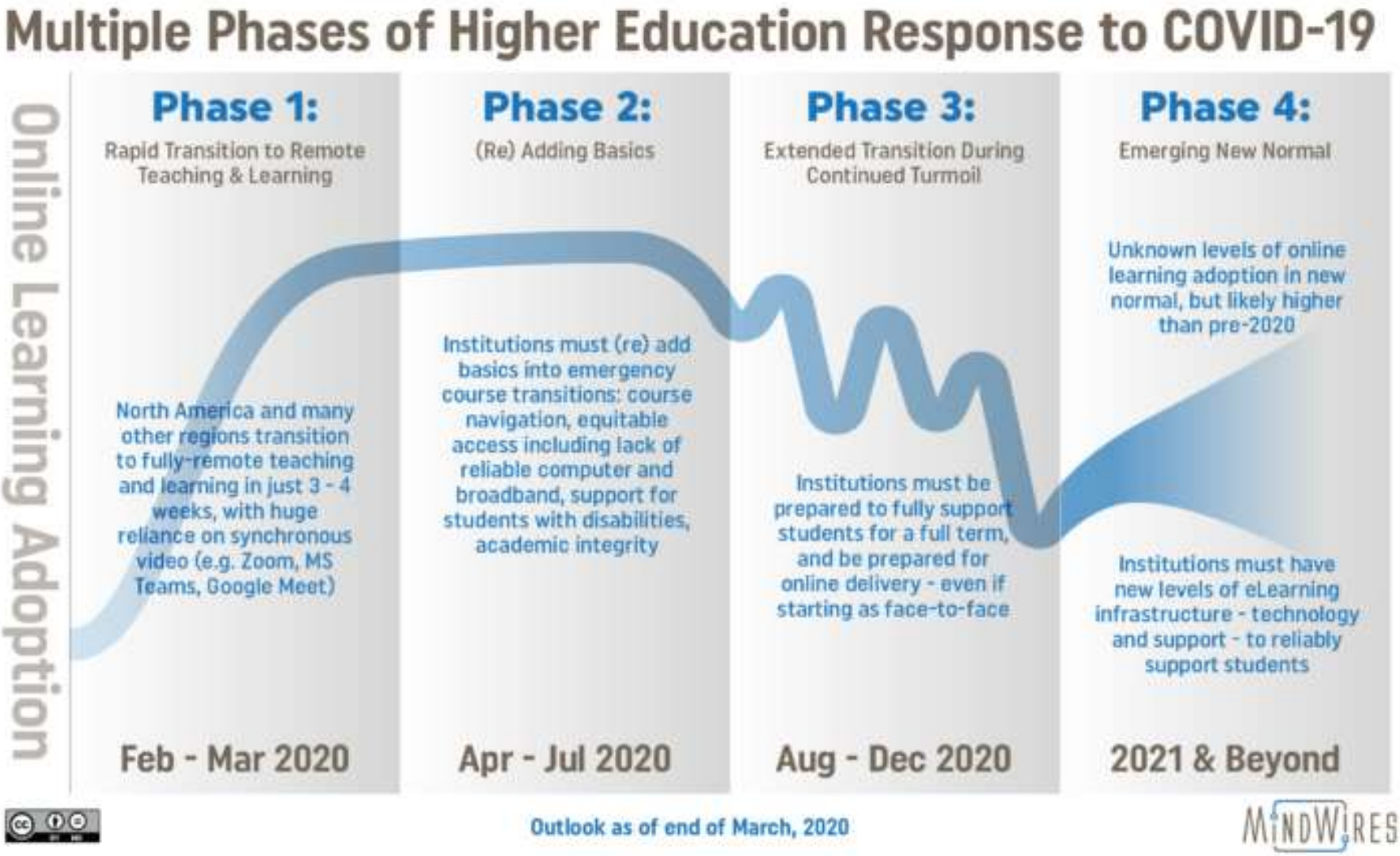

Multiple Phases of Higher Education Response to COVID-19
Online Learning Adoption
Phase 1:
Rapid Transition to Remote Teaching & Learning
North America and many other regions transition to fully-remote teaching and learning in just 3 - 4 weeks, with huge reliance on synchronous video (e.g. Zoom, MS Teams, Google Meet)
Feb - Mar 2020
Phase 2:
(Re) Adding Basics
Institutions must (re) add basics into emergency course transitions: course navigation, equitable access including lack of reliable computer and broadband, support for students with disabilities, academic integrity
Apr - Jul 2020
Phase 3:
Extended Transition During Continued Turmoil
Institutions must be prepared to fully support students for a full term, and be prepared for online delivery - even if starting as face-to-face
Aug - Dec 2020
Phase 4:
Emerging New Normal
Unknown levels of online learning adoption in new normal, but likely higher than pre-2020
Institutions must have new levels of eLearning infrastructure - technology and support - to reliably support students
2021 & Beyond
Outlook as of end of March, 2020
MINDWIRES

Figure 2 – Agreed Guiding Principles for UEA's Curriculum Review

- **Ensuring quality, coherence and attractiveness of our courses and the educational experience**: This requires that courses be the principal unit of academic planning, delivery and quality assurance, with modules a component part of courses, and that coverage of our subject areas supports the wider purposes of the University.
- **Supporting student satisfaction and well-being**: Fostering a sense of identity and belonging, with course structure, pedagogic practice and assessment strategies producing an inspirational educational experience informed by an inclusive, student well-being perspective.
- **Strengthening skills and real-world relevance**: Embedding employability literacies and skills development, with coherence at course level, authentic assessment and a course structure that permits work and practical experience at different scales.
- **Delivering efficiency and effectiveness**: Changes should deliver benefits in academic staff time through reduced administrative and management overhead. This should focus attention on: i) reducing the number of small modules and small courses; ii) simplifying course profiles to ensure larger cohorts of students and improved timetabling and rooming; iii) reduced summative assessment load for students (and staff).

The development of this guidance document has been informed by discussions within the 'Planning for AY20/21' workstreams. Its preparation has been led by Emma Sutton (Academic Director – Taught Programmes) and Neil Ward (PVC – Academic Affairs), with input from Kay Yeoman (Academic Director – Learning & Teaching Enhancement), Matt Aldrich (Academic Director – Employability), Helena Gillespie (Academic Director – Inclusive Education) and Andrea Blanchflower (Director of Student Academic Services) as well as the members of the 'Curriculum and Assessment' workstream and the Associate Deans for Learning and Teaching in the Faculties.

Figure 3 – Planning for AY20/21 Workstreams

1. **Curriculum and Assessment:** Curriculum, assessment design, concessions, assessment methods, academic integrity. Student partnership. Employability (Emma Sutton)
2. **Ensuring Inclusive Retention:** Student retention for all taught students, and particularly those facing additional pressures or disadvantages. Strengthening a sense of belonging/community in transitions into and through UEA (Helena Gillespie)
3. **Student Recruitment:** Making offer as attractive as possible; monitoring market behaviour; portfolio mix; student numbers; offer strategies; Clearing (Angelina Bingley & Alix Delaney)
4. **Communication & Engagement:** Corporate, academics, current and new students. Holistic and user centric comms. Signposting training and guidance (Neil Ward)
5. **Training, Preparedness & Digital Transformation:** Delivery of Blackboard Ultra upgrade and other educational technology; Technical migration, system architecture, innovation/pedagogy; Staff preparedness utilising Blackboard, peer support and new pedagogies to offer enhanced experience; Student preparedness, summer prep, online learning. (Kay Yeoman & Mark Barry)
6. **Utilising Learning Spaces**: Helping to plan the changed utilisation of campus learning and teaching spaces in the context of expected social distancing restrictions (Louise Bohn)
7. **The Holistic Student Experience**: Student community, identity, social capital development and 'facilitated experiences' on campus in the context of social distancing; co-ordinated with related initiatives (Polly Morgan).
8. **Professional Services Support & Transformation:** Professional services business process, systems, training, change management – for student- and staff-facing services supporting learning and teaching (Eve Dewsnap)
9. **Impact and Evaluation:** Student experience, student engagement with learning, ensuring meaningful feedback as well as quality outputs**.** Monitoring inclusion**.** To assess staff engagement and satisfaction (Mark Searcey)
10. **Quality Assurance, Governance and Compliance:** Capturing decision/audit trail, meeting OfS, CMA, PSRB requirements etc. Drafting changes to regulations, linking to LTC, Senate etc. (Andrea Blanchflower)

2. Dual-Mode Delivery

Like most UK universities, we need to prepare for our taught provision to be delivered with students either on-campus and able to attend classes under social distancing rules or having to engage remotely via our Virtual Learning Environment (VLE) and remote teaching tools. Given uncertainties around the easing (and potential tightening) of lock-down restrictions over the coming 12 months, students will need to be able to move between these two delivery modes should circumstances require. "Dual-mode" describes the following modes of delivery:

Mode 1: Some students on-campus safely engaging in blended learning that combines accessing learning through our VLE alongside face-to-face sessions at UEA but under social distancing arrangements. (Some students will still need remote access to learning and teaching due to shielding, quarantine or travel restrictions).

Mode 2: Fully remote delivery where students (and staff) are not required to be on campus at all and learning resources and interaction with academic staff and university services is online and facilitated via our VLE.

Crucially, our taught provision under ***each of these modes will require considerable change*** from what was 'business-as-usual' prior to Covid-19. Within any given programme there will need to be an awareness of, and sensitivity to, the differing needs and vulnerabilities of both staff and students who may need to self-isolate or work differently (see Appendix I).

We hope to accelerate the upgrading of Blackboard to Blackboard Ultra, which had been planned for during AY20/21. It is hoped that this upgrade can be in time for September. If it is not, then we will upgrade at the Christmas break. In addition, we have commissioned *Studious*, an edtech company established by two NBS academics, to strengthen our online digital material for our conversion masters courses in NBS. We have produced baseline expectations and quality standards for remote provision to ensure that we continue to provide value to our students and to provide assurance to prospective students we hope to recruit for September. These are contained in the reflective tool to inform practice (Appendix I).

Other universities are currently planning for teaching spaces operating at 20%-25% capacity. This means that even in Mode 1, taught content in what were previously large lectures will only be able to be delivered digitally. Our current planning assumption is that taught classes will not be able to accommodate more than 40 students in face-to-face sessions (but this may potentially worsen). Given the resulting pressures on teaching space, Module Organisers will need to decide on how they plan to deliver their module, setting out the pattern of synchronous teaching events and ideal groups sizes, and categorise planned taught sessions according to how desirable or essential it is that the session be on-campus and face-to-face. Support for this will be available through self-paced learning resources as well as the digital champions whose role is described in Appendix II. The following categories assist this process and colleagues will be asked to use this coding system when submitting their timetables:

A: Very highly desirable/essential as face-to-face (*e.g.* vital practical work where students must be present, or particularly high-impact interactive located teaching).

B: Strong rationale for face-to-face (*e.g*. some experience from AY 19/20 could help mitigate problems).

C: Preferably face-to-face (but could be delivered remotely online without too much impact).

D: Readily 'blendable' – for online delivery (Content delivery typical of large lectures that can move online with little disruption to the learning experience, or synchronous online activity that works highly effectively at distance such as Collaborate group seminars).

3. Guiding Principles for Taught Provision for 2020/21

The 'Planning for AY 20/21' work has established a set of guiding principles to inform our approach to redesigning our teaching delivery. These have been signed off by ET and shared among the four Faculty Executives and professional divisions. They are underpinned by UEA's new set of core values (Collaborative; Ambitious; Respectful; Empowering). They have also been shared with the QAA to help inform its thinking and development of national guidance to HE providers. Our over-arching principle is that our delivery needs to be ***safe***. This concept is further developed in Figure 4 below.

Figure 4 – "S.A.F.E." Guiding Principles for AY20/21

SAFE – our teaching practices will have to be according to protocols that ensure safety of students and staff through social distancing, within and between teaching rooms and on our campus, respectful of pressures on staff and students, and resilient to staff and student absence or illness;

ACADEMICALLY EFFECTIVE – we must maintain academic quality standards, supporting inclusive education, and continue to equip our students to be ambitious and thrive in their lives beyond graduation;

FLEXIBLE – innovatively and collaboratively allowing students to move between different modes of delivery as required by Covid-19 disruption, and providing them with choice in how to pursue their studies and assessments;

ENGAGING – we will need to continue to inspire and empower students in their studies, harnessing effective teamwork between staff and students in delivering modules.

This planning process for 20/21 replaces our usual Course Review and Module Update processes. In reviewing our provision, we should ensure that a systematic approach is taken to maximise course coherence and achieve constructive alignment across the curriculum. This will ensure that there is transparency of purpose and expectations for students in the delivery of our teaching and assessment. In undertaking the review of delivery, colleagues are encouraged to pay attention to the following seven steps:

1. Consider course-level learning outcomes and how the profile of modules is suitable to achieving these outcomes;
2. Within each module, review module-level outcomes to ensure they are clear to students and coherent. Identify where and how they contribute to achievement of the course level outcomes;
3. Schools may wish to provide advice on the desirable number of course and/or module outcomes to provide consistency across their portfolio;
4. Consider the teaching content necessary to support students in the achievement of those learning outcomes. There may be an opportunity to refresh or reduce the scope and/or volume of content being delivered;
5. Consider the course level outcomes in relation to the course level assessment strategy to ensure there are a range of complementary methods being utilised across the programme to enable demonstration of achievement;
6. Consider the module learning outcome descriptors and how the assessment(s) will enable students to demonstrate achievement of the learning outcomes;
7. Ensure formative assessment activity and teaching methods enable students to actively engage in deep learning that is aligned to session/ module/ assessment outcomes.

4. Start and Structure of the Academic Year

We are planning for the academic year to commence in September as usual and are proposing that the structure of the year will now include the following features:

- Introduction of a one-week 'Welcome to' / 'Welcome back' period for new and returning students;
- Equal allocation of 12 teaching weeks in each Semester;
- Introduction of a two-week January assessment period (for all types of assessment items including coursework and project completion and exams);
- Introduction of a fixed spring vacation period (Easter break);
- Introduction of a three-week summer assessment period (to include Semester 2 and year-long module assessment items of all types);
- Embedding of 'Do Something Different Festival' activity within Week 0 and across the academic year rather than focusing on a 'teaching-free' week;
- Provision of a 'Study Plus' revision/ formative study week between Semester 2 teaching and the Summer assessment period;

In addition, consideration is being given to:

- Provision of a single (one/two week) reassessment period to be held prior to graduation or at an earlier point than the current August reassessment period.

A January assessment period will remove an obstacle to providing a full 'no detriment' policy, requested by many of our students this year, should there be further disruption in spring 2021. These changes would also provide students with earlier delayed first sit or reassessment outcomes, so reducing anxieties about progression, arranging accommodation and potential interruption to studies. This would also enable academics to complete assessment activity at an earlier stage in the year allowing for a longer uninterrupted summer period.

Currently, for non-professional (UG and PGT) courses we allow arrivals up until start of week 3. For AY20/21, we are proposing allowing late arrival up until the start of week 5, mainly to accommodate international students.

While it is our intention to start the year in September, we do have a 'Plan B' should it be necessary to delay the start of the academic year for all students, should circumstances render this necessary. This would be for teaching to commence four weeks later than planned. Christmas and Spring breaks would be three weeks rather than four, and the summer assessment period would be reduced to two weeks. This would enable students to complete and graduate without delaying graduation week in summer 2021. However, our current assumption is that we pursue 'Plan A'.

We are developing the additional option of a January start for those PGT programmes that recruit the largest numbers of international students. (These are primarily the conversion masters courses in NBS, ECO, LAW, CMP and the media masters in PPL). These would still run for 12 months.

5. Timetabling

There will be considerable challenges to timetabling and rooming, even in Mode 1 on-campus, blended delivery. Social distancing rules are likely to significantly reduce the capacity of teaching rooms (by as much as 75%-80%). The more blended approach under Mode 1 should mean that conventional (content-delivery) lecture sessions can be delivered digitally without the need for large lecture classes where students attend lecture theatres. However, there may be more pressure on smaller and medium-sized rooms to house face-to-face interactive discussion sessions. We will be looking to expand the number of study spaces where students can engage in safe blended and remote learning on campus to relieve pressure on the Library and to enable students with limited personal study space or resource to work in a supported environment. In broad terms, there are two potential approaches to timetabling for 20/21.

Module or Demand-Driven: This is close to business-as-usual, but with modifications. A Module Organiser submits a timetabling/rooming request and the LTS Timetabling Team accommodates this as far as possible given the constraints. Timetables will need to identify all synchronous teaching events and identify the category of rooming necessity using the coding system previously identified (Categories A to D). It is essential that all Schools and Module Organisers use the UEA slotting system and any requests that do not comply will not be able to be processed. This would also need to adhere to any established School-level module teaching template that is in place where applicable (see below).

Space and Time or Supply-Driven: This is the opposite approach. The University would allocate teaching hours, slots and spaces to Schools or Modules, and Teaching Directors, Course Directors and Module Organisers would have to consider the optimum use of their allocation to achieve their learning outcomes, so the teaching patterns may need to be adapted and adjusted accordingly.

Safe circulation of students between teaching spaces may also necessitate changes to the daily teaching timetable, with larger breaks between teaching slots. Where social distancing rules particularly constrain our capacity, it may also be necessary to make greater use of Wednesday afternoon timetabling slots for AY20/21. Other higher education institutions are extending the length of their teaching day, from 9am to 9pm, for example, to help relieve timetabling pressures for AY20/21.

Our approach to timetabling and the length of the teaching day will become clearer once we have a better sense of the pattern of teaching needs and priorities and of social distancing rules that may apply to universities. Should the context allow, then we would want to adopt the demand-driven approach. We will only move to supply-driven timetabling or lengthen the teaching day if circumstances make this unavoidable.

6. Course Profile, Module Credit and Expected Study Time

Colleagues are asked to ensure that Course Profiles adhere to the following:

- All Year 1 Semester 1 modules **must** be compulsory, and ideally as much of Year 1 Semester 2 should be compulsory too.
- Course profiles should be reviewed, and the quantity of optional modules reduced where possible to minimise complexity in provision

There is a risk of future peaks in the disease and further rounds of lock-down. Where courses have lab-based/practice-based modules where face-to-face provision is essential, it may be necessary to move sessions across the academic year. Given current uncertainties about the evolution of the outbreak, it would be unwise to assume that spring 2021 will be less disrupted than autumn 2020. Other universities are finding imaginative ways to deliver practical and lab-based classes remotely. A flexible and opportunistic approach may be required to maximise the safe use of facilities when they are available. In some cases, substitution with virtual practical activities may be practicable and appropriate and should be considered.

We have reconsidered our approach to expected learning hours within modules, currently informed by QAA guidance produced in 2008[3] which equats 1 credit with 10 notional hours of learning and so entails a 40-hour week over a 30-week academic year. At UEA, our holistic approach to curricula encourages students to participate in, and benefit from, a range of extra-curricular activities. Valuable learning and personal development occur outside modules. We recognise that UEA's student experience should support personal development, promote mental health and well-being, and enable all students to be well-prepared for life beyond graduation. When considering expected study hours, time and opportunity to achieve these broader objectives should be factored in. To reflect a standard working week, we would expect a student to typically spend a minimum of 37.5 hours each week engaged in holistic curriculum activity. Academic learning hours within modules are therefore calculated on an expectation that students will spend 30 hours of their 'working week' involved in learning activities directed by their course/modules, and that the remaining hours may be spent on wider related learning and developmental activities. (We are aware that some PSRBs may require more than this on their accredited courses). This change has been discussed with representatives of UEA Students Union who are supportive of our approach here. When estimating the time that a student might spend in directed academic activities, it may be useful to consider the following:

- 30 hours per week are dedicated to academic learning <u>within modules</u>. This equates to 10 hours of learning activity each week per 20 credit module.
- Assuming each module broadly contains 15 weeks (12 teaching + 2/3 weeks of directed study and assessment) this equates to 150 academic learning hours per 20 credit module.

Academic learning activity should be considered as including:

- Synchronous located/ physical learning activity (facilitated/ delivered on campus at a set time and captured to create a permanent resource);
- Synchronous remote learning activity – (facilitated/ delivered remotely at a set time and captured to create a permanent resource);
- Asynchronous located/ physical learning activity – (directed task to take place in a set location);
- Asynchronous remote learning activity – (directed task to be undertaken at distance);
- Student-led independent learning activity.

[3] Quality Assurance Agency (2008) *Higher Education Credit Framework for England: Guidance of Academic Credit Arrangements in Higher Education in England*. Gloucester: QAA.

Other, more holistic, learning and developmental activities (amounting to 7.5 hours) might include:

- Involvement in student representation including acting as Course Reps or as School and Faculty Convenors;
- Working towards the UEA Award;
- Undertaking work-experience placements, Student Ambassador work and engaging with Careers Central;
- Engaging with an Academic Advisor;
- Participating in induction, transitions and “welcome to” / “welcome back to” activities
- Other well-being activities, including involvement in services delivered by Student Support Services;
- Learning skills development activities (including those provided by the Library, the Learning Enhancement Team, language buddy-schemes and in-sessional English language provision);
- Participation in Student Union clubs and societies and volunteering;
- Learning a second language or engaging in international initiatives such as Aurora.

Using this framework, Schools are encouraged to adopt this more holistic perspective on the curriculum which allocates a proportion of time to both within-module and wider developmental learning activities. Schools should consider the development of module ‘academic learning’ templates to support the delivery of learning and teaching activities (synchronous/ asynchronous; on-campus/remote) aimed at providing a consistent approach to the mix and balance of provision that students will experience within their disciplines. In doing so, Schools are asked to consider the accessibility of provision at course/ cohort level to ensure that the mix and methodology is suitable and inclusive. For example, where students may be studying overseas, the timing of synchronous activity or capturing of those activities may need to be considered. Opportunities for all students to engage in synchronous learning is essential.

As an illustrative example, a School may suggest that its modules adopt the following template:

For a 20-credit module we provide the following academic learning in a typical learning week:

- *2 hours of asynchronous blended preparatory content (e.g. flipped lecture/ prepared worksheet material/ use of a third-party resource) supported by*
- *2 hours of timetabled, facilitated, synchronous active learning to support application and understanding of asynchronous learning activity (e.g. collaborate seminar group; on campus group discussion; presentation workshop)*
- *4 hours of further independent directed activity – (e.g. set reading tasks, retrieval and appraisal of research, a formative assessment activity)*
- *2 hours of student-led independent study - student identified focus and objectives (aligned to module learning outcomes)*

7. Assessment Strategy and Design

The Covid-19 crisis triggered a major piece of work to review and modify our assessment practices for Semester 2. This revealed opportunities for changes to assessment practices and led to the removal of some assessment items. We should retain these gains and consider the principles underpinning that work in planning for AY20/21. These were:

- Assessment will only be undertaken where it is necessary;
- We will aim to reduce the number of assessment items wherever possible;
- Assessment delivery and/or design will be universally inclusive wherever possible;
- Any changes to assessment activity should not place unreasonable additional demands upon student and/or staff workload (including professional services staff).

Other established principles will inform the summative assessment activity for next AY20/21:

- Assessment methods and criteria are aligned to learning outcomes and teaching activities;
- Assessment practices are reliable, consistent, fair and valid;
- Assessment is explicit and supported by an accessible assessment brief including marking criteria; and
- Assessment and feedback are purposeful and support the learning process.

Assessment planning: There is an expectation that all modules consider the above and pay regard to the following in their assessment planning:

- Submission of, and participation in, all summative assessment activity will take place within the designated semester assessment periods;
- Summative assessment of Semester 1 modules must take place within the module or its assessment period and likewise for Semester 2.
- Summative assessment of year-long modules must take place within the module or the Semester 2/ summer assessment period;
- Reassessment will take place within one scheduled summer reassessment period;
- Module learning outcomes should be assessed as fewer times as possible;
- There should be a maximum of two summative assessment items per 20 credit module (and this should also be considered for all modules larger than 20 credits);
- Each summative assessment should be explicitly supported by at least one formative learning activity and feed-forward mechanism to support summative performance;
- Where more than one summative assessment is used within a module, consideration should be given to diversity across assessment tasks;
- Examinations may be held within the Semester 1 assessment period providing these are facilitated on-line;
- All assessments should be designed for remote delivery OR preparations made in readiness for this should it be deemed necessary. (Liaison with the E-assessment Group should be undertaken as part of this planning);
- Where it is not possible to replicate an essential assessment activity through alternative remote means, then plans should be made to remediate this should lock-down conditions become necessary;
- Choice should be embedded within assessment design wherever possible. (For example, students may be given a choice of topics to focus upon within a coursework item, or select the elements from a given list to be submitted within a portfolio);
- Use of authentic assessment should be considered and used wherever possible;
- Steps to reduce the risk of plagiarism and collusion should be considered in assessment design.

In addition, use of synoptic assessment should be considered to allow for application of learning to be demonstrated through integrated tasks. Where course coherence allows, this may be adopted as the overarching assessment strategy. However, this should also be considered in other instances. Adoption of synoptic assessment may also entail a small number of modules being partially assessed through integrated assessment items, or fully assessed through an integrated task, or combinations of these. An example is set out below in Figure 5.

Figure 5 – Example Structures for Synoptic Assessment

All modules share one integrated synoptic task while retaining one module level item:

Semester - Summative Assessment Plan		
Module 1 (20 credits)	Module assessment item – 15 credits	Synoptic Assessment item – 15 credits
Module 2 (20 credits)	Module assessment item – 15 credits	
Module 3 (20 credits)	Module assessment item – 15 credits	

Two modules make full use of a larger integrated synoptic assessment task:

Semester - Summative Assessment Plan		
Module 1 (20 credits)	Module assessment item 1 – 10 credits Module assessment item 2 – 10 credits	
Module 2 (20 credits)		Synoptic Assessment item – 40 credits
Module 3 (20 credits)		

Assessment methodology and design: Further to the assessment review and changes made undertaken in AY19/20, colleagues are asked to consider the following in reviewing assessment briefs and the design of assessments for AY20/21:

- Consider the assessment modifications made in AY19/20 and retain any adjustments where there was identified benefit to students and staff;
- Use this experience to identify opportunities for modification of other modules;
- Where a reduction was made in the use of examinations or any other assessment items, we should look to retain this;
- Where the use of examination was modified to an alternative methodology, we should adopt this revised methodology wherever possible;
- Where we retain the use of an examination(s) we should aim to deliver this online wherever possible or prepare to do so should it become necessary;
- All coursework will continue to be submitted and marked through Blackboard or other means (*e.g.* Turnitin where this is established);

Inclusive assessment design: A number of practices to ensure inclusive assessment are embedded in the principles above. Further guidance can be found in the inclusive education policy. However, the following themes should be considered in all assessment practice:

- Provide an opportunity to build on existing knowledge, understanding and skills;
- Ensure student and staff effort is proportional to the amount of credit, the subject and in line with professional body requirements where appropriate;
- Provide opportunities for students to choose topics and approaches that are meaningful and of interest to them;
- Adopt a course level approach that gives an opportunity for a diverse range of activities
- Enable students to actively develop their assessment literacy, including their understanding of assessment criteria, standards and processes, and skills of self- and peer assessment;
- Adopt an approach to feedback practices that promotes the regular use of formative assessments and dialogue between staff and students, and among students;
- Marking practice and feedback should focus on the content and learning outcomes and less upon the secretarial aspects of performance;
- Marking and feedback should be transparent and informed by clear and accessible marking criteria;
- Provide feedback which is focussed on helping students to understand their performance, reflect and improve on it, and build confidence and motivation;
- Ensure practical examinations give all students a chance to succeed.

8. Teaching Practice - Structures and Methods of Taught Provision

The Covid-19 crisis and social distancing rules necessitate that we adopt a fully flipped approach to learning and teaching. This will require that content is delivered online and that face-to-face learning and teaching activities focus on the highest impact and interactive practices. Further support will be available to staff through self-paced resources as well as a team of digital champions. This approach is most effective when working in smaller groups. **No large lectures for content delivery will be taking place in lecture theatres for academic delivery in 20/21**. Schools are therefore asked to consider the optimum group size for scheduled, face-to-face and synchronous online learning to maximise active participation opportunities for students. In adopting these principles, we would not currently anticipate that any face-to-face teaching is to be delivered to classes with greater than 40 students (and this figure may be reduced should social distancing rules require).

The dual-mode approach requires us to be prepared for Mode 1 delivery (a blended approach, allowing for some on-line and socially distant face-to-face provision), and Mode 2, meaning we are also prepared for the necessity to offer a fully remote curriculum in a responsive manner. In preparing for teaching delivery, the following areas need to be considered:

a) Plan for delivering the curriculum and assessment online;
b) Regard students as active participants;
c) Establish patterns of delivery;
d) Teach as a Team;
e) Provide accessible materials in a variety of formats.

A. Plan for delivering the curriculum and assessment online

- Design for on-line presence and engagement not just content.
- Use the curriculum base in a reflective way. Online learning needs to be purposeful. Build from the learning outcomes – what do you want students to learn and why? And explicitly share this with students.
- There will be no large 'classroom-based' lectures planned for physical delivery in 2020-21. Content should be provided digitally.
- Practical and laboratory work may be challenging. Review the potential of any online lab 'facilities'.
- Where seminars require students working together in close contact, then Blackboard Collaborate should be used.
- Face-to-face teaching should be prioritised where learning outcomes cannot be achieved by any other means, where face-to-face can be most impactful, and where social distancing can be maintained.
- When social distancing is needed, consider sub-cohort/ split study groups and/or delivery with a teaching team.
- Review the learning outcomes, scope and content of the module. Is the right content being delivered? Are there opportunities to review or reduce this?

B. Regard Students as Active Participants.

- Be clear and explicit with students about goals and expectations related to students' learning so they are empowered to take responsibility for their learning rather than being passive recipients of content.

- Teaching online should not consist of totally asynchronous delivery. Lecturers can be present, and students engaged through using and unifying synchronous and asynchronous delivery.

- Give time for reflection and dialogue within learning activity.

- Preparation – students should be clear about preparation which needs to be undertaken before an online session.

- Promote engagement and real-time dialogue. For a specific block of teaching we recommend a portion is always clearly identified as synchronous (for example, a 20-credit semester long module should have at least two hours per week of synchronous activity)

- On-line synchronous learning is demanding in terms of attention. Sessions should last no more than an hour.

- Wherever possible Schools should avoid back to back sessions which require students to end one online session and immediately sign in to a second.

- Consider how the materials / delivery methods used will have an impact on different students – ensure you are inclusive.

- Consider how opportunities for self-testing and feedback can be worked into delivery to enhance engagement.

- Consider how choice can be built into learning activities to help students feel empowered and build responsibility for their learning.

- Online delivery creates situations where student input can be recorded, such recordings can be used in building materials and used for learning by others – this needs to be undertaken with regard to student consent.

C. Establish patterns of delivery

- Review content - consider how the curriculum is threaded through the materials and activities. Sessions and activities should build disciplinary knowledge in a structured and scaffolded fashion.

- Align learning activity to the learning outcomes - What is the 'point' of each activity and session? How might we best achieve this? The links between session activity, and learning should be explicit to you and your students.

- Consider *where* different curriculum content is best delivered. What information and activities are relevant for the early parts of the course/module? How can student

communication be built through non-threatening activities which lead to more focused group problem solving and reflection?

- Consider activity to build group cohesion and relationships. This may be more appropriate and need emphasising at some levels of the course more than others, but all students need to feel connected. For example, how to learn and work as a group work may be foregrounded in Level 4 delivery and how to peer-assess in Level 6.

- Consider how you might actively create a learning community and how students might develop a sense of identity and belonging as part of it.

- Sessions need to be timetabled and coordinated at a course level in the same way as classroom sessions – but consider how the week is themed so students are not switching rapidly between different areas of their course.

D. Teach as a Team

- Team teaching is to be recommended. This builds resilience into delivery and also enables module work streams to be managed. It helps develop a strong community of practice to foster collaboration and innovation. (It is also popular with students and gives a stronger sense of a 'learning community').

- Think about content in modules being clustered in themes with online learning being constructed with a thematic approach led by a group.

- Agree on how to set a respectful and collaborative tone, agree and abide by communication conventions.

- Team teaching can foster regular interaction with students without overburdening individuals – share the load.

- Teaching as a team facilitates team marking which in turn can reduce the burden on individuals and enhance the turnaround period.

E. Provide accessible materials in a variety of formats

- Textbooks and key materials associated with teaching must be available in an on-line format.

- Text can dominate in learning – consider audio, video, short screen cast, flipped sessions.

- If you are employing packages which are available for licensed use on campus – is there open source software which may be utilised. Can software and systems be operated on different machines (*e.g.* Chromebooks) which have limited internal memory?

- Use relevant graphics and images – but be aware of copyright issues

- Think about other third-party content (but be mindful of free now vs cost in September)

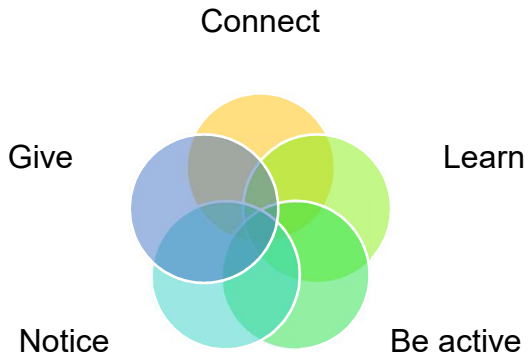
9. Embedding mental health and wellbeing

The University has made a commitment to enhance the mental health and wellbeing of its community (staff and students) through a series of projects and interventions supported by the Vice Chancellor's Taskforce on Mental Health and Wellbeing. *Embedding mental health and wellbeing in the curriculum* is an identified project of work within this strategy that has, in partnership with Advance HE, identified opportunities for short-term actions to enhance the curriculum from this perspective.

At the heart of this work is recognition that students' mental health and wellbeing and learning experience is influenced significantly by their environment, experience of stress and resources available to them. This holistic model and an awareness of the dimensions of wellbeing (Figure 6) and The University Mental Health Charter [4] have informed this review of provision and the recognition of wider activities which make up the whole curriculum experience. Examples of the approach adopted within this guidance include:

- Promotion of a mental health and wellbeing message within Week 0/ Welcome Back (CONNECT, NOTICE)
- Value and recognition of wider contributions including the UEA award; student citizenship; volunteering; peer mentoring and support (GIVE, BE ACTIVE)
- Promotion of small group synchronous activity; course coherence and identity; recognised time for social engagement (CONNECT, LEARN, BE ACTIVE)
- Reduced assessment burden; aligned learning activity; choice within assessment; use of authentic and reflective tasks (LEARN, NOTICE, REDUCED STRESS)

Figure 6 - Five ways to Wellbeing



Other opportunities should be identified to embed practices consistent with the positive promotion of mental health and wellbeing in the delivery of their academic learning activity.

Course and module leads are asked to consider:

- *How do learning activities scaffold learning, support skill development and promote self-efficacy?*
- *Is the pace of learning inclusive and well supported by opportunities for students to safely test their understanding?*
- *Are our expectations of students always clear – have we checked this out with them?*
- *Do learning activities allow for deep learning and a sense of progression and mastery?*
- *Can students influence the design or co-create learning content and activity?*

[4] Hughes, G. & Spanner, L. (2019) *The University Mental Health Charter*. Leeds: Student Minds.

- *Are there opportunities embedded to develop identity, belonging and make connections with others?*
- *Are there opportunities to get things wrong and share the learning from this without penalty?*
- *Do we communicate feedback and feedforward messages using constructive, positive language?*
- *Is the full range of support clearly signposted and accessible, and the boundaries within that clear?*
- *Are topics and conversations around mental health and wellbeing 'infused' within the curriculum?*
- *Do we prepare students for the ongoing transitions they will experience within the curriculum - new semester, new group, new placement, new year, new role, new job?*

We will also ensure a supportive approach to staff wellbeing is taken. Key features of this will be:

- Providing as detailed support and guidance as possible from the University leadership team;
- Offering opportunity for dialogue and feedback through Teaching Directors and Associate Deans for Learning & Teaching;
- The work of CTEL to provide advice, guidance and self-help materials;
- The appointment of a set of digital champions in Schools to help support staff locally.

10. Employability and Skills Development

This review of curriculum and assessment should support the ambitions of the Employability Strategy and programmes should seek to maintain and extend opportunities for external experiences and the development of skills for employment wherever it is feasible to do so. This section provides an overview of employability activity within UG and PGT provision. Specific guidance will be provided for study abroad and placement programmes in due course.

It has been established that employability and skill development should be embedded within academic learning activity. To develop this, we ask that programmes:

- Guarantee all our students are exposed as a minimum to work-related learning;
- Make use of scenario-based activity within learning activities and utilise these more fully to facilitate formative or summative authentic assessment activity;
- Embed skills such as reflective practice or action learning into assessment design, giving all students access to reflective frameworks to help chart their development
- Identify real-world knowledge and transferable skills in teaching materials and in our assessment briefs;
- Support students to develop the remote working skills essential for meaningful engagement within our current learning activity and beyond in real-world scenarios;

Further phases of implementation of the employability strategy will aim to incorporate the following into courses. Accommodating the current situation, we should consider:

- Can work-based learning opportunities be maintained? If these opportunities are compromised, can these be replicated 'in-house' or through remote means? Are 'virtual placements' viable?
- Can external experience be related to an assessment which then confers credit as part of the degree? Where it already does, and this may be compromised, how can we replicate or modify provision?
- How flexible are we able to be on the size/shape of a 'placement'? Do we need to reconfigure how and when this happens? For instance, placements could take place part-time over a number of weeks during Semester.
- Can external stakeholders contribute to that content or design and/or offer formative feedback?
- How can we develop a directory of experiences, or external experts to extend our learning resource or curate learning objects for on-line use?

As part of our commitment to a holistic curriculum, we will support students' personal development through extra-curricular opportunities, giving students more time to be active agents in their employability development. Schools should consider how to promote co-curricular/extra-curricular opportunities to students and ensure that their value as part of the UEA student experience is understood. While there are many opportunities students may wish to undertake within the time that has been assumed for their wider development, we expect that all students will:

- Be encouraged to become active agents of their own employability development;
- Seek opportunities for work experience or volunteering activity alongside their course, understanding also the value of part-time and campus work;
- Have the opportunity to complete the UEA Award or pre-Award activities and understand the linkages with their course;

- Be offered/sign-posted to a range of free online courses of UEA and external content to aid employability development (for example, through Career Central);
- Be encouraged to engage with CareerCentral and School-based employability activities at an early stage and again at key touchpoints as they progress through their degree; and
- Actively take-up opportunities to participate in ‘campus’ activities such as clubs and societies, sports activities, student rep/ambassadorial roles and take up leadership roles.

11. Sharing and Re-Purposing Content with Partners

Incorporating externally produced content into modules offers students a chance to have an outward-looking element to their learning, which is especially important at a time where physical mobility is so restricted. The current situation therefore provides a good opportunity to make use of ready-made resources in teaching. Over the last few months, many cultural organisations like museums and theatre companies have significantly enhanced their web-based offerings which can be incorporated into teaching. In addition, a variety of online projects based around things like blogging and citizen science provide online collaborative learning opportunities which can be incorporated as features in courses. It is not expected that on their own such learning opportunities would provide for the students' learning, but they may prove to be useful supplements to UEA's own resources.

Further opportunities to use ready-made resources may be available through additional materials from textbook publishers. In selecting new textbooks for AY20/21, the availability of online resources such as video content and web-based activities should be considered when deciding which textbook to prescribe. All UEA courses have access to a range of recent and archive television and radio programmes through the 'Box of Broadcasts' service, which can be repurposed as clips and embedded into blackboard courses. In addition, some of our Aurora partners[5] across Europe have expressed interest in deepening our educational co-operation and partnership working by sharing digital content between universities. We will explore ways to promote opportunities for academic staff at UEA to engage with and share materials with Aurora partners.

As a result of the pandemic, student opportunities for travel and the development of intercultural competence and knowledge are likely to be restricted. There may be opportunities through the Aurora network and other international partners to work on 'Internationalisation at Home' projects (sometimes also known as 'Virtual Exchange') where content and learning is shared between two classrooms in different countries. The Study Abroad Office is developing its capacity to support such initiatives.

Finally, we are exploring an opportunity to develop a scheme for AY20/21 in partnership with Aurora universities to provide opportunities for pairs of students in each university to team up with counterparts in two or three other institutions to carry out comparative research projects into the Covid-19 crisis. The objective would be: to provide Aurora students, including UEA students, with the opportunity to work collaboratively in an international research team to produce a common piece of work; to provide students with an opportunity to reflect on the strengths and weaknesses of the approach to working in an international team and their own individual experience of remote team-working; and to foster individual and small-group links between students and staff in Aurora universities on a common intellectual project.

The project would involve a 3,500-5,000-word report based on research conducted within each participating country, covering: a comparative analysis of, the national response to and impact of Covid-19 in each national setting; an analysis of the impact on university education and the response by universities in each national setting; and a reflection on the possible medium and longer-term implications of the Covid-19 crisis for the higher education sectors and for students across the different countries. The Group report would be supplemented by a 1,500-word individual reflective essay on the experience of working remotely in an international team on a research project.

[5] Members of the Aurora Network are: Free University Amsterdam (Netherlands); University of Iceland (Reykjavik); UEA (England); University of Duisburg-Essen (Germany); University of Aberdeen (Scotland); University Federico II of Naples (Italy); University of Grenoble Alpes (France); University Rovira I Virgili (Catalonia, Spain); University of Innsbruck (Austria).

12. Proposed Next Steps and Indicative Timeline **

ACTIVITY	DATE
Phase One portfolio review completed and approved	20 May
Phase Two guidance published	21 May
Heads of Schools to send initial communication to students (further communication plan under development)	Mon 1 – Wed 3 June
Training resources launch to support delivery preparations	From 1 June
MODULE and COURSE SET UP and STUDENT ENROLMENT:	
Submission of module proposal form(s) MP1 (for newly created merged modules)	By 01 June
Set-up of new modules and course profile amendments completed by LTS	By 18-Jun-20
Course Directors to check and sign off revised Course Profiles	By 24-Jun-20
LTS to contact affected students to request module changes. *Advisers are asked to ensure support is available to advise as needed*	By 25-Jun-20
Students to reply with new module selections	By 09-Jul-20
LTS send email confirmation of module selection to individual students, copied to their advisers, and available on eVision	03-Aug-20
TEACHING PATTERNS SETUP and TIMETABLING	
Timetable requests submitted - teaching patterns received for all synchronous delivery - each session to be categorised (using A to D coding)	By 17-Jul-20
Timetabling completed and published to students	By 07-Sep-20
MODULE OUTLINES - UPDATING and COMPLETION	
Full Module Outline for new merged modules received	11-Sep-20
Updated Module Outlines, including revised assessment information for modified existing modules	11-Sep-20

** This is indicative and may have to change as circumstances develop.

Appendix I - Benchmarks and Self-Reflection Tool for Blended and On-line Delivery Modes via our Blackboard (Bb) VLE

(This table can also be used as a self-reflection tool to consider how learning is delivered against good learning features under alternative delivery modes. Our goal at UEA must be that delivery at least meets the middle baseline but incorporates as much of the strengths of the fully online mode as is possible in the time available to plan and deliver).

Features	**Emergency remote delivery**-minimum standard introduced in crisis.	**Dual-mode delivery**-actively planned, blending remote and face-to-face.	**Fully online delivery**-planned 'de-novo' for courses designed to be marketed as fully online.
Learning outcomes- Map content and assessment to learning outcomes.	Clear and relevant.	Clear and relevant.	Clear and relevant.
Inclusive learning- make sure all materials are accessible; take into account the digital divide and students learning in different time zones	All materials accessible across the Bb platform. Not all materials have a green Ally score **	All materials accessible across the Bb platform. Mobile compatible. All materials have a green Ally score (except mathematical and scientific notation). Consideration is given to design of materials and use of images and colours. Learners receive some instructions about expected interaction and engagement online as well as in class.	All materials accessible across the Bb platform. All materials have a green Ally score (except mathematical and scientific notation). Materials are systematically designed to increase learner engagement. Learners receive consistent and clear instructions about expected interaction and engagement.
Diversify learning opportunity- produce content in a range of formats both asynchronous and synchronous to give multiple opportunities to engage with content.	Asynchronous learning with limited opportunities for direct interaction with faculty and peers.	Asynchronous and synchronous learning within a scaffolded learning journey with multiple opportunities for social learning.	Asynchronous and synchronous learning with multiple opportunities constructed within a scaffolded learning journey. Embedded opportunities for social learning.
Learning objects- provide content in learning objects, which are small chunks of learning. "Learning objects for learning outcomes'.	A single learning 'object' covering all learning outcomes e.g. single PowerPoint file. No reflective opportunity	Multiple learning 'objects' each covering a single learning outcome, e.g. PowerPoint file, text document, video, interactive vignette, discussion board. Opportunities for reflection on progress.	Multiple learning 'objects' each covering a single learning outcome, e.g. PowerPoint file, text document, video, interactive vignette, discussion board. Objects are constructed within a scaffolded learning journey with clear opportunities for self-reflection on progress.

Embedded third party licensed resources – provide third party content e.g. e-textbooks, books, journal articles, databases, etc.	Linking to online resources that are available in digital format.	Third party resources (ebooks, journal articles, databases, specialist software, etc.) and tools are introduced and provided within a scaffolded learning journey with clear opportunities to use resources to enhance independent learning and improve quality of learning outcomes.	Third party resources (ebooks, journal articles, databases, specialist software, etc.) and tools are introduced and provided within a scaffolded learning journey with clear opportunities to use resources to enhance independent learning and improve quality of learning outcomes.
Active learning- incorporate participatory teaching tools	Lecture theatre tools running in parallel to live-streaming.	Students are introduced to a wide range of digital tools with which to explore the subject. Polls and quizzes monitor progress and understanding. Students are actively challenged by their course leaders to demonstrate understanding and higher order skills in a supportive environment.	Students are introduced to a wide range of digital tools with which to explore the subject. Polls and quizzes monitor progress and understanding.
Collaborative learning- ensure there are appropriate opportunities for students to work together and for them to interact with the lecturer.	Minimal use of discussion boards and students possibly organising independently on insecure platforms.	Good use of collaborative tools (*e.g.* Bb Collaborate) to manage group learning and produce collaborative outcomes. The discussion board moves from the periphery to the centre and becomes the interface between the physical and virtual components of the course.	Groups are introduced to a wider range of digital tools with which to explore the subject and produce collaborative outcomes. The use of Bb collaborate is constructed within a scaffolded learning journey.
Student preparedness- training to get the best out of online learning.	Students consume content with little communication with staff. Heavily self-directed. Some self-paced opportunity for learning	Students consume content with good communication with staff. Self- directed but students supported through the content. Good opportunity for self-paced learning.	Students consume content with good communication with staff. Self- directed but students supported through the content with direct communication with teaching staff. Self-paced learning is embedded.
Quality and review-of learning content and assessment opportunity.	Materials subject to established quality assurance processes.	A review of content by a peer or academic digital champion. Some opportunity for student review. Using digital feedback to streamline processes. Dynamic review leads to rapid improvements.	A review of content by a peer or academic digital champion and also embedded student review. Using digital feedback to streamline processes. Dynamic review leads to rapid improvements.
Students as partners- students are involved in review and co-creation.	Monitoring by SSLCs.	Some activity where students are generating content. Opportunity for student feedback to improve course and module delivery. Academics work closely with students to tailor courses as they develop to ensure they	Content developed with student partners. Opportunity for student feedback leads to swift changes to course where appropriate. Academics work closely with students to tailor courses as they develop to ensure they are

		are relevant and representative of the specific cohort.	relevant and representative of the specific cohort.
Assessment for learning- formative and summative.	Formative and summative assessment opportunities submitted and marked using online tools and feedback delivered online. Assessment briefs provided.	Formative and summative assessment opportunities clearly linked to learning outcomes. Some diversification of assessment type. Consideration of authentic assessment opportunity. Work submitted and marked using online tools and feedback delivered online. Assessment briefs provided. Online support for assessment, e.g. discussion boards.	Formative and summative assessment opportunities clearly linked to learning outcomes. Some diversification of assessment type. Authentic assessment opportunity embedded where appropriate. Work submitted and marked using online tools and feedback delivered online. Assessment briefs provided. Online support for assessment, e.g. discussion boards.
Analytics linked to learning and assessment.	Limited review of engagement with learning content and assessment.	Comprehensive review of engagement with learning content and assessment, followed by targeted intervention for individuals and groups.	Comprehensive review of engagement with learning content and assessment, followed by targeted intervention for individuals and groups.

** A green rating in Ally means an electronic resource can be converted effectively into different alternative formats by the Ally system. For example, it can be used to create a text to voice screen reader file or converted to electronic Braille. For academics, work can be submitted formatively to the system by uploading to Blackboard. The system then provides targeted help and instructions about changes needed to make it accessible. From a student perspective, the score is not visible but the Ally button next to each electronic resource allows near instant access to the item in a choice of 6 different formats.

Appendix II - Academic Digital Champion Role Descriptor

Context

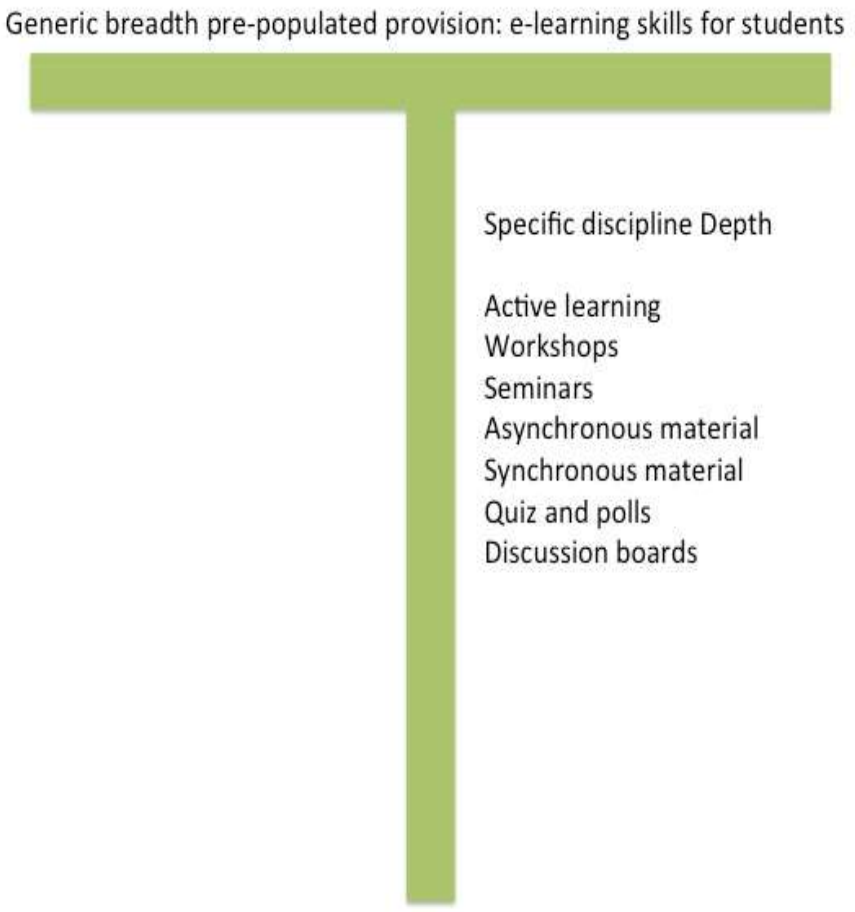
In March 2020, when UEA had to start teaching remotely, many staff rose to the challenge and supported our students with emergency remote teaching (ERT), with reliance on posting of lecture slides and worksheets through Blackboard. For 2020-21 academic year, UEA aims to offer all its students a better-quality online learning experience through **Blackboard Ultra.** We therefore need to invest in developing academic staff skills in the design and delivery of online provision which reflects excellent, evidence-based pedagogical practice. This will be done in a supportive manner, which still allows staff to make academic decisions about the best methods of delivery for their subject area.

Overarching model of delivery

For each module Blackboard (Bb) site we want to promote a breadth: depth model (Figure 1). The **breadth** will consist of existing generic and subject-specific content provided by the Learning Enhancement Team (LET) and the Library. It will offer a range of material including study skills advice, as well as live interactive content. This content will be drawn together by the LET and Library teams, and, where relevant, supplemented by existing specific academic resources for students which the digital learning champions will identify. This breadth content will be automatically pre-populated into each module Bb site.

The **depth** will be provided by academic staff – subject-specific content which might be supplemented by third party content identified with Library staff and other colleagues (*e.g.* e-book plug-ins).

Figure 1 Representation of the breath: depth model



Training and support will be offered to academic staff delivering the depth learning materials via the following mechanisms:

1. Self-help resources on how to deliver engaging online material. Generated initially by the work stream team members, but then as time progresses supplementing with resources from colleagues. These resources will be curated by CTEL.
2. An individual or group of staff specifically supporting colleagues ideally at School level (the Academic Digital Champions).
3. A directory of other experts from across the institution.

UEA Digital Champions: Approach and Workload

1. Time required per School: 0.5FTE for the 2020-21 academic year. This is the strong recommendation from the expert academic team tasked with providing a solution for UEA.
2. It is recognised that many Schools face challenging staff: student ratios and that they would not be able to identify one academic member of staff with the appropriate expertise who could perform this role on top of current workloads.
3. To mitigate point 2, the work could be delivered by a group of suitable staff, from academic, technical and/or administrative areas at School level or Faculty level to share the workload. If Faculty level support is anticipated, the team would need to represent a cross-section of disciplines.
4. Where a Faculty level approach is taken, each School should provide a liaison person to whom communication can be directed and who can work with CTEL and CSED to ensure that all staff are supported.
5. In terms of distribution of tasks, some (e.g. mentoring and technology training) might be undertaken by Faculty Professional and Technical Services. However, the design and delivery of learning material and assessments should be done by academic staff.

UEA Digital Champions: Key Tasks

Champion/Mentor training (all staff working as digital champions)

1. Take part in the Bb Ultra training course and liaise closely with Bb training support
2. Take part in more advanced ECHO360 training course(s) and liaise closely with ECHO360 training support
3. Regularly catch up with CTEL staff to feedback on training progression
4. Meet with DoT and HoS to feedback on how training is progressing

Training staff on the use of technology (those with more technical expertise)

1. Work with CTEL and Bb staff to deliver training to colleagues on the basic functionality of Bb Ultra.
2. Work with CTEL to deliver training to colleagues on the advanced functionality of Bb Ultra.
3. Work with colleagues to identify useful software which could be used to deliver innovative teaching online.
4. Mentor colleagues through online assessment process, Bb tools, Turnitin, PebblePad.
5. Work with CTEL to understand the best ways in which assessment can be delivered with current online tools.

Work with staff to consider design and delivery of course material (academic digital champions)

1. Work with colleagues to understand the best ways in which learning can be broken down into effective online delivery.
2. Work with colleagues to help design material which can be used to deliver the learning outcomes of their teaching.
3. Work with colleagues to understand issues of inclusivity.
4. Work with colleagues to consider pedagogical evidence for effective online delivery.
5. Work with library staff to identify subject specific content which can be populated in Bb modules, e.g. digital book content.
6. Design and or collate resources from staff and share with CTEL so that we can share across the institution.
7. Collect examples of resources designed to support students in studying online and pass to CTEL for wider dissemination.

Work with staff to consider design and delivery of assessment (academic digital champions)

1. Work with colleagues to consider innovative, diverse and authentic/relevant assessment methods (link to employability agenda).
2. Work with colleagues to consider inclusivity issues within assessment.
3. Work with colleagues to consider pedagogical evidence for effective assessment.
4. Design and or collate resources from staff and share with CTEL so that we can share across the institution.
5. Collect examples of resources designed to support students through assessment and pass to CTEL for wider dissemination.

Benefits for academic digital champions

- Evidence for promotion on School, Faculty and Institutional influence on development of innovative digital learning
- Evidence and/or case study for Fellow or Senior Fellow HEA status
- Evidence for University Teaching Fellowship Application
- Opportunity for wider university networking
- Opportunity to take part in externally provided training

Form for directory of experts

Name	Faculty	School	Expertise (key words)
Kay Yeoman	SCI	BIO	Bb Ultra, Turnitin, active learning

Appendix III – Planning for 2020/21 - Quick Reference Guide

Planning for Academic Year 2020/21: A Quick Reference Guide to Support Implementation

This document should be read in conjunction with *Planning for Academic Year 2020/21: Supporting UEA Staff to Strengthen our Digital and Blended Learning*. It is designed to act as a quick reference guide and provides a summary of key principles; essential requirements; and other considerations to guide module preparation activity - for further detail please refer to the main guidance document noted above. Where PSRB requirements apply the measures below may be adjusted as necessary at School level and will supersede the expectations of this guidance.

AY2020/21 Start dates:

We are planning for the academic year to commence in September.
- Week 0 w/c 21/09/20 – 'Welcome To' / 'Welcome Back' activities
- Week 1 w/c/28/09/20 - Teaching commences

We will extend the late arrival allowance up to week 5 (was week 3) for students unable to join /return to campus. Where this occurs, we should enrol students and provide remote access to learning materials as soon as possible and/or provide a plan of remediation support on arrival.

Dual – Mode Delivery:

- Mode 1: Blended learning – Mix of on-campus learning and through the VLE - social distancing arrangements will be necessary for any face-to-face learning. Some students will still need remote access.
- Mode 2: Fully remote delivery - students (and staff) are not on campus – learning, assessment and support is facilitated via our VLE.

Categorised Teaching Activities:

- Category A: Very highly desirable/essential as face-to-face
- Category B: Strong rationale for face-to-face
- Category C: Preferably face-to-face
- Category D: Readily blendable – online provision planned

Revised Structure of the AY 20/21:

- One week 'Welcome To' / 'Welcome Back' period
- 12 teaching weeks in each Semester
- Two-week January assessment period
- Three-week summer assessment period (for Semester 2 and year-long items)
- Removal of discrete 'Do Something Different Festival' week and embedding across the year
- 'Study Plus' week between Semester 2 teaching and assessment period
- One reassessment period (one/two weeks) ideally before August – dates tbc

Course and Module Structure:

- Year 1 Semester 1 modules **must** be compulsory - and ideally as much of Year 1 Semester 2
- Optional choices to be rationalised
- 37.5-hour notional working week for students
- 30 hours per week – academic learning activity within modules - 10 hours per 20 credit module (excluding year-long)
- 7.5 hours per week for holistic curriculum activity
- School/ disciplinary module templates may be developed to guide synchronous/ asynchronous/ on-campus/ remote learning provision

Assessment:

Essentials:

- ✓ All assessment activity must take place within the module or its semester assessment period
- ✓ Year-long modules will be assessed within the Semester 2 summer assessment period
- ✓ There should be a maximum of two summative assessment items per 20 credit module - this should be considered for all other modules
- ✓ All coursework will be submitted and marked electronically
- ✓ Summative assessments must be supported by an assessment brief including marking criteria
- ✓ Each item should be explicitly supported by at least one formative feedforward activity
- ✓ Ensure assessment design is inclusive – diversify assessment methods; embed choice where possible;

Other considerations:

- Module learning outcomes should be assessed as few times as possible
- All assessments should be designed for remote delivery if possible OR where this is not desirable/possible a 'plan b' be put in place should the necessity arise
- Reduce the risk of contract cheating, plagiarism and collusion through assessment design
- Consider the potential of synoptic or authentic assessment tasks
- Retain recent reductions in the number of items and the use of examination where possible, however.
- On-line examinations may be held within the Semester 1 assessment period where necessary

Teaching practice:

Essentials:

- ✓ There will be no large class-based lectures or delivery - max face-to-face group size = 40
- ✓ Synchronous remote engagement and learning opportunities must be available to all – consider international students time zones - capture resources wherever possible
- ✓ Limit synchronous online learning sessions to one hour
- ✓ Face-to-face learning will be optimised but will be socially distant - learning also needs to be accessible to others remotely who are unable to attend in person
- ✓ All core texts and key materials must be available in an online format
- ✓ Provide accessible materials in a variety of formats – be inclusive
- ✓ Teach as a Team - build resilience and share the load

Other considerations:

- Plan for delivering a blended curriculum - but be aware it may need to be fully online so prepare for mode 1 and 2
- Social distancing measures will impact on rooming capacity significantly - use labs/ specialist areas flexibly across the year to maximise access
- Be mindful of software and systems – can they be operated readily by all machines?

Employability and Skills Development:

Essentials:

- ✓ All students must be exposed to *work-related* learning
- ✓ Scenario-based activity should be a component of module learning activity
- ✓ Transferable skills should be flagged in learning materials and assessment briefs
- ✓ Ensure students have remote working skills essential for engagement in learning activity and beyond

Other considerations:

- Provide the opportunity to make use of reflective frameworks to chart progress and development
- Maintain Work-Based-Learning activity where possible; modify the shape and size of placements; replicate 'in-house' or through remote means – further guidance to follow
- Align external experience to a credit bearing assessment

21st May 2020

University of East Anglia

SEN19D032

Title:	***Employability Annual Report***
Author:	Matthew Aldrich, Academic Director for Employability, James Goodwin, Head of Careers, and Sarah Barrow, Executive Team Lead for Employability
Date:	14th May 2020
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Issue

Enhancing the provision of effective, integrated and high-quality employability activity across the University continues to be crucial towards improving the KPIs relating to graduate destinations, to our performance in the Teaching Excellence Framework and to enhancing the opportunities for all our students on graduation. This paper reports on performance over the past year and presents the employability strategy for the UEA Plan 2020-25.

Recommendation

Recipients are invited:
To receive the report on performance over the past year
To endorse the 2020-25 Strategy and associated plan of work (bearing in mind the unpredictable context)

Resource Implications

Resources will need to be re-focused in order to meet the actions set out. Some efficiencies will be achieved by scaling resources/support via online platforms and providing more digital content but may require resources up-front. Streamlined processes and automation of data capture would provide further efficiencies, allowing staff resources to be directed as required.

Risk Implications

Graduate outcomes are a key factor in applicants' choice of university and degree course; are measured in league tables and TEF through employment, highly skilled employment and graduate salaries, and; is a strategic objective for the OfS. The increasing competitiveness of institutions based on these outcome measures risks further falls in league table rankings unless significant improvements are made. The strategy and implementation plan set out how we will improve employability performance over the next five years.

Equality and Diversity

Inclusion, equality and diversity are taken into account in the strategy, highlighting the need for all students to be exposed to the activities identified. To achieve this, deep and far-reaching reform is required. Not doing so would risk our ability to meet the targets set out in the OfS Access and Participation Plan. High quality internal data is required to monitor the situation in real time in order to identify any interventions that are required, and to monitor progress against the Employability Strategy and the Inclusive Education Policy.

Timing of decisions

It is hoped that the Employability Strategy will be endorsed by Senate today so that work can progress with full academic support.

Further Information

For further information, contact Dr Matthew Aldrich matthew.aldrich@uea.ac.uk

Background

The Employability Executive has developed an ambitious strategy designed to improve our current standing on employability performance and future-proof the institution against likely developments in the HE sector and the graduate labour market over the coming years. This has been informed by consultation with stakeholders, labour market reports and competitor analysis. It is designed to give all our students the best possible start in life after University and embraces the spirit of lifelong learning.

We have identified three key areas for attention and a set of actions needed to achieve our objectives. This paper presents the strategy document and the underlying implementation plan, including a timetable of activity for the next three years and measures against which we will success.

Discussion

1. Employability Annual Report

(i) Key strategic developments since the last annual report (June 2019) include:

- Development of the **UEA Employability Strategy**, the first such institutional strategy in this domain involving cross-institution consultation with our students and staff
- Big Shift Day 'Preparing our students for the world of work' December 2019, involving a diverse range of staff, students and businesses to evolve and challenge our approach towards employability
- Employability Summit, September 2019, focussed on curriculum-based approaches and sharing best practice across schools with input from an external keynote speaker
- Restructuring of Career Central leadership
- Nominated for '**Employability Strategy of the Year**' by TARGET National Graduate Recruitment Awards (**Appendix 1**)
- Significant SME engagement through the **OfS Gateways to Growth: Unlocking talent in Norfolk project** (see **Appendix 2: Interim Report** and **Appendix 3: St George's Works case study** demonstrating the impact of the project)
- Review of the structure of non-PSRB placements and alignment with courses
- Significant levels of activity to adjust delivery of events during the lockdown period, and reassure, support and inform students of valuable activities they are able to undertake. Examples of re-shaped delivery, feedback and information sources are being collated, to be shared as best practice and inform delivery of future activity (**Appendix 4**).

(ii) Key areas of work for the next 12 months:

In light of the current pandemic and the rapid transformation of delivery of learning and extra-curricular activity, and uncertainty facing the HE sector, preparing students for the world of work is more important than ever. The areas of work for the next 12 months will be responsive to the needs of students to ensure that their experience holds value and that they are supported into what is (and may be for a number of months to come) a challenging labour market. There has been a great effort to move activities online, some examples of which can be found in **Appendix 4**.

This will include involvement in 7 of the workstreams of the new **Teaching Transformation** project wherever appropriate, namely:

Curriculum and assessment: Embedding employability literacies and skills development, with coherence at course level, authentic assessment and a course structure that permits work and

practical experience at different scales. Also, a curriculum mapping project has been commissioned, to take place following the curriculum review.

This workstream will outline the principles for delivery of employability activity, including teaching and learning that involves external engagement by students (e.g. Study Abroad; Placements; fieldwork). Consideration is given to different delivery scenarios for part/all of the 2020/21 academic year, and distinction is made between courses with requirements (e.g. placement) as part of a degree, and those without. The planning for delivery of activity will also take into account the resilience of teams to respond if some staff and/or students have to self-isolate or are unable to deliver due to care commitments or similar. Schools should work in collaboration with Careers Advisers and Placements staff (Careers and LTS) where appropriate in order to plan delivery.

Ensuring Inclusive Retention: Transition from university into the workplace, including development of workshops designed to support mental health and well-being of graduates.

Impact and evaluation: Understanding the value and impact of reforms to delivery of careers support, events and opportunities.

Professional services support and transformation: Transfer of all careers advice and events activity to online formats. There is a need to consider how we attract and involve external partners and employers virtually in our activities through the use of an appropriate platform. This includes large-scale events such as the Recruitment and Opportunities Fair, as well as small-medium scale events (e.g. employer panels, placement provider and internship fairs).

Quality Assurance, Governance and Compliance: Ensuring appropriate and effective risk assessment, standards and delivery of learning components involving external partners are in place (e.g in placement courses, Study Abroad), with in-built flexibility for delivery to ensure learning outcomes are met.

Student recruitment: Continuing to ensure a course offering of the highest standard and communicating the value of a UEA degree and associated wider experience that demonstrates how our graduates will achieve their career ambitions.

Training, preparedness and digital transformation: Preparing students for a new way of working, including confidence-building, resilience and how to work well remotely.

(iii) Restructure of Careers Service leadership

In March 2020, Julie Schofield left the Careers Service to begin a new role as Head of Business Partnerships in RIN. James Goodwin is now sole Head of Careers, however Julie retains involvement in Careers business engagement activities including oversight of Gateway to Growth and Student Enterprise. The main functions of the Careers Service and its services to students are unaffected by the change. However, two key Careers posts remain unfilled due to the recruitment freeze, namely the Arts & Humanities Careers Adviser and Student Employability Manager. This does compromise the Careers Service's capacity to support students and Schools and Faculties.

(iv) Employability metrics

Graduate Outcomes survey: Delays to the publication of the first Graduate Outcomes Survey means that new data on the benchmarked KPI has not been available for the past two Senate Annual Reports, with the DLHE results for the 2016/17 cohort remaining the most recently published data. At the time of the last update by HESA (May 2020), the preliminary results of the Graduate Outcomes Survey are expected to be published in June, with provider benchmarking due to be published by HESA in the Autumn. A working group has been organised to review and respond to the new results when they are released. It is likely that these will be fed into League Tables (*The Times* in June; *Guardian* moved to September).

Careers Registration Task: Valuable insights into career development and readiness of students are provided through this data, the only survey that captures data on all UG students whilst they study with

us. Further insights have been gained this year because we can now track one cohort's progress through all three years of study.

In terms of **work experience**, the Careers Registration Task recorded that the proportion of all students who have gained work experience either as part of or outside of their course has remained static for the past three years. 28% of our students have any form of professional work experience (placement, internship or 'other' experience). Whilst this is a very useful insight into students' preparedness for the world of work, note that this data looks back at the previous academic year, so it does not allow real-time interventions, and does not record activity in the third year of undergraduate courses or PGT courses. It also does not specify 'Study Abroad' which often involves work-related experiences, and does not record data captured by the SU. Data capture will have to be improved in order to record activity more accurately and offer the ability to react in real-time to support all students. Moreover, the Teaching Transformation project gives the real opportunity to embed such experiences into the curriculum. Having said this, the impact of Covid-19 on this aspect of employability development will need to be tracked, and the work to support graduate work-readiness development may need to be reconfigured.

Registration data Q1 During the last year, which of the following have you done?

		2019-20	2018-19	2017-18
All UG	Placement in course	9%	10%	10%
	Internship	6%	6%	4%
	Other work experience	13%	14%	15%
	Volunteering (off campus)	12%	13%	13%
	Volunteering (on campus)	6%	6%	4%
	Volunteering total	*16%*	*17%*	*17%*
	Part-time job total	51%	51%	n/a
	None of the above	24%	23%	24%
		2019-20	2018-19	2017-18
HUM UG	Placement in course	1%	1%	1%
	Internship	4%	5%	4%
	Other work experience	13%	14%	13%
	Volunteering (off campus)	11%	12%	14%
	Volunteering (on campus)	6%	6%	4%
	Volunteering total	*15%*	*16%*	*18%*
	Part-time job total	56%	55%	n/a
	None of the above	25%	25%	27%
		2019-20	2018-19	2017-18
SCI UG	Placement in course	7%	8%	3%
	Internship	7%	6%	5%
	Other work experience	12%	14%	14%
	Volunteering (off campus)	12%	13%	12%
	Volunteering (on campus)	6%	6%	4%
	Volunteering total	*17%*	*17%*	*16%*
	Part-time job total	49%	50%	n/a

	None of the above	28%	25%	28%
		2019-20	2018-19	2017-18
SSF UG	Placement in course	6%	7%	6%
	Internship	10%	11%	7%
	Other work experience	15%	16%	21%
	Volunteering (off campus)	12%	14%	15%
	Volunteering (on campus)	6%	7%	4%
	Volunteering total	*16%*	*18%*	*19%*
	Part-time job total	53%	53%	n/a
	None of the above	24%	23%	23%

Placements

The number of courses with a placement offering has been expanding, particularly through the introduction of a number of programmes in SSF and the HUM cross-Faculty internship module, as well as higher retention rates of SCI students through improved processes and support through the Placements and Internships Officers. Further courses with placement variants will be introduced in 2020/21. Therefore, in coming years we expect to see significant growth in the number of students with a placement experience (depending on the longer-term economic impact of the pandemic). Study Abroad has continued to be popular in HUM in particular, with those experiences offering similar benefits to a placement year in terms of 'real-world' experience.

As it stands, placement years are the least affected part of the student labour market, and most employers are planning for placements to begin in Autumn 2020. Year on year, more UEA students than ever before had confirmed placements by March 2020. However, the majority of placements are secured between Easter and early summer, and currently confirmed placements may be affected in the near future, depending on easing of workplace restrictions over the summer. Study Abroad on other hand is in a much more precarious situation but the SA office, with Faculties, has reconfigured the offer and is promoting the opportunities to begin from January 2021.

Efforts to increase work-based learning opportunities and to offer 'micro-placement' opportunities are on-going and a key part of the 2020-25 strategy, including via and as a result of the Gateway to Growth project. We will need to be responsive to the economic and labour market conditions caused by coronavirus and adapt our strategy implementation accordingly.

UEA Employability Strategy 2020-2025

***Your Future: Your Story* – Employability at UEA**
Our mission is to give all students opportunities that empower them to create their own personal and enriching pathways through academic courses and activities.

Employability is a hotly contested term. Metrics in higher education which are often cited as measuring employability are generally more focused on measuring whether a graduate is in employment shortly after they graduate. Employability can be defined as 'a set of skills, knowledge and personal attributes that make an individual more employable'.
[https://www.qs.com/employability-important-higher-education]

We believe that lifelong & lifewide learning, reflection, resilience, self-efficacy & taking control of our future identity in an increasingly complex world is a necessity for all our students. *[paraphrasing Doug Cole, in discussion about Getting On[1]].*

Context
National attention on Graduate Outcomes has intensified over the past five years for three distinct reasons; 1) students (and their parents) using graduate outcomes as a reason for choice of university and, along with the OfS , as a way of assessing value of their qualifications; 2) changing metrics such as the new Graduate Outcomes Survey, LEO, TEF and KEF all include measures related to employability, and; 3) a rapidly changing labour market that is shifting employers' needs and their expectations of graduates.

In the future, graduate outcomes' influence on student decision making, the university's sense of place in the region, and the transformation of work through the digital economy will put employability development at the heart of the student experience.

To meet these challenges UEA will need to transform how employability is delivered, working in partnership to improve the reach and depth of our activities, so that all UEA students will leave equipped to secure graduate employment or further study and be prepared for life through the development of confidence, social and cultural capital while they are with us.

Key Priority 1
Enhance employability in the curriculum. All students will understand the linkages between their course and the world of work.
Key Priority 2
Students will be active agents in their employability development, developing high-level skills, confidence and resilience, and the ability to articulate their strengths to employers.
Key Priority 3
UEA will provide support to students throughout the entire student lifecycle and beyond, creating a lifelong UEA community of students and alumni.

[1] Hewitt, R. (2020), Getting On: Graduate Employment and its influence on UK higher education, HEPI Report no. 126, March

Key Priority 1

Enhance employability in the curriculum. All students will understand the linkages between their course and the world of work.

Success requires that curricula reflect the knowledge, skills and behaviours required by graduate employers to ensure, in the spirit of inclusive education, all students leave university ready for the world of work. With work experience becoming ever more important, students will be exposed to experiential learning opportunities that will help to develop a professional mind-set and understand the world of work. These experiential activities must be recorded as part of degree awards in order for it to be meaningful and have appropriate visibility.

We will:

- Incorporate and strengthen employability relevant activities in all non-vocational courses, within the UEA Graduate Attributes Framework
- Considerably expand work-based learning and placement opportunities within courses
- Design assessment to give students the opportunity to build on existing knowledge, understanding and skills
- Considerably expand how we prepare students for digital life, ready for the jobs of the future.

Actions:

1. Reform our course review and design procedures to incorporate employability from the outset, including reinterpreting QA Benchmarks in respect of employability
2. Review and strengthen representation of employability in School and Faculty learning and teaching committees, creating a strong synergy between the Employability Strategy and the Learning and Teaching Strategy
3. Expand and integrate the UEA Award with courses so that all students are exposed to a base-level of activity
4. Develop curriculum maps, to be used by students to identify pathways and opportunities within their course and through related co-curricular activities
5. Establish and expand the use of School and subject based 'advisory panels' to address skills gaps and develop competitive course offerings in tune with sector needs
6. Continue expansion of placement opportunities within courses by increasing placement staff capacity within Faculties
7. Enable all students to undertake training to improve their digital literacy including IT skills used in professional environments and equip students for future skill needs.

Key Priority 2

Students will be active agents in their employability development, developing high-level skills, confidence and resilience, and the ability to articulate their strengths to employers.

Active participation in extra-curricular activities such as societies and sports clubs, student rep. and ambassadorial roles, part-time work and volunteering aid employability development, life skills and can be beneficial for student well-being. A cultivating campus environment will help students be able to navigate and appreciate the wider university experience and reflect on its value to employers, utilising careers advice and resources to guide their career development and recognise their value and sense of place in society.

We will:

- Build a culture of continuous personal and professional development
- Make clear the benefits of extra-curricular activities for personal and professional development
- In the spirit of inclusive education, ensure that employability activities are fairly distributed and relevant across student groups
- Raise the career aspirations of our students, creating pathways of experience that aid the development of social and cultural capital
- Build a vibrant ecosystem of enterprise hubs to encourage innovation and facilitate the development of enterprising mind-sets and confidence amongst students and graduates.

Actions:

1. Create clearer expectations, pathways and touchpoints for students' wider development throughout their time at UEA, through CareerCentral and the advising system
2. Using available data, develop a more nuanced understanding of the needs of different WP characteristic groups in respect of employability

3. Increase visibility of SMEs to our students and reciprocally promote the calibre of UEA students to both SMEs and large recruiters
4. Improve our student access to selection tests and their preparation for applying to competitive graduate opportunities
5. Develop more widespread reflective assessment requirements, including with regard to Year in Industry and Study Abroad.

Key Priority 3
UEA will support to students throughout the entire student lifecycle and beyond, creating a lifelong UEA community of students and alumni.
To meet the challenge of a labour market in which graduates will have multiple careers, we will provide resources and guidance that students and alumni can access, supporting graduates to take their first steps into the labour market and linking with well-being and mental health support. Alumni will in turn support students with their insight and experience, and act as a source of inspiration for current and prospective students.

We will:

- Increase our support for students during their transition into and out of UEA, being more explicit with new students about their developmental journey in relation to employability, and strengthening our support for graduates, recognising that leaving students continue to have a range of needs and challenges
- Create micro-courses that students and alumni can access, upskilling the workforce and creating a community of peer support
- Strengthen alumni involvement in employability activities, in collaboration with the Alumni Office
- Create a community where entrepreneurial ambitions are actively encouraged and supported amongst students, graduates and staff and where launching your own venture or becoming self-employed is a viable graduate destination.

Actions:

1. Provide students with ambitious and inspirational pre-entry resources that are bold, confident and professional in tone
2. Make available training resources for graduates in order to support further career progression and upskilling
3. Showcase alumni as role models to inspire students and highlight the diverse range of career opportunities, and provide guidance to prepare them for the modern workplace

Delivery and Leadership
Progress against the strategy will be overseen by UEA Employability Executive and the Leadership subgroup, but success requires an institutional commitment to creating a campus environment that puts employability and lifelong learning at the heart of what we do. By doing this, we will improve graduate outcomes of all of our students in all subjects. The ultimate KPI by which success will be judged is the Graduate Outcomes Survey, but in order to monitor and evaluate progress in real time, internal systems will be developed to track student activities and institutional progress. An implementation plan outlines the actions, timeline and specific measures of success, against which progress will be reviewed annually. Employability Executive will appoint ‘Implementation Leads’, to oversee each area of the strategy.

Implementation Plan

In light of the fluid response to Covid-19 and subsequent impact on the delivery of teaching and the university experience, the timeline of the implementation plan must respond to activity currently underway in Teaching and Learning Project, particularly the curriculum and assessment workstream (and others e.g. digital transformation and inclusive retention). As part of the curriculum and assessment review, a **number of principles have been set out to ensure that employability development is integrated with courses, to be implemented for 2020/21**:

Employability and skill development should be embedded within academic learning activity. To develop this we will:

- *Guarantee all our students are exposed as a minimum to work-related learning*
- *Make use of scenario-based activity within learning activities and utilise these more fully to facilitate formative or summative authentic assessment activity*
- *Embed skills such as reflective practice or action learning into assessment design*, giving all students access to reflective frameworks to help chart their development
- *Identify real-world knowledge and transferable skills in teaching materials and our assessment briefs*
- *Support students to develop the remote working skills essential for meaningful engagement within our current learning activity and beyond in real-world scenarios*

Further phases of implementation will aim to incorporate the following into courses. Accommodating the current situation, we should consider:

- *Can work-based learning opportunities be maintained? If these opportunities are compromised, can these be replicated 'in-house' or through remote means? Are 'virtual placements' viable?*
- *Can external experience be related to an assessment which then confers credit as part of the degree? Where it already does and this may be compromised how can we replicate or modify provision?*
- *How flexible are we able to be on the size/shape of a 'placement'? Do we need to reconfigure how and when this happens?* For instance, placements could take place part-time over a number of weeks during Semester.
- *Can external stakeholders contribute to that content or design and/or offer formative feedback?*
- *How can we develop a directory of experiences, or external experts to extend our learning resource or curate learning objects for on-line use?*

Employability and skill development within the holistic curriculum:

As part of our commitment to a holistic curriculum, we will support students' personal development through extra-curricular opportunities, giving students more time to be active agents in their employability development. Schools should consider how to promote co-curricular/extra-curricular opportunities to students and ensure that their value as part of the UEA student experience is understood. Whilst there are many opportunities students may wish to undertake within the 7.5hours per week that has been allocated, for their employability development we expect that all students will:

- Be encouraged to become active agents of their own employability development
- Seek opportunities for work experience or volunteering activity alongside their course, understanding also the value of part-time and campus work
- Have the opportunity to complete the UEA Award or pre-Award activities and understand the linkages with their course
- Be offered/sign-posted to a range of free online courses of UEA and external content to aid employability development (for example, through Career Central)
- Be encouraged to engage with CareerCentral and School-based employability activities at an early stage and again at key touchpoints as they progress through their degree
- Actively take-up opportunities to participate in 'campus' activities such as clubs and societies, sports activities, student rep/ambassadorial roles and take up leadership roles

Key Performance Measures

Short-term indicator:
Proportion of students with employability experience (placement, job, internship, volunteering, self-employment or other work experience)
Measured through the Careers Registration task
Current institutional performance: 75.9% students have gained experience in past year.
Target: 100%. This reflects the fact that a significant proportion of graduate employers state there is little or no chance of hiring a graduate with no experience[2].

Note that data capture will have to be improved to capture PGT students and offer the ability to react in real-time to support students.

Long-term indicator
Proportion of students in highly skilled employment or further study
Measured by the Graduate Outcomes Survey, 15 months after graduation.
Current institutional performance: ?
Target: Delays to the publication of the GOS means that we have no information on current or likely performance compared with other HEIs. These targets are to be determined.

[2] High Fliers Research 2020

Key Priority 1
Enhance employability in the curriculum. All students will understand the linkages between their course and the world of work.

(Action to be completed in) Academic year	Activity	Notes	Measures of success
2020/21	Develop a framework to inform course design and review. Embed into TEP process	Build upon Graduate Attributes Framework and UEA Award structure. Create clearly defined opportunities for employers to be involved with academic courses, in assessment, delivery and review	Annual review and TEP feedback
	Create digital platform to expand capacity of UEA Award, record activity and provide content.	Exploring capabilities of Blackboard Ultra	Double capacity for following academic year
	Curriculum maps to provide course-level overview of experiential learning opportunities, and guide next steps for students		Student feedback and usage of maps
	Review of placements policy and role holder descriptors	Work is underway:	Increasing number of courses with placement variants in future years; increased number of students enrolled and rates of progression

	Ensure that experiential activities are recorded as part of degree awards, e.g. Diploma in Prof. studies		
	Expand digital provision of careers support and resources	Provides students with better remote support in light of Covid-19; expand capacity and support available to alumni	MyCareerHub Usage stats
	Develop short courses on digital literacy/fluency, against an agreed capabilities framework, in collaboration with Studious and ITCS	Note links to digital transformation workstream in Teaching Transformation project	
	Include employability resources and short-course in MA-HEP for new academic staff	Builds upon CSED sessions on employability and induction for academic staff	
	Develop a resource library for sharing best practice and sector/labour market intelligence	ED feedback and usage stats	Requested by EDs at Employability Summit
2021/22	Incorporate elements of UEA Award into courses to strengthen links between the two, e.g. reflective activities as part of assessment, through a single framework for Award and curriculum activity.		Double capacity
	Expand use of work-related and, where possible (in light of Covid) work-based learning in courses; develop systems to capture student engagement in real time.	Some WRL/WBL activity in courses already but mostly in optional, 3rd year modules. Students need to be exposed to such activity earlier, and risk, particularly in light of Covid-19, that not all students have such opportunities	Proportion of students with experiential learning; captured through e.g. Careers registration task

	Increase capacity within Career Central to support placement/ experiential activities within courses. Streamline management of employer relationships. Schools to adopt advisory panels when appropriate to do so, beginning from 2021/22. Showcase benefits experienced by early adopters.	Requires creation of Academic Employability Officer posts and adapting administrative processes.	Increase in number of schools with advisory panels or equivalent
2022/23	Strengthen employability activity in courses through the curriculum and assessment review, expanding offer of experiential activity such as 'with-mesters', work-based learning, placements and global opportunities. Develop a comprehensive (digital) skills training course that all students will undertake as part of their degree programme, linked to UEA Award.	Suite of courses to later be made available to alumni as well as current students	All UEA students to be exposed to the base level activity of UEA Award Progression rates to higher levels of the Award.

Key Priority 2
Students will be active agents in their employability development, developing high-level skills, confidence and resilience, and the ability to articulate their strengths to employers.

Academic year	Activity	Notes	Measures of success
2020/21	Using existing BIU data, better understand needs of at-risk groups of students (including WP groups) to inform targeted interventions aimed at supporting students. Project to understand transitions out of university for WP groups, intended to inform strategy to meet APP targets	APP targets on graduate outcomes not yet confirmed, but some gaps exist and need to mitigate against potential for other gaps to open over coming years.	Tracking internal data annually to ensure APP targets are met

2021/22	Review and adjust resources and support offered through CCEN, including access to selection tests. Work with employers to create a full spectrum of workplace opportunities for students including work-shadowing, visits and micro-placements Develop a programme of workshops, to be delivered jointly by careers advisers, employability directors, placement directors, and student ambassadors/alumni as part of the revised advising system.	As the student body changes and diversifies, training and resource provision will have to evolve to reflect the needs and ambitions of our student body, including likely geographical destination and sector.	Careers usage statistics Timetabled activities to help students progress and signpost opportunities for experiential learning.
2022/23	Build upon Gateways to Growth project to develop strong links with regional SMEs. Make clear to students the opportunities for exciting and fulfilling graduate roles within the region.	GtG is developing strong relationships with enterprise hubs in the region, support in attracting talent, and set up a bank of interns that SMEs can tap into. This provides a pilot for a possible model once the funded project is completed.	Increasing proportion of graduates in highly skilled work within the region

Key Priority 3
UEA will support to students throughout the entire student lifecycle and beyond, creating a lifelong UEA community of students and alumni.

Academic year	Activity	Notes	Measures of success
2020/21	Develop Welcome Week activities and resources to engage students with Career Central from the start of the course. Project to learn from GOS wave 1 to understand how to better understand graduates' needs and support transition into workplace, including issues around mental health.	In development. Careers and SSS working together to develop resources for graduating students.	Engagement with careers (timing, frequency and depth) Engagement with Grad Central

	Contribute to revision of Student Charter	Setting out realistic expectations and responsibilities.	
2021/22	Build a collection of alumni stories that reflects new strategy, to inspire current and prospective students in their career ambitions Create alumni content for use in micro-courses (e.g. interview features). Create a platform for delivering online courses for alumni	Showcase alumni role models; Ensure a consistent message in our approach to employability at UEA; marketing campaigns around successes Possibly through Studious and My Evolution	
2022/23	Roll out micro-course content for alumni, providing career advice, up/re-skilling and certified courses. Use to strengthen alumni relationships.	Mainly online delivery, but potential for face-to-face CPD as well.	Usage statistics and feedback

Attachments

Appendix 1: TARGETJobs Employability Awards submission
Appendix 2: Gateways to Growth: Interim Report
Appendix 3: Gateways to Growth: St George's Works Case Study
Appendix 4: Online delivery of employability support and activities

***Targetjobs* – Best University Employability Strategy**

Broad approach *

Describe your broad approach to student employability. (100 words)

The UEA Careers Service is passionate about supporting student employability. The approach taken is all about inspiring students to achieve their potential, raising awareness of possibilities, including starting their own business, creating opportunities to meet employers and providing advice and guidance to those that need that extra support. The student employability agenda is delivered through an events and marketing team, placements & internships, opportunities, volunteering and mentoring, business engagement, enterprise, the UEA Award and careers advisers. We work very closely with academic schools and we support the students for up to three years post-graduation.

Academic departments *

How do you work with academics and other departments to ensure that students develop a broader range of skills throughout their time at university? (200 words)

We work collaboratively with academics and departments to ensure a joined up approach. Each school has an Employability Director who work closely with Faculty / School aligned careers professionals to develop and deliver contextualised support, drawing on other centrally based staff to achieve maximum engagement. For example, the Business School Employability week, which includes a wide range of workshops and opportunities to network with employers and Working with Words, an innovative series of events run by the Careers Service in partnership with the Humanities Faculty. The Service also works in partnership with a number of schools in developing and delivering specialist Careers Fairs and events e.g. the Schools of Environmental Science, Biology, Maths and Computing Science. As well as an Employability Director, all schools have a Placement Director who works closely with placement professionals based within the Careers Service to develop and deliver new courses incorporating work-based and work-related learning. Underpinning this activity is the UEA Award, which recognises when a student has developed qualities most sought after by business and society as a whole. By being a part of the award, students reflect on their experiences and development and as such gain confidence preparing them for life post-university. The Award has been particularly successful in supporting students with additional challenges or needs.

Engagement/relationship *

Describe the engagement/relationship you have with the senior management of the university in the design and implementation of your employability strategy. (200 words)

The Careers Service are key stakeholders supporting a strategic governance structure led by the Pro-Vice Chancellor for the Humanities, on behalf of the senior leadership team, and alongside an Academic Director for Employability. Administered by the Careers Service the PVC chairs the Employability Executive, which includes senior academics from all faculties, appointed as the Associate Deans for Employability (ADE), together with representatives from all key internal stakeholders including; the Students Union, Students Support Services, Learning & Teaching Executive, Widening Participation, alumni and the Business Intelligence Unit. The Employability Executive leads on the development of the Employability strategy for the institution. A successful Employability Strategy has to align with the university's vision and overarching strategy. As such, the Service is currently working with the aforementioned stakeholders to ensure the alignment of the employability strategy within the development of the university's new five year plan. The Service has supported two Employability summits enabling all staff and stakeholders to connect, share best

practice and aspirations for curriculum development. An Employability 'Big Shift' day was hosted by the Chief Operations Officer, designed to engage a cross-section of staff and students in discussing the next big shifts in delivering a future focussed employability strategy for the university.

Activities and opportunities *

Tell us about the activities and opportunities you provide for your students to ensure that they are equipped for future success, including involvement of alumni, parents and employers and innovations in this area. (400 words)

The UEA Careers Service provide a huge range of opportunities for students all aimed at helping equip them for future success including our flagship event the Recruitment & Opportunities Fair. Over 90 employers attend the event, which has been designed to engage all students irrespective of year group. We also run an annual employer events programme with an opportunity for students to find out what it's like to work in different areas such as marketing, energy & renewables etc. We organise work-place visits to give students an idea of different organisations, virtual events, employer open days and an award-winning event aimed specifically at encouraging female students called #SheCan. A day-long event incorporating confidence building workshops run by employers, culminating with a networking event with speeches from alumni who have overcome challenges to enter careers they would never have thought of. The Careers Service has an established mentoring programme giving students the opportunity to connect with those already in careers they may be considering. The Enterprise team involve alumni and local entrepreneurs in their activities as they work with students who want to start their own business. The Careers Service annually collaborates with the local tech sector to organise and run a 54 hour hackathon designed to develop new technologies and businesses. An annual Global Opportunities week aims to encourage our students to consider a global opportunity (internship or work opportunity) to help build their confidence and employability skills. During the week we connect with our alumni all over the world as they join us via Skype and speak to students about how they secured their opportunities and what advice/tips they would give them. We also host staff panels of those that have lived and worked overseas and are happy to share their experiences with students. At the end of the academic year we hold a Graduate Fair, for those students that haven't yet secured an opportunity and we run a number of standalone events involving employers and alumni called 'Here to Hired' (for final year students) and get ready for the Graduate market (for second year students). We celebrate student success and our relationships with employers through our Talent Celebration event. Through the year as well as offering advice & guidance, our Careers Advisers run workshops called 'How to....' on such topics as CV's and Cover letters, using Linked IN, interviews etc. Our Enterprise team run boot-camps and start-up workshops aimed at those that would like to start their own business and involving local employers and alumni.

Encouragement *

How do you encourage students to make the best use of the careers service and participate in your activities? (100 words)

We have an in-house marketing team who encourage students to make the most of the services offered through social media, paid social media, blogs, posters, flyers and booklets, digital screens, library promotions, school bulletins, emails, cross promotion at events and working with Career Advisers and Employability Directors in the academic schools. We employ students across all aspects of the service for example as event helpers, UEA Award champions and volunteering

ambassadors. All students receive trained and support to fulfil their roles. We work collaboratively with student societies and the student union to ensure students understand the support available.

Demonstrate success *

How you measure and demonstrate success in employability, including your key achievements and progress in this area (200 words)

We have dramatically transformed the way students engage with the Careers Service and the way we report on our activities. We know, for instance, in detail the proportions of students from different cohorts at different levels who engage with each of our services and we have seen year-on-year increases in engagement overall by UG students. We have significantly increased the number of students attending fairs and progressing through the UEA Award.

However, we are not just focussed on statistics, as they can mask a wide spectrum of engagement from very light to heavy users and we seek to report much more on intensity of engagement and the extent to which that might be impactful for students in respect of their career activities and early career destinations.

The development of tiers of engagement have helped us to move from binary engagement per activity to a model that aggregates students into tiered brackets based on the number of key Careers services they have engaged with in an academic year. This enables the service to work even more closely with faculty / schools and the institutional executive in driving real change in the employability culture at the UEA.

Gateway to Growth Steering Group

12th May 2020

Interim report in lieu of COVID meeting cancellation on 5th May 2020

Next scheduled meeting 16th July 2020

INTERIM REPORT

Synopsis

CO-VID 19 has brought a very different environment to that within which the original Gateway to Growth Programme was developed. In many ways the three projects that underpin the programme are going to be needed more than ever. We have been reviewing in detail the outcomes and financial implications of COVID on the Gateway to Growth Programme; whilst we have been able to deliver large parts on the programme online clearly there are implications for the programme outcomes and financials.

This report focuses on the status, challenges and steps taken to mitigate the anticipated risks associated with the original success criteria within the Gateway to Growth Programme.

OfS reprofile

We had a very positive telephone call with the programme lead at OfS on Monday 4th May, in which we discussed the actions we had taken and outlined the proposed re-profile; they acknowledged and were complimentary of our pragmatic response to COVID, the continued commitment from UEA to the programme and in the circumstances, the positive results to date.

OfS will continue to adopt a flexible approach to the COVID situation and whilst we await written confirmation of next steps, they recommended we carried on delivering the programme as proposed.

We are confident in the revised profile, however, engagement levels will be monitored closely. We will continue to work with key stakeholders to raise the visibility of the programme and its relevance in the post-COVID environment.

Performance report

Supporting documents are attached and will be referred to as follows:

- Case studies (to identify with the growth hub interns' project work)

SME Recruitment Service Update

<u>Reprofiled outcomes as discussed and shared with OFS on 4th May</u>

Programme Title	Original Success Criteria	Revised Success Criteria	Rationale
SME Recruitment Service KPI 1 Number of Opportunities advertised on MyCC	1600	1750	Increase in engagement with free vacancy service
KPI 2 No. of SME's engaging with enhanced services	375	244	Impact of COVID on SME's recruitment and ability to engage with service in short-term

Actions to mitigate risk

KPI 1

Status

- On target to achieve July 2020 forecast of 500 vacancies (80% of target number achieved by end of April 2020)
- Targets remain achievable reflecting the varied impact of the lockdown on sectors, for example growth in some slowdown in others.
- The free vacancy service will continue to be a very attractive option for Norfolk SMEs.

Challenges

- Face-to-face business meetings and evaluation methods suspended due to COVID19 pandemic.
- Consideration of remote working and SME access to reliable IT services.
- SMEs have been badly affected by COVID19 with most staff on furlough.

Mitigation

- Accelerated focus on engaging Norfolk SMEs with free vacancy services, recognising that the sectoral impact of COVID is varied.
- Increased online activity via social media channels Linked In, Facebook and Twitter.

KPI 2

Status

- SMEs are operating in an unknown environment susceptible to change.
- Restrictions mean internal services are being delivered remotely.
- Social distancing has led to cancellation of many B2B networking events meaning fewer opportunities to engage.

Challenges

- Delay in recruiting staff and development of the service which led to launch of programme later than planned. One company fully completed engagement with enhanced service. Despite broad take up pipeline of companies engaged stalled due to COVID.
- Most SME's have furloughed staff to protect current jobs and mitigate impact on the business.
- It is not yet known when CO-VID19 restrictions will be lifted. Unlikely that business activity will be back to pre-COVID19 levels by August 2020. It is likely the Economic impact will last much longer.

Mitigation

- Accelerated focus on engaging Norfolk SMEs with enhanced vacancy services. As the sectoral impact of COVID is varied we are working with NALEP and other key stakeholders (including G2G Steering Group members) to target support.
- Increased online activity via social media channels Linked In, Facebook and Twitter.

Hub Internship Programme Update

Reprofiled outcomes as discussed and verbally agreed with OFS on 4th May

Programme Title	**Original Success Criteria**	**Revised Success Criteria**	**Rationale**
Hub Internship Programme KPI 1 No. of hubs engaged KPI 2 No. of Graduates	6 24	6 18	Revised target reflects a phased return, training and ramp up of activity with Hubs. Financials re-profiled to enable programme continues to present a valuable source of resource to SME's post-COVID

Actions to mitigate risk

Please see (4) attached case studies to support the following narrative points:

KPI 1

Status

- Behind target to achieve July 2020 forecast of recruiting 6 interns. 4 recruited but lock-down and recruitment freeze meant planned May recruitment phase had to be postponed.
- In the COVID19 hiatus, project outcomes will be curtailed, mostly due to the restricted nature of ring-fenced hub and tenant business interaction.

Challenges

- Activity would have been focussed on employer-facing events and also, meetings to pursue project opportunities through face-to-face business development activities.
- Caveat and uncertainty remains of when (and how far) COVID19 restrictions will be lifted.

Mitigation

- Delayed recruitment of the next intern cohort.
- Increased online and newsletter activity through partner hubs and social media Linked In, Facebook and Twitter.
- All 4 current interns proactively redeployed into project work; this for well-being reasons and to continue their partnership skills development.
- Interaction with stakeholders indicates that the programme will continue to present a valuable source of resource to SME's post-COVID.

KPI 2

Status

- Remains on track; communications (for the above reasons) have been reduced however, tenant relationships for example the NRP Centrum hub prospect is progressing well.
- Given an extension to project timeline optimistic target will be met.

Challenges

- Budget includes income from projects with Growth Hub tenants which are adversely affected by COVID19; financials have been re-profiled to reflect this and to ensure support remains.

Mitigation

- Ongoing virtual online meeting interaction with existing and potential hubs via Microsoft Teams activity.
- Development of case studies and website showcasing projects delivered.

Graduate Development Update

Reprofiled outcomes as discussed and verbally agreed with OFS on 4th May

Programme Title	**Original Success Criteria**	**Revised Success Criteria**	**Rationale**
Enhanced Graduate Support No. of Graduates / final year students supported	750	825	To increase total student and graduate supported target by 10% to support impact facing new entrants to job market post-COVID19.

Actions to mitigate risk

Status

- July 2020 forecast of supporting 200 students and graduates reached; this due to early intervention and effective tracking systems
- Implementation of internal data systems and tableau links are in place to measure engagement.
- We have seen a marked increase in the number of final year students and graduates engaging with on-line learning.

Challenges

- Activity would have been focussed on graduate-facing events which are adversely affected by COVID19 social distancing restrictions.

Mitigation

- To increase total student and graduate supported target by 10% to offset impact facing new entrants to job market post-COVID19.
- Increased online activity via social media channels Linked In, Facebook and Twitter
- Implementation of online evening appointment availability.
- Usage of BlackBoard Collaborate to deliver group-based Graduate Skills Sessions in a virtual environment.
- First in a new series of online podcasts (GradCast) is nearing completion; next five sketched out with plans to quickly get the second one out to address the strange conditions which pandemic has enforced on the job market.
- Increased investment in on line learning to ensure access to support for all recognising growth in demand for support.

Evaluation update

The UEA Business Intelligence Unit (BIU) continue to support the Gateway to Growth project. Based on the Theory of Change model, tracking before / after / during evaluation points across respective cohorts, the following qualitative and quantitative measures are in place:

- Benchmark SME survey – ongoing with companies utilising the enhanced recruitment service and for hub tenants working with the growth hub resource on bespoke projects
- New Existing SME Vacancy Survey - based on the above benchmark is completed and is going through the internal BIU ethical approval process; to be implemented as part of the CCEN free vacancy service
- Hub intern topic piece interviews - completed with BIU summary pending COVID-related decision not to recruit planned second cohort of graduate interns; existing cohort will interviewed again before exit
- New Finalists and Graduate topic piece interviews – content in progress which will then to go through the internal BIU ethical approval process ahead of implementation
- The second Gateway to Growth Evaluation Workshop has been agreed with BIU and will take place in November 2020 as a way to review existing evaluation models and review with participating UEA staff

Programme visibility (standing agenda item)

The delayed upgrade to the UEA website means that the pending improvement measures to the Gateway to Growth pages will take effect from mid-May onwards.

- In the interim, a call to action and tweaks in terminology to represent a more proactive 'can-do' approach have been implemented to the existing site.
- Case studies (as illustrated above) have been created with a template in readiness for the transfer to the new site.
- A virtual meeting with Chris Sargisson, CEO Norfolk Chamber has taken place. Valuable feedback on Gateway to Growth branding post-COVID was noted; this will be used to project our marketing in a manner that SMEs in the recovery phase are more likely to respond to.

Case Study: St George's Works

Context

St George's Works (SGW) is a co-working space in the heart of Norwich's rapidly growing creative quarter; the project commissioners are senior managers within the SGW team. With an eye on Norwich's rich history of industrial progress and the city's future as a leader of creative and technological innovation, the building provides an inspiring space for small businesses and entrepreneurs to flourish and collaborate.

SGW provided a mutually beneficial marketing and communications project to the Internship Hub to support their training and development and provide an opportunity to raise their profile with SGW tenants.

SGW are one of the hub partners in the Gateway to Growth Hub project.

Task / Brief

With a vibrant community taking the building's occupancy rate to 95%, SGW is looking to improve the quality of their offerings to their tenants and make a bigger impact on the wider community of businesses in the city.

The Internship Hub resource was tasked to accomplish three primary goals:

- Assess the quality of their offerings to their tenants.
- Review and improve their community and digital communications.
- Evaluate the viability of implementing a booking system.

Outcomes

<u>Offerings (Facilities and Community)</u>

Market research of other co-working spaces in the area led the Internship Hub to conclude that SGW offered good facilities at a competitive price.

Thorough research on co-working spaces based on both global insights and interactions with the building's tenants informed recommendations to focus on nurturing St George's Works' community. In the two-week duration of their project, the Internship Hub resource created reports on the benefits of different types of events unique to the building and its tenants, designed a survey to be sent out and analysed by the team, built a rapport with some of the longer standing tenants of the building and examined the potential of the building's different spaces for increasing the social and mental wellbeing.

Visual Design (website)

The Internship Hub proposed a change to the website's visual design to be more user-friendly and informative by making the layout more concise whilst fleshing out the benefits through new copy and finding evidence to support the building's advertised benefits through testimonials and new, more vibrant photographs.

Digital communications

The Internship Hub proposed a social media strategy to put the SGW community at the centre, promoting the building's greatest offering and publicising events for the benefit of current and potential tenants.

A thorough document of social media recommendations was provided. Moreover, a time-costed plan of the Internship Hub resource's ongoing implementation of these proposals which included the creation and monitoring of St George's Works' Instagram and LinkedIn.

Presentation of initial outcomes to senior SGW staff and a 'mini-launch' to selected tenants was delivered by the Internship Hub resource. It follows that post-COVID the project is set to enter into phase II; significantly this will be chargeable to an ongoing hourly rate.

Testimony

"Here at St George's Work's we are supporting the Gateway to Growth initiative and were delighted to be able to work with the Interns for a number of weeks last month. It was pleasure to see them using our co-working spaces for research work and a number of our Tenants commented on their friendly and approachable manner.

Together they brought fresh insight, perspective and knowledge to St George's Works with their innovative ideas. We were very impressed with their skill level and their ability to learn and understand our business in a short time, identify our needs, and suggest options to help us grow our existing offering. If you get the chance to work with Gateway to Growth we would highly recommend it, and would urge you check out their website and social media to understand the long term goals of this project."

- **Marcella Blakey, Facilities Manager, St George's Works**

Personal Insights

''Working with St George´s Works has given me a useful insight into what a co-working community is and its variety of tenants that we had a chance to talk to and learn more about. As a marketing graduate, the project helped me work on my skillset through conducting market research and proposing a social media strategy to improve their digital communications within the community. We also had to present our findings to St George´s Works' team and its tenants, allowing me to practice on my presentation skills''

- **Philline Vicente, Gateway to Growth intern**

“Working in a business facing project has given me valuable experience in communicating with clients openly and constructively, giving me a range of new market research skills that I as an English Literature graduate had to learn quickly during this project. The free reign to conduct our research and present our findings how we wish built our confidence in our own project management skills and I must show a lot of gratitude for my team mate’s patience and knowledge in guiding me through the world of digital communication.”

- **Henry Opiña, Gateway to Growth intern**

Appendix 4 Careers Service recent employability support activities

During lockdown, the Careers Service has been maintaining its regular services to students and colleagues, with all staff successfully working remotely. Many activities have been repurposed, including:

- **Frontline services.** Students can contact the service by email (career.central@uea.ac.uk) and all enquiries are being responded to with the full range of diagnostic services including referring students to appointments and online information, referrals to mentoring, volunteering, Enterprise and placement services and to online vacancies. The number of enquiries has picked up considerably in the last month and is on par with previous years. Online chat functionality is being trialled to act as an online equivalent to dropping in to CareerCentral and asking a question.
- **Appointments.** Careers advisers and Placement & Internship Officers are successfully carrying out student appointments via Skype or Teams. Video appointments are working well and are providing an important space for reflection and helping students and graduates to deal with the consequences of this crisis. The immediate career plans of many students and graduates have been impacted by the crisis, with job offers withdrawn, redundancies or recruitment freezes leaving many in precarious and uncertain situations.
- **Online careers resources.** Online resources have been re-structured and re-vamped to highlight articles and information of direct relevance, including advice on reflective skills, dealing with career uncertainty and building resilience.
- **Workshop programme.** A programme of online interactive careers workshops is underway, using BB Collaborate, focusing on key relevant topics to help students respond positively to the crisis, working alongside Student Support Services.
- **Events.** Events are being adapted to take place as interactive and virtual until further notice. Working with Words went ahead successfully on April 25th as a virtual event - a mix of live interviews, pre-recorded panels / videos and employability resources from a range of employers and UEA HUM alumni. Autumn's Health Fair, Legal Fair and flagship Recruitment and Opportunities fair are now scheduled to take place virtually. Careers is actively discussing options with virtual fair providers.
- **Job vacancies and volunteering.** The Opportunities Team are continuing to support employers and voluntary organisations looking recruit students and graduates alongside sourcing opportunities to advertise on MyCareerCentral. Many employers are still recruiting to graduate positions although there is a noticeable decline in student employment opportunities (vacation opportunities, retail, hospitality & catering). Enhanced recruitment support to Norfolk SMEs continues to be available through UEA's Gateway to Growth project.
- **UEA Award.** Award students have been quite active in making submissions, indicating that many people are using this time for reflection. The Award remains a very positive way of 'taking stock' for students and to help their UEA experiences count towards their future. New students can still join, by adding retrospective activities.

Faculty/school activity

- **Communication with students**. Regular School emails and newsletters (e.g in **SCI** schools) have been sent to students to reassure and support them during lockdown, offering tips and guidance on how they can use the lockdown period constructively to support their employability development. For example,
    - Advertising specific schemes which were already delivered remotely prior to the crisis, such as the UEA Award, or new CCEN provision, such as the 30-Day Challenge or the live online workshop series
    - Signposting external resources and free online courses (e.g. LinkedIn Learning have made a number of courses on remote working freely available), volunteering opportunities and virtual jobs fairs
    - Promoting UEA PGT courses
    - Working with alumni to provide labour market intelligence to students (e.g. **ECO alumni survey** on virtual recruitment processes, in-demand skills, hints and tips to stand out)

- Moving planned events online, e.g,
  Working with Words: This went ahead as a virtual event on the original date (25th April) as a mix of live interviews, pre-recorded panels / videos and employability resources from a range of employers and UEA HUM alumni
    - 340 student registrations, out of which 325 HUM students.
    - 55 interviews (nearly 20 of which were led by students); 25 blogs and screen/podcasts, more than a dozen Covid-19 interviews, discussion and blogs; 4 pre-recorded panels with 21 speakers; 5 Q&A live Q&A sessions
    - Increase in year 1 registrations from last year, decrease in final year registrations. 75% of registrations from UG students.
    - Feedback from students: 72% of respondents said this event was just as good as an event in person. 84% said they will use the resources on the website in the future. Students generally appreciated having an event in the current climate and enjoyed being able to come back to the resources whenever they wanted.
- Restructuring/flexing placement programmes and processes to allow virtual placements and delayed starts where needed, and (e.g. FMH) incorporating peer-assisted learning/ mentoring and simulated learning handbooks where appropriate
- Working with regulatory bodies to ensure the changing PSRB requirements are met, and in **FMH** supporting student transitions into the workplace earlier than anticipated to meet the needs of healthcare services.

SEN19D037

Title:	***Student Welfare Report***
Author:	Dr Jon Sharp – Director of Student Services
Date:	10/05/2020
Circulation:	Senate June 2020
Agenda:	Senate June 20120
Version:	Final
Status:	Open

Issue
A report on student welfare in support of Senate's obligation under Ordinance 3.10 that it 'shall ensure appropriate provision is made to promote the welfare of students'. An annual report is provided to Senate by the Director of Student Services to enable this duty to be effectively carried out.

Recommendation
Recipients are invited to consider the report and to provide feedback with regard to current provision relating to student welfare.

Resource Implications
There are no resource implications contained within the report that require discussion by Senate.

Risk Implications
The purpose of the report is to enable Senate to consider the appropriateness and sufficiency of current provisions for the promotion of student welfare. The report contains summary data in relation to all relevant areas of activity and so the risk of Senate being unable to exercise its responsibility under Ordinance 3.10 is Very Low.

Sustainability
There are no issues in the report that have a specific sustainability focus. However, Student Services takes every opportunity to introduce more sustainable approaches to the delivery of services to students and this is a factor when considering new initiatives and process review.

Equality and Diversity
Issues of Equality and Diversity are carefully considered in relation to how they might influence all strategic developments related to student welfare. The Student Services senior management team work closely with the Student Union and the University's Head of Equality and Diversity to ensure that the needs of all members of the UEA community are considered in the development of new policies and procedures.

Timing of decisions
The report contains no recommendations requiring a decision that impact on delivery of services to students.

Annual Report on Student Welfare from the Director of Student Services

Background

The Director of Student Services has overall responsibility to Senate for the welfare of students. This responsibility is exercised through the delivery of a number of services to students. This report focuses on those services that are designed to either promote and support the positive welfare of students or to prevent and mitigate circumstances that might otherwise have a negative impact of student welfare. The Student Services Plan of Work and progress against that plan is scrutinised in detail at each meeting of the Student Experience Committee. In addition, particular activities such as the work around Never OK and the support provided regarding student Wellbeing and mental health are regularly reviewed as specific items for consideration within the University committee structure. Additionally, the University has an established Vice Chancellor's Taskforce that meets monthly to provide oversight and strategic direction to a number of specific projects intended to enhance the Wellbeing support available to students. This report provides a top-level summary of activity and key outputs in each of the relevant areas within Student Services.

Discussion

The first annual Student Welfare report was provided to Senate in May 2018 and it was confirmed by Senate that Student welfare should be conceptualised holistically and noted that this is reflected in the delivery structure established within Student Services.

Senators will recall that a detailed paper from the Director of Student Services was considered at the March 2020 meeting of Senate in relation to the work being undertaken in the current year under the aegis of the Vice Chancellor's Taskforce on Mental health and Wellbeing. It is useful to note that since that report, the student version of the Health Assured (EAP) Platform has been launched and the Emergency Contact Opt-in scheme has also gone live.

The impact of the current Covid-19 pandemic cuts across all areas of student welfare and the particular ways in which Student Services anticipated and subsequently responded to the unprecedented circumstances are detailed in a specific section within the report. In other respects this report follows the format agreed by Senate. The work of all relevant sections within Student Services are separately addressed, noting that each area of delivery focus will have a potential impact on multiple elements of a student's overall welfare:

Covid 19 Response

Student Services moved all delivery to an online/ telephone model on 16th March in response to government advice around social distancing and are now providing a fully off-site service in line with current government requirements. We have been able to maintain all of our services to students in a relatively seamless transition from face to face to online support. The number of students seen per week during the lockdown period has averaged 500 individual appointments, only marginally lower than our standard level of activity. In addition, we are also continuing to offer group sessions and workshops using a range of online solutions. More detailed information is provided below:

Student Life – All services are being maintained. DBS checks can no longer be undertaken physically but Home Office have issued guidance that enables this work to continue remotely. There have been

issues in relation to Biometric Residence Permits being issued by Home Office, but these have now been resolved. The focus of activity within Student Life has shifted with far fewer disciplinary cases than we normally experience, but more activity in relation to financial issues.

Learning Enhancement Team – A full service, including workshop activities, is being provided. Assistant Head of Student Services, Jeremy Schildt, is working with Helena Gillespie and Emma Sutton in relation to support for students specifically around online learning and assessment. Processes are in place for ensuring new reasonable adjustments required in relation to online learning are effected.

Wellbeing – All services, including group workshops are being maintained. The Embedded team have been focusing on delivering support to students in residences working with Residential Life Managers. We continue to monitor at-risk students on campus and students on campus who are either self-isolating or known to be vulnerable on a daily basis or every second day for lower level vulnerability. To ensure confidentiality, therapy sessions are being carried out using a BCAP approved, end to end encrypted video package (Doxy.me) and students have been happy to access their therapeutic input through this means.

Health Assured/ Enlitened/ Talk-Campus/ Helpline – The Health Assured package is being promoted to students as another means of support for a range of issues; engagement with Enlitened remains strong and has been a channel for messages about the services we offer and how they can be accessed; we are still exploring whether the Talk-Campus offer can be introduced; the Covid-19 Helpline is now running as email only and contacts are gradually reducing as expected. A weekly pulse survey of students specifically around the impact of Covid-19 is conducted through Enlitened and results shared with relevant stakeholders.

Faith Provision – All facilities on campus have been closed in accordance with government direction. We have also had to cancel the planned hosting of Eid-al-Fitr on campus.

UEA Dental Service – The Dental practice is now only open for emergency appointments as per NHS guidance

Hardship Funds – We have introduced a specific fund to support laptop purchase and a Covid-19 related hardship fund established through donations managed by the Development Team. To date we have received 126 applications into the laptop fund, with 83 applications approved and 70 laptops allocated to students to date. There have been 16 applications to date to the general Covid-19 fund all of which were successful.

Students in University Accommodation

Students in University accommodation are being supported by a combination of Student Services Residents (SSRs), Residential Life Managers (RLMs) and the Embedded Team. SSRs are reaching out to their 'Parishes' through email and offering telephone/ online chat to students who need low level support. RLMs and the Embedded Team are picking up students with more pronounced concerns and/or pre-existing vulnerabilities. Where students are known to have particular risks a daily phone/ online interaction is being undertaken. Students who are self-isolating or who have lower level vulnerabilities are being contacted on alternate days to ensure that they feel supported. Where appropriate students are being routed through to the Wellbeing Adviser team or for therapeutic inputs.

Management Information

The MI indicates that the move to remote working has had a relatively small impact on uptake of our services. In the first week of remote working the Service saw 612 students, broadly in line with our typical weekly throughput of around 640 students, and carried out 298 welfare checks. The volume of activity has been maintained at levels very close to on-site delivery, in the first week of May the Service saw 485 students in individual appointments.

Perception data from Enlitened

A number of questions specifically related to Covid-19 have been added to the Enlitened app and student responses suggest that overall students are happy with the service that they are receiving. However, they do indicate that students are struggling to self-motivate in a remote studying environment:

The overall score for the university's response	6.4
University's communications around Covid-19	7.0
Students' current sense of their own Wellbeing	6.3
Learning experience during Covid-19	5.9
Motivation to study remotely	3.7

Student Welfare Detailed Commentary

Financial Advice & Support

Students are seen very swiftly, with a current average waiting time of 2 days to meet with an adviser, which is well within the target wait time of 5 days. The number of students seeking financial assistance remains relatively low as a proportion of the total University population.

In the 2018/19 academic year £132,344 was disbursed through the Student Opportunities Fund to 85 students; £30,613 was disbursed through the Hardship Fund to 24 students; a total of £252,818 was disbursed as short-term loans to 757 students:

FUND	NUMBER AWARDED	AMOUNT
Student Opportunities Fund:		
UG	77	£120,351
PG	8	£11,993
PGCE		
Total	**85**	**£132,344**
UEA Hardship Fund:		
UG	12	£11,417
PG	12	£19,196
Total	**24**	**£30,613**
VC Loan:		
UG	690	£235,947
PG	63	£16,120
PGCE	4	£750
Total	**757**	**£252,817**

These figures are broadly in line with the position in 2017/18. We are currently looking at ways of opening up the Opportunities Fund in terms of the criteria required for funding.

Disability Support

The current waiting time for an appointment with a disability advisor is 1 day and the average wait time over the year to date has been 5 days. This is extremely pleasing, particularly in the current context of Covid-19. The total number of students declaring a disability in 2018-19 was 1,835 and this has risen to 1,966 students declaring a disability in 2019-20. In the current year the Disability team meet with around 30 students each week, which is in line with typical throughput in the 2018-19 academic year. Much of the work of the Disability team involves liaising with academic staff and other professional services as well as external bodies and providers of DSA funded support to our students. The increase in staffing in this area in the previous academic year has allowed this important non-student facing work to continue without impacting on the time the team spend interacting with students either individually or in workshop settings. In addition to providing advice and guidance to the University, the team work closely with colleagues in ARM to ensure that wherever possible the process of organising appropriate support for students is underway before their arrival at UEA.

Mental Health & Wellbeing Support

Mental health and Wellbeing continues to be a key area of focus for the University sector as a whole and UEA is leading on a number of fronts in terms of the initiatives that have been introduced by the Service and the importance given to Wellbeing and mental health support by the University as a whole. This is exemplified by the work of the Vice Chancellor's Taskforce, a full report on which was provided to the March 2020 meeting of Senate.

The level of demand for our Welllbeing services continues to grow, with 260 students on average being seen each week by the Wellbeing team. We typically have around 650 students actively engaging with talking therapies at any time within the academic year and since its inception in January 2020 the new Embedded Wellbeing Team has seen 343 students across the University.

SSS introduced waiting time targets for all our services in 2017-18 academic year and has reported regularly to the student body and the University on our performance against those targets. The majority of Universities do not currently record or publicise their average wait-times for student services, but we strongly believe that waiting times provide. Student Services operate a daily triage process and students with urgent needs are seen immediately and would normally require referral to appropriate specialist services within the NHS.

Our waiting time target for a first appointment from the point of referral is 14 days. This is measured in actual rather than working days since we offer appointments on Saturday mornings. Our average wait time across the current academic year to date has been within that target time. The current monthly average waiting times are 5 days for Wellbeing Advisers, 6 days for Counselling and 7 days for CBT therapy. This is a significant improvement on the wait-times in 2018-19 and reflects the improvement in delivery generated by the increased staffing in this area. Demand continues to grow across all elements of our Wellbeing provision and we will need to continually review the level of resource to ensure that we are able to maintain Service performance.

Learning Enhancement Team

In 2018/19, Learning Enhancement Tutors saw 21% of the UEA student population in appointments and workshops i.e. 11,657 attendances by 4020 individuals. Figure 1 below shows the increase in number of attendances and individuals seen in LET appointments and workshops since 2014/15. The reach of LET extends across all Faculties in a close-to-proportionate manner and Figure 2 below shows the proportion of LET attendances by Faculty, compared with the proportion of the UEA student population by Faculty in 2018/19.

Figure 1: Number of attendances and individuals seen in LET appointments and workshops

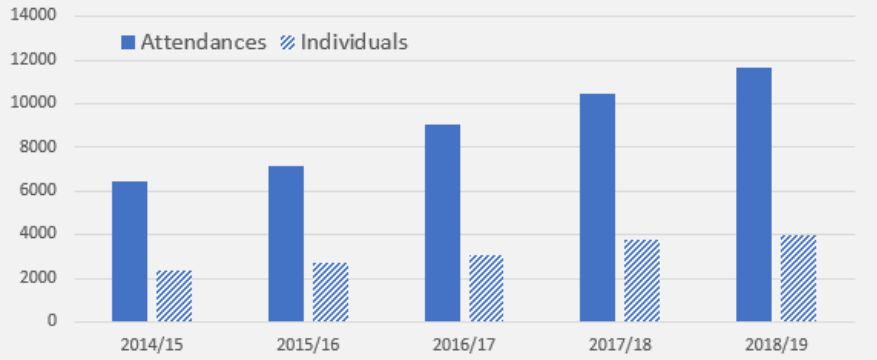
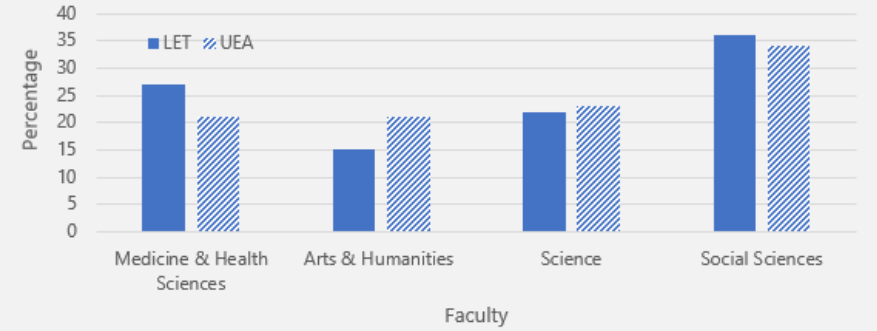


Figure 2: Proportion of LET attendances at appointments and workshops by Faculty, compared with proportion of UEA student population by Faculty 2018/19



Through the work of our dedicated tutor, the number of PAL and other peer led learning initiatives is expanding significantly. In 2019/20, the equivalent figures are:

- 112 PAL mentors and officers
- 14 schemes across 8 Schools, plus a Faculty-wide scheme for Arts & Humanities.
- Despite the disruption related to COVID-19, attendance data available from 12 of the schemes indicates that 677 students engaged with PAL, attending over 1500 times in total.

In 2020/21, we hope to run 21 schemes across 10 Schools. Some of the new schemes are focused on supporting Foundation Year students in both the Sciences and International Development, with students on some academic programmes able to apply for a 1-to-1 PAL Mentor. Recruitment of mentors for 2020/21 to date has been strong, with 118 students having applied to become a mentor

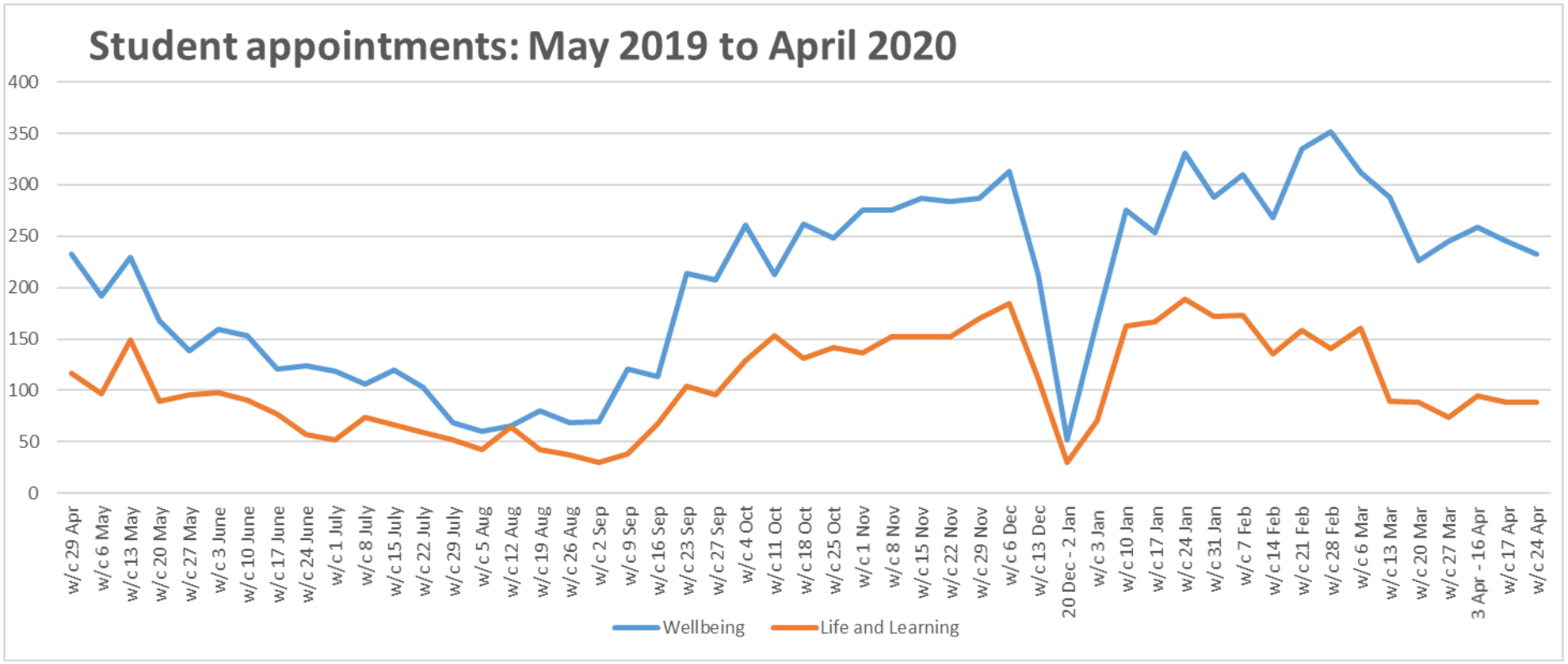
across 12 schemes. We are planning for the possibility of remote-only delivery, with sessions being facilitated via Blackboard Collaborate, if required, and for a blended model.

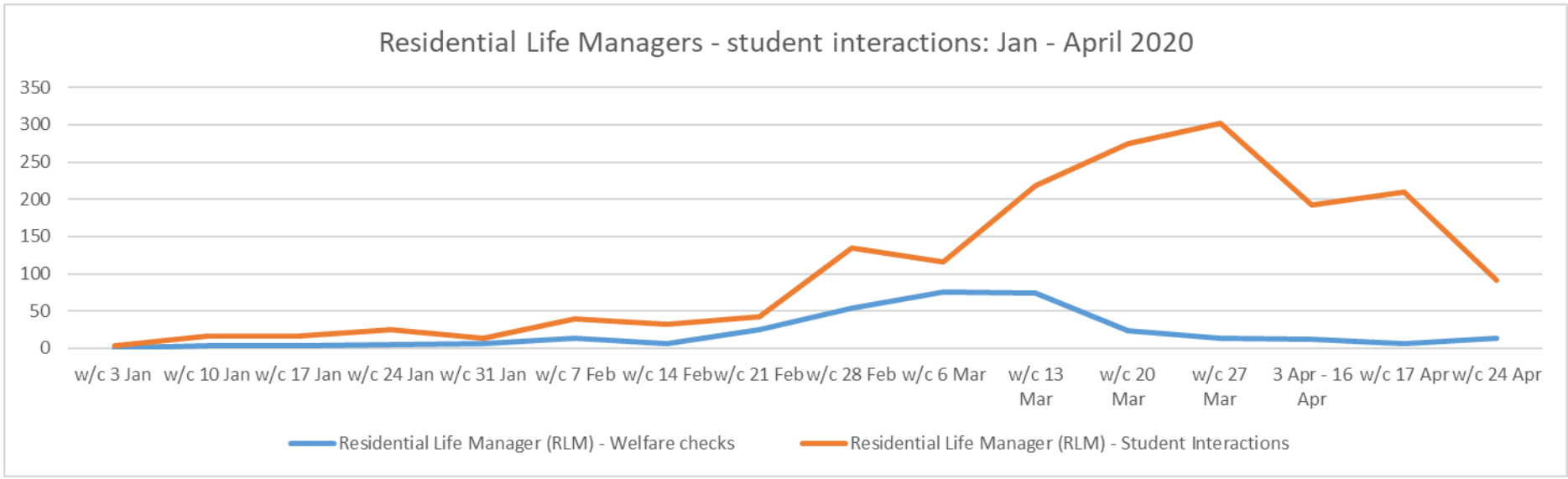
Student Discipline

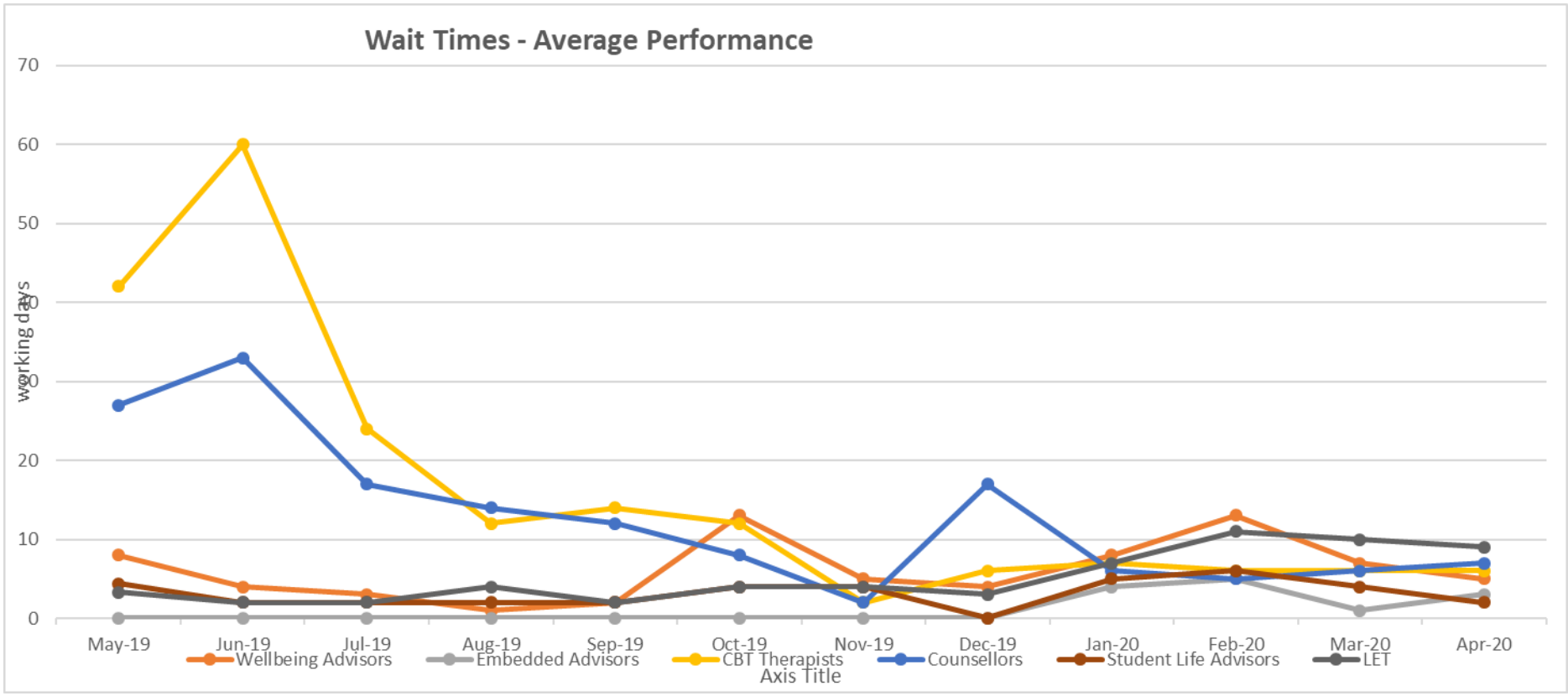
The promotion of student welfare requires that we not only provide services that improve the wellbeing of students, but that we take appropriate steps to prevent the negative behaviour of a small number from adversely impacting on the welfare of the student community. The development, with the Students' Union, of the Never OK campaign has had a major impact in raising awareness amongst the whole University community about the need to challenge behaviours around the issues of inappropriate sexualised behaviour. In the current year, we have also focused significant efforts in challenging other forms of harassment on campus and on ensuring that our University is a space where everyone feels welcome and assured that they will be treated with dignity and respect. A detailed update on the work of the Changing the Culture Implementation Group was provided to University Council in March 2020.

A detailed report on the number and outcome of Senate Student Disciplinary Committee (SSDC) hearings, which consider serious breaches of regulations, is provided annually to the Learning and Teaching Committee. The number of serious alleged breaches of regulations that involve potential harm to another student are very small: in 2018/19 there were 5 cases of this type heard by SSDC and it was determined that regulations had been breached in 3 of the cases considered. In 2018/19, 3 students had their accommodation licenses terminated for behaviour that would adversely affect the welfare of their fellow students. Across the year there were 354 reports of concern raised by Student Services Residents (SSRs) and taken forward by the Residential Life team. Given the size of our student population as a whole and the number of students resident on campus these figures suggest that our campus continues to be a safe and welcoming environment for students.

Summary Charts re KPI Performance




Residential Life Managers - student interactions: Jan - April 2020
350
300
250
200
150
100
50
0
w/c 3 Jan
w/c 10 Jan
w/c 17 Jan
w/c 24 Jan
w/c 31 Jan
w/c 7 Feb
w/c 14 Feb
w/c 21 Feb
w/c 28 Feb
w/c 6 Mar
w/c 13 Mar
w/c 20 Mar
w/c 27 Mar
3 Apr - 16 Apr
w/c 17 Apr
w/c 24 Apr
Residential Life Manager (RLM) - Welfare checks
Residential Life Manager (RLM) - Student Interactions


Wait Times - Average Performance
70
60
50
40
30
20
10
0
working days
May-19
Jun-19
Jul-19
Aug-19
Sep-19
Oct-19
Nov-19
Dec-19
Jan-20
Feb-20
Mar-20
Apr-20
Wellbeing Advisors
Embedded Advisors
CBT Therapists
Counsellors
Student Life Advisors
LET
Axis Title

University of East Anglia

SEN19D038

Title:	**Administrative efficiency and effectiveness**
Author:	Director of Student and Academic services Dr Andrea Blanchflower
Date:	May 20202
Circulation:	Senate 3 June 2020
Agenda:	SEN19A003
Version:	Final
Status:	Open

Issue
A short summary of some work underway which promotes efficiency and coherence of operation across the University and reduces complexity.

Recommendation
To report

(1) that one of Senate's responsibilities is to identify and advise the Executive Team on such actions as may be necessary or desirable to: ensure that the extent of regulation and the administrative services which support teaching, research, innovation promote efficiency and coherence of operation across the University, and avoid unnecessary complexity (Ordinance 3.14 (d)).

(2) that the Operation Efficiencies (including Align) project work continued during 2019/20.

(3) on assessment modifications taken during 2019/20 in response to the COVID-19 situation

(4) that the University's Planning for Teaching 2020/21 project, initiated in response to the COVID-19 situation, has two work strands that have elements designed to address efficiency and effectiveness:
   a) Curriculum and Assessment – Phase 1
   b) Professional Services support/transformation.

Resource Implications
Resource implications are being considered as part of the work streams themselves.

Risk Implications
The Planning for Teaching 2020/21 project and the work streams within it are designed to mitigate the risk of not being able to deliver teaching and learning in a sustainably and safe way in 2020/21 and so have a focus on reducing complexity and promoting efficiency.

Sustainability
The Planning for Teaching 2020/21 project and the work streams within it are designed to mitigate the risk of not being able to deliver teaching and learning in a sustainably and safe way in 2020/21.

Equality and Diversity
Equality, diversity, the impact on groups with protected characteristics and inclusive Education are being considered as part of the work streams themselves.

Timing of decisions
The project is multifaceted and will need to be implemented for the start of the academic year 2020/21.

Further Information
For further information on

a) the overall Planning for Teaching 2020/21 project please contact PVC Academic, Professor Neil Ward (neil.ward@uea.ac.uk , x3575)
b) the Curriculum and Assessment work stream within this larger project please contact Academic Director for taught programmes, Professor Emma Sutton (e.sutton@uea.ac.uk, x 7027)
c) Professional Services transformation workstream within the larger project – please contact Senior project manager, Eve Dewsnap (e.dewsnap@uea.ac.uk , 07919 626113)
d) Align project – please contact Dr Louise Bohn Head of programmes, (l,bohn@uea.ac.uk, x7916)

Background and Discussion

1. Operation Efficiencies (including Align)

The Major Programmes Board has agreed that the operational efficiencies project that incorporated Align proposed method changes is currently on hold due to business continuity activity and reprioritising of capacity. However some efficiencies will be captured through continuing projects, e.g. a new Timetabling system, and others will be facilitated by current changes e.g. reduction in the use and associated costs of external examiners. Wider planned adjustments to budgets and other significant efficiencies measures being taken in response to the current situation will address many of the planned changes as well as additional operational efficiencies that had been identified through the project.

2. Assessment modifications 2019/20

In response to the COVID-19 situation and the move to on-line delivery from 13th March 2020 work was immediately undertaken to review outstanding assessments on taught courses and the following principles adopted:

a) We will give priority to activities which support final year students to complete their studies.
b) Assessment will only be undertaken where it is necessary and in the interests of students to do so.
c) Courses which are subject to regulation by an outside body (for example courses in nursing and teacher training) have been asked to consider these principles but may make alternative arrangements as required.
d) We will aim to reduce the number of assessments students have to do wherever possible.
e) Any amendment to assessment delivery and/or design will be designed to meet the needs of all students.
f) Any changes to assessment activity should not place unreasonable additional demands upon students and staff workload at this stressful time.

As a result of this work assessments were reduced and for example, the number of examinations planned for the may/June series reduced from 428 physical exams to 248 open book online examinations. An objective of the Planning for Teaching 2020/21 project is to embed the above principles, and reductions in assessment, in the assessment strategy for each course for 2020/21 delivery.

3. Planning for Teaching 2020/21: Curriculum and Assessment, Phase One

Phase One involved the simplification and streamlining our portfolio of taught course and modules, to reduce workload pressure on staff while at the same time focusing our energies on the most popular courses and modules. This was considered necessary to protect the delivery of taught courses in an environment where COVID-19 restrictions, or a second wave of the virus, might happen next year.

It was accepted that we need to plan to teach and enable students to learn in both face-to-face and on-line/remote modes, and with the flexibility to be able to move as seamlessly as possible between

these two modes should the need arise. So, to mitigate the impact of this additional work for staff, the aim was to reduce unnecessary workload (from April to September) through the systematic review of our current module offer for AY 20/21, noting the very substantial number of modules which currently attract small numbers of students. We currently offer 2,386 modules. Of these, 48.5% have fewer than 20 students registered, 40% have fewer than 16 students, and 27% have fewer than 10 students.

In undertaking a systematic and comprehensive module review, in conjunction with student course representatives, it was considered that there may also be options to suspend the delivery of some courses where enrolments/applications are especially low (e.g. fewer than 10). For example, of our 136 PGT courses offered this academic year, 69 recruited fewer than 10 students.

4. Planning for Teaching 2020/21: Professional Services Support & Transformation:

Professional services supporting learning and teaching currently rely on a lot of face-to-face interaction which will not be possible with social distancing restrictions, and with many staff and students needing to work off campus. Some business process still require printed forms and signatures. The shift to blended learning/online delivery will make some business processes of greater importance, whilst possibly making others obsolete. Any lack of clarity about where to go to access support will be exacerbated by staff and students working remotely

The objectives of this work stream are to:

- Clarity for academic staff and students about how to access support - with as many queries as possible being resolved at first point of contact
- Simplification and standardisation of key business processes, with introduction of online workflows where possible
- Stop doing some things that are not business critical at this time
- Staff working in professional services are clear about their roles and responsibilities, and have the support and training required to fulfil them
- User-centric approach to service design and delivery; reduced workload for staff; simplified processes for users
- Staff and students feel well-supported and know how to get support. They are not “passed around” between services.
- Business processes will be streamlined and standardised, and as far as possible delivered virtually
- Changes will be sustainable, providing the foundation for long term service transformation

The work stream aims to deliver:

- Review of business processes to identify those that (a) can stop, (b) need to be simplified and/or changed to enable them to be completed virtually, or (c) need to start to support blended/online/socially-distanced delivery
- Digital solutions for online processes (e.g. electronic signing of forms)
- Clear guidance for staff and students about who to contact for support
- Reconfigured teams and roles in professional services to support delivery

Attachments

None

SEN19D040

Title:	**Student Protection Plan (Office for Students Requirement)**
Author:	Laura Thompson, Head of Learning and Teaching (Quality)
Date:	22 May 2020
Circulation:	Senate 3 June 2020
Agenda:	SEN19A003
Version:	1
Status:	Open

Issue

This is the planned annual update and review of the Student Protection Plan as agreed at Learning and Teaching Committee (LTC17D131).

Recommendation

To report: This is the annual review of the Student Protection Plan, which includes the Refund and Compensations Policy. This is a requirement of the University's ongoing registration with the Office for Students.
The current Student Protection Plan and Refund and Compensation Policy are available on the web here:
https://www.uea.ac.uk/about/legalstatements/terms-conditions-and-regulations

To consider: Members of Senate are invited to agree the draft Student Protection Plan updated for the academic year 2020-21 as recommended by Learning and Teaching Committee.

Resource Implications

There are no additional resource implications.

Risk Implications

The update and review of the Student Protection Plan is a requirement of the University's ongoing registration with the Office for Students.

Sustainability

The Student Protection Plan and Refunds and Compensation Policy support the sustainability of provision at the University by providing safeguards if for any reason provision becomes unsustainable.

Equality and Diversity

The Student Protection Plan is designed to protect students against events and situations which have the potential to affect all students equally.

Timing of decisions

- First draft reviewed at SEC in February 2020
- Approved at LTC in May 2020
- Report to Senate in June 2020

Further Information

The plan for reviewing and updating key documents that are required for the University's ongoing Office for Students registration was approved at LTC on 9 May 2018. (LTC17D131)

Laura Thompson, Head of Learning and Teaching, laura.thompson@uea.ac.uk

Background

The draft was considered at Student Experience Committee (SEC19D040) and approved at Learning and Teaching Committee (LTC19D115).

Discussion

- There are no significant changes to the documents noting that the 2019-20 update was comprehensive in consultation with the Student Union.

- The Chair of SEC noted that UEA was relatively well prepared in this area as a result of the experience and insight from closing its UEA London operation

- The fees liability table has been updated to reflect the dates for the 2020-21 academic year.

- The are minor changes to the visa compliance wording.

- In section 2.5 sabbatical leave was included as circumstances outside the University's control. This has now been removed as it is noted that this is within the University's control.

- The Office for Students were due to conduct a consultation into Student Contracts in April 2020 which may have influenced the 2020/21 Student Protection Plan but this has been postponed.

Student Protection Plan 2020/21

University of East Anglia

1. Introduction

The University's Student Protection Plan explains the events and situations that have the potential to prevent a student from finishing their course. It sets out how we manage these such that the risk to students is very low. In the rare event that we were not able to preserve the delivery of courses the plan cross references our Refund and Compensation policy and provides information to reassure students in relation to our ability to meet such costs.

Our Student Protection Plan is reviewed annually by our Learning and Teaching Committee, which includes student members.

2. The risks

The events and situations that have the potential to prevent us from being able to continue with the delivery of a course include a number of things which affect all students equally, such as: University failure, subject level closure, and course closure; and the loss of the University's Tier 4 licence which would impact our international students. More detail on each scenario is given below.

2.1. University and campus closure

The risk that UEA as a whole is unable to operate is very low due to our continued strong financial performance supported by short, medium and long term financial and business planning. This is demonstrated through our healthy operating cash flows, cash reserves held, and in our satisfying our banking covenants with sufficient headroom. The University's risk register, is regularly updated and reviewed by our Audit Committee and by Council, our governing body, at least annually. The risk register identifies key risks, their potential impact on University operations, the likelihood of those risks occurring and the actions being taken to mitigate the risks. These are detailed in our published financial statements which are available on our website. A wholesale review of our risk management processes has been undertaken during academic year 2017/18, in conjunction with our Audit Committee. This ensures the robust capture of risks and the improvement of risk data flows across the organisation.

The University operates from a single campus. However, a small number of postgraduate research students study both on our campus and with a partner organisation under co-tutelle or split site arrangements. These agreements are bespoke and will take into account the partner's site becoming unavailable for study. In such instances, the student would normally complete their studies at UEA.

There is a low risk of one of our buildings failing. If we were not able to use a building with its associated teaching facilities, we would seek to accommodate teaching in other buildings, which may have the effect of lengthening the teaching day. If specialist teaching facilities were affected, we would talk to our networks such as the other members of the Norwich Research Park, local partner colleges, and associated businesses to see how this teaching could be delivered on their premises and we would support students in accessing these alternative venues.

2.2. Course and subject area closure

Our procedure for closing courses takes account of the need to safeguard the interests of any students on the course(s) being withdrawn and the interests of applicants. In practice, our approach to course closure is to cease to recruit new students and to teach out continuing students. The risk of students not being able to continue with their studies is very low.

If there are students on the course to be closed there are early and on-going discussions with them to inform them of the plans, the measures that will put in place to safeguard their educational experience, and the options that are open to them (including course transfer). Care is also taken to communicate with applicants who are offer holders.

The risk of students commencing a course in a subject area and of being unable to complete their studies by a closure of that subject area is very low. Subject closures would be planned well in advance and all students would be taught through to the completion of their studies as detailed above. There is a long lead time involved in the closure of a School area, and a formal process as set out in the University Ordinances: A decision to withdraw from an area of study, which would result in the closure of a School, will require the approval of Council, having consulted with Senate". (Ordinance 27).

2.3. Loss of professional body accreditation for the course

A number of our courses are accredited by professional bodies, to allow for example, graduates to enter a particular profession. The accreditation is maintained by periodic reviews of the quality and standards of our courses by the professional body. The risk that a student may commence on a course that is accredited but complete it without accreditation is very low.

Applicants can be reassured that the University complies with consumer protection legislation and will advertise courses as being accredited only if they are. The University has a central register of all accreditations, monitors end dates and seeks re-accreditation at the intervals required by the professional or statutory body. Where accreditation or reaccreditation requires course changes students and applicants are informed and the changes will be made to secure the accreditation.

2.4. Course changes

We comply with consumer protection legislation and endeavour at all times to keep any changes to courses to a minimum and to keep students and applicants informed appropriately. However, some changes, for example to courses, facilities or fees may become necessary due to legitimate staffing, financial, regulatory and academic reasons. The measures in place to mitigate this are detailed below.

Where material course changes are planned these will be introduced to applicants through the prospectus, our website and in other advertising materials. If any changes are to be introduced for new cohorts that vary from our published information then applicants and offer holders will be informed by email ahead of their application deadline.

We will only introduce substantial changes during a course of study, or after the application deadline, in response to situations where either:

a) the government or a regulatory body (for example a professional body which makes regulations governing the eligibility of graduates to enter a profession) introduces new requirements or otherwise obliges us to implement changes;
b) the government, funding council or other public body that provides funding changes the funding available to a course or the department providing the course in a way which makes the continuation of the course unviable.

In the event this were to happen students and applicants would be informed at the earliest opportunity.

If we propose to make other substantial changes during a course of study or after the application deadline, the views of students and applicants will be sought. Note that such change tends to be a response to student feedback and to improve the course. Substantial changes would include for example the introduction or discontinuation of a core module, a significant change in the way in which the course is taught or assessed, the merger of courses or the major restructuring of a course or a change in location. We would then consider how best

to proceed taking into account all responses. We would determine whether or not to proceed as proposed, or to proceed with a modified proposal and will communicate with all students and applicants accordingly.

2.5. Module choice

Whilst the University will make every effort to offer the modules listed in the prospectus, changes may sometimes be made arising from the annual quality review and update of modules and courses. The University will aim to keep the changes to the minimum necessary to achieve the required quality. Where this activity leads to material changes to compulsory modules or a significant reduction in the number of optional modules available on a course, the University will notify and consult with affected students in advance of the changes being made.

It is also possible that the University may not be able to offer a module for reasons outside of its control, such as the illness of a member of staff. Some degrees may have optional modules which have a defined maximum capacity. There is therefore a risk that we may not be able to meet student demand. On courses where this may be an issue students are invited to inform us of their optional module preferred and reserve choices. Our module enrolment processes endeavour to ensure that students always receive some preferred and some reserve choices in cases where not all first preferences can be met.

2.6. Loss of specialist staff

The risk that we are no longer able to deliver material components of our courses is low. There are a number of specialist modules reliant on key individual members of staff. In the event such staff were to leave the University or become otherwise unavailable to teach, our approach would be to identify and seek to employ an alternative member of academic staff to deliver the module. If this proved unsuccessful, we would seek to offer students something equivalent in terms of student outcomes.

Where a specialist PhD supervisor leaves, we will discuss the options available with the student in order to seek a mutually satisfactory way forward. These options will normally involve some or all of the following: transferring to the supervisor's new University; replacing the supervisor with another appropriate member of staff with similar expertise; hiring an external academic member of staff with appropriate expertise. The options available will depend on the student's funding and visa situation, and also on any contractual aspects of their research project such as third-party involvement or intellectual property rights. If none of these are possible, then the next option considered would normally be to liaise with another University to transfer the student and their project to that University; and if that is not possible, then we would calculate and pay appropriate compensation to the student and/or any funder as appropriate.

2.7. Placements

We work with a number of placement providers and where the University sources the placements there is a low risk that a placement provider will not be found for a planned placement at a particular time. In the event this were to happen, we would source an alternative placement for the student and this may be with the same placement provider or with an alternative placement provider.

2.8. Loss of our Tier 4 licence

The revocation or suspension of our Tier 4 licence is the potential end-point of an investigation and sanctions process by the UK Visas and Immigration division of the Home Office. This has varying impacts for applicants and students. The form and duration of that process, and therefore its implications for non-EEA applicants and students, depends upon the seriousness of any suspected breach of our sponsorship duties. We have processes in place to maintain our Tier 4 licence and further explanatory details are given below. The risk that a student may not

be able to complete their course due to our loss of our Tier 4 licence is low as we are vigilant in following all procedures to protect and maintain it.

2.8.1. Provisions in place to protect our Tier 4 licence

We do the following things to meet the requirements of UK Visas and Immigration and protect our Tier 4 licence:

- The University applies for Basic Compliance Assessment every 12 months demonstrating that we meet the core requirements relating to visa refusal rate, enrolment rate, and course completion rate as defined by the Home Office.
- A Confirmation of Acceptance for Studies (CAS) is assigned to applicants from non-EEA countries who have unconditional offers and require a Tier 4 visa. Care is taken to ensure unconditional offers are only made to students who can evidence their qualifications and meet necessary English language requirements and the entry criteria for their chosen course of study. The staff making these decisions are trained and experienced and make use of national resources such as NARIC when verifying qualifications. Applicants for PG courses are also asked to provide a financial deposit and proof of financial security will be sought from applicants in countries the University considers to be of high risk.
- We work closely with applicants to ensure the information on the CAS is accurate to aid the visa application process.
- On arrival, we meet with all applicants requiring valid immigration permission and undertake a number of checks to ensure that they hold appropriate permissions, their qualifications are genuine, and that they have the right to study in the UK before they are registered as a student.
- We monitor the attendance and engagement of all students and so can ensure those on visas are actively participating in their studies. In addition, students with visas are asked to attend up to three engagement sessions a year where their visas and passports are reviewed and their contact details updated. We withdraw our sponsorship of students who are in breach of the conditions of their visa.
- We support students who need to reapply for a visa by holding workshops and advice sessions and a “Visa application service”.

These steps help to ensure that we comply with our sponsorship duties and so minimise the likelihood of our licence being suspended or revoked. However, it is helpful to understand the impact on students should we be suspected of breaching our sponsorship duties and this is detailed below.

2.8.2. Revocation or suspension

The revocation or suspension of a licence is the potential end-point of an investigation and sanctions process by UK Visas and Immigration, with varying impacts for applicants and students. The form and duration of that process, and therefore its implications for non-EEA applicants and students, depends upon the seriousness of any suspected breach of sponsorship duties.

a) Initial Actions

An isolated or minor breach, if proven, will normally result in an action plan being agreed, or imposed, by the Home Office. While the action plan remains in place, the Home Office may apply any limitations to a sponsor’s licence it considers appropriate. For example, limiting the number of CAS that can be assigned (including to zero). The University would appear on the government website displaying the Tier 4 Register of Sponsors with a note that it is ‘Subject to an Action Plan’. We would keep students fully informed of how the action plan may affect them.

If we were to be given a zero CAS allocation, but an applicant or student already has a CAS, they will be able to use that CAS to make a Tier 4 application in the normal way. Students who

already have a valid Tier 4 visa sponsored by the University would be able to continue with their studies, and they may enter or re-enter the UK on their existing leave. However if a student or applicant requires a new CAS in order to apply for Tier 4 leave they will not be able to obtain one. This would include UEA PGR students wanting to apply for the Tier 4 Doctorate Extension Scheme.

If the action plan is successfully completed and no other issues are identified, the Home Office will lift the action plan and decide on our new CAS allocation. This may be lower than the allocation held before the action plan was imposed. If some concerns remain, the Home Office may decide to extend or vary the action plan as well as any licence restrictions, depending on the nature of the remaining concerns. If the action plan is not successfully completed or further issues or breaches are identified, then the Home Office action will be escalated. At this point, an initially minor breach will be treated in the same way that a serious breach would and while there will be a very short period of consultation between the Home Office and the University, a suspension or revocation of our Tier 4 licence is much more likely.

b) Revocation of Tier 4 licence

If our Tier 4 licence is revoked we will be removed from the Tier 4 Register of Sponsors. Generally a ban will last for two years, unless there are exceptional circumstances, but the Home Office can decide to impose a shorter ban. Any ban commences almost instantly.

The Home Office might choose to allow us to continue teaching Tier 4 students for a certain period. The maximum period for this is six months or to the end of the academic year, whichever is the longest. If the academic year ends on different dates for different students, the Home Office will consider each student's case on an individual basis. Whether or not we can continue teaching Tier 4 students, even for a short period, depends on a number of factors, including the reasons for revocation of the licence.

By the end of the permitted period of additional teaching any student with a Tier 4 visa will either have their visa curtailed or will need to transfer to another institution. Students may find a new sponsor and apply for further leave to remain during this period and the University would be expected to help students with that transfer process.

If our Tier 4 sponsor licence is revoked the revocation is likely to be applied to other Tiers for which the University holds a sponsorship licence – Tiers 2 and 5. It is also likely to result in a loss of the University's status as an endorsing body for the Start-up visa. Furthermore, visiting students seeking to obtain immigration permission through the Short-term study route would be severely reduced due to the impact on the requirement, in most instances, for education providers to hold a Tier 4 sponsor licence.

2.9. Matters outside the University's control

There is a risk that matters outside the University's control, which could not have been foreseen or prevented even if reasonable care had been taken might disrupt the delivery of courses. This includes (but is not limited to) strikes or other industrial action (within the University or at third parties), staff illness, severe weather, fire, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not), natural disaster, restrictions imposed by government or public authorities, epidemic or pandemic of disease, or failure of public utilities or transport systems. The University would endeavour to mitigate the impact of such matters on a student's studies but shall not be liable for any loss arising from them.

3. Refund and Compensation Policy

If the risk of non-continuation of study materialises due to the risks outlined in section 2, we will inform students and applicants at the earliest opportunity and discuss options with them. The options would include for example, the transfer to another course of study or a supported transfer to an alternative provider or a concession to vary module choice from that published in the degree profile.

Our Refund and Compensation Policy can be found here. This sets out the tuition fee liability for students who cease their studies prior to the end of that year of study and enables any fee refunds to be calculated. It also sets out the compensation payments that we would make if we were unable to preserve the continuation of a student's studies.

Students can be reassured about the our ability to pay as, in addition to lender imposed banking covenants, the University self-imposes a requirement to hold minimum cash reserves of £25 million which would be sufficient to provide refunds and compensation for students in this situation.

SEN19D041

Title:	**Student Terms and Conditions (Office for Students Requirement)**
Author:	Laura Thompson, Head of Learning and Teaching (Quality)
Date:	24 May 2020
Circulation:	Senate 3 June 2020
Agenda:	SEN19A003
Version:	Final
Status:	Open

Issue

This is the planned annual update and review of the Student Terms and Conditions as agreed at Learning and Teaching Committee (LTC17D131).

Recommendation

To report: This is the annual review of the Student Terms and Conditions, which include:

a) the University's general terms and conditions;
and those specific conditions associated with
b) bursaries and scholarships
    i. UG
    ii. PGT
    iii. Music
c) UEA accommodation licences
d) studying language classes
    i. daytime classes
    ii. evening classes
e) PGR study
f) sports facilities
    i. membership
    ii. use

This is a requirement of the University's ongoing registration with the Office for Students.

The current Student Terms and Conditions are available on the web here:
https://www.uea.ac.uk/about/legalstatements/terms-conditions-and-regulations

To consider: Members of Senate are invited to approve the Student Terms and Conditions updated for the academic year 2020-21 as recommended by Learning and Teaching Committee.

Resource Implications
There are no resource implications associated with the review but any changes in the terms and conditions themselves may have resource implications.

Risk Implications
This annual review forms an element of the University's plan to meet the on-going conditions associated with its registration with the Office for Students (OfS). This formal review also ensures that all the University's terms and conditions remain compliant with consumer protection law. In the event that any terms and conditions were found to be unenforceable, there could be public relations implications and/or impacts arising out of resolving the specific situation.

Equality and Diversity
The terms and conditions are designed not to have any adverse impact on any individual's protected characteristics.

Timing of decisions
- First draft reviewed at SEC in February 2020
- Second draft approved at LTC in May 2020 noting that there would be some further amendments agreed with SU representatives around consultation in times of business continuity (Section 9, para 9.3)
- Report to Senate in June 2020

Further Information
The University's plan for meeting the on-going conditions of registration with the Office of Students was considered by SEC and LTC in October 2018 (SEC18D006 and LTC18D04) and now has been expanded to include the QAA Quality Code (LTC19D076).

The Office for Students regulatory framework: Securing student success: Regulatory framework for higher education in England, can be found here. The information related to Condition C1 can be found on pages 96-98, and is extracted below.

Laura Thompson, Head of Learning and Teaching, laura.thompson@uea.ac.uk

Background

The Office for Students' condition of registration Condition C1 states:

> *The provider must demonstrate that in developing and implementing its policies, procedures and terms and conditions it has given due regard to relevant guidance about how to comply with consumer protection law.*

and gives the following guidance:

Guidance

365 "Policies, procedures and terms and conditions' means the arrangements that a provider has put in place to:

a) Ensure that applicants and students are provided with accurate information about their course and the provider and that such information is quantifiable, timely, accessible and enforceable.

b) Enter into student contracts that have transparent and fair terms and conditions.

c) Ensure that complaint handling practices are clear, accessible and fair.

366 'Student contracts' include the contract for academic services and other contracts into which a student may enter as part of the higher education experience, including but not limited to contracts governing the provision of accommodation, disability support packages, scholarships, sports facilities and additional course costs.

367 'Relevant guidance' means the CMA's publication 'UK higher education providers: advice on consumer protection law', or other guidance that the provider can demonstrate to the satisfaction of the OfS is similarly authoritative.

368 In judging whether a provider has had due regard to relevant guidance about how to comply with consumer protection law, material that the OfS may consider includes:

a) Information provided or published by the provider about the approach it takes to ensuring compliance with consumer protection law.

b) *The information a provider publishes, or provides directly to applicants and students, about the provider and its courses.*
c) *The contracts a provider uses to govern its relationship with students and the terms and conditions for these.*
d) *Student complaints, whether to the OIA or elsewhere, that the provider is not operating in compliance with consumer protection law.*
e) *Information from the CMA or from others, that the provider is not operating in compliance with consumer protection law.*

Assessment

369 *A provider seeking registration is required to submit a short self-assessment, describing how, in developing its policies, procedures and terms and conditions, it has given due regard to relevant guidance. Where the provider has used guidance other than that published by the CMA, it must demonstrate the appropriateness of this guidance.*

370 *The self-assessment must be evidenced by reference to supporting evidence, that might include, but not be limited to:*

- *information on organisational and staffing arrangements, for example, whether there is a department and/or designated staff member responsible for consumer law issues*
- *information about staff training on the provider's consumer law obligations*
- *minutes of relevant meetings and other relevant documentation*
- *information on working groups or committees established to ensure compliance with consumer law*
- *details of reviews (planned or actual) into information management and provision, complaint handling and the setting terms and conditions and/or contracts*
- *evidence that professional legal advice has been sought*
- *policies relating to sources of information for staff and students, with examples of how this is provided e.g. hyperlinks in the provider's submission*
- *policies and procedures intended to ensure that student contracts are fair and transparent*
- *policies and procedures relating to consumer law obligations, such as information management and provision, complaints handling and setting terms and conditions and/or contracts*
- *complaints process*
- *refund and compensation policy*
- *samples of web-site course descriptions, letters supporting offers to applicants, terms and conditions, model contracts*
- *information showing awareness of the OIA's Good Practice Framework.*

371 *In order to determine whether a provider continues to comply with this condition, the OfS's assessment will be informed by the provider's behaviour, information submitted by the provider, and any other information available to the OfS, such as whistleblowing / public interest disclosure reports submitted to OfS, or information from other relevant bodies, such as OIA, CMA or Trading Standards. The OfS may seek further information and evidence from a provider if it deems this to be necessary.*

This paper has a focus on University terms and conditions.

Attachments

Appendix A - The University's general terms and conditions
Appendix B - The terms and conditions associated with bursaries and scholarships
  i. UG
  ii. PGT
  iii. Music
Appendix C - The terms and conditions associated with UEA accommodation licences
Appendix D - The terms and conditions associated with studying language classes
  i. Daytime classes
  ii. Evening classes
Appendix E - Terms and conditions associated with PGR study
Appendix F - Terms and conditions associated with sports facilities
  i. General T&Cs of Use

ii. Membership
iii. Hire of Facilities
iv. Student Use T&Cs
v. UEA Elite Sport and Developing Excellence Scholarship Programmes

APPENDIX A

University of East Anglia: Student General Terms and Conditions 2020/21

Important and surprising terms and conditions
All of the terms and conditions below are relevant to your studies with the University of East Anglia. However, we have pulled out below some specific important and/or surprising terms and conditions for your information:

1. These terms and conditions will apply to all students who commence their studies on and including 1 August 2020 – 31 July 2021.
2. The University allocates a fees status to students in accordance with term 5.1.7 below. You should note that in accordance with the provisions outlined in this clause fees status is retained for the duration of your course and will only be amended in the circumstances detailed in the clause.
3. University fees are normally payable annually. The University normally increases fees for continuing students on an annual basis. The maximum increase will be 4% or RPI-X whichever is the higher. RPI-X is the Retail Prices Index excluding mortgage interest. Fees for new students are published annually.
4. In the event that you withdraw from your course or take a break from your studies your tuition fee will be reduced as outlined in the Calendar (section 5 of the Fees and Charges regulations: https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Fees+and+Charges.pdf)
5. Students who require a visa to study and/or remain in the UK are particularly reminded of the importance of complying with the terms of their visa. There are specific terms and conditions below that refer to your obligations to the University. These are detailed in Section 3 and Section 7 below.
6. The University has a process where there is a need to change or discontinue courses (see section 9). The University will endeavour at all times to keep any changes to courses to a minimum and to keep you informed appropriately. However, some changes, for example to courses, facilities or fees may become necessary due to legitimate staffing, financial, regulatory and academic reasons.
7. You should note that in accordance with the provisions outlined there are some circumstances in which there is no liability by either party for matters outside their control, for example epidemic or pandemic of disease (see 12.5).

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1. Introduction
2. Other University documents, regulations and policies which form part of these terms and conditions
3. International students
4. Applications: the importance of providing true and complete information
5. Offers, Enrolment and registration in your first academic year
6. If you decide to withdraw your registration as a student
7. Grounds on which the University may terminate your registration as a student
8. Changes to these terms and conditions
9. Changes to courses and discontinuing courses
10. You bear the risk if coursework, assignments and assessment are lost or damaged before submission
11. Ownership of Intellectual Property in work created during the course of your studies
12. Limitation of the University's liability to you for failing to comply with its obligations under these terms
13. Complaints

14. Other terms
15. Your rights as a registered student

1. Introduction

1.1. These terms and conditions set out the relationship between you and the University of East Anglia (the University, "we" "our" or "us"). This relationship begins when you apply for a place at the University, accept the University's offer of a place, and continues for the whole period of your studies at the University.

1.2. The University will make every effort to ensure that the information that we present to you is correct and up to date and will not omit important information that could affect your decision to choose to study at the University. We will do all we reasonably can to deliver programmes and other services in accordance with the descriptions provided. Information may be provided in a number of ways including but not limited to the University's website, prospectus, open days, offer letters and handbooks.

1.3. You are encouraged to take the time to read and review these terms and conditions before you accept an offer from the University. The University has highlighted what students and prospective students might consider to be the most important and surprising terms; these are available at https://www.uea.ac.uk/about/legalstatements/important-information-for-students.

1.4. If there are any aspects of these terms and conditions (including the regulations and other documents referred to at paragraph 2 below) that you do not understand we encourage you to contact the University for clarification. The Admissions Service will support you with any queries in the first instance, and can be reached at admissions@uea.ac.uk or 01603 591515.

1.5. When you become a student at the University you join our academic community. You are expected to be respectful and courteous towards other students, members of staff of the University, the wider local community and to abide by University regulations. The University regulations are General Regulations ("General Regulations for Students") which apply to all students (https://portal.uea.ac.uk/academic-calendar/general-regulations) and Awards Regulations ("Awards Regulations") which are specific to the Award for which you are studying (https://portal.uea.ac.uk/academic-calendar/awards-regulations) (together referred to as "Regulations"). You should expect other students and members of staff of the University to abide by University regulations and to be respectful and courteous towards you. The potential consequences of failing to comply with University regulations are explained in the regulations themselves but where there has been a significant disciplinary breach the University's Disciplinary and Investigative Procedures and Powers will be used (https://portal.uea.ac.uk/documents/6207125/7465906/FINAL+029+disciplinary+procedures+v2.pdf/4ff9f532-68da-4d44-4790-148d5885fe98) and these can include permanent expulsion from the University.

1.6. In addition to the terms of this contract, the University has various legal duties which affect how it operates including, for example:

1.6.1. Duties under the Equality Act 2010, including the duty to have due regard to the need to advance equality of opportunity, provide reasonable adjustments to make sure disabled students are not discriminated against, and to eliminate discrimination, harassment, victimisation and other conduct prohibited under the Equality Act.

1.6.2. A duty under the Higher Education and Research Act 2017 and Office for Students' Regulatory Framework for higher education in England (February 2018) to take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, students and employees of the University and for visiting speakers.

1.6.3. Duties under the Counter Terrorism and Security Act 2015.

1.6.4. Duties under the Data Protection Act 2018 and General Data Protection Regulation.

These duties can be subject to change if the law changes.

2. Other University documents, regulations and policies which form part of these terms and conditions

2.1. To keep these terms and conditions as accurate and concise as possible, other documents are referred to below. These documents also form part of the terms and conditions of applying to and studying at the University. It is important that you comply with them. They are intended to inform and support you in your relationship with the University. You agree to abide by the regulations [see 1.5 above] when you complete registration for your course. In particular we refer you to:

2.1.1. The student handbook for taught programmes, which is intended to provide students on taught programmes with a central reference point for University-wide regulations, processes and guidance to help and support them through their studies. The handbook is available at:
https://portal.uea.ac.uk/documents/6207125/8540534/University+Student+Handbook+for+Taught+Programmes/bbd468b8-e895-4cd2-b496-6dcc0ac1f08c
See paragraphs 2.1.4 and 2.1.5 below for the Code of Practice applicable to Research Degrees and for the additional terms and conditions applicable to University funded research studentships.

2.1.2. The University's Academic Calendar http://www.uea.ac.uk/calendar. The Academic Calendar contains much of the detailed framework and regulations underlying the handbook for taught programmes including:

a. The Student Charter, which outlines the ethos of the UEA academic community and the nature of the relationship between the University, students and staff: http://www.uea.ac.uk/calendar/section3/regs(gen)/the-student-charter ;
b. The University's General Regulations for Students (see paragraph 2.1.3 below);
c. The University's Award Regulations which set out the rules governing the assessment, progression and award of different types of degree award and other qualifications;
d. The University's Disciplinary Procedures, which cover both academic and non-academic disciplinary matters. They set out the procedures the University will use if University regulations or policies have been breached by a student, and the procedures for appealing disciplinary decisions, including to the Office of the Independent Adjudicator for Higher Education. (The procedures include provisions in appropriate cases for permanent expulsion, temporary exclusion and/or fines of up to £1,000)
e. https://portal.uea.ac.uk/documents/6207125/7465906/FINAL+029+disciplinary+procedures+v2.pdf/4ff9f532-68da-4d44-4790-148d5885fe98
f. The University's Appeals and Complaints procedures, which outline the procedures students may use if they wish to make a complaint or lodge an appeal concerning a decision by the University. The procedures explain which route to use depending on the nature of the complaint or decision being appealed, and the potential for lodging a complaint with the Office of the Independent Adjudicator for Higher Education;
    i. Non-Academic Complaints procedure: https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+No n-Academic+Complaints+Procedure.pdf
    ii. Academic Appeals and Complaints procedure: https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Academic+App eals+and+Complaints+Procedure.pdf;
g. Regulations regarding the ownership, protection and exploitation of intellectual property (see also paragraph [11] below);
h. The University's codes of practice on equal opportunities for students, freedom of speech and students' unions;

i. The University's policy on Student Harassment and Sexual or Physical Misconduct; https://portal.uea.ac.uk/documents/6207125/6816233/Harassment+and+Sexual+or+Physi cal+Misconduct+Policy+2018+Final.pdf/9cf14e39-b670-ef53-e268-841abf1ea632
j. The University's policy on plagiarism and collusion (which in appropriate cases may result in suspension or permanent expulsion from study at the University);
k. The University Charter, Statutes and Ordinances, which set out the general framework on which the University operates;
l. Information such as semester dates, contact information and information about the structure of the University, its Faculties and other bodies which contribute to the effective running of the University;
m. Regulations on admissions requirements for undergraduate and postgraduate studies;
n. The University's policy for awarding credits for prior learning;
o. The University's fees and charges regulations which for example set out the fees payable during a year abroad or placement, or if a student withdraws or takes a break from their course, registers late or changes modules;
p. Rules concerning use of library facilities;
q. Conditions, policy and guidelines concerning the use of IT and network facilities. These include conditions concerning posting items for example on social media, websites and discussion forums, University monitoring of the use of its network and withdrawal of access and the conditions for connecting equipment to the University systems together with obligations to report computer misuse to the University;
r. Regulations concerning the submission of work for assessment on taught programmes, including the penalties for late submission of work;
s. The University's policy on moderation and double marking, including the circumstances in which a student may request a remark, lodge a complaint about marking or submit an academic appeal;
t. Regulations concerning the procedures the University uses to consider extenuating circumstances in the case of taught and research degrees, including students' obligations to report such circumstances in accordance with those regulations;
u. Information about the availability of bursaries and scholarships;
v. Information about courses delivered at partner colleges validated by the University.

2.1.3. The University's General Regulations (https://portal.uea.ac.uk/academic-calendar/generalregulations). A breach of these regulations may result in disciplinary action (see paragraph 2.1.2 (d)). These regulations include obligations on students:

a. To comply with the University's Statutes, Student Charter, Regulations, Codes of Practice, Rules and Procedures.
b. To provide accurate information to the University when requested.
c. To inform the University of certain matters if you are alleged to have been involved in criminal activity.
d. In respect of registration as a student and the interruption of studies (see also paragraph [5] below).
e. To register with a medical practitioner, and in specified cases to undertake health screening and inform the University of Notifiable Infectious Illness.
f. In relation to your health and fitness to study (subject to the University's duties under the Equality Act 2010).
g. To pay any applicable fees and charges, including late payment fees.
h. To notify changes of address and abide by conditions in respect of accommodation.
i. To be in a position to respond to notices or communications from the University within 48 hours.
j. In relation to your conduct and behaviour, for example towards other students, staff and visitors to the University, as well as in relation to professional placements.

k. In relation to your engagement with studies, academic progress and attendance at lectures and other classes, including attendance requirements applicable to students who require visas to study in the UK. The regulations include provision to exclude or expel a student whose attendance and engagement is deemed unsatisfactory, or who fails to make satisfactory progress.
l. In the case of students undertaking qualifications with a professional element (for example with the Norwich Medical School, the School of Health Sciences, the School of Social Work and the School of Pharmacy) the regulations contain requirements concerning professional misconduct and/or unsuitability. The School concerned may also have its own "fitness to practise" policy which supplements this aspect of the regulations: https://portal.uea.ac.uk/learning-and-teaching/students/advice-ondifficulties/fitness-to-practice . In addition the Norwich Medical School requires all students when registering to agree and undertake to observe conditions laid out in the Medicine Student Declaration and Agreement.
m. In respect of the conduct of research, and the prohibitions on misconduct such as plagiarism, collusion, fraud and other improper or unethical conduct.
n. In relation to the conduct of University assessments and the prohibition on cheating.
o. In relation to occasions when a student is unable to carry out University work or examinations on certain days for religious reasons.
p. In relation to the use of University property.
q. To comply with current data protection law, for example by not creating files of personal data relating to living identifiable individuals without appropriate authorisation from the University.
r. In relation to car parking and the use of motor vehicles on University premises.

The regulations also set out responsibilities of the University and procedures that it will follow in the above circumstances.

2.1.4. The Postgraduate Research Studentship Terms and Conditions (UEA Funded Awards) available at https://www.uea.ac.uk/study/postgraduate/research-degrees/fees-andfunding/studentships-stipends, or any other terms and conditions sent to you by the University in relation to a specific funded studentship. If you have received an Award that is not UEA Funded then you should obtain funding Terms and Conditions from your funder.

2.1.5. Research Degrees: Code of Practice https://portal.uea.ac.uk/postgraduate-research/pgrregulations-and-forms

2.1.6. Terms applicable to students who require immigration permission (i.e. a visa) to enable them to study with the University (see paragraph 3 below).

2.1.7. Terms applicable to students undertaking a Degree Apprenticeship set out by the Employer.

2.2. During this agreement the University will not make changes to your award regulations and those that apply on registration will apply throughout your course unless your studies become interrupted at which point consideration will be given to aligning them with those award regulations applicable to the cohort you would be joining on your return.

2.3. During this agreement the University may make changes to its general regulations, codes of practice and policies (including introducing new regulations, codes and policies) from time to time. These changes may be made to improve the clarity or effectiveness of the regulations, codes and policies, to assist the effective operation of the University, or may be required in order to comply with legislation, or in response to recommendations from regulatory bodies. When changes are made the latest versions will be made available via the website. You agree to abide by any such changes to these regulations, codes and policies if such changes are made during this agreement.

3. International Students

3.1. If you require a visa to study in the UK it is your responsibility to ensure that you have the correct visa permission and that you comply with all of the terms of your visa.
https://portal.uea.ac.uk/studentsupport-service/international-students/visa-support

3.2. For Postgraduate courses to secure a place on your chosen programme of study and obtain your Confirmation of Acceptance to Study (CAS) for your visa application with the UK Visa and Immigration (UKVI), we require that applicants pay a deposit. The deposit must be received by the University no later than the date advised in your offer which will also specify the amount.
https://www.uea.ac.uk/study/international/fees-and-funding/international-deposit

3.3. You are not eligible for a refund of a deposit if your visa is refused due to failure to follow the UKVI guidance, or you have submitted fraudulent documents. The University deposit appeals process can be found here. https://www.uea.ac.uk/study/international/fees-and-funding/internationaldeposit/refund-policy

3.4. All International Students on a visa sponsored by the University are required to inform us of any changes in contact details, attend all teaching sessions and inform the University immediately if you are unable to attend a session and provide evidence of any reasons for non-attendance. All International Students on a visa sponsored by the University are required to attend regular engagement checks.

3.5. International Students must comply with the terms of the visa and any other UK Visas and Immigration requirement, including the number of hours you are permitted to work as per your visa.

4. Apprentices

There will be additional contractual conditions that will apply to those studying on degree and higher apprentices which will be course specific. These will be drawn to the attention to applicants for these courses and students studying them**.**

5. Applications: the importance of providing true and complete information

5.1. In submitting an application to the University you must take reasonable care to ensure that all the information you have given is true, complete and accurate. If you do not take reasonable care to ensure the accuracy, completeness and truth of the information, the University may terminate your application and withdraw any offer of study. Whether you have taken "reasonable care" depends on all of the circumstances, and you will have the opportunity to provide an explanation. If you disagree with the University's decision to terminate an application or withdraw an offer of study, you may lodge an appeal in accordance with https://www.uea.ac.uk/study/undergraduate/apply/our-admissionspolicy/appeals-and-complaints-procedure
https://www.uea.ac.uk/study/postgraduate/research-degrees/pgr-admissions-policy/appealscomplaints

5.2. An application must be made by the following way;

a. Undergraduate Full Time courses via UCAS Service
b. MA Social Work via UCAS Service
c. PGCE Master Level Initial Teacher Training via UCAS Teacher Training Service
d. Graduate Diploma in Legal Studies via Central Applications Board
e. Doctorate in Clinical Psychology and Doctorate in Educational Psychology via the appropriate Clearing House
f. All other courses at UEA via the University online Application Service

6. Offers, Enrolment and Registration in your first academic year

6.1. Offers and registration in your first year

6.1.1. An offer will be made by the University in one of the following ways:

a) Undergraduate Full Time courses via UCAS Service
b) MA Social Work via UCAS Service
c) PGCE Master Level Initial Teacher Training via UCAS Teacher Training Service
d) Graduate Diploma in Legal Studies via Central Applications Board
e) Doctorate in Clinical Psychology and Doctorate in Educational Psychology via the appropriate Clearing House
f) All other courses at UEA via direct correspondence

6.1.2. The offer will set out any academic and non-academic conditions you are required to meet before you can commence a course of study with us. If you do not meet the conditions, the University is not obliged to admit you as a student.

6.1.3. If you wish to accept an offer from the University, you should inform us of this by communicating your acceptance via the following methods:

a) Undergraduate Full Time courses via UCAS Service
b) MA Social Work via UCAS Service
c) PGCE Master Level Initial Teacher Training via UCAS Teacher Training Service
d) Graduate Diploma in Legal Studies via the Central Applications Board
e) Doctorate in Clinical Psychology and Doctorate in Educational Psychology via the appropriate Clearing House
f) All other courses at UEA via the University online Application Service

6.1.4. Once you have accepted the offer, if you meet the conditions of the offer you will be entitled to register for the academic year set out in the offer. In accepting an offer you are entering into a legally binding contract with the University. You must comply with any conditions of registration set out in the offer, in these terms and conditions, and in the General Regulations.

6.1.5. You must register at the designated session notified to you by the University or (with the written agreement of the University) and in any event no later than the second week of the Course. If you are offered a place during the second week of the Course, you must enrol within 7 calendar days of the date of the offer. In certain circumstances, fees may be payable for late registration as explained in the Fees and Charges Regulations referred to above.

6.1.6. If you cannot or do not register for the academic year set out in the offer you shall not be entitled to enrol for this or any other academic year (although you may make a fresh application for admission in a later year of study, which will be considered on its merits in the usual way). You may ask the University to agree to defer your place to the next year, provided such request is in writing, but this shall be at the University's discretion, taking account of all relevant circumstances including the University's legitimate staffing, financial, regulatory and academic requirements;

6.1.7. ***The appropriate fee***

Students registered at University are required to pay the fee appropriate to their programme of study and their fees status as either a 'Home', 'EU' or 'Overseas' student as set out in our Fees Tables: https://portal.uea.ac.uk/planningoffice/tuition-fees. Fees are normally charged by academic year but some are charged for the course. Your offer letter and information at this site confirms the circumstances when fees may increase.

Determination and communication of fee status
Fee status is determined in accordance with the Education (Fees and Awards) (England) Regulations 2007 (SI 2007, No 779) or the Student Fees (Qualifying Courses and Students) Regulations 2007 and subsequent amendments as approved by Act of Parliament ("the fees legislation). The assessment of fee status will be communicated in the University's formal offer of admission. By accepting the offer of admission an applicant agrees to pay the appropriate fee on the basis outline in the offer.

Determining fee status in cases of doubt
In a case where assessment of fees status has not been possible or there is a query as to fee status a questionnaire will be sent to the applicant or student which must be returned within one month of issue or before the course commences whichever is sooner. The assessment will be made by UEA within two weeks of the fees status questionnaire being returned. Failure to return the questionnaire prior to the start of your course or to supply any requested documentation will result in an applicant being classified as an overseas student for purposes of assessment of fees status. If you disagree with the University's decision on your fees status you have the right of appeal either to the Fees Officer or, if they have made the original decision, to the Director of Finance, Planning & Governance. If fee status has not been determined at the start of the student's programme of study the University reserves the right to invoice at the overseas fee rate. If the student is subsequently re-assessed as eligible for the Home/EU rate as at the start of the programme the appropriate adjustment to the fees account will be made.

Mistakes and misrepresentation
If the assessment of fee status has been made on the basis of a mistake or misrepresentation of fact which comes to the University's attention after the formal offer has been made, it may reassess the applicant or student's fee status on the basis of the correct facts. If the true facts mean that the student's fee status on the basis of the fee status legislation differs from that communicated in the formal offer, the University may reassess and apply the appropriate fee status on the basis of the true facts from the commencement of the programme of study. The appeal process outline above will also apply.

Duration of fee status
A student's fee status will remain in place for the duration of the programme of study, save in cases of reassessment as outlined below. In particular, a student assessed as eligible for Home/EU status will be entitled to retain this status for the duration of the programme of study irrespective of any changes to the fee status legislation after the programme of study has commenced, save where such status has been awarded on the basis of a mistake or misrepresentation of fact. A student who has overseas fee status on date of enrolment but who, by reason of a change of circumstance, subsequently becomes eligible for Home fees status under the terms of the fee status legislation in force at the relevant time may apply to the Fees Officer for reassessment of their fee status. If the student is eligible to have fee status reassessed from overseas to Home/EU status during a programme of study, the reassessment will affect the appropriate fee from the start of the next academic year of the programme and not from the start of the programme of study.

6.1.8. The fee covers the provision of tuition and the first attempt for each assessment and the compulsory elements of courses. For some courses there are additional course costs and the University provides as a guide details of additional costs that relate to courses on the website:
https://www.uea.ac.uk/about/legalstatements/finance-and-fees/additional-course-fees

6.1.9. You may not be permitted to register if:

a) You fail or have failed to meet the academic or non-academic conditions of the offer made to you;

b) Between accepting an offer and registration there is a change in your circumstances which, in the reasonable opinion of the University, makes it inappropriate for you to study on your Course. This may include, but is not limited to an inability to comply with the fitness to study or fitness to practice requirements of the University as detailed in paragraph 2.1.3 above and/or a criminal conviction obtained since the point of application;

c) Between accepting an offer and registration, further information becomes available which, in the reasonable opinion of the University, indicates that it would be inappropriate for you to be on your course, you are not fit to study or if you are joining a course which has professional accreditation that you are not fit to practise that profession. Students and prospective students with disabilities should contact **admissions@uea.ac.uk** with any queries about the arrangements to study. The requirements of fitness to study are subject to the University's obligations under the Equality Act 2010 and are set out in the regulations referred to at paragraph 2.1.3 above. The requirements of fitness to practise are set out in the regulations referred to at paragraph 2.1.3 (l) above.

d) You do not pay your tuition or other academic related fees in full when they are due or make arrangements for payment that are acceptable to the University before registration. Fees are due within 28 days of receipt of a fees invoice. The University provides a range of instalment plans in respect of payment of fees https://portal.uea.ac.uk/finance/student-finance/accommodation-and-tuition-fees.

e) If you are found to be registered on the Medical or Pharmacy Schools Council Excluded Student database.

In any case if you consider that the grounds on which the University has decided to refuse you permission to register were wrong, you may lodge an appeal or complaint in accordance with the relevant appeal or complaints policy as detailed in paragraph 2.1.2 (e) above.

6.2. **Registration in subsequent academic years**

6.2.1. Once you have successfully registered in your first year, you are entitled to enrol for the subsequent academic year or session provided that:

a) You do not have outstanding debts to the University in respect of tuition fees and have not been suspended from the University (the disciplinary regulations referred to at paragraph 1.5 above explain the grounds on which a student may be suspended). The University at its discretion may permit you to enrol despite the fact you owe the University money and enrolment should not be considered proof that no money is owed or that any outstanding debt will not be enforced;

b) You remain fit to study, subject to the University's duties under the Equality Act 2010; students with disabilities should contact the Student Support Service with any queries about the arrangements to study

c) You have made satisfactory academic progress in accordance with the Award Regulations

6.2.2. Your right to re-enrol is subject to the Regulations (General).

6.2.3. Your right to re-enrol, following an approved break in studies, is subject to the Terms and Conditions prevailing at the time of re-enrolment. The University publishes details of the changes to the Terms and Conditions here https://www.uea.ac.uk/about/legalstatements/important-information-for-students. The procedure for seeking an approved break in studies is set out in https://portal.uea.ac.uk/learning-and-teaching/students/studying/concessions

6.2.4. In certain circumstances, fees may be payable for late registration as explained in the Fees and Charges Regulations referred to above. If you do not re-enrol within 2 calendar months of your enrolment date and you have not applied to take time out of your studies, your registration may be terminated at the discretion of the University Secretary.

In any case if you consider that the grounds on which the University has decided to refuse you permission to register were wrong, you may lodge an appeal or complaint in accordance with the relevant appeal or complaints policy as detailed in paragraph 2.1.2 (e) above.

6.3. **Disclosure of Criminal convictions**

6.3.1. You are required to adhere to the University's policy in respect of students' and potential students' past criminal convictions which can be found at https://www.uea.ac.uk/study/undergraduate/apply/our-admissions-policy/criminalconvictions-policy. You are required to disclose all "unexpired" criminal convictions before arriving at the University and to notify the University immediately of any convictions that occur whilst you are registered as a student at the University in accordance with the University's policy in respect of students' and potential students' past criminal convictions. An explanation of what an "unexpired" conviction is can be found at https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-ofoffenders-act-1974.

6.3.2. Some courses are exempt from the Rehabilitation of Offenders Act and those offered a place of study when asked, must declare any criminal convictions or cautions they may have, and will be required to secure a satisfactory disclosure from the Disclosure and Barring Service (DBS). Such disclosure is usually sought because the relevant professional body requires it but in some cases the University and/or the organisation with which it arranges placements may have identified a potential level of exposure to children or vulnerable adults which makes such a check appropriate. In such cases your offer will make clear that this is subject to a satisfactory DBS disclosure.

The University at its absolute discretion, may withdraw an offer or terminate your registration at the University, for any failure to comply with paragraphs 5.3.1 or 5.3.2. In any case if you consider that the grounds on which the University has decided to refuse you permission to register were wrong, you may lodge an appeal or complaint in accordance with the relevant appeal or complaints policy as detailed in paragraph 2.1.2 (e) above. Students also have obligations to inform the University of certain matters in relation to alleged criminal activity- see Regulation 1(5) of the General Regulations for students.

6.4 **If you decide to withdraw your registration as a student**

6.4.1 You may withdraw from the University. Further information may be found at: https://portal.uea.ac.uk/learning-and-teaching/students/studying/concessions (undergraduate and postgraduate taught programme students) or https://portal.uea.ac.uk/postgraduateresearch/concessions (postgraduate research students). Any such withdrawal will take effect on receipt. This will bring an end to your course, and the University will have no further obligations to provide you with that course, assessment or the award of a degree or other qualification, or with access to the University's facilities.

7. **Grounds on which the University may terminate your registration as a student**

7.1 The University may terminate your registration if

7.1.1. You do not pay your tuition fees in full when due. This will be 28 days from the invoice date or other date that may be advised to you as part of an instalment arrangement.

7.1.2. A decision is taken to require you to terminate your student status through a decision to permanently expel in accordance with our disciplinary procedures (see paragraph 1.5 above). Such disciplinary decisions may relate to breaches of University regulations and policies, including for example decisions relating to :

a) academic performance (Section 13 of the General Regulations);
b) fitness to study and/or to practise (Section 5 of the General Regulations);
c) engagement with your course (including attendance); or
d) where your behaviour represents a risk to the health, safety or welfare of yourself or others. (Sections 12 (Health and Safety) and 14 (Professional Misconduct and Unsuitability)); or
e) other serious breaches of the General Regulations; or
f) any breach of UKVI Immigration Regulations.

7.2. Where your enrolment has been terminated pursuant to paragraph [7.1] above, you are entitled to an adjustment to your fees in accordance with the fees policy.

7.3. On termination of your enrolment, you are required to return your student identification card, together with all property owned by the University, to your Learning and Teaching Service Hub or the postgraduate research student office as applicable. You must pay all outstanding fees immediately.

7.4. Termination of your enrolment will mean that the University will have no further obligations to provide you with a course, assessment or the award of a degree or other qualification, or with access to the University's facilities.

In any case if you consider that the grounds on which the University has decided to refuse you permission to register were wrong, you may lodge an appeal or complaint in accordance with the relevant appeal or complaints policy as detailed in paragraph 2.1.2 (e) above.

8. Changes to these terms and conditions

8.1. We may vary these terms if there are changes to the relevant laws or regulatory requirements.

9. Changes to courses and discontinuing courses

9.1. The University will endeavour at all times to keep any changes to courses to a minimum and to keep you informed appropriately. However, some changes, for example to courses, facilities or fees may become necessary due to legitimate staffing, financial, regulatory and academic reasons.

9.2. If we are proposing to make changes to the course you are studying which are "substantial", we will invite your views on the proposed changes before we decide whether or not to proceed. After seeking your views, and considering your response together with those of other affected students, we will decide whether or not to proceed as proposed, or to proceed with a modified proposal. You will be informed of the outcome and given the opportunity to discuss the implications of any change on your studies and of any options available to you.

9.3. In exceptional circumstances changes may be made to the course you are studying in consultation with student course representatives rather than individual students affected and you will be informed of the outcome and given the opportunity to discuss the implications of any change on your studies and of any options available to you.

9.4. However we will only make “substantial” changes to your course in the circumstances set out below. Substantial changes are changes which involve:

9.4.1. A decision to close or discontinue a course;
9.4.2. A decision to discontinue or add a core or compulsory module;
9.4.3. A decision to make significant changes to the physical location where courses are taught;
9.4.4. A decision to make significant changes to the method by which a course is taught or assessed;
9.4.5. A decision to merge two or more courses or similar major restructuring of a degree programme

9.5. We might be obliged to make such changes for reasons outside our control, for example:

9.5.1. Where the government or regulatory body (for example a professional body which makes regulations governing the eligibility of graduates to enter a profession) introduces new requirements or otherwise obliges us to implement changes.
9.5.2. Where the government, funding council or other public body that provides funding changes the funding available to your course or the department providing your course in a way which makes the continuation of the course unviable.

9.6. If it becomes necessary for the reasons set out at paragraph 9.4 to make substantial changes at any stage before or during your studies, you will be informed by email.

9.7. The printed prospectus is accurate at the time of publication. Any changes to the printed prospectus will be made to the online version and applicants are strongly advised to consult this prior to application. Information is available on the University’s online course catalogue www.uea.ac.uk/study/course-finder.

9.8. If you are an applicant to a course you will be notified immediately of any substantial change likely to have a bearing on your application. If a Course is substantially varied from the Prospectus description for reasons other than circumstances beyond the University's control (see paragraph 9.4) the University will explain what the changes are and if you do not wish to accept the substantial changes the University will do all that it can reasonably do to provide a suitable replacement programme. In the event of withdrawing an application from the University you may cancel the contract and withdraw without any liability for fees. If a decision is made to close or discontinue your proposed course the University will do all that it can reasonably do to provide a suitable replacement programme. You are entitled to withdraw from the programme and, in the case of applications through UCAS all necessary amendments will be made to enable you to make an additional choice of course. In the event of withdrawing an application from the University you may cancel the contract and withdraw without any liability for fees.

9.9. If your studies have commenced, you will be entitled to withdraw from your Course by telling the University in writing. Such withdrawal does not prevent you from pursuing any other remedies that you may have, for example under the complaints procedures, to the Office of the Independent Adjudicator or through the courts.

9.10. Paragraphs 9.11 and 9.12 below make further provision in the exceptional event of a course being cancelled once you have commenced your studies. Nothing in those paragraphs affects your rights as a consumer.

9.11. If exceptionally the University discontinues your Course, or combines it with others, the University will do all it reasonably can to make arrangements to allow you to complete the Course. Equally exceptionally, this may include making arrangements for you to complete the Course at a different institution. However this will not require the University to pay the different institution tuition fees that are substantially more than the Fees you have been charged or are due to be charged for the part of the course that has yet to be provided. Details are given in our Refund and Compensation

Policy which states that In the event students transfer to complete their studies at another provider, the University would provide a compensation payment that would cover

a) In the case of students on a course with an unregulated fee
   i. the difference in tuition costs between the fee that would have been liable at UEA and the fee at the new provider to complete the course
   ii. relocation expenses of up to £1,500 on the provision of receipts
   iii. the fee for any single academic year of additional study at, and required as a condition of registration, by the new provider and a sum of £3,500 towards maintenance costs for this year of additional study

b) in the case of students on a course with a government regulated fee
   i. relocation expenses of up to £1,500 on the provision of receipts
   ii. the fee for any single academic year of additional study at, and required as a condition of registration, by the new provider and a sum of £3,500 towards maintenance costs for this year of additional study

If it proves impossible to make suitable arrangements to complete the Course then the University will proceed to consider replacement programmes in accordance with paragraph 9.12 below.

9.12. If having commenced a course it is cancelled or substantially varied from the Prospectus description for reasons other than circumstances beyond the University's control (see paragraph 9.4) the University will do all it reasonably can to provide a suitable replacement programme. If you do not wish to accept the replacement programme, you are entitled to withdraw from the programme. In the event of such withdrawal the University shall make an appropriate refund of course fees and make a compensation payment which would take into account maintenance costs and the duration of study. More detail can be found in the University's Student Protection Plan https://www.uea.ac.uk/documents/3154295/0/Student+protecion+plan+20180702+v3.pdf

10. You bear the risk if Coursework, Assignments and Assessments are lost or damaged before submission

10.1. You are strongly advised to keep your own electronic backups and hard copies of all course and assessed work. If it is not possible to keep a backup (for example of original artwork), a detailed photographic record should be kept instead.

10.2. The University (and its officers, employees or agents) cannot accept responsibility, and expressly excludes liability, for the loss or damage of any copies of your academic work (coursework or assessment) before it has been submitted. Coursework that is not submitted or is incorrectly submitted or is submitted late may be subject to a mark penalty; you should retain copies of submitted work as in certain circumstances you may be required to provide additional copies. The effect of nonsubmission or late submission is set out in more detail in: https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Submission+of+Work+for+Assessment+-+Taught+Programmes.pdf

10.3. Submitted coursework is retained in accordance with the Submission of Work for Assessment policy (https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Submission+of+Work+for+Assessment+-+Taught+Programmes.pdf).

11. Ownership of Intellectual Property in work created during the course of your studies

11.1. For more information, the UK Intellectual Property Office publishes guidance on what individual intellectual property rights are including, at the time these terms were prepared, an IP tutor e-learning tool intended for students and academics (http://www.ipo.gov.uk/blogs/iptutor/).

11.2. In this paragraph Intellectual Property Rights shall mean all patents, rights to inventions, copyright and related rights, moral rights, rights in designs, rights in computer software, database rights, plant breeders rights, know-how, trademarks and all other intellectual property rights, in each case whether registered or unregistered and including all applications, rights to apply for and be granted, renewals or extensions of, and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection existing now or in the future in any part of the world.

11.3. The arrangements concerning ownership of Intellectual Property Rights arising in the course of research based postgraduate degrees are different to other types of degree. The University classifies the following as research based degrees**:**

Masters by Research
Master of Philosophy
Doctor of Philosophy
Doctor of Philosophy (Integrated Studies)
PhD by Publication
Doctorate in Clinical Psychology
Doctorate in Educational Psychology
Doctor of Education
Doctor of Medicine
Professional Doctorate

11.3.1. If you carry out sponsored or collaborative work during your course of study, special arrangements will apply to any Intellectual Property created in the course of such sponsored or collaborative work. These are set out in paragraph [11.6 & 11.7] below.

11.4. If you are studying an undergraduate degree or a postgraduate degree, which is not classed by the University as a research based postgraduate degree, all rights, title and interest in or to any information and data, and any other Intellectual Property Rights whatsoever created by you in the course of your study at the University, other than where this arises in the course of sponsored or collaborative work, shall remain your property. However you agree that the University shall have an irrevocable right, without payment to you, to use such Intellectual Property Rights for its internal activities and purposes including teaching and administration.

11.5. If you are studying a postgraduate degree, which is designated by the University as a research based degree, all rights, title and interest in any Intellectual Property Rights will be agreed between you and the University (the Postgraduate Research Service) before the commencement of the relevant course of study. There may be occasions where this will require review on an annual basis but where this applies you will be specifically advised at the time an offer is made. In default of such agreement any such Intellectual Property Rights shall belong to the University.

11.6. “Sponsored” work refers to work carried out in the course of a project part of the cost which is which is being met by a third party sponsor, such as a research organisation, company or individual. Where a sponsor agrees to sponsor particular work, it will often do so on the basis that it is entitled to certain rights or to specify how the results of the work are used. All rights, title and interest in any Intellectual Property Rights which may arise in the course of sponsored work will be agreed between you and the University before or at the time the sponsored work is agreed. In default of such agreement any such Intellectual Property Rights shall belong to the University.

11.7. “Collaborative” work refers to work carried out by you in collaboration with others at the University or with others outside the University who have agreed with the University to collaborate on work with the University. Where Intellectual Property Rights arise in the course of collaborative work, these should be able to be used for the benefit or all those involved in the collaboration, and all rights, title and interest in any Intellectual Property Rights which may arise in the course of collaborative work will be agreed between you and the University before or at the time the collaborative work is

agreed. In default of such agreement any such Intellectual Property Rights shall belong to the University.

12. Limitation of the University's Liability to you for failing to comply with its obligations under these terms

12.1. This paragraph limits the legal liability of the University or its officers, employees or agents to you in certain circumstances;

12.2. Nothing in this agreement (including this paragraph) shall limit or in any way restrict any liability of the
University

12.2.1. For death or personal injury caused by the University's negligence or the negligence of the University's officers, employees, agents or contractors;
12.2.2. For fraud or fraudulent misrepresentation;
12.2.3. For defective products under the Consumer Protection Act 1997;
12.2.4. For unlawful discrimination, victimisation or harassment arising under the Equality Act 2010;
12.2.5. Arising under the Protection from Harassment Act 1997

References to legislation in this agreement are intended to include references to any amendments, extensions or re-enactments of such legislation. This is because legislation may be amended, extended or re-enacted from time to time by parliament.

12.3. Nothing in this agreement shall exclude the University's liability under s.57 of the Consumer Rights Act 2015. However the University's liability to you is restricted as explained at paragraph [12.4] below.

12.4. Subject to paragraph 12.2 above the University's liability (and that of its officers, employees or agents) under or in connection with these terms and conditions whether arising in contract, tort, negligence, breach of statutory duty or in any other way, shall not exceed the total of the fees paid and due to be paid by you under this agreement to the University for your course.

12.5. **No liability by either party for matters outside their control**
Neither party shall be liable to the other for any loss arising from matters outside the party's control which could not have been foreseen or prevented even if the party had taken reasonable care. This includes (but is not limited to), strikes or other industrial action (within the University or at third parties) staff illness, severe weather, fire, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not), natural disaster, restrictions imposed by government or public authorities, epidemic or pandemic of disease, or failure of public utilities or transport systems.

13. Complaints

13.1. The University has complaints procedures for use by any student or prospective student who wishes to
make a complaint about matters which are the responsibility of the University.

13.2. The University is committed to dealing with complaints promptly and fairly with an appropriate remedy, if upheld in accordance with the University's procedures.

13.3. In the case of prospective students, the complaints procedure is;
Taught Programmes
https://www.uea.ac.uk/study/undergraduate/apply/our-admissions-policy/appeals-and-complaintsprocedure

Research Programmes
https://www.uea.ac.uk/study/postgraduate/research-degrees/pgr-admissions-policy/appealscomplaints

13.4. The University procedures for dealing with complaints by registered students are published on the UEA Intranet as follows;

Non-academic complaints:
https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+NonAcademic+Complaints+Procedure.pdf
Academic appeals and complaints:
https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Academic+Appeals+and+Complaint s+Procedure.pdf

The University also has a Whistleblowing Policy (https://www.uea.ac.uk/hr/employeeinformation/policies/public-interest-disclosure).

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

13.6. If you remain dissatisfied following the process of informal resolution, you may take up your complaint formally through the appropriate Complaints Procedure. The Procedures also explain the circumstances in which you may complain to the Office of the Independent Adjudicator for Higher Education.

13.7. If you are a registered student you may seek the advice of the Students' Union Advice Centre when making a complaint. Registered students and prospective students may also seek advice from other sources, for example Citizens Advice Bureau, Law Centres or solicitors.

14. Other terms

14.1. Each paragraph of these terms operates separately. If a court or relevant authority decides that any paragraph is unlawful, the remaining paragraphs will remain in full force and effect.

14.2. This agreement is personal to you; you may not assign or transfer it or any of the rights and obligations under it to anyone else.

14.3. Any officer, employee, or agent of the University may enforce these terms and conditions on behalf of the University. Neither party intends that any of these terms and conditions will be enforceable by any third party, by virtue of the Contracts (Rights of Third Parties) Act 1999. This means for example that the University has no liability to students' and prospective students' parents, guardians or sponsors.

14.4. Notices

14.4.1. Any notice given under these terms and conditions must be given by email or by post. Students are reminded of the provision in the General Regulations (section 8 - https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+General+Regulations+for+Students.pdf) to be in a position to respond to any notice within 48 hours of it being made

available to them. The University accepts that short term illness may impact a student's ability to respond in this timeframe.

14.4.2. The main form of communication with students is via email using students' University email accounts. The University will send any notice to you by email to your University address and may additionally send it by post to your term-time or your home address as appropriate.

14.4.3. Notice to the University should be sent to the University Secretary either by email to University.Secretary@uea.ac.uk or by first class letter addressed to the University Secretary, University of East Anglia, Norwich Research Park, Norwich NR4 7TJ or to such other postal or email address as may be notified to you.

14.4.4. You must keep your contact details up to date on the University's student Information System "eVision".

14.5. The University will need to process data relating to you, in accordance with the Data Protection Act 2018 and General Data Protection Regulation. This includes essential processing that is necessary for the administration of your studies and to ensure the University can support your safety and wellbeing.

14.5.1. Your attention is drawn to the Student Privacy Notice available at: https://portal.uea.ac.uk/information-services/strategy-planning-andcompliance/regulations-and-policies/information-regulations-and-policies/dataprotection/students

14.5.2. The Student Privacy Notice explains the ways in which we will process your personal data, including when we might disclose certain types of personal data to third parties such as the Student Loans Company, Professional Bodies, Office for Students, UK Visas and Immigration/the Home Office, and others.

14.5.3. Where it is necessary for the University to process your personal data in ways not included in the Student Privacy Notice we will inform you as required by current data protection law.

14.6. If we fail to insist, or delay in insisting that you comply with any of your obligations under these terms (including enforcing any sums due to us), this will not mean we have waived any of our rights against you. This means that we would still retain the right to enforce the obligations concerned, in spite of our delay or failure to enforce the terms.

14.7. These terms and conditions and the relationship between you and the University shall be governed by English law and you and we both agree to submit to the non-exclusive jurisdiction of the Courts of England and Wales.

14.8. The University holds public liability insurance and employer's liability insurance which covers the University's legal liabilities for those for which they have care, custody and control. In normal circumstances students on placement activity will be covered by the placement provider's insurance. Students on Study Abroad programmes should ensure that they obtain relevant insurance such as travel, liability and health insurance.

15. Your rights and obligations once you have registered as a student

15.1. Once you have registered as a student the University shall:

- Abide by the requirements of these terms and point out terms which may be deemed surprising or important.
- Provide you with the tuition and learning support appropriate for your Course (including appropriate infrastructure such as IT, library and teaching space facilities) with reasonable care and skill.
- Make every effort to deliver your Course as described in the relevant prospectus for the appropriate academic year subject to any changes expressly agreed with you.

- Examine and/or assess you in accordance with the Regulations (General) and the specific academic regulations applying to your course and confer any degree or other academic awards to which you are entitled.
- Make available formal University policies, including regulations, codes of practice and guidelines, within which your Course will be delivered.

15.2. Once you have registered as a student you shall

- Abide by the requirements of these terms, including in particular the regulations set out at paragraph 1.5 above including those that have been identified to you as surprising or important.
- Make sure all fees and other expenses relating to your Course are paid in time in accordance with the University's Fees Policy.
- Take responsibility for your own learning, make appropriate use of all the resources available (including staff, and IT, library and teaching space facilities) and comply with any regulations or policies that apply to the use of such resources. These policies are referred to in the University Calendar (https://portal.uea.ac.uk/academic-calendar/general-regulations).

- Pursue your studies diligently (including attending any learning opportunities, such as lectures, tutorials and seminars subject to absence for medical or other agreed reasons) and not hinder the studies of others.
- Complete and submit any work to be assessed by the deadlines (subject to any revised deadlines agreed because of mitigating circumstances).
- Familiarise yourself with the academic conventions and requirements regarding plagiarism and other academic misconduct

(https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Plagiarism+and+Collusio n.pdf). https://portal.uea.ac.uk/documents/6207125/8155176/FINAL+Procedures+for+Dealing+with +Allegations+of+Misconduct+in+Research+-+27+03+19.pdf/503898be-7f77-061e-6991925b83658091

Additional information is available in the Student Charter https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Student+Charter.pdf.

APPENDIX B

UEA Undergraduate Scholarships General Terms and Conditions 2020 Entry

Important and surprising terms and conditions
Only one academic or Donor Funded UEA Scholarship will be awarded to eligible students. If you have been offered more than one academic or Donor-Funded Scholarship you will be able to request which one you would prefer to receive.

It is possible to receive a Donor-Funded Year Abroad Scholarship in additional to a regular Donor-Funded scholarship provided the two scholarships do not provide funding for the same academic year.

What is a scholarship?
A scholarship is an award or payment made to support a student's education, awarded on the basis of academic or other achievement.

What scholarships do these terms and conditions apply to?
1. Bright Spark Scholarship Scheme
2. Donor-Funded Scholarship Scheme
3. EU Scholarship Scheme
4. International Office Country Scholarship Scheme
5. Malaysia TNE Partners' Scholarship Scheme
6. Aviva Scholarship Scheme
7. INTO UEA Latin America Scholarship Scheme
8. UK International Foundation Scholarship Scheme
9. UEA Actuarial Science Scholarship

About these terms
For UEA's Student General Terms and Conditions please refer to: https://portal.uea.ac.uk/academic-calendar/general-regulations

If successful, you will be registered and enrolled with us as a full-time or part-time undergraduate student for a credit-bearing undergraduate programme under our Degree Regulations set out in the University Calendar. You must abide by our Charter, Statutes, Ordinances, Regulations and Policies in force.

We may make changes to these Terms from time to time and the version that is applicable to you will be those that were in force at the date of your first enrolment with us.

If you wish to decline a scholarship offer from us prior to registering at the University please email admissions@uea.ac.uk. We will then withdraw our scholarship offer and confirm this in writing. Any offer of a place on one of our courses would not be affected.

Eligibility Criteria
The eligibility criteria for each of the scholarships is set out in the appendices in this document.

If we are of the reasonable view that you do not meet our Eligibility Criteria and you wish to appeal, we will ask you to provide us with such proof as we deem necessary to make a new assessment. You must supply us with the requested evidence as soon as reasonably possible.
Payment of your Scholarship

Bright Spark Scholarship Scheme EU Scholarship Scheme	Your scholarship will be paid into your nominated account annually in years 1, 2 and 3 of your course. Each instalment will be £1000. These will take place in February of each academic year. Part-time students who study a minimum of 25% full time equivalent (fte) may be eligible for UEA scholarship support. Any support given will be proportional to tuition fees paid and the maximum payable will not exceed the full-time equivalent.
Donor-Funded Scholarship Scheme	The majority of scholarships can either be deducted directly from your tuition fee charges by the University or received as maintenance grant payments direct to your bank account to assist with living costs. This will be confirmed in your Scholarship Agreement. Maintenance grant scholarships are paid in nine monthly instalments from October – June each academic year or as confirmed in your Scholarship Agreement.
International Office Country Scholarship Scheme Malaysia TNE Partners' Scholarship Scheme Aviva Scholarship Scheme INTO UEA Latin America Scholarship Scheme UK International Foundation Scholarship Scheme	The Scholarships will be made as a tuition fee scholarship by means of a fee discount. No cheque or payment will be made directly.
The UEA Actuarial Science Scholarship	The scholarship will be paid into your nominated account annually in years 1, 2 and 3 of your course. Each instalment will be £2000. These will take place in February of each academic year. Part-time students who study a minimum of 25% full time equivalent (fte) may be eligible for UEA scholarship support. Any support given will be proportional to tuition fees paid and the maximum payable will not exceed the full-time equivalent.

Removal of a Scholarship

We may remove the Scholarship immediately in the event that:

- You withdraw from your programme of study; or
- You are expelled, suspended or excluded from the whole or part of the University or your programme of study for academic failure; or
- We are of the reasonable opinion that you have made any misrepresentation (whether negligently or intentionally) to us either in respect of applying for the Scholarship or during the course of and in connection with your studies at the University; or

- We are of the reasonable opinion that you have acted fraudulently or dishonestly in connection with securing your Scholarship or place at the University.

In the event of a period of interruption to your studies, including maternity or paternity leave, any payments will be suspended until you return and progress to the next stage of your course.

If at any stage you decide to defer entry onto the course until the following year, then you will no longer be eligible for a Scholarship. You may apply again the following year, but an award cannot be guaranteed and you will be subject to the eligibility of whatever scheme operates in that year of entry.

Repayment of the Scholarship
In the event that your Scholarship is removed, you will be liable to pay us the monetary amount equating to your Scholarship, immediately on demand.

If we have made an error in calculating your Scholarship and as a result you have received any funds to which you were not entitled, we may request that you repay us the amount overpaid and you will be liable to repay it to us within 30 days of our demand.

In addition to any other rights we may have at law to take action against you for recovery or repayment, the amount so outstanding will be treated by us as a sum due to us in accordance with our General Regulations on Fees and Charges.

Marketing and Promotion
You may be required to make yourself available at reasonable notice for any publicity and marketing campaigns which we may want to run in connection with our scholarship schemes, which may include but not be limited to public appearances, speeches, photographs, blogging and/tweeting or interviews.

How We May Use Your Personal Information
We will use the personal information you provide to us to administer the Scholarship scheme. We will retain all documents we receive in connection with the Scholarship scheme along with your other student records in accordance with our Data Protection Policy: www.uea.ac.uk/is/strategies/infregs/dp.

Once you are enrolled at UEA, the University will contact you using your University student email account. It is your responsibility to check this account regularly for important information regarding payment of your Scholarship, and any other requests relating to the Scholarships scheme.

The detailed eligibility criteria and application process for each type of scholarship can be found in the attached appendices.

Appendix 1
Bright Spark Scholarship Scheme

Bright Spark Eligibility Criteria
You are eligible to apply for a Bright Spark Scholarship under these Terms if you meet all of the following criteria:

- You are a UK citizen, or a citizen of the Channel Islands or Isle of Man and are liable for 'home' fee status. International and EU citizens or those liable for international or EU fees are not eligible for this scholarship.

- You are enrolling on your first undergraduate degree course at UEA, including courses with a Foundation Year and Dip HE Operating Department Practice, in September 2020 or January 2021.
- You are enrolled and attending as a student at the University at the time of payment in either year 0 or year 1.
- You achieve the grades specified below in one of the following research projects:
  - A or A* in the Extended Project Qualification
  - B in the Extended Essay in the International Baccalaureate
  - 9 credits in the Independent Research Project
  - D3 in the Cambridge Pre-U Global Perspectives and Research paper
  - Advanced Welsh Baccalaureate Level 3 with distinction in the Individual Investigation
  - The East Norfolk 6th Form College Personal Development Programme Gold Award

- You achieve the grades specified in one of the following sets of qualifications in addition to the specified research project grades:
  - BBB at A level
  - A level Critical Thinking will only be considered for a Scholarship if included as part of the conditions of an offer. General Studies is not included.
  - A* grades are treated as A grades for scholarship purposes.
  - Additional AS qualifications are not considered for the Bright Spark Scholarship
  - 31 points from International Baccalaureate
  - AABBB from five Scottish Highers (or CCC from 3 Scottish Advanced Highers; grades achieved in Advanced Highers supersede grades achieved in the same subjects in Highers)
  - DDM from BTEC Level 3 Extended Diploma
  - DDM from Cambridge Technical Extended Diploma
  - 45 level 3 credits at Merit from Access course
  - Cambridge Pre-U Diploma: M1 M1 M1 (in 3 principal subjects)

Scholarships are awarded based on the qualifications detailed above. Combined awards are accepted for the Bright Spark Scholarship, on the condition that each individual award is the equivalent of BBB at A level. Therefore, combined awards which meet the UCAS tariff equivalent of BBB at A level, but are not individually equal to a B at A level, will not be considered.

To apply for the scholarship you must hold an offer of a place from UEA and to receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice.

- You meet the deadline for applying to the award. This is outlined at https://www.uea.ac.uk/study/undergraduate/scholarships/bright-spark-scholarship

The Bright Spark Scholarship Process

If you meet the Eligibility Criteria and would like to be considered for a Scholarship, you must complete the application form which can be found here: https://www.uea.ac.uk/study/undergraduate/scholarships/bright-spark-scholarship

Provided we are satisfied that you meet our Eligibility Criteria and achieve the specified grades, we will pay your Scholarship to your nominated account annually in years 1, 2 and 3 of your course. Each instalment will be £1000. These will take place in February of each academic year. Part-time students who study a minimum of 25% full time equivalent (fte) may be eligible for UEA scholarship

support. Any support given will be proportional to tuition fees paid and the maximum payable will not exceed the full-time equivalent.

If we are satisfied that you have met all the Eligibility Criteria we will pay the Scholarship to your nominated account. However, if we remain of the view that you still do not meet our Eligibility Criteria, we will advise you of this in writing. It is your responsibility to ensure that any change in bank account details is advised to the University.

The maximum period that an annual payment will be paid to you is three years (36 months) for full-time students or six years (72 months) for part-time students.

Appendix 2
Donor-Funded Scholarship Scheme

The Difference Scholarship Eligibility Criteria
You are eligible to apply for one of 'The Difference' Scholarships under these Terms if you meet all these criteria:

- You are a UK citizen, or a citizen of the Channel Islands or Isle of Man and are liable for 'home' fee status. International and EU citizens or those liable for international or EU fees are not eligible for this scholarship.
- You are enrolling on your first undergraduate degree course at UEA, including courses with a Foundation Year and Dip HE Operating Department Practice, in September 2020, or you are a current UEA Foundation Year student entering your year 1 in September 2020.

- You must come from a household with an income of less than £30,000*. To confirm this criteria, the University will liaise directly with Student Finance to check that the household income information you have provided to them confirms that your household's income is less than £30,000. When this check takes place (usually in September), if your household income is found to be more than £30,000 you will no longer be eligible to receive the scholarship and your scholarship offer will be withdrawn. To aid this process, it is therefore helpful if you choose to submit your household income information to Student Finance.
- You meet the deadline for applying to the award. This is outlined at https://www.uea.ac.uk/study/undergraduate/finance/scholarships/the-difference-undergraduate-scholarship
- To receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice.

**Your household income will be based on the information you submit to Student Finance. This will be regarding the financial year ending the April one and a half years before the start of your course in September. For example, for 2019 entry, Student Finance ask for your household income between April 2017 and April 2018. A full definition of "household income" and information on how you should apply for Student Finance is available here: https://www.gov.uk/apply-for-student-finance/household-income.*

Other Donor Funded Scholarships with Additional Eligibility Criteria

The criteria for the Difference Scholarships apply to all Undergraduate Donor-Funded Scholarships, however, individual Donor-Funded Scholarships may also have additional criteria, as listed below. Please note that not all Donor-Funded Scholarships run annually. Some can be claimed as tuition fees or maintenance grants - this will be specified on the website and in your Scholarship Agreement.

The list of Scholarships below is not exhaustive and new Donor-Funded Scholarships may be added to the website at any time. Where this is the case the Terms and Conditions listed in this document will apply and any additional eligibility requirements or obligations for the new Scholarship will be listed on the website or included in your Scholarship Agreement.

We reserve the right to adjust Scholarship eligibility criteria up until the application deadline, provided the change(s) do not make applications already submitted ineligible or disadvantage them in any way.

- **The Alex and Anne Smith Scholarship** is available to undergraduate applicants with a Home fee status studying on any course in the School of Biology with household incomes under £30,000.
- **The Business, Economics and Finance Scholarship** is available to applicants who have applied for a place on the BSc Hons Business, Finance, and Economics.
- **The Chauntry Scholarship** is available to undergraduate applicants studying on any three-year programme in the School of Computing Sciences. Preference will be given to applicants resident in postcode SL6.
- **The Dominic Russell Scholarship** is available for applicants with a Home fee status who have applied for a place on the BSc (Hons) Mathematics or the MMath Master of Mathematics with household incomes under £30,000.

- **The Dwayne Stallings Scholarship** is available to applicants to all undergraduate three-year courses in any faculty with a home fee status who achieve AAA or equivalent at A-level and have a household income of under £30,000.
- **The Edward and Ivy Rose Hood Memorial Scholarship** is available for applicants ordinarily resident in Norfolk or Suffolk who have applied for a place on any undergraduate degree with a foundation year in the Norwich Medical School or any school within the Faculty of Sciences. Preference will be given to applicants over the age of 21.
- **The Lee Bray Scholarship** is available for applicants with a Home fee status who are ordinarily resident in the Lowestoft or Waveney area.
- **The Jake Humphrey Scholarship in Film, Television and Media Studies** is available for applicant with home fee status with a household income of under £30,000 who have applied for a place on any undergraduate degree in the department of Film, Television and Media Studies.
- **The Maria Bourboulis Scholarship*** is available to applicants who are of Greek nationality and are ordinarily resident in Greece. Preference will be given to applicants in the School of Social Work or in the Faculty of Social Sciences.
- **The Marie Hamren-Larsson Scholarship** is available for applicants with a Home fee status who have applied for a place on a BSc course in the School of Environmental Sciences with a household income under £30,000.
- **The Mark V Williams Undergraduate Scholarship** is available for applicants with a Home fee status who have applied for a place on the BSc Accounting and Finance course with a household income under £30,000.
- **The Medical Aspirations Scholarship** is available to applicants who have applied for a place on the MBBS Medicine or MBBS Medicine with a Foundation Year course, who are ordinarily resident in East Anglia. All students who have attended the Medical Aspirations Residential course and secured their place at UEA will be automatically considered for the Scholarship.
- **The Mike Hammond Scholarship** is available for applicants who have applied for a place on any three-year undergraduate course in the School of Economics. Applicants cannot have a criminal record, and preference is given to those whose parents/guardians did not complete higher education.
- **The Mills and Reeve Scholarship** is available to applicants who have applied for any three-year undergraduate course in the School of Law with household income under £30,000. Preference will be given to applicants who are the first generation in their family to attend university.
- **The Nick Hynes Scholarship** is available for applicants to any undergraduate course with household income under £30,000. Preference is given to applicants applying to study a course in the Faculty of Social Sciences.
- **The North Eastern Scholarship** is available for applicants to any three or four-year undergraduate course with household income under £30,000 who are ordinarily resident in one of the following North East England postcode areas: Bradford (BD), Durham (DH), Darlington (DL), Doncaster (DN), Huddersfield (HD), Harrogate (HG), Hull (HU), Halifax (HX), Leeds (LS), Newcastle (NE), Sheffield (S), Sunderland (SR), Cleveland/Teeside (TS), Wakefield (WF), York (YO). Preference is given to applicants from the TS postcode.
- **The North Walsham Vikings Bursary** is available for applicants to any undergraduate course who have agreed to play rugby for North Walsham Vikings Rugby Football Club.
- **The Panasonic Scholarship in the Faculty of Science** is available for applicants to any undergraduate course in the Faculty of Science with the exception of Engineering.
- **The Panasonic Scholarship in Engineering** is available for applicants to any undergraduate course in the department of Engineering.

- **The Paul Head Memorial Scholarship** is available for applicants to any undergraduate courses in the Faculty of Social Sciences, who have been educated in the state sector and whose parents/guardians did not complete higher education with a household income under £30,000.
- **The Roy Snelling Scholarship** is for applicants with home fee status on any undergraduate course in the School of Computing Sciences and Norwich Business School (alternating years) with household income under £30,000.
- **The Santander Bursary** is available for applicants with home fee status and a household income under £30,000 to any undergraduate course at UEA.
- **The Victor Thomas Penfold Scholarship** is for applicants to any course which includes Politics or International Relations in the title (within the School of Politics, Philosophy and Language and Communication Studies), or any course in the Norwich Business School, for applicants ordinarily resident in England with household income under £30,000.
- **The Ziggurat Scholarship** is for applicants with Home fee status on any undergraduate course with household income under £30,000, who are ordinarily resident within 20 miles of postcode SW2.

The Donor-Funded Scholarship Process
If you meet the Eligibility Criteria and would like to be considered for a Scholarship, you must complete the application form (if applicable) which can be found on our scholarships webpages.

If you do not provide us with the required information for application of the Scholarship when prompted, or if you provide us with incomplete or incorrect information, we will not be able to process your Scholarship application further.

We will aim to process all requests for the Scholarship in a timely manner, once you have provided the relevant information regarding the scholarship and provided they meet our Eligibility Criteria.

Provided we are satisfied that you meet our Eligibility Criteria, and you are chosen by the panel as the preferred recipient, you must then choose UEA as your firm choice (not insurance) via UCAS in order to receive the scholarship.

Each scholarship's availability is dependent on the generosity of the donor and on available funds. As such, we may withdraw the availability of Scholarships at any time up until a formal scholarship offer is made to a recipient.

We reserve the right to adjust scholarship eligibility criteria up until the application deadline, provided the change(s) do not make applications already submitted ineligible or disadvantage them in any way.

If no candidate is judged to be of sufficient merit, Scholarships will not be awarded.

It is your responsibility to inform the Development Office of any other scholarship or tuition fee reduction which you are offered by UEA, as it is not possible to hold some UEA scholarships with a Donor-Funded Scholarship. Where both a Donor-Fund Scholarship has been offered by the Development Office and a UEA Scholarship has been offered by the Admissions Office or the relevant School, the combined amount of funding available will not exceed £10,000.

No person will be awarded the same Donor-Funded Scholarship more than once.

The scholarship is payable after you have completed the University's registration process.

The values of undergraduate Donor-Funded Scholarships are advertised on our website and the final amount awarded confirmed in writing at point of scholarship offer.

It is your responsibility to ensure that any change in bank account details is advised to the University.

If you plan to change your course, intercalate or withdraw from your course, you are expected to inform both the University and the Development Office as soon as possible as this could affect your eligibility for the scholarship.

Part-time students should understand that any support given will be proportional to tuition fees charged (where applicable) and will be spread pro-rata throughout the duration of the course.

For students enrolled on a course including a year in industry or year abroad etc., the scholarship will be given for the three years of study during which the student is based at UEA. No funding will be given for the year away from UEA.

Appendix 3
EU Scholarship Scheme

EU Scholarship Eligibility Criteria
You are eligible to apply for an Undergraduate EU Entry Scholarship under these Terms if you meet all these criteria:

- You are an EU citizen (except citizens of the United Kingdom) and are liable for 'EU' fee status. You are not eligible for this scholarship if you are a citizen of the Channel Islands or Isle of Man or an International citizen or have a 'home' or overseas' fee status.
- You are enrolling on your first undergraduate degree course, including courses with a Foundation Year and Dip HE Operating Department Practice, in September 2020 or January 2021.
- You are enrolled and attending as a student at the University at the time of payment.

- To apply for the scholarship you must hold an offer of a place from UEA and to receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice.

Eligible Programmes
Scholarships may be offered by us in respect of credit-bearing undergraduate taught programmes awarded by us.

The EU Scholarship Process
If you meet the Eligibility Criteria and would like to be considered for a Scholarship, you must complete the application form which can be found on our website.

Successful applicants would be awarded £1000 per year for the duration of the course (up to a maximum of £3000). If your scholarship includes a year abroad or a year in Industry no award is payable for that year.

Scholarship holders remain liable for paying any remaining tuition fees to UEA.

Appendix 4
International Office Country Scholarship Scheme
International Office Country Scholarship Eligibility Criteria
You are eligible for an Undergraduate International Country Scholarship under these Terms if you meet all these criteria:

- You are an Overseas fee paying student. If the fee status changes during your course from Overseas to Home/EU Fees the scholarship shall be discontinued.
- Scholarship applicants must hold either a conditional or unconditional offer for an undergraduate degree course for year 1 at UEA.
- To receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice. The scholarship offer holder must meet all remaining conditions for entry to the University.
- You must be domiciled or attending school in one of the following countries at the point of submitting your UCAS application:

    - Canada
    - India
    - Indonesia
    - Jordan
    - Kenya
    - Malaysia
    - Mauritius
    - Norway
    - Pakistan
    - Turkey
    - UAE
    - USA
- You must be an independently funded student paying their own tuition fees and not sponsored by a government or non-government organisation.
- This award cannot be held in conjunction with another UEA scholarship award.

Eligible Programmes

Scholarships may be offered by us in respect of credit-bearing undergraduate taught programmes awarded by us. Applicants should be applying to the first year of a full bachelor's degree. Applicants for MB/BS Medicine, BSc Physiotherapy and BSc Occupational Therapy are not be eligible to apply for these scholarships.

International Office Country Scholarship Process

If you meet the Eligibility Criteria, the fee discount of the International Office Country Scholarship will be automatic. You do not need to make a separate application.

The length of the award is specified in your scholarship notification email.

If your course includes a year abroad or a year in industry where you may pay reduced tuition fees for that year, your scholarship award will be lowered to be proportional to those lower tuition fees for that year. Scholarship holders remain liable for paying any remaining tuition fees to UEA.

Appendix 5

Malaysia TNE Partners' Scholarship Scheme

Malaysia TNE Partners' Scholarship Eligibility Criteria

You are eligible for an Undergraduate International TNE Scholarship under these Terms if you meet all these criteria:

- You are an Overseas fee paying student. If the fee status changes during your course from Overseas to Home/EU Fees the scholarship shall be discontinued.
- Scholarship applicants must hold either a conditional or unconditional offer for an undergraduate degree course at UEA.
- To receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice.
- The scholarship offer holder must meet all remaining conditions for entry to the University.
- You will be progressing from year one of a programme at Brickfields Asia College, Taylors University or Sunway University onto the second year of a UEA degree.
- Your achieved grades during your final year before transferring from Malaysia will determine the scholarship amount:
    - Students attaining 50%-59.9% will receive a scholarship of £1,500
    - Students attaining 60%-69.9% will receive a scholarship of £2,500
    - Students attaining 70%+ will receive a scholarship of 50% of their UEA tuition fee.

- Awards are for the duration of the UEA course.
- You must be attending one of the above institutions in Malaysia at the point of submitting your UCAS application.
- You must be an independently funded student paying their own tuition fees and not sponsored by a government or non-government organisation.
- This award can not be held in conjunction with another UEA scholarship award.

The TNE Scholarship Process

If you meet the Eligibility Criteria, the fee discount of the Malaysia TNE Scholarship will be automatic. You do not need to make a separate application.

If your course includes a year abroad or a year in industry where you may pay reduced tuition fees for that year, your scholarship award will be lowered to be proportional to those lower tuition fees for that year.

Scholarship holders remain liable for paying any remaining tuition fees to UEA.

Appendix 6

Aviva Scholarship Scheme

Aviva Scholarship Eligibility Criteria

You are eligible for an Aviva Scholarship under these Terms if you meet all these criteria:

- You are an Overseas fee paying student. If the fee status changes during your course from Overseas to Home/EU Fees the scholarship shall be discontinued.
- Scholarship applicants must hold either a conditional or unconditional offer for an undergraduate or postgraduate taught degree course at UEA.
- To receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice. The scholarship offer holder must meet all remaining conditions for entry to the University.
- You must be an eligible Aviva customer from China, Hong Kong, Indonesia, Singapore, Taiwan or Vietnam. Additional criteria and terms and conditions relating to eligible Aviva customers is also specified on the Aviva Scholarship website www.avivascholarships.com
- You must be an independently funded student paying their own tuition fees and not sponsored by a government or non-government organisation
- This award can not be held in conjunction with another Aviva or UEA Scholarship award.

Eligible Programmes

Scholarships may be offered by us in respect of credit-bearing undergraduate taught programmes awarded by us. Applicants should be applying to the first year of a full bachelor's degree. Applicants for MB/BS Medicine, BSc Physiotherapy and BSc Occupational Therapy are not be eligible to apply for these scholarships.

The Aviva Scholarship Process

If you meet the Eligibility Criteria and would like to be considered for a Scholarship, you must complete the application form which can be found here: www.avivascholarships.com

The scheme consists of a number of 20% fee discount prizes per annum for the duration of the course.

The length of the award is specified in your scholarship notification email.

If your course includes a year abroad or a year in industry where you may pay reduced tuition fees for that year, your scholarship award will be lowered to be proportional to those lower tuition fees for that year. Scholarship holders remain liable for paying any remaining tuition fees to UEA.

Appendix 7

INTO UEA Latin America Scholarship Scheme

UEA Latin America Scholarship Eligibility Criteria

You are eligible for an Undergraduate International Latin America Scholarship under these Terms if you meet all these criteria:

- You are an Overseas fee paying student. If the fee status changes during your course from Overseas to Home/EU Fees the scholarship shall be discontinued.

- Scholarship applicants must hold either a conditional or unconditional offer for an undergraduate degree course at UEA.
- You completed an INTO UEA Foundation programme in the 2019-20 academic year and are progressing to your chosen programme at UEA.
- To receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice. The scholarship offer holder must meet all remaining conditions for entry to the University.
- You must be domiciled and attending school in one of Argentina, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, French Guiana, Guatemala, Guyana, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay or Venezuela at the point of submitting your UCAS application, or you must have joined an INTO UEA International Foundation programme from one of those countries.
- You must be an independently funded student paying their own tuition fees and not sponsored by a government or non-government organisation.
- This award can not be held in conjunction with another UEA scholarship award.

Eligible Programmes

If your course includes a year abroad or a year in industry where you may pay reduced tuition fees for that year, your scholarship award will be lowered to be proportional to those lower tuition fees for that year. Scholarship holders remain liable for paying any remaining tuition fees to UEA.

The UEA Latin America Scholarship Process

If you meet the Eligibility Criteria the fee discount of the UEA Latin America Scholarship will be automatic. You do not need to make a separate application.

A fee discount of 25% per annum will be awarded for the duration of the course.

The length of the award is specified in your scholarship notification email.

If your course includes a year abroad or a year in industry where you may pay reduced tuition fees for that year, your scholarship award will be lowered to be proportional to those lower tuition fees for that year. Scholarship holders remain liable for paying any remaining tuition fees to UEA.

Appendix 8

UK International Foundation Scholarship Scheme

UK International Foundation Scholarship Eligibility Criteria

You are eligible for a UK International Foundation Scholarship under these Terms if you meet all these criteria:

- You are an Overseas fee paying student. If the fee status changes during your course from Overseas to Home/EU Fees the scholarship shall be discontinued.
- Scholarship applicants must hold either a conditional or unconditional offer for an undergraduate degree course at UEA.
- To receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice.
- The scholarship offer holder must meet all remaining conditions for entry to the University.
- The scholarship is offered for year 1 of a specified course; there is no guarantee that the scholarship will be transferred to an alternative course.
- Your grades achieved during the year before transferring to a UEA course will determine the scholarship amount:
    - Students meeting UEA's academic offer will receive a scholarship of £1,000
    - Students applying to a non-lab fee course (£15,900) and attaining 75%-79.9% will receive £2,000
    - Students applying to a non-lab fee course (£15,900) and attaining 80% or greater will receive £3,000
    - Students applying to a lab fee course (£20,200) and attaining 75% or greater will receive £5,000

    **Equivalent grades, such as letter graded systems, will be eligible as defined by the University and provided on request.*

- You must be domiciled and attending the programme in the UK at the point of submitting your UCAS application.
- You must be an independently funded student paying their own tuition fees and not sponsored by a government or non-government organisation.
- This award can not be held in conjunction with another UEA scholarship award.

Eligible Programmes

If your course includes a year abroad or a year in industry where you may pay reduced tuition fees for that year, your scholarship award will be lowered to be proportional to those lower tuition fees for that year. Scholarship holders remain liable for paying any remaining tuition fees to UEA.

The UK International Foundation Scholarship Process

If you meet the Eligibility Criteria, the fee discount of the UK International Foundation Scholarship will be automatically deducted from the tuition fee for your first year of study. You do not need to make a separate application.

If we are of the reasonable view that you do not meet our Eligibility Criteria and you wish to appeal we will ask you to provide us with such proof as we deem necessary to make this assessment. You must supply us with the requested evidence as soon as reasonably possible.

Appendix 9

The UEA Actuarial Science Scholarship

The UEA Actuarial Science Scholarship Eligibility Criteria

You are eligible to apply for an Actuarial Scholarship under these Terms if you meet all of the following criteria:

- You are enrolling on your first undergraduate degree course at UEA, in September 2020.
- You are enrolled and attending as a student at the University at the time of payment.
- You achieve the grades specified in one of the following sets of qualifications:
  - AAB at A level with an A in Mathematics
  - A level Critical Thinking will only be considered for a Scholarship if included as part of the conditions of an offer. General Studies is not included.
  - A* grades are treated as A grades for scholarship purposes.
  - Additional AS qualifications are not considered for the Actuarial Science Scholarship
  - 33 points from International Baccalaureate with Higher level 6 in Mathematics
  - AAAAA from five Scottish Highers with an A in Mathematics (or BBC with a B in Mathematics from 3 Scottish Advanced Highers; grades achieved in Advanced Highers supersede grades achieved in the same subjects in Highers)
  - DDD (alongside a grade A in A level Mathematics) from BTEC Level 3 Extended Diploma
  - Pass the Access Diploma with Distinction in 36 credits at level 3 and Merit in 9 credits at level 3 including 12 level 3 credits in Mathematics
  - Cambridge Pre-U Diploma: D3 D3 M1 (in 3 principal subjects)
- You must hold an offer of a place from UEA and to receive the scholarship you must have selected UEA as your firm choice institution, not your insurance choice.

The UEA Actuarial Science Scholarship Process

If you meet the Eligibility Criteria you will automatically be considered for the scholarship.

Provided we are satisfied that you meet our Eligibility Criteria and achieve the specified grades, we will pay your Scholarship to your nominated account annually in years 1, 2 and 3 of your course. Each instalment will be £2000. These will take place in February of each academic year. Part-time students who study a minimum of 25% full time equivalent (fte) may be eligible for UEA scholarship support. Any support given will be proportional to tuition fees paid and the maximum payable will not exceed the full-time equivalent.

If we are satisfied that you have met all the Eligibility Criteria we will pay the Scholarship to your nominated account. However, if we remain of the view that you still do not meet our Eligibility Criteria, we will advise you of this in writing. It is your responsibility to ensure that any change in bank account details is advised to the University.

The maximum period that an annual payment will be paid to you is three years (36 months) for fulltime students or six years (72 months) for part-time students.

UEA Postgraduate Taught Scholarships General Terms and Conditions 2020/21 Entry

Important and surprising terms and conditions

Only one academic or Donor Funded UEA Scholarship will be awarded to eligible students. If you have been offered more than one academic or Donor-Funded Scholarship you will be able to request which one you would prefer to receive.

What is a scholarship?
A scholarship is an award or payment made to support a student's education, awarded on the basis of academic or other achievement. UEA's Postgraduate Scholarships may be awarded as a cash incentive or fee discount.

What scholarships do these terms and conditions apply to?
1. 50% Final Year Undergraduate Continuation Scholarship
2. Alumni Tuition Fee Discount Scheme
3. Donor-funded scholarships
4. International Postgraduate Taught Scholarships
    4.1 Country Scholarships
    4.2 UEA British Council GREAT Scholarship
5. UEA School of Study Scholarships (Economics, Education & Lifelong Learning, International Development, Law, Norwich Business School, Psychology, Art Media and American Studies, Literature Drama and Creative Writing, Politics Philosophy Language and Communication Studies)
6. PGT Bright Futures Scholarship

General terms and conditions
For UEA's Student General Terms and Conditions please refer to: https://portal.uea.ac.uk/academic-calendar/general-regulations

If successful, you will be registered and enrolled with us as a full-time or part-time postgraduate student for a credit-bearing postgraduate programme under our Degree Regulations set out in the University Calendar. You must abide by our Charter, Statutes, Ordinances, Regulations and Policies in force.

We may make changes to these Terms from time to time and the version that is applicable to you will be those that were in force at the date of your application.

We have complete discretion to decide how long we will make any Scholarship scheme available for, for what period of time the Scholarship scheme will operate and may withdraw the Scholarship scheme at any time and without further notice.

Unless otherwise stated, these scholarships are tuition fee discounts which will be directly applied to your student account. No alternative/equivalent monetary payment will be made.

The maximum period that an annual Scholarship will be applied to your account for a specific postgraduate programme is three years (36 months) for full-time students or six years (72 months) for part-time students.

If you change your mode of study, the Fees Officer will amend your account as set out in these Terms.

If you wish to decline a scholarship offer from us prior to registering at the University please email admissions@uea.ac.uk. We will then withdraw our scholarship offer and confirm this in writing. Any offer of a place on one of our courses would not be affected.

Please note that scholarship awards cannot be deferred to a subsequent year. If you do defer your entry to our course then any scholarship award will be removed. You can apply for the same or other scholarships the following year, but any award cannot be guaranteed.

Please note that until a Scholarship is applied to your student account in accordance with these Terms, you remain liable to pay your full tuition and other fees to us in accordance with our General Regulations on Fees, Charges and Expenses and must be able to meet all of your costs without relying on the Discount.

Removal of a Scholarship

We may remove the Scholarship placed on your account immediately in the event that:

- You are expelled, suspended or excluded from the whole or part of the University or your programme of study for academic failure; or
- We are of the reasonable opinion that you have made any misrepresentation (whether negligently or intentionally) to us either in respect of applying for the Scholarship or during the course of and in connection with your studies at the University; or
- We are of the reasonable opinion that you have acted fraudulently or dishonestly in connection with securing your Scholarship or place at the University.
- In addition to requiring repayment, we may also take such action against you as is permitted under our Student Disciplinary Procedures or Fitness to Study Policy which are set out and available from the University Calendar at www.uea.ac.uk/calendar . In the event of a period of interruption to your studies, including maternity or paternity leave, any payments will be suspended until you return and progress to the next stage of your course.

Donor-Funded scholarships may be withdrawn if you fail to:

- Attend the required events (both the Scholars' Welcome Reception and Scholarships Reception events) or fail to provide the Development Office with communications for your donor when requested.
- Demonstrate satisfactory commitment to, or progression within, your studies. Donor-Funded scholars are expected to maintain strong attendance records and perform at strong academic standard.
- Remain in good financial standing with the University. Scholarship instalments may not be paid if you have overdue tuition or accommodation charges.
- Inform the Development Office that you are receiving another scholarship or other form of funding.

Repayment of the Scholarship

In the event that your Scholarship is removed, you will be liable to pay us your full tuition fees and therefore reimburse us the monetary amount equating to your Scholarship, immediately on demand.

If we have made an error in calculating your Scholarship and as a result you have received an additional discount to which you were not entitled, we may request that you repay us the amount overpaid and you will be liable to repay it to us within 30 days of our demand.

In addition to any other rights we may have at law to take action against you for recovery or repayment, the amount so outstanding will be treated by us as a sum due to us in accordance with our General Regulations on Fees and Charges.

Variation of the Scholarship

We will unilaterally reconcile your student account and vary the amount of the Scholarship applied to your account, so that the Scholarship you actually receive never equates to more than the stated discount amount by you for that academic year if we receive information suggesting that your anticipated tuition fee (on which the Scholarship was initially calculated) for that academic year is expected to change or has changed, for reasons including but not limited to:-

(a) where you receive a refund in accordance with our then existing Postgraduate Tuition Fees Refund Policy,
(b) a change in your mode of study;
(c) where you cease to be registered with us for any reason, including if you have withdrawn from your studies or your studies have been terminated earlier than the expected completion date;
(d) where you change your programme of study;
(e) where you take a period of intercalation from your programme of study;
(f) you cease to meet the Eligibility Criteria and from that date; or
(g) You fail to progress satisfactorily on your programme of study and from a date we reasonably determine.
In any of these situations and depending on your facts, you may be liable to make additional payments to us for your tuition fees or the actual monetary value of the Discount you receive from us may increase.

Agreement to Participate in UEA Marketing and Promotion

You will be required to make yourself available, on reasonable notice, for any publicity and marketing campaigns we want to run in connection with the Scholarship scheme. This may include, but not be limited to, public appearances, speeches, blogging and/tweeting, interviews or photographs and providing student testimonials which can be used in publicity material. You must also be prepared to send a testimonial one year after graduation, outlining your current position and how your studies at UEA have helped towards your career goals. Students may also be asked to assist at UEA Open Days where their academic programme allows, or to make themselves contactable by a small number of prospective students from their home country, to answer simple questions about UEA and/or their course of study.

For Donor-Funded scholarships you must attend two mandatory events during your first year of receiving the scholarship. The Scholars Welcome Reception event will be held in October/November and the Scholarships Reception will be held in the Spring. You may also be required to meet your donor at a separate, mutually convenient time.

For Donor-Funded Scholarships you must also consent to completing tasks set by the Development Office, including but not limited to: completing a donor thank-you letter, providing annual updates and sending a graduation photo, in a timely manner. You are expected to inform the Development Office of any contact with the donor other than that arranged by the University.

How We May Use Your Personal Information

We will use the personal information you provide to us to process your enrolment and administer the Scholarship scheme. We will retain all documents we receive in connection with the Scholarship scheme along with your other student records in accordance with our Data Protection Policy: www.uea.ac.uk/is/strategies/infregs/dp

Where external donors are involved in the scholarship awarding process, you must consent to sharing all details included on your scholarship application with the donor. Failure to do so may result in your application being withdrawn. In signing the Scholarship Agreement, you also consent to the Development Office sharing your name, course of study and UEA email address with the donor.
Once you are enrolled at UEA, the University will contact you using your University student email account. It is your responsibility to check this account regularly for important information regarding payment of your Scholarship, and any other requests relating to the Scholarships scheme.

Appendix 1

50% Final Year Undergraduate Continuation Scholarship

Scholarship Specific Eligibility Criteria

You are eligible for a Scholarship under these Terms if you meet all these criteria:

- You are and will remain self-funded for the duration of an Eligible Programme;
- At the time you enrol on an Eligible Programme (as set out below) you have achieved a first class or starred first class undergraduate degree from the University of East Anglia;
- You proceed immediately to a Master's programme or the first year of a Doctorate programme. Here, immediately means that your postgraduate programme start date is within six months of the date of your graduation from an undergraduate degree studied at UEA.
- All other General Terms & Conditions above.

Eligible Programmes

Except for the courses set out below, Scholarships may be offered in respect of all credit-bearing postgraduate taught programmes studied at UEA.

We will not offer this Discount if you will be studying for the PGCE qualification, MBA qualification, any of our foundation, pre-Masters, postgraduate certificate or postgraduate diploma programmes.

The Process

Provided we are satisfied that you meet our Eligibility Criteria we will automatically apply the Scholarship to your student account, to reduce your tuition fees. No cash alternative will be given.

If we determine that you do not meet our Eligibility Criteria and you wish to appeal we will ask you to provide us with such proof as we deem necessary to make this assessment. You must supply us with the requested evidence as soon as reasonably possible.

Appendix 2
Alumni Tuition Fee Discount Scheme

Scholarship Specific Eligibility Criteria
You are eligible for a Scholarship under these Terms if you meet all these criteria:

- You are and will remain self-funded for the duration of an Eligible Programme;
- At the time you enrol on an Eligible Programme you are a UEA Alumnus, or the following conditions apply;
- At the time your Scholarship is applied as part of your first enrolment on an Eligible Programme (as set out below) you have passed a credit bearing programme which was studied at the University of East Anglia.
- All other General Terms & Conditions above.

Eligible Programmes
Except for the courses set out below, Scholarships may be offered by us in respect of credit-bearing postgraduate taught programmes studied at UEA.

We will not offer Discounts to you if you will be studying for the PGCE qualification, MBA qualification, any of our foundation, pre-Masters, postgraduate certificate or postgraduate diploma programmes.

The Process
Provided we are satisfied that you meet our Eligibility Criteria we will automatically apply the Scholarship to your student account, to reduce your tuition fees. No cash alternative will be given.

If we determine that you do not meet our Eligibility Criteria and you wish to appeal we will ask you to provide us with such proof as we deem necessary to make this assessment. You must supply us with the requested evidence as soon as reasonably possible.

Appendix 3
Donor-funded Postgraduate Scholarships

The Donor-funded Scholarship Schemes
We will not offer Scholarships to you if you will be studying for the PGCE qualification, any of our foundation, pre-Masters or postgraduate diploma programmes.

Receipt of a Donor-Funded Scholarship is subject to a completed Scholarship Agreement Form being signed and submitted by the given deadline as formal acceptance of the award. The Development Office reserves the right to withdraw the offer of a Scholarship if it is not accepted by the given deadline.

Only UEA-funded or Donor-Funded UEA Scholarship will be awarded to eligible students. If you have been offered more than one UEA-funded or Donor-Funded Scholarship, you will be able to request which one you would prefer to receive.

It is your responsibility to inform the Development Office of any other scholarship or tuition fee reduction which you are offered by UEA, as it is not possible to hold some UEA scholarships with a Donor-Funded Scholarship. Where both a Donor-Fund Scholarship has been offered by the Development Office and a UEA Scholarship has been offered by the Admissions Office you may be asked to choose which award you wish to receive.

If you wish to decline a scholarship offer from us prior to registering at the University please email scholarships@uea.ac.uk. We will then withdraw our scholarship offer and confirm this in writing. Any offer of a place on one of our courses would not be affected.

Eligibility Criteria
You are eligible to apply for one of the Donor-Funded Scholarships under these Terms if you meet the Eligibility Criteria listed for the scholarship either below or on our website (https://www.uea.ac.uk/study/postgraduate/scholarships).

The list of Scholarships below is not exhaustive and new Donor-Funded Scholarships may be added to the website at any time. Where this is the case the Terms and Conditions listed in this document will apply and any additional eligibility requirements or obligations for the new Scholarship will be listed on the website or included in your Scholarship Agreement.

- **The Alan Katritzky Scholarship** is available to applicants who have applied for any PGR programme in the School of Chemistry. Applicants will be nominated by their supervisors for this scholarship. No application is required.
- **The Annabel Abbs Scholarshi**p is available to applicants who have applied for a place on the MA or MFA Creative Writing (Prose) in the School of Literature, Drama, and Creative Writing. A scholarship application is required. Preference will be given to applicants who are over 35 years old at point of application to the course.
- **The Birch Family Scholarship** is available to applicants on home fees who have applied for a place on the MA Creative Writing (Poetry) course in the School of Literature, Drama, and Creative Writing who identify as BAME (Black Asian Minority Ethnic). A scholarship application is required.

- **The Bryan Heiser Memorial Bursar**y is available to applicants who have applied for a place on the MA Creative Writing (Poetry) in the School of Literature, Drama, and Creative Writing. A scholarship application is required. Preference will be given to applicants who are over 45 years old at point of application to the course.
- **The Chadacre Trust Scholarship** is available to applicants who have applied for a place on the MSc Plant Genetics and Crop Improvement in the School of Biological Sciences. Preference is given to residents of Norfolk, Suffolk, Essex and Cambridgeshire. A scholarship application is required.
- **The Charlie Dimont Scholarship** is available to applicants who have applied for a place on any postgraduate taught course in the School of Politics, Philosophy and Language or in the School of Art, Media, and American Studies. A scholarship application is required and preference will be given to candidates in the School of PPL or on Film Studies courses in the School of AMA.
- **The Difference Postgraduate Scholarshi**p is available to home applicants who have applied for a place on any postgraduate taught course in any School or Faculty of study. A scholarship application is required.
- **The Dominic Christian Scholarship** is available to home applicants who have applied for a place on the MA Medieval History in the School of History. Applicants must either be in the final year of their undergraduate course at UEA or have graduated from UEA within the past three years. A scholarship application is required.
- **The Fitzmaurice Scholarship** is available to applicants who have applied for a place on a postgraduate taught course in Philosophy in the School of Politics, Philosophy and Language. A scholarship application is required.
- **The FJW Oncology Scholarship** is available to applicants who have applied to undertake a PhD in cancer research in the School of Biological Sciences. Applicants will be nominated by their supervisors for this scholarship. No application is required.
- **The Ink, Sweat & Tears Scholarship** is available to applicants who have applied for a place on the MA Creative Writing (Poetry) in the School of Literature, Drama, and Creative Writing. A scholarship application is required.
- **The John Boyne Scholarship** is available to applicants who have applied for a place on the MA or MFA Creative Writing (Prose Fiction) in the School of Literature, Drama and Creative Writing who are nationals of the Republic of Ireland, and who are full time at the point of their enrolment. A scholarship application is required.
- **The John Jarrold Trust Scholarship in Creative Writing** is available to applicants who have applied for a place on the MA Creative Writing (Prose Fiction) in the School of Literature, Drama, and Creative Writing who were born in East Anglia or have been resident in East Anglia for 3 years or more. East Anglia is defined as Norfolk, Suffolk and Cambridgeshire, including the City of Peterborough unitary authority area.
- **The Kowitz Scholarship** is available to home applicants who have applied for a place on the MA or MFA Creative Writing (Prose) in the School of Literature, Drama and Creative Writing. A scholarship application is required.
- **The Leipzig Scholarsh**ip is available to applicants who have applied for a place on the MA Modern History in the School of History who intend to undertake study into Modern European History. A scholarship application is required.
- **The Lugden Hill Scholarship** is available to applicants who have applied for a place on the MSc Plant Genetics and Crop Improvement in the School of Biological Sciences. Preference

is given to residents of Norfolk, Suffolk, and Cambridgeshire. A scholarship application is required.

- **The Malcolm Bradbury Memorial Scholarship** is available to applicants who have applied for a place on the MA or MFA Creative Writing (Prose Fiction) in the School of Literature, Drama, and Creative Writing. A scholarship application is required.
- **The Mark V Williams Postgraduate Scholarship** is available to home applicants who have applied for a place on any postgraduate taught course in the School of History. A scholarship application is required.
- **The Miles Morland Foundation African Writers' Scholarship** is available to applicants who have applied for a place on the MA Creative Writing (Prose Fiction) in the School of Literature, Drama, and Creative Writing who are nationals of any country within Africa *or* who were born in any country within Africa *or* whose parents were both born in Africa. A scholarship application is required.
- **The Morley Agricultural Foundation Trust Scholarship** is available to applicants who have applied for a place on the MSc Plant Genetics and Crop Improvement in the School of Biological Sciences. A scholarship application is required.
- **The Ranworth Trust Scholarship** is available to applicants who have applied for a place on the MSc Plant Genetics and Crop Improvement in the School of Biological Sciences. A scholarship application is required.
- **The Seth Donaldson Memorial Bursary** is available to applicants who have applied for a place on the MA or MFA Creative Writing (Prose Fiction) in the School of Literature, Drama, and Creative Writing. A scholarship application is required.
- **The Simon Wharmby Scholarship in Environmental Sciences** is available for applicants who have applied for any postgraduate taught course in the School of Environmental Sciences. A scholarship application is required.
- **The UEA Booker Prize Foundation Scholarship** is available to applicants who have applied for a place on the MA or MFA Creative Writing (Prose Fiction) in the School of Literature, Drama and Creative Writing who are resident in a commonwealth country (including the UK, Republic of Ireland and Zimbabwe). A scholarship application is required.
- **The UEA Crowdfunded BAME Writers' Scholarship** is available to applicants who have applied for a place on the MA or MFA Creative Writing (Prose) course in the School of Literature, Drama, and Creative Writing who identify as BAME (Black Asian Minority Ethnic). A scholarship application is required.

The Process

Scholarship Eligibility Criteria and how to apply for all Donor-Funded Scholarships can be found on our scholarships webpages https://www.uea.ac.uk/study/postgraduate/scholarships.

If you meet the Eligibility Criteria and would like to be considered for a Scholarship, you must complete the scholarship application form by the deadline given (if it is stated that a scholarship application is required). In cases where the website states that a scholarship application is not required, you will only be considered for the scholarship if you have submitted your UEA postgraduate study application by the deadline specified on the website.

If you do not provide us with the required information for application of the Scholarship when prompted, or if you provide us with incomplete or incorrect information, we will not be able to process your Scholarship application further.

If we are of the reasonable view that you do not meet our Eligibility Criteria and you wish to appeal we will ask you to provide us with such proof as we deem necessary to make a new assessment. You must supply us with the requested evidence as soon as reasonably possible.

Each scholarship's availability is dependent on the generosity of the donor and on available funds. As such, we may withdraw the availability of Scholarships at any time up until a formal scholarship offer is made to a recipient.

We reserve the right to adjust scholarship eligibility criteria up until the application deadline, provided the change(s) do not make applications already submitted ineligible or disadvantage them in any way.

The approximate values of postgraduate Donor-Funded Scholarships are advertised on our website (https://www.uea.ac.uk/study/postgraduate/scholarships) and the final amount awarded confirmed in writing at point of scholarship offer.

Donor-funded scholarship selection and awarding
We aim to award all scholarships in a timely manner though we are unable to confirm the exact date on which a scholarship will be awarded. The timing of decisions may also vary between scholarships.

The recipient(s) of each Donor-Funded Scholarship will be decided by an appointed Scholarship Panel. If no candidate is judged to be of sufficient merit by the Scholarship Selection Panel, Scholarships will not be awarded. No person will be awarded the same Donor-Funded Scholarship more than once.

Provided we are satisfied that you meet our Eligibility Criteria, and you are chosen by the Scholarship Panel as the preferred recipient, you will receive your scholarship offer via email.

Receipt of your Scholarship is subject to your completion of the University registration process by the given deadline. Depending on the particulars of the Scholarship your award may either be deducted directly from your tuition fee charges by the University's Finance Office or received as a maintenance grant payment direct to your bank account. This will be confirmed in your Scholarship Agreement. Where you are receiving your Scholarship as a maintenance grant this will be paid in nine monthly instalments from October – June each academic year or as confirmed in your Scholarship Agreement.

It is your responsibility to ensure that any change in bank account details is advised to the University. If you plan to change your course, intercalate or withdraw from your course, you are expected to inform both the University and the Development Office as soon as possible as this could affect your eligibility for the scholarship.

Part-time students should understand that any support given will be proportional to tuition fees charged (where applicable) and will be spread pro-rata throughout the duration of the course.
Appendix 4
UEA International Postgraduate Taught Scholarships
4.1 Country Scholarships Scheme
Scholarship Specific Eligibility Criteria
You are eligible for a UEA Postgraduate Country Scholarship under these Terms if you meet all these criteria:

- You are an Overseas fee-paying student. If the fee status changes during your course from Overseas to Home/EU Fees the scholarship shall be discontinued.

- These scholarships do not generally remove the requirement to pay the International deposit by the publicised deadline. We will only consider waiving the international deposit where you are awarded a full fees scholarship.
- Students sponsored for full tuition fees by an outside body or government organisation are not eligible for this scholarship. However, students applying for, or expecting to receive, government loans are eligible.
- You must be domiciled in, or a national of one of the following countries at the point of submitting your application:
    - Bangladesh
    - Brazil
    - Egypt
    - India
    - Japan
    - Jordan
    - Kazakhstan
    - Lebanon
    - Mexico
    - Nigeria
    - Pakistan
    - South Korea
    - Sub Saharan Africa
      (Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verdi, CAR, Chad, DR of Congo, Djibouti, Ethiopia, Eritrea, Gabon, Gambia, Ghana, Ivory Coast, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Niger, Republic of Congo, Rwanda, Senegal, Sierra Leone, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe)
    - Taiwan
    - Thailand
    - Turkey
    - Vietnam

  OR

  You must be a recent graduate from one of our North America Study Abroad Partners. A full list of our partners can be found here.
- You are not in receipt of another UEA scholarship award. Where a second award is issued, the award of greater value will be conferred.
- All other General Terms & Conditions above.

Eligible Programmes

Scholarships may be offered in respect of credit-bearing postgraduate taught programmes studied at UEA, commencing in September 2020 only.

The Process

Provided we are satisfied that you meet our Eligibility Criteria we will automatically apply the Scholarship to your student account, to reduce your tuition fees. No cash alternative will be given.

If we determine that you do not meet our Eligibility Criteria and you wish to appeal we will ask you to provide us with such proof as we deem necessary to make this assessment. You must supply us with the requested evidence as soon as reasonably possible.

4.2 UEA British Council GREAT Scholarships

Scholarship Specific Eligibility Criteria
You are eligible to apply for a UEA British Council GREAT Scholarship under these Terms if you meet all these criteria:

- You are an Overseas fee-paying student. If the fee status changes during your course from Overseas to Home/EU Fees the scholarship shall be discontinued.
- These scholarships do not generally remove the requirement to pay the International deposit, by the publicised deadline. We will only consider waiving the international deposit where you are awarded a full fees scholarship.
- Students sponsored for full tuition fees by an outside body or government organisation are not eligible for this scholarship. However, students applying for, or expecting to receive, government loans are eligible.
- You must be a national of China, India, or Turkey and have completed our scholarship application form by the stated deadline on our website.
- You are not in receipt of another UEA scholarship award. Where a second award is issued, the award of greater value will be conferred.
- Applicants must also meet the British Council Terms and Conditions.
- All other General Terms & Conditions above.

Eligible Programmes

- Scholarships may be offered in respect of credit-bearing postgraduate taught programmes studied at UEA, commencing in September 2020 only.

The Process

- If you meet the Eligibility Criteria you are encouraged to make a separate scholarship application, by the deadline publicised on our website. A formal selection panel will then determine who will be awarded, based on the evidence provided in the UEA course and scholarship applications.
- If we determine that you do not meet our Eligibility Criteria and you wish to appeal we will ask you to provide us with such proof as we deem necessary to make this assessment. You must supply us with the requested evidence as soon as reasonably possible.

Appendix 5

UEA School of Study Scholarships (Law, Economics, International Development, Education, Psychology)

Scholarship Specific Eligibility Criteria & Process
You are eligible to apply for a UEA School of Study Scholarship under these Terms if you meet all the criteria listed for the scholarship either below or on our website.

The list of Scholarships below is not exhaustive and new Donor-Funded Scholarships may be added to the website at any time. Where this is the case the Terms and Conditions listed in this document will apply and any additional eligibility requirements or obligations for the new Scholarship will be listed on the website or included in your Scholarship Agreement.

- You are and will remain self-funded for the duration of your studies at UEA.
- For International students: these scholarships do not generally remove the requirement to pay the International deposit by the publicised deadline. We will only consider waiving the international deposit where you are awarded a full fees scholarship
- Students sponsored for full tuition fees by an outside body or government organisation are not eligible for this scholarship. However, students applying for, or expecting to receive, government loans are eligible.
- All other General Terms & Conditions above.
- School of Economics:
    - MSc Academic and professional Scholarships (Full Fees) are available to all UK/EU or International applicants to our MSc Academic and Professional degree programmes. All applicants receiving an offer by 31st March 2020 will automatically considered for these awards.
    - MSc Applied Training Scholarships are available to all UK/EU or International applicants to our MSc Applied Training degree programmes. All applicants receiving an offer by 31st March 2020 will be automatically considered for these awards.
    - Thammasat University, Chulalongkorn University, Kasetsart University Scholarship – all students from these universities who receive an offer to study at UEA by 31st March will be automatically considered for these awards.
    - Central University (Ghana) Scholarship - all students from this university who receive an offer to study at UEA by 31st March will be automatically considered for this award.
    - Vietnam Scholarship - all students from this university who receive an offer to study at UEA by 31st March will be automatically considered for this award.
- School of Education and Lifelong Learning:
    - Excellence in Education Scholarships – all students who have accepted an offer to study on a Masters course in the School (excluding any PGCE Teacher Training courses), or the MRes Social Science Research Methods (Education pathway), will be invited to apply for the scholarship. Applications will be considered regularly and Scholarships awarded on a rolling basis. The School will close the Scholarship process as and when the funds have been allocated, so early applications are encouraged.
- School of International Development:
    - Full Fees Scholarships – all UK/EU or International students who have received an offer by the published deadline will be automatically considered for these awards.
    - Japan Scholarships – all Japanese students who have received an offer to study by the published deadline, will be invited to apply for these scholarships.
    - South Korea / Kenya / Latin America / Brazil / Colombia Scholarships – all students who are nationals of these countries/regions and have received an offer to study by the published deadline, will be automatically considered for these scholarships.
- School of Law:
    - LLM Academic Excellence Scholarships – all candidates to any of the UEA LAW Masters courses, who have received an offer to study, will be invited to apply for

the scholarship. Applications will be considered regularly and Scholarships awarded on a rolling basis. The School will close the Scholarship process as and when the funds have been allocated, so early applications are encouraged.

- 10% Early Application Scholarships – all International offer holders who have paid their £2,000 International Deposit by 9th April 2020, will be awarded a 10% tuition fee discount.
- Scholarships for Current and Returning UEA Students – all returning UEA LLB graduates who have submitted their application to study an LLM at UEA by the published deadline, will automatically be awarded a 20% tuition fee discount.
- University of Economics and Law Vietnam National University Scholarships – Students from the University of Economics and Law Vietnam National University applying to any UEA LLM course will automatically receive a 10% tuition fee discount. Students receiving a nomination from the Dean of the Law School in Vietnam will be considered for a 50% award. Where made, the 50% award will replace the 10% award.
- Yeditepe University (Turkey) Full Fee Scholarship – all Students from Yeditepe University Law School looking to apply to any UEA LLM course are eligible for this award. Applicants should approach the Dean of Yeditepe Law School to request consideration, who will make the final decision.
- Thammasat University Scholarship – all students from Thammasat University Law School looking to apply to any UEA LLM course will be awarded a 10% tuition fee discount. Students receiving a nomination from Assistant Professor Dr. Munin Pongsapan at Thammasat will also be considered for one of the 50% awards, provided their application/nomination is submitted to UEA by the published deadline. The 50% award will replace the 10% award.
- FFA Scholarships – students from Trier University law School or Muenster University Law School in Germany, who hold the recognised FFA qualification, will automatically receive a 20% tuition fee Scholarship.
- VIS Moot Scholarships – any participant of the VIS MOOT (Vienna or Hong Kong) will automatically be invited to apply for a 50% scholarship, by a published deadline.

- Norwich Business School:
  - Step-up Scholarships – all UEA graduates progressing directly onto an NBS Masters course in September 2020, who have achieved a minimum 2:1 degree classification, will automatically receive a £4,000 scholarship.
  - Going Forward Scholarship – all Graduates from any UK/EU institution progressing directly onto an NBS Masters course, who have achieved a minimum 2:1 degree classification (or equivalent), may apply for a £4,000 scholarship. All Scholarship applications received by the published deadline will be considered by the UEA NBS Admissions team.
  - Open World Scholarship – all Graduates from an international institution, progressing directly onto an NBS Masters course in September 2020, who have achieved a minimum 2:1 degree classification, may apply for a £4,000 scholarship. All scholarship applications received by the published deadline will be considered by the UEA NBS Admissions team.
- School of Psychology:
  - MSc Psychology Scholarships – all applicants who submit a complete course application by the published deadline will automatically be considered for these Scholarships.

- School of Art, Media and American Studies:
    - MA Arts of Africa, Oceania and The Americas Scholarships – all candidates who have received an offer to study on this course by the published deadline, will automatically be considered for these scholarships.
- School of Literature, Drama and Creative Writing:
    - International Bursary (Prose Fiction) – all International students who have received an offer to study on the MA Creative Writing (Prose Fiction) by the published deadline, will be considered for this award.
- School of Politics, Philosophy, Language and Communication Studies (PPL):
    - School Scholarships – All UK/EU students who have submitted a complete application to any of the MA/MRes courses in PPL by the published deadline, will be automatically considered for the 50% tuition fee scholarships. Also all International students who have achieved an IELTS (or equivalent) of 7.5 overall with a minimum of 6.0 in each component will be considered for a £1,000 award.
    - Fee Scholarships – All graduates from the School of Politics, Philosophy, Language and Communication Studies progressing directly onto a Masters course within the school, will automatically receive a 20% scholarship.

Appendix 6

PGT Bright Futures Scholarship

There are 50 scholarships available of £2000 that will be awarded as a fee reduction. Candidates will need to apply for the scholarship and successful applicants will be decided by a panel. The panel will be assessing applications on academic merit, interest in the subject area, how applicants could contribute to the UEA community and how a postgraduate qualification would enable applicants to make a difference in the future.

Eligibility Criteria

You are eligible to apply for a £2000 PGT Bright Futures Scholarship under these Terms if you meet all of the following criteria:

- You are a UK citizen, or a citizen of the Channel Islands or Isle of Man and are liable for 'home' fee status. International and EU citizens or those liable for international or EU fees are not eligible for this scholarship.
- You are and will remain self-funded for the duration of an Eligible Programme;
- You meet the deadline for applying to the award. This is outlined at

https://www.uea.ac.uk/study/postgraduate

Eligible Programmes
Except for the courses set out below, Scholarships may be offered in respect of all credit-bearing postgraduate taught programmes studied at UEA.

We will not offer this Discount if you will be studying for the PGCE qualification, MBA qualification, any of our foundation, pre-Masters, postgraduate certificate or postgraduate diploma programmes.

If you meet the Eligibility Criteria and would like to be considered for a Scholarship, you must complete the scholarship application form by the deadline given.

If you do not provide us with the required information for application of the Scholarship when prompted, or if you provide us with incomplete or incorrect information, we will not be able to process your Scholarship application further.

If we are of the reasonable view that you do not meet our Eligibility Criteria and you wish to appeal we will ask you to provide us with such proof as we deem necessary to make a new assessment. You must supply us with the requested evidence as soon as reasonably possible.

We reserve the right to adjust scholarship eligibility criteria up until the application deadline, provided the change(s) do not make applications already submitted ineligible or disadvantage them in any way.

The Process
The recipients of the Scholarships will be decided by an appointed Scholarship Panel.

Provided we are satisfied that you meet our Eligibility Criteria, and you are chosen by the Scholarship Panel as the preferred recipient, you will receive your scholarship offer via email and we will automatically apply the Scholarship to your student account, to reduce your tuition fees. No cash alternative will be given.

Successful applicants will hear via email by Friday 17 July 2020.

APPENDIX C

Terms and Conditions of the Licence to Occupy Residential Premises Within the University of East Anglia (2019 to 2020 Academic Year).

Words used in these Terms and Conditions

UEA Accommodation Office means the University of East Anglia Accommodation Office, also referred to as UEA Accommodation, which acts on behalf of the Licensor.

Residential Premises means the Room allocated to the Licensee together with the use in common with others of the related cooking, dining, bathroom*, toilet*, facilities and fixtures, furniture and furnishings therein located in the UEA Residence in which the Licensee's Room is located (* in the case of Barton House, Britten House, Browne House, Colman House, Constable Terrace, Crome Court, Hickling House, Kett House, Nelson Court, Paston House, Victory House and University Village, the Room includes en suite bathroom and toilet and there are no bathroom and toilet areas used in common with others except in two bedroom studio flats).

Student means a student for the time being enrolled at the University or INTO UEA.

Licensee means the student residing in the residential premises subject to the Licence.

UEA Residences means Barton House, Britten House, Browne House, Colman House, Constable Terrace, Crome Court, Hickling House, Kett House, Nelson Court, Norfolk Terrace, Orwell Close, Paston House, Suffolk Terrace, Suffolk Walk, University Village, Village Close, Victory House, Wolfson Close and any other building or flat which the University uses as accommodation for students.

University or UEA means the University of East Anglia.

Access Cards means any Swipe Card or Proximity Card issued by the Licensor.
The words "**Room**", "**Licensee**", "**Licence Period**", "**Licence Fee**", "**Licensor**" refer to the descriptions given in the Licence to Occupy Residential Premises (the Licence) signed by the Licensee.

A: The Licence
The Licence Fee
1. Payment of the Licence Fee:
1.1 The Licensee will, subject to any extension of time for payment being granted, pay the Licensor the appropriate instalment of the full Licence Fee within 28 days of the date of the invoice relating thereto.

1.2 The Licensee will, if terminating the licence under paragraph 3, pay the Licensor the full nightly rate for the revised licence period subject to the return of the key.

2. The Licensee will occupy the Residential Premises and pay the Licence Fee for the whole Licence Period subject to:

2.1 Termination of this Licence in accordance with paragraphs 3, 4 or 5 and;

2.1.2 If the Licensee does not vacate the Residential Premises after this Licence has been terminated the Licensor will apply to the court to obtain possession and may also ask the court to order that the Licensee pays the Licensor's costs AND for use of the Residential Premises until possession is given.

3. The Licence may be terminated by the Licensee:

3.1 Being a first year Undergraduate or first year Postgraduate Student first arriving at the University in September within 7 days of the start date of the Licence period and having advised the Licensor of their intention to do so, and vacating the room and returning the key to the UEA Accommodation Office within this 7 day period; or

3.1.2 Being a first year Undergraduate or first year Postgraduate Student first arriving at the University in January, within 7 days of the start date of the Licence period, and having advised the Licensor of their intention to do so, and vacating the room and returning the key to the UEA Accommodation Office within this 7 day period.

3.2 Where the Licensee wishes to terminate the Licence and (a) the Licensee finds a replacement Licensee who is not currently living in UEA Residences, and who is a full-time student of the same student type (Undergraduate or Postgraduate) and who is reasonably acceptable to the UEA Accommodation Office or (b) the UEA Accommodation Office requires the room for another student due to a lack of availability elsewhere in residences then in either case this Licence shall end upon the replacement Licensee entering into a licence for the Residential Premises.

3.3 If terminating the Licence in accordance with paragraph 3.1, 3.1.2, or 3.2 or a Termination of Licence Request form should be obtained by the Licensee from the UEA Accommodation Office, completed and submitted to the UEA Accommodation Office prior to departure.

4. The Licence may be terminated by the Licensor:

4.1 By not less than 28 days' notice ("the Notice Period") in writing to the Licensee on the non-payment of the Licence Fee (whether formally demanded or not) or on any breach which is not a minor breach by the Licensee of the Licence or of these Terms and Conditions of the Licence to Occupy Residential Premises.

4.2 During the Notice Period the Licensee may not enter any UEA Residence other than the UEA Residence to which their Residential Premises are located.

4.3 The UEA Accommodation Office reserves the right following the termination of the Licence pursuant to paragraph 4 to prohibit the Licensee from entering any UEA accommodation.

5. The Licence shall terminate forthwith on:

5.1 The Licensee ceasing to be a full-time Student of the University. In the event of the Licensee formally interrupting studies or withdrawing from the University, a Termination of Licence Request form should be obtained from the UEA Accommodation Office by the Licensee and be completed and submitted to the UEA Accommodation Office prior to departure;

5.2 The Licensee becoming a Registration-only Student under the Regulations made by the University in that regard unless by prior agreement with the UEA Accommodation Office; or

5.3 The Licensee being excluded from residential property owned and controlled or managed by the University. The Licensee shall then be required immediately to vacate the Residential Premises.

6. Cancellation Refunds and Payments

6.1 If the Licence terminates in accordance with paragraph 3, 4 or 5 the Licensor will refund to the Licensee such proportion of the Licence Fee as relates to that part of the Licence period from which the Licensee has been released.

6.2 Where the Licensee vacates the Residential Premises for reasons not covered in paragraphs 3, 4 or 5, the Licensee will remain liable for the Licence Fee for the full Licence Period. The Licensee may seek to find another eligible full-time Student, not currently living in a UEA Residence, to take over the remainder of the Licence, subject to agreement by the UEA Accommodation Office. The UEA Accommodation Office may assist in this process but is not obliged to do so.

Room Changes and Changes to the Licence

7. Room Change as requested by the Student:

7.1 Where the Licensee was sharing a twin room and becomes the sole occupant, the Licensor may, at its discretion, permit the Licensee to remain as sole occupant on payment by the Licensee of the appropriate increased Licence Fee as notified at the date of such a change.

7.2 The Licensor may permit the Licensee at any time during a Licence Period to substitute for the Residential Premises specified in the Licence such other Residential Premises as may be available from time to time provided that if the usual Licence Fee tariff for such other Residential Premises is higher or lower than that for the Residential Premises specified in the Licence, the Licence Fee payable by the Licensee will be adjusted to accord with the higher or lower tariff with effect from the date of such substitution.

7.3 The Licensor may require the Licensee to pay an administration fee to meet the reasonable costs incurred by making any change of Residential Premises under paragraph 7.2.

8. Room Change as required by the Licensor:

8.1 The Licensor may, at no extra cost to the Licensee, require the Licensee at any time during the Licence Period and on reasonable notice to move to such other Residential Premises as may be available from time to time. If the usual Licence Fee for such other premises is lower than that for the premises specified in the Licence the Licensor will refund to the Licensee the appropriate proportion of the Licence fee.

B. Licensor's Responsibilities

9. The Licensor will:

9.1 Provide a supply of hot and cold water, heating and lighting to the Residential Premises (see 10).

9.2 Provide regular cleaning services in en suite shower rooms and in the washbasin area of standard rooms, except Saturdays and Sundays and days when the University is closed (e.g. Bank Holidays and during parts of the Christmas and Easter Periods) and when cleaning services have been withdrawn from Residential Premises where the cleaning staff cannot reasonably carry out their normal duties.

9.3 Provide regular cleaning services in all cooking, dining, bathroom and toilet areas used in common, except Saturdays and Sundays and days when the University is closed and when cleaning services have been withdrawn from Residential Premises where the housekeeping staff cannot reasonably carry out their normal duties.

9.4 Maintain the structure and exterior, the fixtures and fittings and contents of the premises in good repair and replace contents fixtures and fittings that become defective due to fair wear and tear during the Licence Period.

10. The Licensor will not be liable to the Licensee for:

10.1 Any loss, damage or inconvenience (save for death or personal injury caused by the negligence of the Licensor) which may be suffered by the Licensee as a direct or indirect result of the inability of the Licensor by reason of circumstances or events beyond the Licensor's reasonable control to provide equipment, utilities and services in accordance with the Licence, including without prejudice to the foregoing in the event that heating and/or electricity apparatus is shut down for the purpose of essential maintenance and/or so that the Licensor may comply with its statutory obligations with regard to such apparatus.

10.1.1 Any nuisance, loss or inconvenience to the Licensee arising out of any building construction, maintenance or repair work to the Residential Premises, the building in which they are situated or any neighbouring land or buildings.

C. Student Responsibilities
Cleaning and Recycling

11. The Licensee will:

11.1 Together with the other Licensees of the Residential Premises and of the UEA Residence of which the Residential Premises forms part, keep the Residential Premises in a clean and tidy condition.

11.2 Make the Residential Premises available for access by UEA staff or contractors by 9.00am on every weekday for the execution of cleaning services and associated duties including the removal of waste from the Room and shower pod/shower room/en suite.

11.3 Where any breach of clause 11.1 causes loss to the Licensor:

11.3.1 the Licensee may be required to pay the reasonable costs of additional cleaning and any related administrative costs incurred where the cleaning staff have been required to carry out works beyond their normal duties;

11.3.2 Where the cause or the loss suffered as a result of any breach of clause 11.1 cannot be attributed to the Licensee, all Licensees of the Residential Premises will be responsible for an equal share of such loss, including administrative charges incurred by the Licensor, save for any resident who can reasonably demonstrate that he or she was not responsible for the damage.

11.4 At all times outside of the Licence Period clear all personal effects, waste and unwanted items from the Residential Premises. Items left at the Residential Premises may be removed and disposed of by the Licensor at its absolute discretion. The Licensee appoints the Licensor as his/her agent for these purposes.

11.5 Make all reasonable efforts to comply with all recycling and waste disposal processes and to properly segregate and dispose of all wastes generated, placing recyclable items in the appropriate recycling bins.

11.6 Keep the Room clear of food remnants and dirty crockery, cutlery, pots and pans etc.

11.7 Prevention of Legionella: Ensure that the shower is run no less frequently than every 7 days in their shower pod/shower room/en suite in the Room, house or flat as appropriate.

Residences Maintenance, Inventories and Related Matters

12. The Licensee will:

12.1 Inform the Licensor within 10 days of the commencement of the Licence Period of any defect in the Residential Premises, or any deficiency of furniture or fittings against the relevant inventory provided in the Room and Kitchen.

12.2 Complete the supplied inventory form and return it to the appropriate Facilities Support Coordinator (Housekeeper) within 10 days of the commencement of the initial Licence Period. The Licensee will be held accountable for any damage to the Room or Kitchen not listed in the inventory.

12.3 Inform the UEA Accommodation Office or the Estates Customer Services Team promptly of any defect in the Residential Premises requiring repair or any deficiency of furniture or fittings or of any interruption to services (see 9.1-9.4) or of any infestation of vermin which may become apparent during the Licence Period.

12.4 Allow persons so authorised by the Licensor to enter the Residential Premises at reasonable times and, other than in case of emergency, with advance notice to the Licensee wherever practicable, for whatever reason including but not limited to viewing the state and condition of the Residential Premises and to carry out repairs or maintenance thereto or to adjoining property.

12.5 Reimburse the Licensor with the reasonable cost of works and supplies and equipment needing to be repaired or replaced at the Residential Premises as a result of damage or loss caused or permitted by the Licensee which is not attributable to fair wear and tear and reasonable storage charges for any item removed from Residential Premises under paragraph 16, in addition to any administrative fee in force at the time.
Where the cause or the cost of repairing or replacing items or areas damaged in communal areas cannot be attributed to an individual Licensee all Licensees of the Residential Premises will be invoiced for an equal share of the costs, including administrative charges incurred by the Licensor, save for any resident who can reasonably demonstrate that he or she was not responsible for the damage.

12.6 Move to an alternative Room if required to do so by the Licensor as a solution to an ongoing maintenance issue.

12.7 Ventilate the Room by opening the window as appropriate but no less than 30 minutes each day to discourage mould.

13. The Licensee will not:

13.1 Make or allow to be made any alterations to the internal or external finishes or structure of the Residential Premises or adjoining properties including the erection of any external TV or radio aerial or satellite dish.

13.2 Together with the other Licensees of the Residential Premises and of the UEA Residence of which the Residential Premises forms part, not damage or allow others (including visitors and guests) to damage any part of, or equipment in, the Residential Premises or the UEA Residence of which the Residential Premises form part, including the communal areas. Where the cause or the loss caused by any beach of clause 13.1 or 13.2 as regards a communal area cannot be attributed to an individual Licensee all Licensees of the Residential Premises will be responsible for an equal share of such loss, including administrative charges incurred by the Licensor, save for any resident who can reasonably demonstrate that he or she was not responsible for the damage.

13.3 Remove from the Room, Kitchen or Residential Premises, as appropriate, any furniture or fittings which are the property of the Licensor.

13.4 Install or erect additional fittings or furnishings or allow these to be installed or erected in or on the Residential Premises or adjoining properties.

13.5 Hinder or prevent any member of staff carrying out their duties within the Residential Premises.

Safety and Fire Safety (General)

14. The Licensee will:

14.1 Electrical Apparatus: Without prejudice to 15.1 comply immediately with any requirement notified in writing to ensure the safe use of electrical apparatus.

14.2 Use of Electrical Apparatus: Not use any electrical items or appliances in any shower pod/shower room/en suite/bathroom.

14.3 Fire Safety Procedures: Comply with all such fire safety procedures as are currently in force and which have been notified to the Licensee.

14.4 Fire alarms: Evacuate the Residential Premises immediately on the sounding of the fire alarm.

14.5 Undue Activation of the Fire Alarm Systems: Take all reasonable precautions to avoid the accidental activation of fire alarms, either through cooking without due care (burnt toast etc) or by leaving shower pod or shower room doors open when showering (resulting in activations by steam), failure to allow the steam from a shower to dissipate before opening the shower pod or shower room doors, use of aerosol sprays or by any other means.

14.6 Tampering with Fire Safety Equipment: Not interfere with or allow others to interfere with any fire-fighting equipment, fire detection equipment, fire alarm activation points, fire prevention equipment (including fire doors), signs or other fire-fighting facilities or do or suffer to be done anything to the prejudice of the validity of the fire insurance policies for the time being subsisting in relation to the Residential Premises.

14.7 Fire Exit Routes: Make all reasonable efforts to ensure that fire exit routes including the floor of the Room, the corridors, kitchens, bathrooms, lobbies and any communal areas are maintained (kept clear).

14.8 Candles or Combustibles: Not use or keep in the Residential Premises any device or apparatus for lighting or heating by the ignition of combustible materials, such as wax candles (including decorative or imitation candles) incense, fireworks, smoking apparatus (including e-cigarettes or equivalent) and petroleum products.

14.9 Posters and Coverings: Not place on any door, ceiling, window or light fitting of the study bedrooms, any posters, paper, material (including curtains and blinds) or covering of any kind.

14.9.1 Posters and Coverings on Bedroom Walls: Not place on any wall of the Room any posters, paper, material or covering of any kind which together covers an area equivalent to more than half the floor area of the study bedroom.

14.9.2 Posters and Coverings within Kitchens/Communal Areas: Not place on any wall, door, ceiling, floor, window or light fitting of the kitchen or communal area, any posters, paper, material or covering of any kind.

14.10 Soft Furnishings: Not bring into or store in the Residential Premises soft furnishings of any kind.

14.11 Going out onto the roof: Not go onto any part of the roof, or any other raised external area of Norfolk or Suffolk Terrace or any other building, or allow access to any visitor or other person enabling them to do so.

14.12 Window Safety Equipment: Not interfere with or allow others to interfere with any safety equipment fitted to windows.

14.12.1 Prevention of Risk of Falling Objects: Keep clear windowsills, window ledges or similar.

14.13 Changes to Mobility, Hearing and Vision: Immediately notify the UEA Accommodation Office of any changes whether temporary or permanent to mobility, hearing or vision.

14.14 Person Emergency Evacuation Plan: Where applicable, ensure that they have arranged for a Personal Emergency Evacuation Plan (PEEP) in accordance with the information available on the University Safety Services (USS) website: https://portal.uea.ac.uk/uss/peeps

14.15 Substance Misuse: Not use any substances for anything other than their intended purpose or in a way that which leads to a detrimental impact or harm to the Licensee or others.

Students concerned about the misuse of substances relating to themselves or others are encouraged to seek support, advice and guidance via Student Services.

14.16 General Safety: Exercise reasonable care for their personal safety and for the safety of others.

Safety and Fire Safety (Prohibited Items)

15 The Licensee will not:

15.1 Electrical Items: Use in the Residential Premises any electrical appliance other than those appliances, for the personal use of the Licensee within the Room only, being: Bedside Lamp, Television, Digital Set Top Box, DVD or Blu-Ray player or recorder, Domestic Iron, Hair dryer, Hair straighteners, Personal hi-fi equipment, PC, Laptop Computer, Tablet, Mobile Phone, Charger, Printer, Shaver and such other appliances as may be specifically approved in writing by the Licensor and assistive technology for disabled students.

15.1.1 Electrical Items for use and storage in the kitchen only: Use in the Residential Premises

any electrical or cooking appliance other than those appliances, for the use of, or storage by, the Licensee (within the kitchen only) being: Coffee Maker, Kettle, Slow Cooker, Rice Cooker, Sandwich toaster, Health Grill and such other appliances as may be specifically approved in writing by the Licensor and assistive technology for disabled students. The items should not be used or stored outside of the kitchen.

15.1.2 Refrigerators and Freezers: Bring into or store in the Residential Premises any refrigerators, freezers or fridge-freezers of any kind other than where permission has been granted in advance specifically to individual residents on medical grounds in accordance with paragraph 15.1.

15.2 Electrical Item Safety: Bring in to**,** use or store in UEA residences any electrical items or appliances which are not CE compliant or CE marked.

15.3 Amplified Sound Equipment: Bring in to, use or store in UEA residences any kind of sound amplification equipment including sound systems, public address (PA) systems, public broadcast equipment, amplifiers or similar.

15.4 Bicycles: Bring into or store in the Residential Premises or adjoining properties belonging to the Licensor or in any areas other than those duly authorised by the Licensor for such purposes, bicycles or motor vehicles of any kind including motor cycles and mopeds, or substantial component parts of them.

15.5 Firearms and Weapons: Bring, or allow to be brought, any firearms, knives, other weapons or replica firearms or weapons (including air guns, air pistols, paint-balling guns and BB or pellet guns) or any kind of ammunition or replica ammunition into the Residential Premises.

15.6 Nitrous Oxide: Bring, or allow to be brought, Nitrous Oxide into the Residential Premises.

15.7 Substance Misuse Paraphernalia: Bring, or allow to be brought, items which may be reasonably deemed as intended to support substance misuse, such as Cannabis Grinders or similar, into the Residential Premises.
Students concerned about the misuse of substances relating to themselves or others are encouraged to seek support, advice and guidance via Student Services.

16. The Licensee will:

16.1 Removal of Prohibited Items: Allow persons authorised by the Licensor to enter the Residential Premises at any reasonable time to remove anything there found as is prohibited as per paragraphs 14 or 15 or is required to be removed from the Residential Premises as per paragraph16.2.

16.1.1 Removal of Items as Requested by UEA staff: Remove any specified items from the Residential Premises if requested to do so by University staff. Should the Licensee fail to comply with the request in a reasonable time then paragraph 16.1 will apply.

16.1.2 Further Prohibited Items: Permanently remove from the Residential Premises any items which the UEA Accommodation Office notifies the Licensee are prohibited.

Prohibited Activities (Transfer of Benefits)

17. Alienation/Transfer of Benefits: The Licensee will not Transfer or part with possession of the whole or any part of the Residential Premises.

Prohibited Activities (Guests and Visitors)
Guests are welcome in our residences but please keep in mind the following:

18. The Licensee will:

18.1 Accommodating Visitors: Not allow a visitor to occupy the Residential Premises except occasionally, with the written permission of the UEA Accommodation Office first obtained in advance, up to and only for a maximum of three days/nights per term. Accommodating visitors without permission or for more than three days/nights per term may also result in such visitors being deemed to be unauthorised under paragraph 18.1.6. Permission will not be given for more than one visitor at any time.

18.1.2 Accommodating Visitors: Not allow visitors under the age of 18 to occupy the residential premises overnight.

18.1.3 Accommodating Visitors: Not leave any visitors unaccompanied in the Residential Premises during their visit.

18.1.4 Accommodating Visitors: Comply with any restrictions that the UEA Accommodation Office impose on the Licensee having visitors to the Residential Premises.

18.1.5 Accommodating Visitors: Supply the name, address and telephone number of the prospective visitor or guest when seeking permission for them to stay in the Residential Premises and also if subsequently requested to do so by any member of UEA staff.

18.1.6 Out of Hours Visitors: Not allow unauthorised visitors on the premises between 23.00 and 08.00 hours.

18.1.7 Responsibility for the Behaviour of Guests: Be responsible for the behaviour (and any consequences thereof) of any persons they have invited into, or given access to, the Residential Premises. Damage done or loss caused by such persons invited into or given access to the Residential Premises by the Licensee will deemed as permitted by the Licensee and Paragraph 12.5 will apply.

Prohibited Activities (Antisocial and Unlawful Behaviour)

19. The Licensee will not:

19.1 Threatening or Intimidating Behaviour: Behave in a threatening, intimidating or abusive manner to any other resident, member of staff or visitor to the University.

19.2 Disruptive Behaviour: Do, permit, or suffer to be done in the Residential Premises anything which is, which may be or become a nuisance, annoyance or may cause offence to the running of the University or to the occupants of other rooms or premises. In particular, excessive noise is to be avoided at all times.

19.3 Unlawful Behaviour: Do, permit, or suffer to be done in the Residential Premises anything which can reasonably be interpreted as likely to be unlawful.

Prohibited Activities (General)

20. The Licensee will not:

20.1 Inappropriate Use of Premises: Use or permit to be used the study bedroom other than as a private study bedroom for occupation by the Licensee alone or in a twin room with another Licensee.

20.2 Airing/Drying clothes: Dry or air clothes or linen of any kind outside the Residential Premises or in communal areas within the UEA Residences. Clothes can be dried within the study bedrooms or at the Laundrettes around campus.

20.1 Pets: Keep in, grant or permit access to, the Residential Premises any domestic pets (other than a registered assistance dog) or any animals, birds, fish, insects or reptiles of any description.

Security of UEA Residences

21. The Licensee will not:

21.1 Permitting Access to UEA Residences to Persons Not Permitted in UEA Residences: Give or permit access to UEA Residences to any persons who the Licensee has been notified as being not permitted to enter all or specified UEA Residences. (Note: UEA reserves the right to ban former residents or non-residents from all or some of its buildings and to notify current residents of this ban).

21.1.2 Accessing a Residence to Which They are Not Permitted: Enter, or attempt to gain entry to, a residence from which they have been notified that they are banned.

21.1.3 Permitting Access to Unknown Persons: Give or permit access to persons whose identity they do not know.

21.2 Security of Residences: With the exception of vacating the residences under 14.4, leave any part of any UEA Residence including the Residential Premises unsecured. All UEA staff who enter residences in accordance with their duties have standing instructions to secure any area which they find unsecured and unoccupied.

Security of Residences (Keys and Temporary Access Cards)

22. The Licensee will:

22.1 Return of Key(s) and Temporary Access Card: Keep safe the key or keys provided in respect of the Residential Premises and return to the UEA Accommodation Office the key or keys to the Residential Premises at the end of each Licence period, failing which will reimburse the Licensor with the cost of replacing the lock and key(s) which is currently £70.00.

All keys and access cards remain the property of the UEA Accommodation Office.

22.1.2 Lost Keys: Notify the UEA Accommodation Office of lost keys within 24 hours. Temporary Replacement Keys will be loaned for a period of up to 7 days at no charge. If the original key is not returned to the UEA Accommodation Office by this time, the Licensee will retain the loaned key and a £20 replacement key charge will be raised. Repeated losses may result in a new lock having to be installed at a cost to the Licensee of £70. Should the Licensee find any key formerly lost or misplaced, they should return it to the UEA Accommodation Office.

22.2 Lost Campus Card: Note that replacement Campus Cards are obtained from IT Services. The UEA Accommodation Office may, at its discretion, loan the Licensee a Temporary Access Card. If the Temporary Access Card is not returned by the agreed return date, a £20 card replacement charge will be raised. Should the Licensee find any Temporary Access Card formerly lost or misplaced, they should return it to the UEA Accommodation Office.

22.3 Making Duplicate Keys: Not make, or permit to be made, duplicates of any keys to the Residential Premises.

22.4 Giving or Lending Keys or Access Cards to the Residential Premises to any Third Party: Not give, lend or in any way allow their key(s) or access cards to the Residential Premises to be used by or assigned to any third party.

22.5 Return of Loaned Key(s) and Temporary Access Card: Return any loaned Temporary Replacement keys or Temporary Access Cards to the UEA Accommodation Office by the agreed return date.

Insurance

23. The Licensee:

23. Acknowledges that the Licensor cannot be held responsible for the Licensee's personal property including clothing and perishable foodstuffs but that personal possessions insurance will be provided by Endsleigh Insurance Services Ltd.

23.1 Is responsible for checking that the level of cover is adequate for their possessions and, if necessary, increasing the level of cover with Endsleigh Insurance Services Ltd directly.

Smoking

24. The Licensee will not smoke, permit or allow guests to smoke (including e-cigarettes or any derivative thereof), in any area of the Residential Premises.

Environment and Carbon Reduction

25. The Licensee will make all reasonable efforts to reduce their environmental impact including ensuring that electricity and water is not used unnecessarily within the residential premises.

Enforcing the Terms and Conditions of the Licence to Occupy

Ultimately breaching the Terms and Conditions of the Licence can result in eviction from residences but where appropriate we may also or additionally refer Licensees to the Student Disciplinary Officer (or where the law has been broken to the Police) or move students to other residences (as per Clause 8).

For example, in recent years malicious activations of the fire alarm system, cannabis use and antisocial have resulted in eviction from residences as well as substantial fines from the Student Disciplinary Officer.

Repeated low level nuisance and antisocial behaviour has resulted in students being moved to other residences.
Obviously, we do not like to take these courses of action but it is important to UEA that our residences are safe places to live, encourage a supportive community and, of course, that that the environment is conducive to study.

Antisocial behaviour by one of your fellow residents should be reported to your Student Services Resident at the time of the occurrence so that we can promptly intervene and help.

APPENDIX D

i. Daytime Classes

The University Language Programme
www.uea.ac.uk/lcs/learning-a-new-language

2019-20 DAYTIME NON-CREDIT APPLICATION FORM

- Non-Credit daytime classes are open to UEA/NRP staff, students and INTO students only
- Fees for Beginners and Intermediate courses are £150 per module. Fees for Post A-Level courses are £175 per module
- All **PPL students and first year undergraduate HUM students** may have **one** free module per semester
- You will be invoiced via Evision in Week 3 of teaching

In order to apply for a module, you must first check the timetable on Evision and ensure it does not clash with your degree programme timetable. To do this:

- On Evision, open the 'Module Details' blue tab
- Select 'Module Information', which will open a page called 'Module Enrolment Information'
- Choose '2019/20' on the Academic Year dropdown and 'Politics, Philosophy, Language & Communication Studies' on the School dropdown
- Leave 'Scheme Code' and 'Level' blank, and enter the module code
- Make sure you are viewing the correct month on the timetable

Please make sure you complete all three choices in case the module you apply for is full. If you wish to study more than one module in the spring, please indicate this here: _____

APPLICANT INFORMATION

Please complete the below information in **BLOCK CAPITALS**

Mr/Mrs/Ms/Dr:	**First Name:**	**Surname:**
Date of Birth:	**Email:**	**Mobile:**
UEA Staff/Student Number:	**School:**	**Degree Title:**
Year of Study:	**UEA Username:**	**Eligible for Free Module? Please tick:** ☐

FIRST CHOICE

Module Code: PPL _____

SECOND CHOICE

Module Code: PPL _____

THIRD CHOICE

Module Code: PPL _____

- I understand that enrolment on all modules is subject to confirmation of availability. I have checked my timetable and can confirm that my requested class does not clash with any other studies.

By signing below I accept the terms and conditions on page 2 of this document.

SIGNATURE: **DATE:**

This application will not be accepted without a signature. If submitting by email, please type your name and it will be accepted as your signature.

The University welcomes students with disabilities and strongly encourages you to disclose any disability or medical condition which may have an impact on your studies as this will help us put any individual arrangements or facilities in place for the start of the course and enable us to monitor the effectiveness of our equal opportunities and diversity policies. Please indicate here if you have a disability or long-standing health condition:
We may contact you via email to provide you with information on future language courses offered by the ULP, please tick this box if you do not wish to be contacted: ☐

University of East Anglia

Language Course Registration Terms & Conditions

- Applications for places should be made on the appropriate online application form and submitted in accordance with the timelines set on the ULP webpages.
- Language modules registration is subject to availability. Applications for credit language students have priority. Non-credit students will be registered on a first-come, first-serve basis and first choices are not guaranteed.
- Payment will be requested via Evision; once you have received an invoice, withdrawal without payment of the fee is no longer possible.
- UEA regrets that it cannot offer drop-in or pay-as-you-go language courses, nor do we offer refunds for any classes that a student is unable to attend.
- Non-credit students enrolled in the free language offer for HUM students are required to commit the same amount of dedication and engagement in the language module as the credit students.
- If a non-credit student enrolled in the free language offer for HUM students misses two consecutive seminars with no justification, they will be automatically withdrawn from the module.
- These Language Course Terms and Conditions are specific to UEA Language Courses and are in addition to UEA's general terms and conditions of web use, including any UEA general terms and conditions relating to on-line purchasing which apply to all. These Language Course terms and conditions shall take precedent where any conflict exists. The general terms and conditions are available to view from UEA's website.

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ii. Evening Classes

The University Language Programme
www.uea.ac.uk/lcs/evening-classes

University of East Anglia

2019-20 EVENING CLASS APPLICATION FORM		
• Evening classes are open to UEA staff & students and members of the public • Applicants must be over 18 years of age at the start of the course • Fees, excluding textbooks and other materials, are **£150** per 20 hour course • **Please include a cheque for £150 payable to The University of East Anglia when you post this form back to us. Our address is:** PPL School Office, University of East Anglia, Norwich, NR4 7TJ		
APPLICANT INFORMATION		
Mr/Mrs/Ms/Dr:	First Name:	Surname:
Date of Birth:	Telephone:	Email:
Address:		Postcode:
Public: ☐	Staff: ☒	UEA Student: ☐
UEA Staff/Student Number:	**School of Study:**	
LANGUAGE:	**LEVEL:**	**DAY:**
Once your application form has been received, you will receive an email from UEA to confirm your place on your course or inform you of any cancellations.		
• I understand that the classes are run subject to student uptake/ tutor availability and have limited spaces • I accept that an administration fee of £30 will be charged if I choose to withdraw within 48hrs after the first hour of the course. I also accept that the full cost of £150 is non-refundable if I withdraw 48hrs after the first hour of the course. • Requests for withdrawal must be submitted in writing to: ulp@uea.ac.uk By signing below I accept the terms and conditions on page 2 of this document **SIGNATURE:** **DATE:** This application will not be accepted without a signature, if submitting by email please type your name and it will be accepted as your signature.		
The University welcomes students with disabilities and strongly encourages you to disclose any disability or medical condition which may have an impact on your studies as this will help us put any individual arrangements or facilities in place for the start of the course and enable us to monitor the effectiveness of our equal opportunities and diversity policies. Please indicate here if you have a disability or long-standing health condition:		
We may contact you via email to provide you with information on future language courses offered by the ULP, please tick this box if you do not wish to be contacted: ☐		
Have you taken a course with us before?	YES ☐ Which course was it?:	NO ☐

How did you hear about our language courses?

Evening Classes Language Course Registration Terms & Conditions

- Applications for classes should be made via our website; payment is taken through the UEA Store immediately and only then is your place confirmed.
- Applicants must be 18 years of age at the start of the course.
- UEA regrets that it cannot offer drop-in or pay-as-you-go language courses, nor do we offer refunds for any classes that a student is unable to attend.
- UEA reserves the right to reschedule or cancel classes. UEA shall give you as much notice as possible in this case.
- Where possible our courses are taught by the same tutor and at the same venue. However UEA reserves the right to change a tutor or venue. UEA shall give you as much notice as possible in this case.
- These Language Course Terms and Conditions are specific to UEA Language Courses and are in addition to UEA's general terms and conditions of web use, including any UEA general terms and conditions relating to on-line purchasing which apply to all.
- These Language Course terms and conditions shall take precedent where any conflict exists. The general terms and conditions are available to view from UEA's website.
- Any textbooks or course materials you wish to purchase during the course are not included in the course fee of £150 and will need to be purchased separately and at your own expense.

Language Course Refund Policy

- A minimum of 6 students is required in order for a course to run. Should any course not recruit sufficiently, a full refund will be provided as soon as the application period ends.
- Where UEA has had to cancel a course for any reason prior to the start of the course you shall be entitled to a full refund.
- Where UEA has had to cancel a course after the course has started you shall be entitled to a refund of the fee on a pro-rata basis.
- Where you have decided to withdraw from the course before the first class, you will be entitled to a refund minus an administration fee of £30.
- Where you have decided to withdraw from the course within 48 hours of your first class, you will be entitled to a refund minus an administration fee of £30.
- The full cost of £150 is non-refundable if you decide to withdraw 48hrs or more after the first hour of the course.
- All withdrawals must be submitted in writing to: ulp@uea.ac.uk
- UEA regrets it cannot accept responsibility for unforeseen changes in a participant's circumstances that prevents attendance on the course and usually no refund shall be payable.
- UEA shall notify you, within 28 days of a cancellation, to inform you of any refund you are entitled to.
- The decision of UEA as to the amount of refund due shall be final.
- All refunds shall be made electronically against the card used to pay for the fee and should appear within 28 days on your card statement/account
- Course fees cannot be transferred across to the next term and withdrawing from a course after the refund period will result in a full loss of the course fee.

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APPENDIX E

TERMS AND CONDITIONS FOR UNIVERSITY POSTGRADUATE RESEARCH STUDENTSHIPS

These terms and conditions apply to PhD studentships funded by Schools or Faculties at the University of East Anglia (UEA). Separate terms and conditions apply to NRP studentships, teaching studentships, Research Council funded studentships and PhD studentships from other funders.

General conditions

Studentships will normally be held on a full-time, fees and maintenance basis, but may, under certain circumstances be held on a part-time pro-rata basis. Some of these conditions will not apply to part-time awards. Where a condition does not apply to awards on one of these bases, this is indicated.

1 Duration

Studentships will be funded for a total period of up to 36 months on a full-time basis, subject to satisfactory progress monitored by the relevant School of Study through the annual review of research student progress. The period of award may not exceed the period of study of the student: the funding period does not include any period of registration only (the 'writing up' period). The period of award will cease at the end of the calendar month of the date of the first submission of a thesis for examination if this is before the end of the award holder's period of study.

2 Termination or continuation of award

The University may terminate this award with one month's notice if the student's behaviour or progress is deemed to be unsatisfactory and the award holder is required to withdraw their registration for an award at the conclusion of the University's Disciplinary Procedures associated with General Regulation 13 (Engagement). (Decisions reached through the University's Disciplinary Procedures are subject to appeal, as set out in the University Calendar.)

Continuation of the award is dependent on the award holder successfully completing their probationary period.

The award holder is able to terminate this award with one month's written notice to supervisor and the Faculty Associate Dean for Postgraduate Research, detailing the reasons for termination.

3 Maternity Leave

University studentship holders are entitled to 52 weeks of maternity or shared parental leave. If the award holder becomes pregnant with an expected week of childbirth (EWC) during the period of award, they will be entitled to 26 weeks' maternity leave on full stipend, with the following 13 weeks

paid at a level commensurate with employee entitlements to Statutory Maternity Pay. Requests for paid maternity leave as detailed above will be approved, subject to the approval of a corresponding period of interruption to study which must commence before the end of the award holder's period of study. A mother must take a minimum of 2 weeks' maternity leave following the birth. There is no qualifying period for maternity leave.

The award holder should apply to their School for the period of intercalation with paid maternity leave at least three months before the EWC and supply a MATB1 form to qualify for maternity leave. Maternity leave may commence at any time between the 11th week before the EWC and the birth of the child.

In addition to paid maternity leave, requests for unpaid maternity leave up to a further 13 weeks will be approved, subject to the approval of the corresponding period of interruption to study. The process for the approval of interruptions is set out in the Code of Practice for Research Degrees.

Where an award holder is paid a maintenance stipend during their maternity leave and then decides not to return to study or returns for a period of less than 12 weeks, they will normally have to pay back the stipend payments received during the period of maternity leave in full.

4 Paternity and Shared Parental Leave

Paternity leave may be taken by award holders as long as they are the biological father of the child, or the mother's husband or partner (including same-sex relationships) and they must provide a written statement from the mother to confirm this.

During the tenure of the award a total of 10 days Ordinary Paternity Leave may be taken at any time by the award holder by arrangement with their supervisor, during their partner's pregnancy or within three months of childbirth. Paid Ordinary Paternity Leave will not result in additional payment or an extension to the award holder's period of study.

Award holders may be entitled to up to 50 weeks of Shared Parental Leave (which may include paid and unpaid leave) if their partner has returned to work (or to full-time study in the case that both partners are in receipt of PhD studentship funding) without exercising the full entitlement to maternity or adoption leave or pay.

The award holder should apply to their School for a corresponding period of interruption to study with Shared Parental Leave, at least eight weeks before they wish the Shared Parental Leave period to commence. The award holder should supply a copy of their child's birth certificate and the employment details of their partner.

While recognising that research students are not employees, the duration of the Shared Parental Leave will be calculated on the same basis as an employee with an employment contract (excluding the qualifying period). Further information can be found on the government website: https://www.gov.uk/shared-parental-leave-and-pay-employer-guide/overview.

Where an award holder is paid a maintenance stipend during their Shared Parental Leave and then decides not to return to study or returns for a period of less than 12 weeks, they will normally have to pay back the stipend payments received during the period of Shared Parental Leave.

5 Adoption leave

Adoption leave will be granted on the same basis as maternity leave (please see above). Award holders must supply a "matching certificate" from an adoption agency to qualify for adoption leave.

6 Payment of maintenance stipend during certificated illness

Award holders prevented from studying due to certificated illness will normally be paid at the normal rate of maintenance stipend for the first **thirteen weeks** within any 12-month period. Such periods will be treated as part of the tenure of the award, and the award will not be extended correspondingly. However, award holders may apply for a corresponding extension to their final submission deadline at the time of the illness. If the award holder's illness lasts for more than thirteen weeks, they should apply for a suspension to their award. Maintenance payments will not be available from the scheme during a period of interruption.

7 Suspension of award

The award will normally be suspended during a period of interruption formally approved by the award holder's School or the Academic Director of UEA Doctoral College Executive on behalf of Senate. The process for the approval of interruptions is set out in the Code of Practice for Research Degrees.

In all of the above cases the total cumulative suspension for any reason must not normally exceed 12 months over the period of the award.

The award will normally be suspended if the award holder does not complete the academic registration task at the beginning of each academic year by the deadline specified by the University.

8 Undertaking of paid work during the award (not applicable for part-time award holders)

The University will permit award holders to undertake small amounts of academic work as part of their training, subject to the approval of the award holder's supervisor. The time spent carrying out teaching, demonstrating activities, research assistantship activities, or other paid work should not **normally** exceed six hours a week, and should not exceed 180 hours **in total** per year (including preparation and marking).

Award holders are not normally expected to undertake other paid work, and will be expected to advise their supervisory team if they do so. Supervisors will advise the Faculty Associate Dean for Postgraduate Research if they consider that paid employment is adversely affecting the studies of an award holder and the Faculty Associate Dean will consider whether the award will be continued.

9 Annual leave entitlement

A maximum of eight weeks' annual leave (including public holidays and closure days at UEA or the Institute at which the student is based) during any 12 month period may be taken with prior arrangement with your supervisory team.

10 Intellectual Property Rights

The University's Intellectual Property Regulations apply to all University Studentship awards. The Regulations are set out in the UEA Academic Calendar www.uea.ac.uk/calendar .

11 Payment and overpayment of maintenance stipends

Maintenance stipends will normally be paid on a monthly basis, in advance. If a maintenance stipend is received for a period during which the award holder is not formally in study (for example, if an award holder interrupts their study for a reason other than paid maternity leave), or if other overpayment occurs, the University will ask the award holder to return the overpayment. The University will take steps to recover any outstanding amounts that remain unpaid. Where a studentship is terminated by the University or by the award holder (for example where an award holder withdraws from a programme), the University will not seek repayment of any of the maintenance stipend received to that point, except in cases where there has been overpayment or where the award holder has decided not to return to study after maternity, paternity and adoption leave (see above). For example, an award holder withdrawing from the University with a formal leave date of 1 November would be expected to repay the proportion of any maintenance payment already received in advance for the period of study following that date, but would not be expected to repay maintenance payment for the period preceding that date.

12 University Degree Regulations

The University's Regulations for the Degree of Master of Philosophy or Doctor of Philosophy (as appropriate) will continue to apply to award holders.

13 International students

If the award holder requires UK immigration permission (a visa) to study in the UK, they must meet all relevant immigration requirements set by UK Visas and Immigration.

Where primary legislation or subsequent amendments conflict with any term of this Agreement the legislation or amendment will supersede the Agreement term. The award holder will not normally receive financial or other compensation as a consequence.

It is the responsibility of the award holder to ensure that they comply with all legislative requirements of the UK Government and the conditions of their visa or immigration permission.

14 Modification of Agreement

The University reserves the right to amend these terms and conditions, in accordance with UK law including immigration law, and with University Regulations, Policies and Procedures. Supplement, amendment, or modification of this Agreement shall normally be binding on all parties. No financial or other compensation will normally be offered in such circumstances.

Print Name	
Signature	
Date	

APPENDIX F

i. General T&Cs of Use

SPORTSPARK TERMS & CONDITIONS OF USE

Admission to use of the Sportspark is subject to the following Terms and Conditions

1. Sportspark may refuse admission, suspend or cancel user cards where persons display inappropriate behaviour or fraudulent use of cards.

2. All children under the age of 12 years must be accompanied by or under the supervision of an adult (16+) at an organised club, school or Sportspark session.

3. To benefit from Sportscard discounts or entry to Sportspark you must present your Sportscard at Reception when booking or paying.

4. Sportscards are individual to the person who has subscribed and are not transferable without the written permission of Sportspark. Sportscards may be withdrawn and future membership refused if cards are used by any other person. Refunds will not be given for unused periods of any level of Sportscard.

5. Users of Sportspark do so at their own risk and management will not accept responsibility for damage, accident or loss to vehicles or property.

6. Users must comply with all other Sportspark policies as advertised on the website and at Reception.

7. The facility cannot be hired at community or concessionary rates for commercial use by individuals, organisations or businesses. Facilities can be hired by commercial entities, at commercial rates, through Sportsparks events office. The Sportspark reserves the right to stop any use by suspected commercial entities that have not sought prior permission and remove said individuals/groups from the facility.

8. Sportspark reserves the right to amend or introduce any rules or price changes necessary to ensure the smooth running and financial viability of the facilities. At least 14 days' notice will be displayed within Sportspark of any changes.

9. All Sportscard use is subject to availability of facilities. We reserve the right to close access for maintenance or special events without refund or compensation to members.

10. The Sportspark reserves the right to take advance bookings for facilities to cover competitions, courses or special events without compensation or refund to members.

11. All bookings must be paid for in advance unless otherwise agreed by Sportspark management.

12. Sportspark members may book **for their own use** online, in person or by phone up to 14 days ahead for activities. Non-members and Green card holders may book

online, in person or by phone up to 7 days ahead for activities.

13. To allow the maximum number of people to enjoy the facilities at the Sportspark no user may book more than two courts/pitches for the same day through Sports Reception. They may beconsecutive.

Copies of the Terms and Conditions and all other policy statements are displayed at Reception and may be downloaded from our web site www.sportspark.co.uk

Phil Steele, Director of Sport & Commercial Services – December 2018.

ii. Membership

Terms and Conditions of Membership

These terms and conditions form part of your Membership Agreement accepted on completion and signature of a Sportscard Application Form. Please make sure you read them carefully.

1. General

1.1 Sportspark lockers are for use while using the Sportspark only. The lockers utilise a padlock system. Users may bring their own for this purpose or they can be hired from reception. No overnight use of lockers is permitted. Lockers are emptied (locks cut off) at the end of each night and items logged and stored in line with our standard lost property policy.

1.2 The Sportspark car park is solely for use during the duration of your visit. Sportspark car park tickets must be validated at reception on arrival or before leaving the centre. Staff and students of the University of East Anglia are not allowed to park in the Sportspark **at any time**.

1.3 Lost property items will be kept for 2 weeks. After this time it will be removed from site and donated to charity where possible. Goggles, wet items, water bottles or undergarments will be disposed of within 24hours for hygiene reasons.

1.4 It is your responsibility to make sure that we have your most up to date contact information; this includes postal address, email address and phone numbers.

2. Memberships

2.1 When you join you will need to pay the relevant amounts as described in the Sportscard membership pack. The amount you pay depends on your type of membership.

2.2 The minimum age to take out a direct debit membership is 16 years.

2.3 Direct debit payments will be deducted from your bank on the first working day of each month.

2.4 Sportspark must be notified of change of bank details by the 15th of the month.

2.5 Joint memberships are only available on the Gold option. Both members must live at same address. Proof of same address must be produced at point of joining (e.g. driving licence, utilities bill from the last 3 months etc.) The primary members' bank account must be used for the full amount.

2.6 £10 administration fee applies to any new memberships (including joint "add-ons").

2.7 Annual joint gold memberships are available. Please refer to 4.4 Cancellation for termination agreements.

2.8 To downgrade/upgrade you will need to complete a form and meet with a membership advisor to process. Upgrades can be performed at any time while downgrades must be received before 25th of the month to allow processing for the next direct debit run.

2.9 When taking out an annual membership you are committing yourself to a 12 month contract.

3. Membership Cards

3.1 When you join, you will be given a membership card and database entry which will require your photo to be taken.

3.2 Membership cards are individual to the person and are not transferable without the written permission of Sportspark. Membership cards may be withdrawn and future memberships refused if cards are used by any other person. Refunds will not be given for unused periods of any level of membership.

3.3 Your membership card must be present at reception at each visit. If the card is forgotten the 60p admission fee applies. Gold and silver members are permitted three incidents of a forgotten card before incurring any charges.

3.4 Lost or damaged membership cards may be subject to a replacement charge. Details of this charge are available from reception.

3.5 Your membership card must be present at reception to receive the members discount on court/pitch hire. Full price will be charged if not.

4. Cancellations

4.1 All cancellations must be completed by the member cancelling the direct debit directly with the bank. Sportspark cannot be held accountable for cancelation errors with the financial institution.

4.2 Sportspark reserve the right to cancel a membership at any time.

4.3 Only the primary member can cancel a joint membership. In this case the whole membership will be terminated.

4.4 In the event that one member wishes to terminate on a joint membership under medical grounds, the other member will revert to a standard Gold membership. Any difference in annual membership fees will be payable for the remainder of their term. Please note that any applications for termination on medical grounds will be treated on a case by case basis and will require evidence of inability to utilise the facilities.

5. Bookings

5.1 Members may book a facility for their own use up to fourteen days in advance. Non-members may only book up to a maximum of seven days ahead.

5.2 Members can only book two sessions per day in any one area. This cannot be at the same time.
5.3 Bookings can be made online, by phone (between 10:00 and 21:00) or in person (between 06:30-22:30).
5.4 All reservations must be paid for in full at the time of booking.
5.5 Group exercise classes must be booked in order to gain admittance. No bookings will be taken within 5 minutes of the advertised start time.
5.6 For gold and silver members, group exercise class cancellations can be made online, by phone or in-person up to 3 hours before class starts with no fee. Within 3 hours there will be a moving fee of £2 or a class cancellation fee of the relevant bronze member class charge.Non-members cannot change or cancel a class, full payment will be retained.
5.7 Gold/Silver card holders that do not attend for their booked Group exercise class will incur a charge of the relevant bronze member class fee. Please note that admittance will be refused after the advertised start time.
5.8 Cancellations and transfers on classes/ bookings may only be made by members. No cancellations or transfers will be accepted on the day of the booking (Other than for Group Exercise as described in 5.6 above).
5.9 Court/pitch bookings made by Sportscard holders may be cancelled or moved to another vacant court/pitch within the next 14 days, if the request is made by phone, or in person, before the Sportspark closes on the day before the booking. An administration charge of £2 will be payable.
5.10 A 5 minute set up and take down time is included in all bookings

6. Facilities
6.1 Fitness Centre admittance is strictly refused for those not having completed an Induction or submitting a waiver form.
6.2 A waiver form can only be utilised once only, after communication with a member of the Fitness team or Membership team.
6.3 The Fitness Centre reserves the right to withhold admittance at any time for those presenting with contraindications to exercise and may seek authorisation from a medical practitioner prior to allowing use.
6.4 The Fitness Centre holds a capacity of 125 customers. When this limit is reached we revert to a 1-in-1-out policy.
6.5 No person under 16 years will be allowed admittance to the Fitness Centre unless through prior arrangement with the HOD for Fitness or Sports Director or via the Fit Kidz scheme and at timetabled hours.
6.6 The Fitness Centre reserves the right to place sanctions on admittance to any individual deemed to not be complying with gym etiquette rules or who may be placing themselves or other users at risk.
6.7 Workouts are sold as one hour sessions and will be enforced as necessary.
6.8 Swimming band sessions may be enforced during busy periods. These are sold in 40 minute durations.
6.9 Children under the age of 12 must be supervised at all times within the swimming pool. Maximum of two under 12’s to one over 16.

iii. Hire of Facilities

Sportspark
University of East Anglia
Norwich Research Park
Norwich
NR4 7TJ

CONDITIONS OF HIRE

I, the undersigned hereby undertake to comply with the Sportspark general terms and conditions of use (as displayed in Reception) and accept the conditions as set out below:

1. To pay the Sportspark fees in accordance with the scale of charges
2. Payment is required **in advance** unless otherwise agreed
3. Bookings will not be confirmed until any payments required are received
4. To indemnify the University against any claims for damage to property or injury to persons arising from the proposed use of the facilities and to make good or otherwise reimburse the University for any damage to property arising from negligence, omission, behaviour of participants or those attending, default on the part of the organisations, its members or those participating in the event.
5. To arrange adequate insurance to cover the indemnities and responsibilities referred to above. N/A to Birthday Parties
6. To ensure that those participating or attending the event do not behave in a manner likely to disrupt the enjoyment or use of the facilities by others. Such persons may be asked to leave the premises by Sportspark management or the event may, if such conditions continue, be stopped. **No refunds will be given**.
7. In common with all sports facilities we are required to have a Child Protection policy. We want children to be safe in the Sportspark and also for parents to feel happy for their children to use it. As part of that policy children under 12 are not allowed to use the Sportspark unless accompanied by an adult, or they attend an organised Sportspark course/session or they are part of a club or group that takes responsibility for them.
8. To vacate the facility at the time specified on the Booking Form.
9. To ensure that those using the facility remain within that proportion of the premises subject to letting.
10. To note that the University of East Anglia (Sportspark) rests authority in the Director of Physical Education and Sport and his Officers.
11. All cancellations must be made in writing (by mail or email) and unless otherwise specified a charge will be made for cancellations at the following rates:
    Less than 1 month Full Price More than 1 month 50% of Full Price
12. The Sportspark is non smoking within the fenced boundary of the site.
13. No alcohol may be brought on to the premises. Alcohol purchased at the Sportspark may only be consumed within designated licensed areas.
14. The Facility cannot be hired at community or concession rates for commercial use by individuals, organisations or businesses. Facilities can be hired by commercial entities, at commercial rates, through Sportspark's Events Office. The Sportspark reserves the right to stop any use by suspected commercial entities that have not sought prior permission and remove said individuals/groups from the facility.
15. It is the responsibility of the organiser to ensure that all members are aware of the Fire Evacuation procedures and all the Terms and Conditions stated above.
16. Due to Sportspark introducing corporate partners to its operation all hirers must now liaise with the events/conferences team to seek confirmation for the attendance of any sponsors. Failure to gain approval in advance of your event may result in Sportspark being unable to display promotional literature or allow sponsors to attend your event. This comes into effect immediately so if this should cause any concerns for any hirers please contact us so we can review the situation and give you the most appropriate feedback. Should you or any of your partners be interested in finding out more about becoming a supporter of how Sportspark is endeavouring to support the next group of talented athletes in Norfolk please email sportspark@uea.ac.uk for more information.

Please circle if current certificates are held

Name of Group Leader/Teacher*	DBS	First Aid	Safeguarding	Coaching Qualification & Level
	Y/N	Y/N	Y/N	
Name of Accompanying Staff*	DBS	First Aid	Safeguarding	Coaching Qualification & Level
	Y/N	Y/N	Y/N	

Schools and clubs – please can you return a copy of your current public liability certificate with this form, if not already held by Sportspark.

*In case of an incident or emergency, we recommend at least 2 members of staff accompany each group visiting the Sportspark.

I confirm the above named group leader/teacher is appropriately qualified and insured by their school/employer/organisation to lead the group whilst at the Sportspark.

Signed…… **Print Name**……
Date……

Office Use:
Date Sent:
Date Confirmed:
Signed:

NAME OF ORGANISATION:
EVENT TITLE: **Members ID:**

Booked by:

Tel:
Email:

FACILITY	DATES	START TIME	FINISH TIME	COST PER	TOTAL COST

PAYMENT DETAILS	
Please check, sign and return forms to confirm the booking. You will be invoiced in	**£** **TOTAL COST**

ENTRY PROCEDURE: Free Entry

CAR PARKING: YOU MAY PARK IN THE SPORTSPARK CAR PARK FREE OF CHARGE, HOWEVER WE HAVE LIMITED SPACES. IF THE SPORTSPARK CAR PARK IS FULL YOU MAY PARK IN THE UEA CAR PARK AT A COST OF £1.00 PER HOUR MON – FRI 10am-2pm AND AFTER 2pm FOR A FLAT FEE OF £1.00.

AT WEEKENDS AND AFTER 4.30pm MON - FRI THE UEA CAR PARK IS FREE

Please sign this Booking Form, complete Conditions of Hire overleaf and return.

Signed…… **Print Name**……
Date……

Email address…… **Contact telephone**……..

Events co-ordinator - Tel: 01603 593403 - Email: events.sportspark@uea.ac.uk

iv. Student Use T&Cs

Student Terms and Conditions of Use

1. Campus cards must be present at reception on each visit. Students are permitted three incidents of a forgotten card before incurring the 60p admission fee.
2. Campus cards must be presented at time of booking in order to receive the student discount on activities.
3. Sportspark reserves the right to cancel a membership at any time.
4. Student memberships are individual to the person who has subscribed and are not transferable without the written permission of Sportspark. Memberships may be withdrawn and future membership refused if cards are used by any other person. Refunds will not be given for unused periods of any level of membership.
5. Fraudulent use of cards may be communicated to the UEA faculties as necessary.
6. Memberships are non refundable unless medical certification is provided. All applications for termination on medical grounds will be assessed on a case by case basis.
7. Sportspark has the right to report any student to the senior resident tutor for Student support services for inappropriate behaviour.
8. Off-peak memberships allow you to participate in activities at the Sportspark anytime at the weekend and before 4pm or after 8.30pm during weekdays.
9. Students have specific annual membership options and are unable to purchase any direct debit memberships.

Bookings:

10. Members may book a facility for their own use up to 14 days in advance. Non-members may only book up to a maximum of seven days ahead.
11. Members can only book two sessions per day in any one area. This cannot be at the same time.
12. Bookings can be made online, by phone (between 10:00 and 21:00) or in person (between 06:30-22:30).
13. All reservations must be paid for in full at the time of booking.
14. Group exercise classes must be booked in order to gain admittance. No bookings will be taken within 5 minutes of the advertised start time.
15. Those holding an inclusive Group exercise component to their membership have the ability to cancel classes so long as these are made at least three hours in advance of the advertised class start time. Class cancellations can be made online, by phone or in-person.
16. Those holding an inclusive Group exercise component to their membership will be charged the relevant bronze member class fee for any non-attendance to a booked class. Please note that admittance will be refused after the advertised start time and will be considered non-attendance.
17. Court/pitch bookings made by students may be cancelled or moved to another vacant court/ pitch within the next 14 days, if the request is made by phone, or in person, before the Sportspark closes on the day before the booking. An administration charge of £2 will be payable.

Fitness Centre:

18. Fitness Centre admittance is strictly refused for those not having completed an Induction or submitting a waiver form.
19. A waiver form can only be utilised once after communication with a member of the Fitness or Membership teams.
20. The Fitness Centre reserves the right to withhold admittance at any time for those presenting with contraindications to exercise and may seek authorisation from a medical practitioner prior to allowing use.

21. The Fitness Centre reserves the right to place sanctions on admittance to any individual deemed to not be complying with gym etiquette rules or who may be placing themselves or other users at risk.
22. Pay and play workouts are sold as one hour sessions and will be enforced as necessary.
23. Only those who have purchased a peak membership or gym session may use the fitness centre during peak times.

General:

24. Sportspark lockers are for use while using the Sportspark only
25. The lockers utilise a padlock system. Users may bring their own for this purpose of be hired from reception. No overnight use of lockers is permitted. Lockers are emptied (locks cut off) at the end of each night and items logged and stored in line with our standard lost property policy.
26. The Sportspark bicycle racks are solely for use during the duration of your visit
27. Staff and students of the University of East Anglia are not allowed to park in the Sportspark at any time.
28. Lost property items will be kept for 2 weeks. After this time it will be removed from site and donated to charity where possible. Goggles, wet items, water bottles or undergarments will be disposed of within 24hours for hygiene reasons.
29. Valuables will be kept in lost property for 6 months.
30. A 5 minute set up and take down time is included in all bookings
31. Swimming band sessions may be enforced during busy periods. These are sold in 40 minute durations.

v. UEA Elite Sport and Developing Excellence Scholarship Programmes

UEA Elite Sport and Developing Excellence Scholarship Programmes 2019 Entry

For UK Undergraduate students of any discipline

Important and surprising terms and conditions

General Terms and Conditions and Athlete Contract

1. Definitions and Interpretation

1.1 Eligibility Criteria means all the conditions which you must meet in order to receive the Scholarship and which are set out in Clause 2.

1.2 Event outside our control: is defined in clause 9.

1.3 You/Your: means the person who registers for a Scholarship upon application under these terms and conditions;

1.4 We/Our/Us: The University of East Anglia, having its administrative offices at Norwich Research Park, Norwich, NR4 7TJ.

1.5 Unless the context otherwise requires the singular includes the plural and the masculine includes the feminine and vice versa. Clause headings are for reference only and shall not be taken into consideration in interpretation.

2. Eligibility Criteria

2.1 You are eligible for a UEA Sport Scholarship under these Terms if you meet all these criteria:

2.1.1 You are a citizen of any country recognised by the United Nations.

2.1.2 You are enrolling on a UEA course in September 2020 or January 2021.

2.1.3 You are the appropriate ranking for the Scholarship you are applying for at the time of applying for the Scholarship.

2.1.4 We will accept applications from students of any age but priority will be given to those able bodied athletes under the age of 25 years, and disabled athletes under the age of 28 years, on the date of course registration.

2.1.5 For undergraduate applicants, you have selected UEA as your firm choice institution via your initial application to UEA.

2.1.6 You are successful at interview (as/if required).

2.1.7 That we have sufficient funds available to support your place on either scheme.

2.2 Eligible Programmes

2.2.1 Scholarships may be offered by us in respect of any undergraduate or postgraduate programmes awarded by UEA.

2.2.2 Scholarships are for those students attending UEA and not an affiliated institution.

3. Our Agreement with you

3.1 These are the terms in accordance with which you apply for a Scholarship as part of your enrolment on an Eligible Programme and in accordance with which we grant you a Scholarship, if any.

3.2 If successful, you will be registered and enrolled with us as a full-time or part-time undergraduate or postgraduate student under our Degree Regulations set out in the University Calendar. You must abide by our Charter, Statutes, Ordinances, Regulations and Policies in force from time to time.

3.3 We may make changes to these Terms from time to time and the version that is applicable to you will be those that were in force at the date of your first enrolment with us.

4. The Process

4.1 If you meet the Eligibility Criteria and would like to be considered for a Scholarship, you must apply, details at: https://www.uea.ac.uk/study/undergraduate/sport-scholarships

4.2 Eligible candidates' applications will be evaluated, by a selection panel, against the criteria as detailed in the application form. Those athletes shortlisted may be required to attend an interview, following which Scholarships will be awarded. All decisions made by the selection panel will be final.

4.3 You must provide us with relevant details of your UCAS application or postgraduate application as part of the Scholarship application process. If you do not provide us with the required information for application of the Scholarship when prompted, or provide us with incomplete or incorrect information, we will not be able to process your Scholarship application further.

4.4 We will aim to process your request for the Scholarship in a timely manner, once you have provided the relevant information regarding your application and have been successful at interview, providing you meet our Eligibility Criteria. You will be informed of a decision by the end of April 2020.

4.5 The interview panel reserves the right to base their decisions for Scholarship support on the breadth sports applied for and those athletes involved. The panel may determine a list of prioritised 'Performance' sports (please see www.uea.ac.uk/scholarships for current 'performance sports).

4.6 If you are successful in achieving the Elite or Excellence Sport Scholarship packages, upon liaison with the Performance Sport Manager, a bespoke financial offering will be drawn up, alongside free access to the UEA Sportspark and a range of training opportunities and support services tailored to the individual athlete, provided we are satisfied that you meet our Eligibility Criteria.

4.7 If you are successful in achieving the Developing Excellence Scholarship package, provided we are satisfied that you meet our Eligibility Criteria and are successful at interview, we will discuss and confirm with you the appropriate support required in terms of support workshops, access to facilities and sports membership.

4.8 Part time students who study a minimum of 50% full time equivalent (fte) may be eligible for a Scholarship. Any support given will be proportional to tuition fee paid.

4.9 If you are awarded a Scholarship, you will become ineligible to apply for scholarship support from the Norfolk Sports Academy.

4.10 You may be eligible to receive a Sports Scholarship alongside UEA's Bright Spark Scholarship or one of our academic postgraduate scholarships.

5. The UEA Elite (ES), Excellence (ExS) and Developing Excellence (DE) Scholarship Programmes

5.1 We have complete discretion to decide how long we will make this Scholarship scheme available for, for what period of time the Scholarship scheme will operate and may withdraw the Scholarship scheme at any time and without further notice.

5.2 We may cease offering the Scholarship scheme at any time and at our complete discretion.

5.3 A Scholarship will not automatically be paid to you even if you meet the Eligibility Criteria. You must apply for it via our website.

5.4 Our scholarships will be awarded annually and you must apply for a sports scholarships each academic year.

5.5 The maximum period that a Scholarship will be awarded to you is one academic year (9 months – September to June) for full-time students or 21 months for part-time students (September of year 1 to June of year 2).

5.6 You must abide by the Athlete Contract terms as follows if awarded the Scholarship.

5.7.1 The additional benefits package available to you will include the following elements:
5.7.1.1 Elite and Excellence Scholarships

- Bespoke financial plan (different values)
- Bespoke athlete plan
- Support workshops
- Free use of training facilities at the Sportspark (facility access to be determined per individual athlete)
- Free Sports Association Membership (SAM)
- Strength and Conditioning support
- Access to physiotherapy/sports therapy support
- Lifestyle support
- Branded sports kit
- Accommodation priority

5.7.1.2 Developing Excellence Scholarship

- Support workshops
- Bespoke athlete plan
- Free use of training facilities at the Sportspark (facility access to be determined per individual athlete)
- Free Sports Association Membership (SAM)
- Access to Strength and Conditioning support
- Access to physiotherapy/sports therapy support
- Branded sports kit
- Lifestyle support

5.7.2 Academic Mentoring –athletes will be expected to liaise with their academic advisor throughout the period of the scholarship

5.7.3 At the point of application, or once awarded a scholarship, failure to evidence academic or sports performance status may result in award funding being withheld / withdrawn

5.7.4 An offer of a UEA Sport Scholarship does not guarantee the offer for your academic course

5.7.5 Each athlete will be a 'Scholarship Ambassador' for which there will be required responsibilities, which will include but not limited to the following: - PR appearances / media interviews will be required each year as required by the scheme not withstanding sufficient notice / all reasonable endeavours to expect the athlete to

attend e.g. open days, events, business liaison and overseas development - Monthly reports / blogs / social media activity to update on performance; photos to support the reports (training will be provided in support modules) – minimum monthly updates required

5.7.6 The panel reserve the right to take into consideration any other funding that is being received either through private sponsorship or NGB funding agreements. Athletes will be required to inform the Performance Sport Manager of any changes to their support status.

5.7.7 Primarily we are seeking applications from sports represented in our 'Performance' list (see website for details). However, we will accept applications from any sport on the list of Sport England recognised sports at the time of application.

5.7.8 Payment will be required for any of the funded modules / workshops / support services that are not attended without adequate notice period (min 24 hours)

5.7.9 The athlete has to make all reasonable endeavours to attend all modules / workshops within the programme, as per the individual athlete plan

5.7.10 Athletes will be removed from the scheme with the requirement to repay resources received should they be involved in disciplinary issues that bring the institution or scheme into disrepute

5.7.11 The funding period will run in line with the academic year

5.8 If you are awarded the Scholarship you will receive the Scholarship package as set out in clause 4.6.

6. Removal of a Scholarship

6.1 We may remove the Scholarship immediately in the event that:

6.1.1 You withdraw from your programme of study; or

6.1.2 You are expelled, suspended or excluded from the whole or part of the University or your programme of study for academic failure; or for other reasons

6.1.3 We are of the reasonable opinion that you have made any misrepresentation (whether negligently or intentionally) to us either in respect of applying for the Scholarship or during the course of and in connection with your studies at the University; or

6.1.4 We are of the reasonable opinion that you have acted fraudulently or dishonestly in connection with securing your Scholarship or place at the University; or

6.1.5 You do not maintain your specified sporting performance standard for the period of support offered. You will need to evidence your continued performance standard in line with the eligibility criteria at the start of each academic year.

6.1.6 You fail to uphold any further aspect of the athlete contract as determined by the Performance Sport Manager

6.2 In addition to requiring repayment in accordance with clause 7 below, in any of the circumstances set out in clause 6.1.2 or 6.1.3 above, we may also take such action against you as is permitted under our Student Disciplinary Procedures or Fitness to Study Policy which are set out and available from the University Calendar at www.uea.ac.uk/calendar

6.3 In the event of an intercalation, payment will be suspended until you return and progress to the next stage of your course.

7. Repayment of the Scholarship

7.1 In the event that your Scholarship is removed in the circumstances set out in clause 6 above, you will be liable to pay us the monetary amount equating to your Scholarship, immediately on demand.

7.2 If we have made an error in calculating your Scholarship and as a result you have received any funds to which you were not entitled, we may request that you repay us the amount overpaid and you will be liable to repay it to us within 30 days of our demand.

7.3 In addition to any other rights, we may have at law to take action against you for recovery or repayment of the amount equating to the Scholarship, the amount so outstanding will be treated by us as a sum due to us and, in accordance with our General Regulations on Fees and Charges, may mean that you will not be awarded your degree until you have made payment to us as requested.

7.4 Payment will be required for any of the funded modules, workshops or support services that are not attended without the stipulated notice period as stated in the Athlete Contract.

8. Marketing and Promotion

8.1 You may be required, to make yourself available on reasonable notice, for any publicity and marketing campaigns we want to run in connection with the UEA Sport Scholarship Scheme, which may include but not be limited to public appearances, speeches, photographs, blogging and/tweeting or interviews.

9. Events outside our control

9.1 We will not be liable or responsible for any failure to perform, or delay in performance of, any of our obligations under these Terms that is caused by an event outside our control.

9.2 An event outside our control means any act or event beyond our reasonable control, including without limitation strikes, lock-outs or other industrial action by third parties, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not) or threat or preparation for war, fire, explosion, storm, flood, earthquake, or adverse weather conditions, subsidence, epidemic or other natural disaster, or failure of public or private telecommunications networks.

9.3 If an event outside our control takes place that affects our performance of an on-going obligations under these Terms:

9.3.1 We will contact you as soon as reasonably possible to notify you; and

9.3.2 Our obligations under these Terms will be suspended and the time for performance of our obligations will be extended for the duration of the event outside our control.

10. How we may use your personal information

10.1 We will use the personal information you provide to us to administer the Scholarship scheme. We will retain all documents we receive in connection with the Scholarship scheme along with your other student records in accordance with our Data Protection Policy: www.uea.ac.uk/is/strategies/infregs/dp

11. Other Important Terms

11.1 We may transfer our rights and obligations under these Terms to another organisation, and we will always notify you in writing if this happens, but this will not affect your rights or our obligations under these Terms.

11.2 No other person shall have any rights to enforce any of the terms of this Scholarship scheme.

11.3 Each of the paragraphs of these Terms operates separately. If any court or relevant authority decides that any of them are unlawful, the remaining paragraphs will remain in full force and effect.

11.4 If we fail to insist that you perform any of your obligations under these Terms, or if we do not enforce our rights against you, or if we delay in doing so, that will not mean that we have waived our rights against you and will not mean that you do not have to comply with those obligations. If we do waive a default by you, we will only do so in writing, and that will not mean that we will automatically waive any later default by you.

11.5 These terms together with your Scholarship, application form and Athlete Contract contain the whole agreement between us in relation to the operation of the Sports Scholarship Schemes.

11.6 These Terms are governed by English law. You and we both agree to submit to the exclusive jurisdiction of the English courts.

University of East Anglia

SEN19D042

Title:	**Procedures for Dealing with Allegations of Misconduct in Research**
Author:	Dr Helen Brownlee (RIN)
Date:	14th May 2020
Circulation:	Senate - 3rd June 2020
Agenda:	SEN19A003
Version:	Final
Status:	Open

Issue

A proposal to endorse a revised set of *Procedures for Dealing with Allegations of Misconduct in Research* following a scheduled three-year review. These Procedures now describe research misconduct using the terminology in the revised 2019 Universities UK *Concordat to Support Research Integrity*. Revisions have also been made in light of experiences of using the Procedures.

Recommendation

Recipients are invited to endorse the revised Procedures to be effective immediately. The Procedures were reviewed and approved by the University Research Ethics Committee on 6th May 2020 and by the University Research Executive on 14th May 2020.

Resource Implications

Personnel are already in post within the Research and Innovation Services (RIN) to support implementation of the revised Procedures and to provide training sessions on Research Integrity. RIN will notify staff and students of the revised Procedures using the Staff and Student e-Bulletins, and will also work with the School Research Directors to ensure that academics and researchers are aware of the updates to these Procedures, and with the PGR service to ensure that their links are updated accordingly. The revised Procedures will be made available on the University's Research Integrity webpage, currently: https://www.uea.ac.uk/research/about-uea-research/our-research-integrity and on RIN's Research Integrity webpages, currently: https://portal.uea.ac.uk/rin/research-integrity

Risk Implications

The Procedures form an essential part of the University's research governance framework and are required by funders of research as evidence of the University's commitment to ensuring that all research undertaken by its staff and students is carried out to the highest professional standards of research integrity. It is also required to uphold the principles set out in the *Concordat to Support Research Integrity*.

Equality and Diversity

No equality and diversity issues are associated with these Procedures.

Timing of Decisions

Approval by Senate will allow the revised Procedures to take effect immediately.

Further Information

For further information contact: Dr Helen Brownlee, Research Integrity Manager, Research and Innovation Services on 01603 593435 or h.brownlee@uea.ac.uk

Background

The University's *Procedures for Dealing with Allegations of Misconduct in Research* were developed in March 1998 and updated in March 2006. In June 2010, the Misconduct in Research Procedures for research students were separated from those for staff and amended as part of the review of Disciplinary Procedures for Students in 2010-11. The Procedures for staff remained the same until a review took place in summer 2012 by the Research and Enterprise Services in consultation with the Chair and Secretary of the Senate Student Discipline Committee and PGR. A scheduled quinquennial review took place in 2017 and the Procedures were approved by Senate in November 2017. In 2019 the Procedures were updated to reflect changes to the University's *General Regulations for Students* and the University's *Procedures for Investigating Allegations of Research Misconduct Made Against Students.*

Discussion

No discussion is anticipated.

Attachments

The Procedures are attached.

PROCEDURES FOR DEALING WITH ALLEGATIONS OF MISCONDUCT IN RESEARCH

Author: The University's Research Integrity Manager, Research and Innovation Services (RIN) with the University Research Ethics Committee (UREC), working from the document updated in March 2019.

Date: 29th April 2020 (To be Approved by Senate 3rd June 2020)
Original - March 1998; Updated - March 2006; Revised - October 2012; Reviewed - November 2017; Updated - March 2019; Reviewed - June 2020.

Version	Date	Notes
4.2	29 04 20	Scheduled review. Revised to: ➢ present that the Procedures have been produced in line with the principles of the *Concordat to Support Research Integrity* and guidance issued by the UK Research Integrity Office; ➢ describe research misconduct using the terminology in the 2019 revised *Concordat to Support Research Integrity*; ➢ include self-plagiarism as an example of research misconduct; ➢ include advice on taking informal actions; ➢ clarify the next steps: ○ if a UEA-related research misconduct case is being managed outside of the University; ○ if an allegation of misconduct in research does not proceed to a Formal Investigation; ○ if a personal data breach has occurred; ○ for any appeal under the University's *Staff Disciplinary Procedures*; ➢ change Executive Dean of Faculty to Faculty Pro-Vice-Chancellor. To be approved by the University Research Ethics Committee and the Research Executive on 6th and 14th May 2020 resp. To be approved by Senate on 3rd June 2020.

Background

The University's *Procedures for Dealing with Allegations of Misconduct in Research* have been produced in line with the principles of the Universities UK *Concordat to Support Research Integrity* and guidance issued by the UK Research Integrity Office. Use of this framework to assess allegations of misconduct in research can result in a range of different outcomes.

The Procedures outline the actions to be taken when any allegation of misconduct in research is brought against any **present or past student or member of staff** of the University in respect of research undertaken while registered with or employed by the University.

The principles set out in Parts A and B will apply to allegations of misconduct in research against a **present or past student** while registered by the University, where they are **not** also a present

or past member of staff of the University. However, the actions to be taken will follow a different Procedure (Parts C - G below are NOT applicable), set out in the University's Calendar, *Procedures for Investigating Allegations of Research Misconduct Made Against Students*.

The number of alleged cases of research misconduct will be reported in the University's Annual Research Integrity Report. This Report is produced to comply with the *Concordat to Support Research Integrity*, and is a requirement of Research England and the Office of Research Integrity (ORI) in the USA.

Review

These Procedures will be reviewed and updated by the University Research Ethics Committee and recommendations will be made to the Research Executive, and thereafter to Senate before 31st July 2023.

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Part A. Introduction

A1 These Procedures outline the actions to be taken when an allegation of misconduct in research is brought against any **present or past student or member of staff** of the University in respect of research undertaken while registered with or employed by the University. Where a research breach is being managed through an alternative route external to UEA, for example failures relating to HRA ethics approvals, this can be treated as an equivalent to a UEA research misconduct review. These cases should be reported to the University's Research Integrity Manager, and in the case of students to the Head of the Postgraduate Research / Learning and Teaching Service as appropriate. No further action may be required within UEA.

A2 Research misconduct can take many forms, including[1]:

- **fabrication:** making up results, other outputs (for example, artefacts) or aspects of research, including documentation and participant consent, and presenting and/or recording them as if they were real;

- **falsification:** inappropriately manipulating and/or selecting research processes, materials, equipment, data, imagery and/or consents;

- **plagiarism:** using other people's ideas, intellectual property or work (written or otherwise) without acknowledgement or permission;

- **failure to meet:** legal, ethical and professional obligations, for example:
  - not observing legal, ethical and other requirements for human research participants, animal subjects, or human organs or tissue used in research, or for the protection of the environment;
  - breach of duty of care for humans involved in research whether deliberately, recklessly or by gross negligence, including failure to obtain appropriate informed consent;
  - misuse of personal data, including inappropriate disclosures of the identity of research participants and other breaches of confidentiality;
  - improper conduct in peer review of research proposals, results or manuscripts submitted for publication. This includes failure to disclose conflicts of interest; inadequate disclosure of clearly limited competence; misappropriation of the content of material; and breach of confidentiality or abuse of material provided in confidence for the purposes of peer review;

[1] Using the description in the 2019 revised *Concordat to Support Research Integrity*.

- **misrepresentation of:**
  - data, including suppression of relevant results/data or knowingly, recklessly or by gross negligence presenting a flawed interpretation of data;
  - involvement, including inappropriate claims to authorship or attribution of work and denial of authorship/attribution to persons who have made an appropriate contribution;
  - interests, including failure to declare competing interests of researchers or funders of a study;
  - qualifications, experience and/or credentials;
  - publication history, through undisclosed duplication of publication, including undisclosed duplicate submission of manuscripts for publication;

- **improper dealing with allegations of misconduct:** failing to address possible infringements, such as attempts to cover up misconduct and reprisals against whistle-blowers, or failing to adhere appropriately to agreed procedures in the investigation of alleged research misconduct accepted as a condition of funding. Improper dealing with allegations of misconduct includes the inappropriate censoring of parties through the use of legal instruments, such as non-disclosure agreements

It also includes, but is not restricted to, any other practices that seriously deviate from those that are commonly accepted within the academic and scientific communities for proposing, conducting or reporting research:

- self-plagiarism - the reproduction, without acknowledgement, of one's own previously written work.
- piracy - the deliberate exploitation of ideas from others without acknowledgement;
- conducting research in a manner which contravenes the terms of approval granted by the University or by other relevant bodies and accepted by the University as governing the conduct of the research in question[2];
- conducting research for which the University requires there to be prior approvals whilst having failed to secure those approvals;
- mismanagement or inadequate preservation of data and / or primary materials;
- inciting others to commit research misconduct, or facilitating misconduct in research;
- impersonation.

[2] Research Ethics Committee, organisational Research Governance Committees, Medicines and Healthcare products Regulatory Agency (MHRA), Home Office etc.

Honest errors and differences in, for example, research methodology or interpretations do not constitute research misconduct. Minor infractions, including honest errors, particularly by less experienced researchers or where there is no evident intention to deceive, may often be addressed informally through mentoring, education and guidance.

Part B. General Principles

B1 Researchers are encouraged to try to resolve the matter they are concerned about informally before beginning these formal Procedures. In the first instance, an informal approach should be made to the person concerned and the advice of the Head of School may be sought. If an informal resolution cannot be achieved, any formal allegation should be made following these Procedures.

B2 An allegation of misconduct in research is a serious and potentially defamatory action. All allegations of misconduct in research will be treated seriously and fairly and their merit investigated with integrity and with sensitivity.

B3 In all enquiries and in any action taken as a result of their outcome, due regard will be had to the need to:

- protect researchers against malicious, frivolous or ill-founded allegations of misconduct in research;
- protect the position and reputation of those alleged to have engaged in misconduct in research when such allegations are not confirmed;
- protect the position and reputation of those who make allegations of misconduct in research in good faith, ie. with the honest belief that misconduct in research may have occurred;
- observe the principle of non-detriment, ie. neither the person making the allegation of misconduct in research ("the Complainant" - also refer to Section D2) nor the person against whom such an allegation is made ("the Respondent") should suffer solely as a consequence of the fact that a good faith allegation has been made;
- protect the funds and / or other interests of the research funder(s) to meet all contractual commitments; and
- consider the public interest, particularly where issues of health and safety, and research integrity may be relevant.

B4 All enquiries will be conducted on the basis of confidentiality to the strictest extent possible without compromising health and safety, or any issue related to the safety

of the participants in any research, or the appropriate and thorough investigation of the allegation of misconduct in research.

B5 The University will throughout take all reasonable measures to preserve the anonymity of the Complainant. However, there may be a balance to be struck in the application of this principle e.g. it may be impractical to undertake a detailed screening of the allegation without revealing the identity of the Complainant, and the Respondent may be unable to respond without knowing the identity of the Complainant.

B6 The identity of the Respondent and the Complainant will not be made known to any third party unless:

- it is deemed necessary for the purpose of carrying out a full and fair investigation;
- it is deemed, by the University, that the allegation is so serious that relevant legal or regulatory bodies should be informed so as to prevent risk or harm to staff, participants or other persons involved in the research;
- in the event that the University is required to declare such details according to the terms of a contract or research grant; or
- at the discretion of the Research Misconduct Panels.

Any disclosure of personal data will be made in accordance with current UK data protection law.

B7 Whilst allegations are being investigated under this Procedure, the Respondent, Complainant, witnesses or any other persons involved in this Procedure will not make any statements about the allegations to any third party unless formally sanctioned by the University.

B8 The University will seek to ensure that in conducting any investigations and considering any findings, information concerning the allegation and investigation is made available only to persons who have a reasonable need to receive it, in order to assist the University in reaching an informed decision in relation to the allegation and any action that may at any stage need to be taken. In making information available during an investigation, the University will make clear that whilst investigative procedures have been initiated, no conclusion has yet been reached.

B9 The principles of natural justice will be observed, that is to say the Respondent will be fully informed about what they have to answer and will have the fullest opportunity to reply. The Respondent has the right to be accompanied by friend, colleague or representative at any stage of the proceedings.

B10 Those making enquiries will endeavour to conduct them so as to retain the confidence of both the Complainant and the Respondent.

B11 The standard of proof required by the University will be that of 'the balance of probability'.

B12 Action taken following an allegation will be proportionate, taking account of the nature of the allegation.

B13 In certain circumstances, the University may consider it appropriate to conduct its enquiries following an allegation of misconduct in research jointly or otherwise in collaboration with other bodies or institutions. Such circumstances could include where collaborative research is being undertaken, or where research is conducted by a student in the course of their employment with another institution or body. In any such collaborative investigation, the University will satisfy itself that the joint procedure to be followed above will respect confidentiality in the spirit of Sections B4 - B8.

B14 Any allegations of misconduct in research against a present or past student (undergraduate, postgraduate taught or postgraduate research students), where they are not also a present or past member of staff of the University, will be handled in accordance with the *Procedures for Investigating Allegations of Research Misconduct Made Against Students*. Parts C - G below are NOT applicable.

Part C. Summary of the Stages in the Procedure

C1 These Procedures cover the actions to be taken following the Receipt of an Allegation of misconduct in research and the three stages which may follow to deal with the allegation:

- Pre-Screening Stage
- Screening Stage
- Formal Investigation Stage.

Throughout the Procedure, the Chief Resource Officer (or nominee) has been designated the Responsible Person for the purposes of this Procedure who has responsibility for taking decisions at key stages of the Procedure.

C2 The key details about each of the above four stages are given below:

STAGE	1. Receipt of an Allegation	2. Pre-Screening	3. Screening	4. Formal Investigation
PURPOSE	To address the allegation of misconduct in research.	To determine whether there is a case to answer based on the available information.	To determine whether there is *prima facie* evidence of misconduct in research.	To determine if there is evidence to substantiate the allegation of research misconduct.
RESPONSIBLE PERSON	Head of School (or equivalent / nominee) Support: School Manager	Head of School (or equivalent / nominee) Support: School Manager	Head of School (or equivalent / nominee) Support: School Manager	Registrar & Secretary (or equivalent / nominee) Support: Research Integrity Manager
COMPLETION TIMELINE	Within a maximum of **10 working days** from the start of this stage.	Within a maximum of **20 working days** from the start of this stage.	Within a maximum of **30 working days** from the start of this stage.	Within a maximum of **80 working days** from the start of this stage. This stage will commence within **30 working days** of the completion of the investigation by the Screening Panel.
STEPS	Refer to Sections **D1 - D9** for the steps in this stage.	Refer to Sections **E1 - E16** for the steps in this stage.	Refer to Sections **F1 - F20** for the steps in this stage.	Refer to Sections **G1 - G18** for the steps in this stage.

C3 Any allegations of misconduct in research against a **present or past member of staff** of the University in respect of research undertaken while employed by the University, and

/or while registered as a student at the University will be handled in accordance with the steps outlined in Parts D - G below.

Part D. The Procedure: Stage 1 - Receipt of an Allegation

D1	The receipt of an allegation will normally be dealt with within a **maximum of 10 working days** of the allegation being made. The Head of School should set a date for completion of this stage. Any delays should be explained to all parties in writing, and a revised completion date given.

D2 Any allegations of misconduct in research must be made in writing by the Complainant to:

- the relevant Head of School; or
- other equivalent senior office holder in non-School units; or
- their nominee if the office holder is the Complainant or the Respondent or there is a real or apparent conflict of interest.

In certain circumstances, the University may nominate a Faculty Pro-Vice-Chancellor or other equivalent senior office holder to be the Complainant, e.g. where an allegation has been revealed through the work of the Research and Innovation Division.

D3 The Complainant must provide a detailed written statement in support of the allegation before any inquiries are instigated.

D4 On receipt of the Complainant's written statement the Head of School shall consider whether any immediate action is required, for example in the interests of:

- health and safety;
- safeguarding evidence;
- protecting personal data (refer to: Data Breaches: What They Are, What To Do)

In case of sufficient seriousness, the Head of School may ask the Vice-Chancellor to suspend the member of staff without prejudice pending the outcome of further inquiries.

D5 The Head of School will formally acknowledge receipt of the allegation to the Complainant and should advise them of the Procedure that will be followed, and provide the Complainant with a copy of the University's *Procedures for Dealing with Allegations of Misconduct in Research* to be used to investigate the allegation.

D6 The Head of School will inform the Respondent that an allegation of misconduct in research has been made which involves them taking care not to disclose the identity of the Complainant[3]. The Head of School will inform the Respondent of this in a confidential meeting, with a HR Manager in attendance. The Respondent may be accompanied to the meeting with the Head of School, by friend, colleague or representative.

D7 The purpose of the meeting in D6 is to notify the Respondent formally that an allegation of misconduct in research has been made against them. The Respondent will be given the opportunity to respond to the allegation and set out their case at a later stage.

D8 The Head of School will give the Respondent a summary of the allegation in writing at the meeting, together with a copy of the University's *Procedures for Dealing with Allegations of Misconduct in Research* to be used to investigate the allegation. The Head of School will outline the Procedure to be used and the opportunities that the Respondent will have to respond to the allegation. The Head of School will also offer a timetable for the Procedure.

D9 The Head of School will inform the Chief Resource Officer, the Pro-Vice-Chancellor for Research and Innovation, the relevant Faculty Pro-Vice-Chancellor, the HR Manager and the Research Integrity Manager of the allegation of research misconduct. Where the present or past member of staff is also or has been an undergraduate, postgraduate taught or postgraduate research student at the University, the Head of School will also inform the Head of the Learning and Teaching Service or the Head of the Postgraduate Research Service as appropriate.

Part E. The Procedure: Stage 2 - Pre-Screening

E1 The Pre-Screening Stage of the Procedure will normally be completed within a **maximum of 20 working days** from the start of this stage. The Head of School should set a date for completion of the Pre-Screening Stage. Any delays should be explained to all parties in writing, and a revised completion date given.

E2 The School Manager or equivalent / nominee will provide confidential administrative support for the Pre-Screening Stage. During the Pre-Screening Stage, all records and

[3] However, there may be a balance to be struck in the application of this principle e.g. it may be impracticable to undertake a detailed screening of the allegation without revealing the identity of the Complainant, and the Respondent may not be able to respond without knowing the identity of the Complainant.

related evidence will be kept confidential. Records of any interviews will be agreed with the interviewee. The School Manager will report on the progress to the Chief Resource Officer, the Pro-Vice-Chancellor for Research and Innovation, the Research Integrity Manager, and if appropriate the Head of the Postgraduate Research / Learning and Teaching Service, on a regular (weekly) basis.

E3 The Head of School should ensure that all relevant information and evidence are secured, so that the Panel(s) involved in any investigation conducted under this Procedure can have access to them. This may include:

- securing all relevant records, material and locations associated with the work, and
- liaising with a HR Manager as appropriate to request:
  - the temporary barring of the Respondent from part, or all, of the premises of the University, taking into account the Respondent's responsibilities for supervision, teaching and management, and make alternative arrangements to meet these responsibilities; and / or
  - a temporary restriction be placed on the Respondent requiring them not to have contact with some or all of the staff or students of the University.

E4 The Head of School should only take such action in E3 where there is clear risk to individuals or that evidence might be destroyed and only after careful consideration of those risks and consequences.

E5 The reason(s) for taking any such actions should be recorded in writing by the Head of School, and communicated to all relevant parties. In taking this action, the Head of School should reassure the Respondent that it is not a part of any disciplinary action and does not indicate that the allegations are believed to be true by the University; rather it should be stressed that it is essential to ensuring that the allegation of misconduct can be properly investigated.

E6 If appropriate, the Head of School will establish if the Respondent has any manuscripts under review, any manuscripts about to be submitted for review, and any other manuscripts in preparation.

E7 If appropriate, the Head of School will establish if the Respondent is undertaking any activities on behalf of any research funders e.g. peer-review committees / advisory boards.

E8 If appropriate, the Research Integrity Manager will inform the Head of School of the Respondent's current grants, pending grant applications, and grant applications in

preparation. A list of the Respondent's publications whilst employed at the University will also be produced.

E9 The Head of School will consider whether the allegation is mistaken, frivolous, vexatious and / or malicious. If the Head of School decides that the allegation is mistaken or frivolous, then the allegation will be dismissed. If deeming the allegation to be vexatious and / or malicious the allegation will be dismissed and the Chief Resource Officer informed who may invoke appropriate disciplinary action against the Complainant.

E10 The Head of School will consider whether the allegation falls within the areas of misconduct in research under this Procedure as detailed at A2. If the allegation is judged to fall outside those areas of misconduct in research under this Procedure as detailed at A2, the Head of School will communicate to the Complainant in writing:

- the reasons why the allegation cannot be investigated using this Procedure;
- any alternative process for dealing with complaints which might be appropriate for handling the allegation (if any), and
- to whom the allegation should be reported.

E11 An allegation of misconduct in research that is assessed by the Head of School as falling within the definition of misconduct of research and does not require immediate referral to the *University's Staff Disciplinary Procedures*, as advised by the HR Manager, will proceed to the Screening Stage of the Procedure as detailed at F1. The Head of School may, if he / she sees fit, direct that the allegation proceeds immediately to the Formal Investigation Stage (refer to G1) without any Screening Stage, subject to approval by the Chief Resource Officer.

E12 The Head of School will consider whether the allegation relates solely to research undertaken by the Respondent as a student at UEA rather than as a member of staff, in which case the Head of School will refer the allegation for further consideration under the Procedures for Investigating Allegations of Research Misconduct Made Against Students, and inform the Head of the Postgraduate Research / Learning and Teaching Service as appropriate.

E13 The Head of School will inform in writing the Respondent, Complainant, Chief Resource Officer, Pro-Vice-Chancellor for Research and Innovation, the relevant Faculty Pro-Vice-Chancellor, the HR Manager, the Head of the Postgraduate Research / Learning and Teaching Service as appropriate, and the Research Integrity Manager of the University's decision to proceed to the Screening Stage.

E14 The Head of School will instruct the Research Integrity Manager to inform in writing the relevant research funder(s), as appropriate to meet contractual commitments, of the University's decision to proceed to the Screening Stage.

E15 The Head of School will make a decision whether, as a precautionary measure, to suspend any of the Respondent's current research activities including:

- undertaking peer-review;
- submitting any research grant applications;
- appointing new research staff to the Respondent's research grants;
- submitting any manuscripts for publication; and
- supervising research staff / students in their research group.

E16 At all times the Head of School will emphasise to all parties that the allegation is to be investigated, is as yet unproven and that the information is confidential.

Part F. The Procedure: Stage 3 - Screening

F1	The Screening Stage of the Procedure will normally be completed within a **maximum of 30 working days** from the start of this stage. The Screening Panel should set a date for completion of the Screening Stage. Any delays should be explained to all parties in writing, and a revised completion date given.

F2 The Head of School will convene a Screening Panel to determine whether there is *prima facie* evidence of misconduct in research.

F3 The Screening Panel will consist of:

- the Head of School (Chair) and the School Director of Research or equivalent; and
- additional expertise if the Head of School considers this to be required to undertake the evaluation.

F4 The Head of School will appoint an alternative Screener(s) of appropriate expertise and seniority in circumstances where either Screener:

- is also the Complainant or the Respondent; or
- considers there to be a real or apparent conflict of interest.

F5 The Head of School will take great care to ensure that all currently available information on the case is fully and accurately presented to the Screening Panel.

F6 The School Manager or equivalent / nominee will provide confidential administrative support for the Screening Stage. During the Screening Stage, all records and related evidence will be kept confidential. Records of any interviews will be agreed with the interviewee. The School Manager will report on the progress to the Chief Resource Officer, the Pro-Vice-Chancellor for Research and Innovation, the Research Integrity Manager, and the Head of the Postgraduate Research / Learning and Teaching Service as appropriate, on a regular (weekly) basis.

F7 The School Manager will provide the Screening Panel with the relevant evidence collected during the Pre-Screening Stage.

F8 The Screening Panel will consider the evidence available and, if considering that there is insufficient information to make a decision on how to proceed they will be free to seek confidential advice in writing from experts in the relevant subject both within the University and outside it, but in so doing they will at this stage make no information available which could lead to the identification of the Complainant or the Respondent when possible. If they consider it appropriate, the Screening Panel will also be free to consult in confidence with the Pro-Vice-Chancellor for Research and Innovation in the course of their evaluation.

F9 At the conclusion of the Screening Panel's evaluation of the evidence but before finalising a written report, the Head of School will in confidence send the Screening Panel's Draft Report to the Respondent for comment on the factual accuracy of the report. The Respondent will be asked to reply **within 10 working days** of receipt of the Draft Report or otherwise agreed.

F10 The Chair of the Screening Panel will judge the validity of the comments submitted by the Respondent and seek the agreement of the Panel before making amendments to the Panel's Draft Report.

F11 The Screening Panel will produce a Final Report which includes a summary of the findings of the Panel, and determines whether the allegation of misconduct in research:

a. is mistaken, frivolous, vexatious and / or malicious. If the Head of School decides that the allegation is mistaken or frivolous, then the allegation will be dismissed.
b. has some substance but that the matter does not warrant a Formal Investigation, in which event they will recommend what action if any is required to put the matter right in so far as is possible; or
c. has sufficient substance to instigate a Formal Investigation of the complaint.

F12 The Screening Panel's Final Report will be sent by the Chair of the Screening Panel to the Chief Resource Officer, the Pro-Vice-Chancellor for Research and Innovation, the Research Integrity Manager, and the Head of the Postgraduate Research / Learning and Teaching Service as appropriate, together with any documentation used in the investigation.

F13 The work of the Screening Panel is then completed and the Panel should be disbanded. Members of the Panel will take no part in any further investigation of the matter under this Procedure or make any comment on the continuing research misconduct investigation, unless formally sanctioned by the University or otherwise required by law. The Screening Panel should also remember that all information concerning the case was given to them in confidence. However, nothing in F13 will prevent a Panel member from presenting the Screening Panel's Final Report or findings as part of any relevant disciplinary procedures.

F14 Any queries or requests for comment addressed to members of the Screening Panel should be referred to the Head of School.

F15 The Chief Resource Officer will notify both the Respondent and Complainant in writing of the Screening Panel's decision, enclosing for each a summary of the Screening Panel's findings when appropriate.

F16 If the allegation is deemed to be vexatious and / or malicious (F11a. above) the allegation will be dismissed and the Chief Resource Officer may invoke appropriate disciplinary action against the Complainant.

F17 If the allegation is deemed to have some substance but that the matter does not warrant a Formal Investigation (F11b. above):

- the Chief Resource Officer will instruct the Research Integrity Manager to inform in writing any relevant research funder(s), as appropriate to meet contractual commitments, of the outcome of the Screening Stage; and
- the Head of School will consider with the Chief Resource Officer the actions recommended by the Screening Panel and the Head of School will inform the Respondent of their agreed actions.

F18 If the allegation is deemed to have sufficient substance to instigate a Formal Investigation of the complaint (F11c. above), then for present or past staff where misconduct in research is substantiated in relation to their **STUDENT** status: action

should be considered as in paragraph 6.3 of the *Procedures for Investigating Allegations of Research Misconduct Made Against Students*.

F19 If the allegation is deemed to have sufficient substance to instigate a Formal Investigation of the complaint (F11c. above), then for present or past staff where misconduct in research is substantiated in relation to their **STAFF** status: the Chief Resource Officer will take immediate steps to set up a Formal Investigation.

F20 The Chief Resource Officer will:

- report to the Senate and the Council that a Formal Investigation will be initiated but without disclosing the name of the Respondent or Complainant;
- instruct the Research Integrity Manager to inform in writing any relevant research funder(s), as appropriate to meet contractual commitments, that a Formal Investigation will be initiated; and
- consider with the Pro-Vice-Chancellor for Research and Innovation whether, without prejudice to the proper conduct of the Formal Investigation, any other action should be taken at this stage pending the outcome of the Formal Investigation and if so to instigate such action.

Part G. The Procedure: Stage 4 - Formal Investigation

G1 The Formal Investigation Stage will commence **within 30 working days** of the completion of the investigation by the Screening Panel and will normally be completed within a **maximum of 80 working days** from the start of this stage. The Investigating Panel should set a date for completion of the Investigation Stage. Any delays should be explained to all parties in writing, and a revised completion date given.

G2 The Chief Resource Officer will appoint an Investigating Panel to further investigate the allegation and any other issues as set out in the Screening Panel's Final Report.

G3 The Investigating Panel will consist of three impartial investigators with appropriate expertise and seniority, at least one of whom will be from outside the University. Each will be asked to confirm in writing that their appointment involves no conflict of interest. The Chair will be allocated by the Chief Resource Officer and will usually be given to an internal member of staff. Members of the Screening Panel are excluded from serving on the Investigating Panel.

G4 The Research Integrity Manager will provide confidential secretarial support for the Investigating Panel. During the investigation, all records and related evidence will be kept confidential by the Panel. Records of any interviews will be agreed with the interviewee. The Investigating Panel Secretary will report on the progress made by the Panel to the Chief Resource Officer, and the Pro-Vice-Chancellor for Research and Innovation on a regular (monthly) basis.

G5 The aim of the Investigating Panel will be to ensure that justice is both done and seen to be done. Within the Procedure, the Panel will be free to determine its own detailed approach to the conduct of the investigation and its scope.

G6 The Investigating Panel Secretary will provide the Panel with the relevant evidence collected during the Screening Panel's investigation.

G7 The Investigating Panel will hold a Formal Hearing with the Respondent to receive their response to the allegations made. The Complainant and other individuals may be invited to the Hearing to provide evidence when the Investigating Panel consider that it may have relevance to the investigation.

G8 The Investigating Panel will review all the evidence and conclude whether the allegation of misconduct in research is:

a. upheld in full;
b. upheld in part; or
c. not upheld.

G9 At the conclusion of the Investigating Panel's investigation but before finalising a written report, the Investigating Panel's Secretary will in confidence send the Investigating Panel's Draft Report to the Respondent for comment on the factual accuracy of the report. The Respondent will be asked to reply **within 10 working days** of receipt of the Draft Report or otherwise agreed.

G10 The Chair of the Investigating Panel will judge the validity of the comments submitted by the Respondent and seek the agreement of the Investigating Panel before making amendments to the Panel's Draft Report.

G11 After any appropriate amendments have been made to the Investigating Panel's Draft Report following the response from the Respondent, the Investigating Panel's Secretary will in confidence send the appropriate portions of the Draft Report which address the Complainant's role and opinions in the investigation, to the Complainant

for comment on the factual accuracy of the report. The Complainant will be asked to reply **within 10 working days** of receipt of the Draft Report or otherwise agreed.

G12 The Chair of the Investigating Panel will judge the validity of the comments submitted by the Complainant and seek the agreement of the Investigating Panel before making amendments to the Panel's Draft Report.

G13 The Investigating Panel will produce a Final Report that:

- summarises the conduct of the investigation;
- states whether the allegation of misconduct in research has been upheld (in whole or in part) or not upheld, giving the reason for its decision and recording any differing views;
- states whether the allegation of misconduct in research if upheld (in whole or in part) relate to the Respondent's student status, if the Respondent was a member of staff and a student during the period of the allegation being investigated; and
- makes recommendations in terms of any action that it considers should be taken by:
  a. the University in relation to the allegation of misconduct in research which it has investigated, and
  b. any matters relating to any other misconduct identified during the investigation.

G14 In addition, the Investigating Panel may make recommendations with respect to whether:

- any action will be required to correct the record of research, e.g. the retraction / correction of articles in journals;
- other organisations involved in the research should be notified;
- appropriate professional body(ies) and the editors of all journals in which the Respondent has published articles should be informed;
- organisational matters should be addressed by the University through a review of the internal management of research and / or training;
- any best practise in research should be addressed by the University through the appointment of a mentor for the Respondent;
- a note of the outcome of the investigation should be added to the Respondent's file for any future requests for reference; and
- there are other matters that should be investigated.

G15 The Investigating Panel's Final Report will be sent by the Investigating Panel's Secretary to the Chief Resource Officer, the Pro-Vice-Chancellor for Research and Innovation, and the Head of School together with any documentation used in the investigation,

including a copy of any written comments which were received as a result of the process described in G9 and G11.

G16 The work of the Investigating Panel is then completed and the Panel should be disbanded. As the matter may then give rise to disciplinary or other action, members of the disbanded Investigating Panel should not make any comment on the matter in question, unless formally sanctioned by the University or otherwise required to by law. They should also remember that all information concerning the case was given to them in confidence. However, nothing in G16 will prevent a Panel member from presenting the Investigating Panel's Final Report or findings as part of any relevant disciplinary procedures.

G17 Any queries or requests for comment addressed to members of the Investigating Panel should be referred to the Chief Resource Officer.

G18 The Chief Resource Officer will:

- notify the Respondent and Complainant in writing of the outcome of the Formal Investigation, enclosing a summary of the Investigating Panel's findings or the Investigating Panel's Final Report when appropriate;
- instruct the Research Integrity Manager to inform in writing any relevant research funder(s), as appropriate to meet contractual commitments, of the outcome of the Formal Investigation; and
- inform Senate / Council in writing the outcome of the Formal Investigation and shall consider in doing so whether the report to these bodies should be made with or without identification of the Respondent (the Complainant remaining anonymous). If the allegation has been dismissed, the Chief Resource Officer will ensure that the Respondent is given the option of requesting that the report of the case to the Senate / Council shall be only that the allegation has been dismissed and shall not identify the Respondent.

Part H. Next Steps

H1 For present or past staff where misconduct in research is substantiated in relation to their **STUDENT** status: action will be considered as in paragraph 2.5 of the *Procedures for Investigating Allegations of Research Misconduct Made Against Students*.

H2 For present or past staff where misconduct in research is substantiated in relation to their **STAFF** status: the Chief Resource Officer, in consultation with the Head of School,

will decide what action needs to be taken either under the University's Staff *Disciplinary Procedures* or otherwise.

H3 Should the allegation proceed to staff disciplinary procedures, all the information collected and brought to light through the Procedure will be made available by the Investigating Panel Secretary to the Disciplinary Panel. The Chair of the Investigating Panel (or nominee) may be required to present the findings of the Investigation Panel to the Disciplinary Panel.

H4 In all cases of formal disciplinary action, the member of staff has a right to appeal against any sanction imposed under the University's Staff *Disciplinary Procedures*.

H5 The Chief Resource Officer will instruct the Research Integrity Manager to inform in writing any relevant research funder(s), as appropriate to meet contractual commitments, the outcome of the University's Staff *Disciplinary Procedures*.

H6 Should the allegation of misconduct in research be dismissed, all reasonable steps will be taken to preserve the position and reputation of the Respondent and provided the allegation is considered to have been made in good faith, that of the Complainant also. If the allegation has been found to be vexatious and / or malicious, then the appropriate disciplinary action may be invoked by the Chief Resource Officer against the Complainant. If the case has received any publicity, the Respondent will be offered the possibility of having an official statement released to the media.

Part I. Record Retention and Reporting

I1 All documentation regarding the allegation, regardless of whether the allegation resulted in an investigation or not, will be retained in confidence for a period of six years since the last action on the case by the Research and Innovation Services. Access to the documentation will be limited to the Research Integrity Manager and the Head of Research in the Research and Innovation Services in the first instance.

I2 The Research and Innovation Service is responsible for producing an annual report on Research Integrity, and a summary of the Report is published on the University's website. This Report includes data on the number of allegations of research misconduct, and is a requirement of Research England, and the Office of Research Integrity in the USA. The University is committed to ensuring all research is conducted in compliance with its *Guidelines on Good Practice in Research* and with the policies of the funders of research and innovation as appropriate.

SEN19D043

Title:	**Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding**
Author:	Dr Helen Brownlee (RIN)
Date:	14th May 2020
Circulation:	Senate - 3rd June 2020
Agenda:	SEN19A003
Version:	Final
Status:	Open

Issue

A proposal to endorse a revised *Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding* following a scheduled three-year review. Only minor revisions have been required to be made to the Policy.

Recommendation

Recipients are invited to endorse the revised Policy to be effective immediately. The Policy was reviewed and approved by the University Research Ethics Committee on 6th May 2020 and by the University Research Executive on 14th May 2020.

Resource Implications

Personnel are already in post within the Research and Innovation Services (RIN) to support implementation of the revised Policy. RIN will notify staff and students of the revised Policy using the Staff and Student e-Bulletins, and will also work with the School Research Directors to ensure that academics and researchers are aware of the updates to this Policy. The revised Policy will be made available on the University's Research Integrity webpage, currently: https://www.uea.ac.uk/research/about-uea-research/our-research-integrity and on RIN's Research Integrity webpages, currently: https://portal.uea.ac.uk/rin/research-integrity

Risk Implications

Failure to accept this Policy would risk exposing the University to reputational risk from inappropriate and inconsistent consideration of integrity issues around research and innovation activities. This Policy, along with the University's *Research Ethics Policy* and the University's *Guidelines on Good Practice in Research*, provides a framework to manage the risks associated with sources of funding, nature of research and innovation activity and the conduct of the proposed activity.

Equality and Diversity

No equality and diversity issues are associated with this Policy.

Timing of Decisions

Approval by Senate will allow the revised Policy to take effect immediately.

Further Information

For further information contact: Dr Helen Brownlee, Research Integrity Manager, Research and Innovation Services on 01603 593435 or h.brownlee@uea.ac.uk.

Background

Decisions need to be made within the University about the approval of activities and funding related to research and innovation. Many of these decisions are routine because they involve known and established funders and/or are for activities that are within the normal boundaries. Occasionally, specific areas of activity or sources of funding require further detailed consideration to ensure that they are consistent with UEA's stated goals and standards of integrity and ethical practice. This Policy provides a public statement of the University's standards and a procedure to be followed where there are any issues of doubt arising from those considerations which must be followed prior to any approval or acceptance of funding. The Policy was developed in 2016 and approved by Senate and Council in March 2017 and was updated in July 2018.

Discussion

No discussion is anticipated.

Attachments

The Policy is attached.

Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding

Author: The University's Research Integrity Manager, Research and Innovation Services (RIN) working from the document originally co-authored by RIN, the Postgraduate Research Service and the Development Office, and approved by Senate and Council in March 2017.

Date: 27th April 2020 (To be approved by Senate on 3rd June 2020)
Original - April 2017; Revised - July 2018; Reviewed - June 2020.

Version	Date	Notes
1.0	01/04/17	Minor amendments to the principles and public statement following consideration by Senate (1st March 2017) and Council (13th March 2017).
2.0	03/07/18	Revised: Minor revisions to meet the UEA standard for layout, to amend 'enterprise' to 'innovation', to clarify the scope of the Policy and to provide further guidance on exercising due diligence.
3.0	27/04/20	Scheduled review: Minor revisions made including changing the order of Sections C1 and C2, and making the risks mentioned in Sections C1 and D2 consistent. To be approved by the University Research Ethics Committee and the Research Executive on 6th and 14th May 2020 resp. To be approved by Senate on 3rd June 2020.

Background

This Policy outlines the principles within the University for considering proposed research and innovation activities and any associated external funding to ensure that they are consistent with the University's stated goals and standards of integrity and ethical practice. It provides a procedure to be followed where there are any issues of doubt arising from those considerations, which must be followed prior to any approval or acceptance of funding.

Review

This Policy will be reviewed and updated by the University Research Ethics Committee (UREC) and recommendations will be made to the University Research Executive, and thereafter to Senate before 31st July 2023.

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Part A. Introduction

A1 This Policy outlines the principles within the University for considering proposed research and innovation activities and any associated external funding to ensure that they are consistent with the University's stated goals and standards of integrity and ethical practice. It provides a procedure to be followed where there are any issues of doubt arising from those considerations which must be followed prior to any approval or acceptance of funding.

A2 Research and Innovation includes:

- Research activities and research training undertaken by the University's staff and registered postgraduate research students whether funded from external sources or not.
- Impact activities, including public engagement, arising from research findings whether funded or not.
- Translational research which develops research findings into practice undertaken by the University's staff and registered postgraduate research students (including Proof of Concept and Seedcorn Projects).
- Consultancy undertaken by the University's staff and registered postgraduate research students through UEA Consulting Ltd and UEA Enterprises Ltd.
- Business, market development or other innovation activities undertaken by the University's staff and registered postgraduate research students through UEA Enterprises Ltd.

A3 The University takes pride in the excellence and breadth of its academic research and innovation activities and of the external funding it receives in support of these activities. Research and innovation activities and associated external funding are supported by the Research and Innovation Division, and the Development Office through the University's procedures and accounts or through UEA Consulting Ltd or UEA Enterprises Ltd. In reviewing and approving research and innovation activities undertaken by the University's staff and students - Research and Innovation Services, Postgraduate Research Service, the Development Office, academic management roles and Heads of School work within the authority delegated to them within the University's financial and other regulations. In undertaking this work, there can be instances where there are queries raised about the appropriateness of the research or innovation activity or the source of funding when compared to the University's standards of integrity and ethical practice. This code of conduct sets out the standards of integrity to be applied and provides a framework to manage the resolution of those queries.

A4 To ensure our integrity, the University safeguards academic freedom, open inquiry, and debate in the best interests of education, enrichment, and personal and professional development. The University embraces human and intellectual diversity and inclusiveness.

Part B. Scope

B1 The Policy applies to the issues surrounding the approval of research and innovation activities and their sources of funding. The Policy is intended to include the University's consideration of whether or not to approve very sensitive or high-risk types of studies. Consideration of the ethical issues surrounding the conduct of research and innovation activities itself is dealt within the University's *Research Ethics Policy*.

Part C. Principles and Public Statement

C1 The University undertakes research, whether on its own or with third parties, that:

- is consistent with the University's goals;
- meets the University's good practice guidelines of honesty, integrity, openness and accountability;
- does not impose undue risk on the University and does not expose the University staff, students or participants in the University's research, or third parties, to any unacceptable risk, for example to their health and safety;
- is consistent with the contractual terms of the University's relationship with staff, students, partners, research funders or donors; and
- does not generate unacceptable real or perceived conflicts of interest.

C2 The University only accepts funding for research and innovation activities:

- that is from legal activities;
- that will only be used for legal activities by University staff or students;
- where funder goals and values are consistent with those of the University as a charitable organisation;
- where academic freedom, impartial or independent research, scholarship, training and teaching are safeguarded;
- which do not generate unacceptable real or perceived conflicts of interest;
- is consistent with the University's relationship with other donors, research funders, partners or students; and
- which generates intellectual, reputational or financial value that is greater than the cost of administering the funding.

C3 Whilst the University wishes to secure a range of funding sources, it is the University's policy not to accept or approve funding or activities that it judges to be inconsistent with these principles. Any decisions made are taken in good faith.

C4 At any time, the University can review and reconsider previous decisions relating to the acceptance of funding or approval of activities if subsequent events, legislative changes or the subsequent availability of additional information requires it.

Part D. The Procedure: For External Funding

D1 This includes donations, and postgraduate research funding.

D2 The Research and Innovation Services, Postgraduate Research Service, Development Office, Research Centres and UEA wholly owned subsidiaries are responsible for:

- ensuring that the identity of any source of funding direct to the University is clear (including any donations), as part of exercising due diligence. Where there is evidence to suggest that the actual source of funding may be different to that originally stated or if there are any other related issues of concern, further due diligence (for example, reviewing information from Companies House or The Charity Commission) shall be applied. In establishing the source of any financial contribution, payment or donation, care shall be taken to consider confirmed facts or legal opinion as well as reputational risk that could be incurred through public perception of any particular funder. For postgraduate research students, care should be taken to place individual students' cases in the broader context of University terms and conditions, and Regulations.
- reviewing any terms and conditions associated with any offer of funding to ensure they do not impose undue risk on the University, and do not expose the University staff, students or participants in the University's research, or third parties, to any unacceptable risk, for example to their health and safety;
- following documented procedures in each service area for seeking internal approval and authorising acceptance on behalf of the University. This includes following usual governance routes of Heads of School and Directors of Divisions.
- following the procedure outlined in Part F. below, in the event of any remaining area of doubt, prior to authorising any acceptance.

Part E. The Procedure: For Research and Innovation Activities

E1 This includes activities funded by donations or with no external funding.

E2 Individual staff members are responsible for:

- considering the nature of their own activities as employees in light of the principles and published statement in this Policy and discussing any perceived issues with their Head of School, School Manager or University Service.

E3 Heads of School are responsible for:

- ensuring that the research and innovation activities of member staff and students including those undertaken in Research Centres are consistent with the principles and public statement in this Policy.

E4 Research and Innovation Services, Postgraduate Research Service, Development Office, Research Centres and UEA wholly owned subsidiaries are responsible for:

- reviewing the nature of any proposed activities linked to any external funding or where UEA or UEA subsidiary approval is required for the activity to progress to ensure that the activity is consistent with the principles and public statement in this Policy.
- following agreed procedures in each service area for seeking internal approval prior to authorising any acceptance. This includes following usual governance routes including but not limited to Heads of School, Directors of Service and the University's Research Ethics Committee.
- following the procedure outlined in Part F. below, in the event of any remaining area of doubt, prior to authorising any acceptance.

E5 At any time, the University can review and reconsider previous decisions taken in good faith relating to the acceptance of funding or approval of activities if subsequent events, legislative changes or the subsequent availability of additional information require it.

Part F. The Procedure: For Resolving Areas of Doubt

F1 A summary of the points of concern and the steps taken to date and advice received during usual procedures shall be prepared by the relevant Head of School, Director of the University Service or UEA wholly owned subsidiary.

F2 That summary shall be referred for consideration to the Pro-Vice-Chancellor for Research and Innovation for matters concerning the University or to the Chair of the Board of any subsidiary company for matters concerning the subsidiary company.

F3 In considering the issues raised, the Pro-Vice-Chancellor for Research and Innovation or Chair of the Board as relevant may:

- request further due diligence be undertaken.
- seek the advice of the Chair of the University Research Ethics Committee in instances of issues related to the conduct of research.
- seek the advice of the Executive Team for all other issues.
- seek the advice of the Council.
- make a decision on behalf of the University or the Chair of the Board of any subsidiary company for matters concerning the subsidiary company.

F4 The Pro-Vice-Chancellor for Research and Innovation shall provide a statement of the decision made to the next meeting of Council or else raise the issue as a discussion item for Council.

F5 A summary of any issues referred to the Pro-Vice-Chancellor for Research and Innovation shall be included in the University's Annual Research Integrity Report submitted to University Research Ethics Committee, Research Executive, the Senate and the Council. This Report provides general descriptions only and not detailed identifiable information.

F6 A summary of any issues referred to the Chair of the Board of any subsidiary shall be reported to the next Board meeting and recorded in the minutes.

SEN19D044

Title:	**Senate Committees: Membership 2020/2021**
Author:	Director of Student and Academic Services, Dr Andrea Blanchflower
Date:	May 2020
Circulation:	Senate - 3 June 2020
Agenda:	SEN19A003
Version	Final
Status:	Open

To report

(1) that Senate has the following Committees and Sub-Committees:

a) Learning and Teaching Committee
- Doctoral College Executive
- Student Experience Committee
  - Student Affairs Group
  - Student Sport and Physical Activity Committee
- Faculty Learning and Teaching Quality Committees
- Inclusive Education Committee
- Technology Enhanced Learning Committee
- Joint Boards of Study

b) Senate Student Discipline Committee
c) Senate Student Discipline Appeals Committee
d) Honorary Degrees and Awards Committee
e) University Promotions Committee
f) Faculty Promotions Committees
g) Honorary Appointments Committee
h) Boards of School

(2) that vacancies still exist and nominees will or are being sought for

- Honorary Degrees and Awards Committee
- Senate Student Discipline Committee
- Senate Student Discipline Appeals Committee

To consider

(1) recommendations from the Chair of the Learning and Teaching Committee that

a) that the Student Affairs Committee be disbanded, having not met during 2019/20
b) that whilst the SSDC and SSDAC retain their separate identities, the currently separate memberships of the SSDC and SSDAC are combined to form one pool of trained individuals from which SSDC and SSDAC panels could be formed. (LTC19D119).

(2) the membership and changes to membership of the following Committees and Sub Committees for 2020/21 as detailed below:

a) Learning and Teaching Committee

The Deputy Vice-Chancellor (Chair)
Academic Director of Taught Programmes
Academic Director of Learning and Teaching Enhancement
Academic Director of Inclusive Education
Academic Director of UEA Doctoral College
Academic Director of Partnerships
Academic Director of Employability
Head of Staff Development
Director of Student and Academic Services
Director of the Research and Innovation Division or nominee
Director of Information Services
Director of Library Services
Director of Student Services
Chair (Associate Dean) of the Learning, Teaching and Quality Committee of each Faculty
Undergraduate Education Officer of the Union of UEA Students
Postgraduate Education Officer of the Union of UEA Students
Welfare, Community and Diversity Officer of the Union of UEA Students
Campaigns and Democracy Officer of the Union of UEA students
City College Norwich Representative Mr J. White
Secretary Mrs Laura Thompson/Ms M Pavey (Learning & Teaching Services)

b) Doctoral College Executive

Pro-Vice-Chancellor (Research and Innovation) (Chair)
Academic Director of UEA Doctoral College
Associate Dean for Postgraduate Research of each Faculty
Chair of the Norwich Bioscience Institutes Graduate School Executive
Director, ARIES Doctoral Training Partnership
UEA Academic Lead, CHASE Doctoral Training Partnership
Postgraduate Education Officer of UEA Students' Union
Director of Research and Innovation Division
Marketing and Communications Manager, Admissions, Recruitment and Marketing Division
Head of Postgraduate Research Service (Secretary)

c) Student Experience Committee:

Pro-Vice-Chancellor (Academic) - Professor Neil Ward (Chair)
Academic Director of Taught Programmes – Professor Emma Sutton
Academic Director of Widening Participation - Professor Helena Gillespie
Academic Director of the Doctoral College - Professor Alastair Grant
Director of Student Services - Dr Jon Sharp
Head of Learning and Teaching Services - Mrs Laura Thompson
Head of Postgraduate Research Service - Dr Vivien Easson
Director of Information Services or nominee - Mr Mark Barry
Director of Estates and Buildings - Mr Roger Bond
Joint Head of Careers Service (representing Director of Research and Innovation Division) - Mr James Goodwin
Market Research Manager (representing Director of Finance, Planning and Governance Division) - Ms Caroline Botwood
Assistant Head of Planning: WP and Business Intelligence - Mrs Becky Price
Assistant Head of Corporate Communications or nominee - Mrs Sue Lawson
Independent Member of Council - Mr Jeremy Clayton (2022)
The Undergraduate Education Officer of the Union of UEA Students
The Postgraduate Education Officer of the Union of UEA Students
Activities and Opportunities Officer of the Union of UEA Students

Campaigns and Democracy Officer of the Union of UEA Students
Welfare, Community and Diversity Officer of the Union of UEA Students
A representative of each Faculty nominated by the Dean of each Faculty

- Elizabeth Blowers (FMH) (2020),
- Akiko Tomasuri (HUM) (2022)
- SSF and SCI to be confirmed.

d) Students Affairs Group – Sub-Committee of the Student Experience Committee:

This group did not meet at all during 2019/20, with other informal communication channels proving to be more efficient and effective, and so it is proposed that the group be disbanded.

e) Student Sport and Physical Activity Committee - Sub-Committee of the Student Experience Committee:

The Student Sport & Physical Activity Committee has responsibility for the development of and monitoring of a strategy for student sport and physical activity at UEA to improve the student experience.

Director of Sport (Chair),
Head of Sport and Physical Activity Development
Student Performance Sport Manager
Student Sport Operations Manager
Student representatives *(max of 5 representatives appointed by SU (the Activities and Opportunities Officer to include representation from the student sports executive and students participating in more general physical activities).*
Additional invitations (requesting where possible a minimum of once per annum):
Pro-Vice Chancellor (Academic), Assistant Registrar VCO,
Senior Academic Reps – Professor David Stevens and Julia Robathan
Chief Executive Students' Union
Head of Opportunities (SU)

f) Inclusive Education Committee

PVC Academic and Deputy Vice Chancellor (Chair)
Academic Director of Widening Participation
Academic Director of Admissions
Assistant Head of Outreach
Assistant Head of Planning: Widening Participation and BIU
Business Intelligence Manager: Widening Participation Insight
Head of Learning and Teaching Services or nominee
Head of Student Services
Head of Careers Service
Head of Equality and Diversity
Representative of the Academic Partnerships Office
Widening Participation Academic Officers (1 per Faculty):

- SCI – Dr Carl Harrington / Dr Robert Blair CMP
- HUM – Dr Chris Jones / Dr Mark Walmsley / Dr Sophie Scott-Brown
- SSF – Miss Kristina Garner / Dr Laura Harvey ECO
- FMH – Mrs Sally Homden / Dr Stephanie Jong HSC

Lecturer in Health Sciences and Academic Support – Dr Patricia Harris
Undergraduate Education Officer
Welfare, Community & Diversity Officer
Secretary – Widening Participation Evaluation Project Officer

g) Technology Enhanced Learning Committee

Academic Director of Learning and Teaching Enhancement Chair
Academic Director of Admissions

Academic Director of UEA Doctoral College
Director of Student Services (or nominee)
Director of Admissions, Recruitment and Marketing (or nominee)
Director of Student and Academic Services (or nominee)
Director of ISD (or nominee)
Library Director
Head of Learning Technology
Head of CSED (or nominee)
1 representative of the Faculty PGR training co-coordinators
2 representatives from each Faculty, one to be Associate Dean for Learning and Teaching and one a Teaching Director
Undergraduate Education Officer of the Union of UEA Students
Postgraduate Education Officer of the Union of UEA Students

Secretary: LTS representative

h) Faculty Learning and Teaching Quality Committee(s)

Ex-officio
The Associate Dean (Learning, Teaching and Quality) (Chair)
The School Directors of Learning, Teaching and Quality*
Faculty Learning, Teaching and Quality portfolio holders as designated by the Faculty Executive
The Academic Officer of the Union of UEA Students

One undergraduate representative appointed by the Union Council following campus-wide election. The undergraduate representative shall therefore normally be the elected Faculty Convenor.
One postgraduate representative as appointed by the Union Council

Secretary LTS Manager or Co-coordinator appointed by Director of Learning & Teaching Service

* Where the Faculty Associate Dean of Learning, Teaching and Quality is also a School Director of Learning, Teaching and Quality, the School may nominate another relevant member of staff to take the place of the School Director.

i) Joint Boards of Study

Joint Membership
UEA
Chair (a senior member of UEA staff approved by the UEA PVC (Academic)
Academic Links for the courses leading to a UEA award
Academic Partnerships Office representative(s)

Partner Institution
An appropriate senior member of the Partner Institution staff
Head of HE, Quality Lead or equivalent
Course Leaders or Programme Managers of the courses leading to a UEA award
Heads of the School/Faculty/Department or equivalent in which the courses are located
Student representative(s)

j) Senate Student Discipline Committee

Chair - tbc
Deputy Chair - tbc
Secretary – Laura Thompson
Members for Panels – a pool to be created from academic staff in all four Faculties from which Panels can be formed - pool tbc

k) Senate Student Discipline Appeals Committee

Chair - tbc
Deputy Chair - tbc
Secretary – Caroline Sauverin
Members for Panels to be drawn from the SSDC pool of panel members excluding those involved in the original SSDC panel hearing

l) Honorary Degrees and Awards Committee

A member of the UEA professoriate (Chair) - The Vice Chancellor
One academic representative from each of the four Faculties nominated by the relevant Faculty Executive and who should not be the Dean

- Professor Maria O'Connell (SCI) (2022)
- Dr Kelly Walker (FMH) (2022)
- Dr Roger Baines (HUM) (2021)
- Professor David Mead (SSF) (2021)

Two members nominated by Senate from its own membership

- Professor Kay Yeoman (2022)
- Professor Richard Hand (2020)

Up to two members co-opted by the Chair as required
Activities and Opportunities Officer of the Union of UEA Students
Director of Development and Campaigns
Assistant Head of Alumni, Conferences and Events
Chief Resource Officer **
Assistant Head of Corporate Communications **
Secretary – a member of staff from the VCO
Minute Secretary – PA & Events Support **

m) University Promotions Committee:

Ex officio
The Deputy Vice-Chancellor (Chair)
Pro Vice Chancellor (Research and Innovation)
The Faculty Pro Vice Chancellors
The Human Resources Manager (Secretary)

n) Faculty Promotions Committee(s):

Ex officio
The Faculty Pro Vice Chancellors – (Chair)
The Heads of Schools of the Faculty
The Human Resources Manager (Secretary)

o) Honorary Appointments Committee

Pro Vice Chancellor (Research and Innovation) (Chair)
Faculty Pro Vice Chancellor of the Faculty of Science
Faculty Pro Vice Chancellor of the Faculty of Medicine and Health Sciences
Head of the John Innes Centre
Head of the Institute of Food Research
Head of the School of Biological Sciences
One member co-opted by the Chair as required
Secretary: HR Manager

p) Boards of School

Standing Orders of Boards of Schools
https://portal.uea.ac.uk/documents/6207125/7489894/boardsofschools.pdf/79263f6a-1da2-432e-9f43-b3a03dbdb707

The active membership of the School Board shall be constituted as follows

1) The Head of School (who shall be Chair) [ex officio];
2) The School Directors (for example Admissions, Learning and Teaching [LT], and Research) [ex officio];
3) The academic staff members of the School [ex officio];
4) At least one representative member of the contract research staff of the School where this applies;
5) At least one student representative drawn from each major level of study at which the School delivers programmes (ie undergraduate, postgraduate taught and/or postgraduate research) nominated by the Staff-Student Liaison Committee (SSLC) of the School from within its number and which will include the elected School Convenor.
6) Members, or representative members, of other staff groups of the School as recommended by the Head of School to the Faculty Pro Vice Chancellor for approval.

Representative (i.e. non-ex officio) staff and student members of the Board will hold membership for one year at a time and would be eligible to stand for representative membership for the following year. The Head of School will present the membership of the Board to the Faculty Pro Vice Chancellor for approval before the commencement of each academic year.

The proposed constitution enables the staff and students of the School to be fully represented at the School Board in a mix that reflects the academic provision of the School and is effective in the conduct of Board business. The above constitution allows Schools to have more than the basic number of student representatives if desired. For example, some of the Schools in the Faculty of Medicine and Health Sciences have full-time and part-time student cohorts that are distinctive in their course provision and backgrounds and the Schools might wish this diversity to be reflected in their representation at the School Board. Staffing profiles of Schools also vary throughout the University and members, or representative members, of all staff groups within the School can be included in Board membership with the approval of the Faculty Pro Vice Chancellor.

The Head of School is able to invite others to attend the Board for a whole meeting or particular items to facilitate the Board's discussion. The School Board will be serviced by the Faculty administration which will therefore be able to make an input to the meeting as appropriate. The Secretary to the Board and invited attendees will not have voting rights which will only extend to the Chair and staff and student members of the School Board.

SEN19D045

Title:	**Revisions to the Plagiarism and Collusion Policy**
Author:	Academic Director for Inclusive Education, Professor Helena Gillespie and Assistant Head of Learning and Teaching Services, Michele Pavey
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Issue
To report on changes made to the Plagiarism and Collusion policy to extend the provisions to online open book examinations and to streamline the consideration process to improve the experience and timeliness for students against whom allegations are made.
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Recommendation
To report

that under the delegated authority given to LTC for use in business continuity circumstances LTC have approved the following changes for implementation in 2019/20 and future years.

1) Section A: Policy
   a) terms have been given improved definitions
   b) the addition of paragraph 2.5 which makes reference to online examinations.
   c) reference to online examinations has been introduced in paragraph 4 relating to the use of text matching software to detect plagiarism.
2) Section B Procedures
   a) to introduce the concept of online examinations and an investigative meeting involving the marker, the student and the Plagiarism Officer for the School in which the module is based.
   b) the Plagiarism and Collusion Panel is removed and replaced by a decision made by Plagiarism Officer, following the investigative meeting, and agreed with a Plagiarism Officer from another School.
   c) mitigation is now considered as part of the meeting with the student
   d) the Plagiarism and Collusion guide has been amended and streamlined to take account of feedback from P&C Officers and colleagues in LTS.

Resource Implications
There should be some saving of staff time arising from the streamlining of the investigative process.

Risk Implications
The changes are being introduced to address the risk of incidences of plagiarism, collusion or contract cheating happening in open book online 24 hour exams.

Sustainability
The changes in assessment, in introducing online, open book 24 hour examinations were made to secure the sustainability of the University in the COVID-19 situation by allowing students to complete their 2019/20 studies.

Equality and Diversity
The introduction of open book, on line 24 hour examinations is inclusive practice. However, there is a risk around academic integrity that has been raised by students who are wanting assessment to be equitable and fair. The changes to the Plagiarism and Collusion Policy will address this and of themselves have no impact on groups with protected characteristics.

Timing of decisions
The changes have been approved by a quorate sub-group of LTC on behalf of LTC under the delegated authority given to LTC by Senate in circumstances of business continuity (SEN19D018 and LTC19D067).

Further Information
For further information about the content of this paper please contact Professor Helena Gillespie (h.gillespie@uea.ac.uk, x2974) or Assistant Head of LTS Michele Pavey (m.pavey@uea.ac.uk , x2097)

Background and Discussion

Following work done for an LTC review of the University's Plagiarism and Collusion policy over the last two years, Section A: Policy has been streamlined to provide greater clarity in definitions of terms and remove extraneous information. The main change to this section is the addition of paragraph 2.5 which makes reference to online examinations. Also reference to online examinations has been introduced in paragraph 4 relating to the use of text matching software to detect plagiarism.

Section B Procedures have also been amended:

a) to introduce the concept of online examinations and an investigative meeting involving the marker, the student and the Plagiarism Officer for the School in which the module is based.
b) the Plagiarism and Collusion Panel is removed. The Plagiarism Officer makes a decision on the case following the investigative meeting and confirms the decision with a Plagiarism Officer from another School.
c) changes to how mitigation is considered. This used to be considered by the HoS after the panel. Any mitigation is now considered as part of the meeting with the student
d) the Plagiarism and Collusion guide has been amended and streamlined to take account of feedback from P&C Officers and colleagues in LTS.

It is proposed to monitor the operation of the revised policy in 2019/20 and the first semester of 2020/21 to determine the effectiveness of the changes made.

Attachments
Appendix A – Revised University Policy on Plagiarism and Collusion

Appendix A

University Policy on Plagiarism and Collusion 2019/20 (revised May 2020)

SECTION A: POLICY

A1. Introduction

1.1 The University of East Anglia expects that all its members, both staff and students, adhere to the principles of Academic Integrity defined as a commitment to the values of honesty, trust, fairness, respect, responsibility, and courage.[1] Failure to adhere to these principles may result in academic misconduct if an individual gains either for themselves or another person an unfair or unjustified academic advantage.

1.2 All students complete an online declaration, as a condition of becoming a student at UEA, to agree that their work is their own, that there is no unacknowledged use of another person's work, that there has been no unauthorised cooperation between them and another person in the preparation and production of their work. This policy covers those forms of academic deception referred to as "plagiarism" and "collusion" including "contract cheating".

1.3 The University takes allegations of plagiarism and collusion extremely seriously since such acts:

- threaten the credibility, integrity and standards of the University's awards if students gain credit for work which is not their own;
- cast doubt on a student's commitment and responsibility to their learning as well as their personal integrity;
- represent an unfair advantage over those students who do not plagiarise or collude.

1.4 Suspected plagiarism, collusion or contract cheating, at any point of a student's course, or whether discovered before or after graduation, will be investigated and dealt with appropriately and proportionately by the University.

1.5 Any breach in in academic integrity is treated as misconduct. Where misconduct relating to plagiarism and collusion has been established, the student may be penalised. The most serious cases can result in referral to the Senate Student Discipline Committee (SSDC) where disciplinary actions may result in the student failing their degree, temporary suspension or permanent exclusion from the University.

In cases where plagiarism, collusion or contract cheating has been discovered

[1] *The Fundamental Values of Academic Integrity* (2014), International Centre for Academic Integrity. https://www.academicintegrity.org/fundamental-values/

after graduation, the Senate has the authority to reduce the classification of a conferred Degree, or to revoke a Degree, Diploma or Certificate or other distinction conferred by the University.

1.6 Section A of this policy applies to all students registered at the University. Section B Procedures for Dealing with Suspected Cases of Plagiarism and Collusion applies to all students on undergraduate and postgraduate taught programmes and to the taught components of professional doctorates.

1.7 Matters of plagiarism, collusion or contract cheating relating to the research work of a postgraduate research degree candidate or graduate should be brought to the attention of the Head of Postgraduate Research Service and will be handled under the Procedures for Investigation with Allegations of Research Misconduct Made against Students (available at https://portal.uea.ac.uk/academic-calendar/general-regulations)

A2. Definitions

2.1 The principles and values of Academic Integrity entail using, generating and communicating materials in an ethical, honest and accountable manner. With respect to student assessments, submitted work is received on the understanding that it represents the student's own intellectual efforts and understanding, without any form of falsification or fabrication.

> This means if the ideas used in a student's work are not their own, they must reference the sources they have used.

2.2 Plagiarism

2.2.1 Plagiarism occurs when one of the following has occurred in a student's assessed work:

a. Use of words, ideas, or any other type of work produced (see 2.2.2 for other work included) but without attributing another person or source from which it was obtained;

b. Does not attribute other work they have previously produced for the purposes of summative assessment or publication. This refers to "self plagiarism" but does not apply to undergraduate or taught postgraduate work not submitted for credit or to formative assessment for all students[2].

c. Where the individual obtains some form of academic benefit, credit, or gain.[3]

[2] Although non-credit bearing assessments are not covered by the Policy, failure to comply with a-c may still be considered unacceptable or inappropriate academic practice and necessitate some form of information intervention.

[3] Based on Teddi Fishman (2009), "'We know it when we see it' is not good enough: Toward a

2.2.2 The definition covers all assessment types and all forms of attributable intellectual property (published or not) including, but not limited to, words scientific formulae, program code, music, research data, tables, graphs, diagrams, images, web content and audio-visual resources as well as ideas and concepts. The sources may include, but are not confined to, books, articles, theses, working and conference papers, posters internal reports, plans or designs, a student's own previously published or assessed work, and teaching materials (e.g. lecture slides or handouts).

2.2.3 The definition does not make reference to the motivation or intent of the student and so, includes accidental plagiarism, for example due to poor academic practice arising from a lack of understanding of what constitutes the intellectual property of others as well as the appropriate means of acknowledging or referencing it. Intention only becomes an issue in determining the seriousness of the plagiarism with respect to any penalties to be applied (see Section B, Paragraph 5 of Procedures for Dealing with Suspected Cases of Plagiarism, and/or Collusion and Contract Cheating).

This means:

i) deciding whether plagiarism has occurred follows consideration of whether the source of the work has been appropriately cited;
ii) it does not take account of the reason why plagiarism has occurred or the intent of the student, that is, whether it was deliberate or poor academic practice;
iii) factors such as motivation or intent to deceive should be taken into account when considering any penalties.

2.3 **Collusion**

2.3.1 Collusion is unauthorised cooperation by a student and at least one other person in the production of submitted work.

2.3.2 Plagiarism is a private, individual action, but collusion is a social interaction involving the student and other parties (students or otherwise) working together in an unauthorised manner.

Collusion occurs when, with respect to an assessment:

a) A student interacts with others (student or otherwise) in the completion of the assessment task and where the nature and/or extent of the interaction is not authorised (either implicitly or explicitly) for that task, and

b) The situation is such that there is a legitimate or reasonable

standard definition of plagiarism that transcends theft, fraud, and copyright" in *Proceedings of the Fourth Asia Pacific Conference on Educational Integrity* (4APCEI), 28-30th September, 2009, University of Wollongong, NSW, Australia.

expectation that students should understand that such interactions are not acceptable.

2.3.3 Collusion is sometimes difficult to distinguish from legitimate collaboration (e.g. group work[4]).

2.3.4 Some actions may be considered as either plagiarism or collusion: a student copying another's work with permission is an example of both. For plagiarism only the submitting student has committed an offence, whilst for collusion both are guilty of misconduct. Care needs to be taken in deciding the form of the offence.

This means:

There is a significant difference between collaboration, where students work together to produce work or looking at someone else's work with their knowledge and using someone else's work or ideas without their knowledge or without referencing this in their work.

2.4 Contract Cheating

2.4.1 Contract cheating occurs when the student's submitted assessment has been completed for them partially or wholly by a third party. The third party can range from friends and family, fellow students or academic members of staff to commercial providers, sometimes referred to as "essay mills" although such "services" typically supply more than just essays. Contract cheating includes both paid and unpaid outsourcing.

2.4.2 Although contract cheating can be viewed as a form of collusion, the University treats it as a distinct and especially serious form of misconduct since engaging a third party to complete the student's work can only be a deliberate, intentional action.

2.5 Online examinations

In addition to understanding that plagiarism, collusion and contract cheating constitute misconduct students are required to familiarise themselves with the expected behaviour required in examinations (see General Regulation 20.1 and 20.2 of the University's General Regulations for Students).

A3. Student Obligations

3.1 On registering at UEA all students are expected to abide by the principles of Academic Integrity defined as a commitment to the values of honesty, trust, fairness, respect, responsibility, and courage.

3.2 With respect to academic assessment the student should understand why plagiarism and collusion run counter to the principles of Academic Integrity[5].

[4] https://portal.uea.ac.uk/documents/6207125/8551351/guidance-note-on-groupwork.pdf
[5] https://portal.uea.ac.uk/student-support-service/learning-enhancement/study-resources/plagiarism

3.3 Student are expected to familiarise themselves with and ensure that they understand the nature of plagiarism and collusion as outlined in this Policy and the *University Student Handbook for Taught Programmes* for undergraduate and taught postgraduate students or the Code of Practice for Research Degrees for postgraduate research students.

3.3 Students are expected to attend all timetabled induction sessions relating to plagiarism and collusion. They should also familiarise themselves with any discipline-specific conventions (e.g. referencing methods). If there are any issues of understanding, it is the student's responsibility to seek clarification as soon as possible.

3.4 Where an induction session relating to plagiarism and collusion has been missed, it will be assumed by the University that the student has made every effort to catch up on the covered content as soon as possible and that subsequent claims of ignorance or misunderstanding will not be accepted.

3.5 The student should understand that there are no mitigating factors which may excuse plagiarism or collusion. There is always a legitimate alternative to academic deception such as a formal request for an extension, seeking advice from the Module Organiser or the student's Academic Adviser or Supervisor, seeking support from Student Services and/or Learning Enhancement Team, or applying for an interruption to studies.

A4. Use of Text-Matching Software to Detect Plagiarism

4.1 University approved text-matching software (software that searches submitted work for matches against text contained in its databases) may be used for students taking undergraduate modules, postgraduate modules or the taught component of professional doctorates for all elements of assessment. The University recognises that such software does not, of itself, detect plagiarism but only produces a "similarity" report which indicates all the matches in the submitted text to any materials within the database. The similarity information requires careful interpretation since appropriately referenced texts will be highlighted alongside potentially plagiarised materials.

4.2 Schools shall:

4.2.1 appoint a University approved text-matching software specialist (a member of academic staff who shall be familiar with the use of approved text-matching software and the interpretation of its reports);

4.2.2 in the case on online examinations, make use of the automated batch processing service;

4.2.3 monitor its use for equality impact assessment.

4.3 University approved text-matching software may not be used for the purposes of screening any parts of the thesis or research work of postgraduate research students except where this is explicitly approved via a concession request submitted via the Postgraduate Research Service to the Academic Director of UEA Doctoral college, for example in certain cases of alleged misconduct in research.

4.4 Schools may submit module batches into the University approved text-matching software. Where Schools elect to use the University's approved text-matching software in this way to screen student submissions, they shall ensure that:

4.4.1 Students are informed in advance of the assessments that will be subject to batch screening using the University's approved text-matching software;

4.4.2 An originality report is generated for **all** student submissions for the assessment in question, not just a sample of students from the cohort;

4.4.3 Staff involved in marking assessments which are subject to batch screening should access the training provided in the use of the University approved text-matching software.

4.5 In cases where coursework is subject to batch screening, students on the module in question shall:

4.5.1 have access to the use of the University approved text-matching software so that they can generate an originality report on a draft of their assessment prior to the submission deadline;

4.5.2 be provided with training by the staff members who have access to the system on how to access the University approved test-matching software, how to generate an originality report of their draft submissions prior to the submission deadline and how to interpret and act on the information contained in the originality report;

4.5.3 have access to online guidance resources that address section 4.5.2.

SECTION B: PROCEDURES FOR DEALING WITH SUSPECTED CASES OF PLAGIARISM AND/OR COLLUSION OR CONTRACT CHEATING

B1. **Plagiarism Officer**

The Head of each School shall appoint a Plagiarism Officer (who shall not be the Head of School) who is responsible for investigation into cases of suspected plagiarism and/or collusion in accordance with paragraphs 3, 4 and 5 below. The Plagiarism Officer shall consider alleged offences committed by students enrolled on the module(s) offered by the Plagiarism Officer's School.

B2**.** **Collection of Evidence**

i. If a marker suspects plagiarism and/or collusion or contract cheating, they will continue to mark the work as if not plagiarised, keeping a separate copy of the annotated work as evidence.

ii. All online examination submissions will be automatically checked by text matching software that will detect any similarity between different students' submissions and to detect similarity with web based sources.

iii. Where a marker believes that plagiarism, collusion or contract cheating may have occurred they will advise their School Plagiarism Officer

iv. The marker will gather the necessary evidence to allow the Plagiarism Officer to decide whether an investigative meeting with the student is required Wherever possible or appropriate, the main evidence for plagiarism and/or collusion will be the original sources(s) that has/have been drawn on/copied from, with the similarity report for exams.

v. In cases identified as Medium or High Level, the Plagiarism Officer may collect other work completed by the student, whether produced for modules located in their own School or produced for modules delivered by other Schools, and may seek help from the relevant School University approved text matching software specialist.

vi. Where an allegation of plagiarism and/or collusion concerns a module not in a School in which the student is registered, the Plagiarism Officer of the School 'owning' the module shall deal with the allegation and, during the investigation, will liaise with the Plagiarism Officer in the School in which the student is registered.

vii. Subsequently, the Plagiarism Officer in the School in which the module(s) is/are located, will arrange an investigative meeting with the student

viii. If a marker suspects plagiarism and/or collusion but is unable to identify the original sources, they should collect what evidence is

available and present it to the Plagiarism Officer, who will decide if there is a case for plagiarism and/or collusion which would warrant an investigative meeting to discuss possible Plagiarism or Collusion

ix. If a University approved text matching software report has been used as evidence to show that plagiarism and/or collusion has been committed, then this should be referenced within the Plagiarism Officer's report and should form part of the documentation for the investigative meeting.

B3. **Initial screening of evidence**

i. The Plagiarism Officer shall review the evidence as presented by the marker or Module Organiser and classify as being of Low, Medium or High Level.

ii. For cases classified as Low Level, the Plagiarism Officer will proceed as stated in paragraph 5.2.1 below and may recommend an action plan setting out an appropriate learning package without having a formal investigative meeting

iii. In all other cases, a formal investigative meeting should be held.

B4**. School Plagiarism/Collusion Investigative Meetings**

i. Where an investigative meeting to determine whether plagiarism or collusion has taken place is considered necessary, the student will be required to attend, in person or virtually, to discuss the alleged plagiarism and/or collusion, which may also include other work being re-called as set out in paragraph 2. This will be attended by the marker and the School Plagiarism Officer.

ii. The meeting shall be chaired by the School Plagiarism Officer. If the School Plagiarism Officer is also the Module Organiser/internal marker, then the Deputy Plagiarism Officer (where a School has made such an appointment) or a Plagiarism Officer from another School will act as Chair.

iii. The meeting will normally be arranged by a member of LTS or PGR staff who shall act as secretary to the meeting. They shall normally be a senior member of administrative staff in the relevant office.

iv. The student will be provided with a copy of the annotated work and the University approved text matching software report, if appropriate.

v. The student will also be advised to have with them or provide any supporting evidence to assist with the investigation including anything relating to any mitigating circumstances. The meeting request shall be e-mailed to the student at least five working days (not including Saturdays, Sundays and University closure days) before the meeting.

vi. The marker and others in the meeting may ask a series of questions to examine the student's understanding of the subject matter of the work they

have submitted. The role of the Plagiarism Officer is to determine from the answers given by the student whether, on the balance of probabilities, the student has plagiarised or colluded.

vii. The student should make every effort to attend the meeting either virtually or in person, but it may be rearranged if the student can demonstrate they have good reason for it to be rescheduled. . If a student fails to attend the meeting without providing good reason, the meeting shall proceed in their absence.

viii. The student may, if they wish, have an accompanying person in attendance, who shall not take an active part in the proceedings. In all cases, the student themselves shall answer any questions raised in the meeting. The accompanying person shall not be a member of UEA academic staff. If, in the opinion of the Panel, the accompanying person is, or appears to be, interfering with the proper conduct of the business of the meeting, the Panel has the right to i) adjourn the meeting and reconvene it at a later date, and ii) exclude that person from attending the reconvened meeting.

ix. A record of the meeting shall be taken by the secretary to the meeting

The meeting shall proceed in the following order:

a) the marker who has initially raised the suspicion of plagiarism/collusion presents their concerns. The marker may ask a series of questions to test the student's knowledge of the subject matter in their assignment ;

b) the Plagiarism Officer shall then provide the student with an opportunity to respond to the concerns of the marker;

c) the marker and Plagiarism Officer may ask further questions;

d) the Plagiarism Officer shall advise the student that, where plagiarism/collusion is denied but the outcome of the meeting is that it has been judged to have taken place, the case shall be referred to a Senate Student Discipline Committee Panel and the student will be able to present their case at that time;

e) the Plagiarism Officer shall ask the student if there are any mitigating circumstances that they would like to raise in the meeting. In cases where the Plagiarism Officer is aware of mitigating circumstances these should be taken into consideration when determining an outcome.

f) the marker, student and accompanying person shall then leave the meeting;

g) the Plagiarism Officer shall decide on the suitable outcome using the grid below to assist with decision making. They will then consult a Plagiarism Officer from another School outlining the facts of the case and the basis on which the decision was reached to confirm that the outcome is appropriate;

h) where there is a difference of opinion between the two Plagiarism Officers a third Plagiarism Officer from another School will be asked to help reach an

agreed outcome

i) the student shall be advised of the outcome of the meeting in writing normally within five working days;

j) the student can reconsider their plea within five working days of the formal meeting;

k) the Head of School shall be advised of the outcome.

B5. **Outcomes**

5.1 In the event that the student **admits** plagiarism or collusion, the Panel shall determine the seriousness of the offence, any mitigation presented by the student, and classify it as a Low Level, Medium Level or High Level offence using the grid below as guidance. When making a judgement on the level of the offence, the Panel shall apply the principle of "balance of probability", weighing-up all the evidence and reaching a judgement on what was the most probable scenario to allow classification of the plagiarism/collusion offence to be set at the appropriate level.

Plagiarism/Collusion Classification Guide

Plagiarism and Collusion			
	Classification		
Criteria	**Low Level**	**Medium Level**	**High Level**
Experience: **Student's familiarity with the presentation requirements of the relevant academic work**	**Description:** The student is unfamiliar.	**Description:** The student is familiar with the requirements and the rules regarding plagiarism and collusion but may not have fully understood their implications.	**Description:** The student fully understands the requirements and the rules governing plagiarism and collusion.
Extent of plagiarism or collusion **(as determined by the marker/Module Organiser)**	**Description:** Suspect element(s) only minimally impact on the ability to meet the learning outcomes of the assessment.	**Description:** Suspect element(s) moderately impact on the ability to meet the learning outcomes of the assessment.	**Description:** Suspect element(s) substantially impact on the ability to meet the learning outcomes of the assessment.
Intent of student to deceive	**Description:** On the balance of	**Description:** On the balance of	**Description:** On the balance of

	probability, the act of plagiarism or collusion was unintentional.	probability, the act of plagiarism or collusion was not intentional but the result of negligence or carelessness rather than an attempt to deliberately deceive.	probability, the act of plagiarism or collusion was intentional and knowingly meant to deceive. The evidence indicates that the act of plagiarism and/or collusion was deliberate and planned. The assessment may contain fabricated references
Nature of plagiarism or collusion	**Description:** Poor academic practice relative to the academic task. **Plagiarism** **For example:** Suspect element is incidental to the fundamental argument; Referencing or attribution of work is not clear or has numerous errors. **Collusion** **For example:** Misunderstanding of what constitutes collective activity.	**Description:** Unacceptable academic practice relative to the academic task. **Plagiarism** **For example:** Suspect element contributes to or supports analysis, argument or conclusions but student's own work can be identified and is of greater or at least comparable significance; Failure to reference and/or cite appropriately. **Collusion** **For example:** Copying segments of other students' work;	**Description:** Clear breach of acceptable academic practice. **Plagiarism** **For example:** Suspect element contributes the sole or greater part of analysis argument or conclusion and the student's own work cannot readily be discerned; Absence of appropriate attribution. **Collusion** **For example:** Whole/substantial parts of the work is copied from other

		Lending own work to another student in the belief that it may be copied.	students without their knowledge/consent The sharing of work or content in the knowledge that it will be copied; Deliberate concealment of the collective activity.

5.2 After classification of the offence, the following outcomes should apply:

5.2.1 **LOW LEVEL** (technical breach to be dealt with educatively)
The Plagiarism Officer shall not impose a marks penalty and the student will receive a mark for the work excluding that which has been identified as plagiarism or collusion. In order to help the student avoid plagiarism and/or collusion in future assignments, the student shall be offered support which may be in the form of an action plan and/or appropriate learning support package. A copy of the action plan/learning package shall be retained for the duration of the student's period of registration on the student's file in the appropriate Office within LTS or PGR.

5.2.2 **MEDIUM LEVEL**

(a) Plagiarism:
This applies to any incident of plagiarism which occurs at a point where the University is confident that the student has received sufficient Plagiarism and Collusion training. The marker shall record a mark for a summative item of assessment which assesses the work as far as possible excluding the plagiarised material. This ensures that the recorded mark reflects the student's own work.

Plagiarism in formative work: no marks deduction is possible for a formative item of assessment, the offence should be recorded as a Medium Level plagiarism offence for future reference.

Plagiarism in work where the mark is pass fail: the work will be assessed using only the non-plagiarised sections and a mark of pass or fail shall be recorded accordingly.

(b) Collusion (summative and formative work):

(i) Summative work

Where two or more students have worked together and it is impossible to determine who has produced the work, the pieces of work will be marked as they stand and the highest mark of those awarded will be divided equally among the number of students deemed to have colluded.

If, however, it is clear that one of the students has produced most/all of the work and lent it to the others, the Plagiarism Officer shall record marks to take account of the effort put in by the student who produced the work, and the lack of effort from the other students who colluded.

(ii) Formative work

If possible, determine which student has produced which proportion of the work, note the proportion of work attributable to each student and record this as a Medium Level collusion offence for future reference.

5.2.2 **HIGH LEVEL**

(a) Serial plagiarism or collusion

This applies to any incident of plagiarism and/or collusion which occurs at a point where the University is confident that the student has received sufficient Plagiarism and Collusion training.

(i) Summative work only

Where a High Level offence is judged to be the result of serial plagiarism and/or collusion, i.e. there have been previous instances of Medium Level plagiarism and/or collusion the work should be given a mark of 0% and the offence should be recorded as high level for both formative and summative work..

(ii) Formative and summative work

A formal judgement of serial plagiarism cannot result from previous work being identified as plagiarised without plagiarism in this work having been drawn formally to the student's attention either via the procedure as stipulated under paragraph 3 of this policy or via a formal School Plagiarism/Collusion Meeting (i.e. serial plagiarism cannot result from work having been recalled in accordance with paragraph 2 but in which plagiarism had not been identified at the time). An example of a serial offence being classed as a High Level offence will normally be at least three previous occasions of Medium Level offences relating to formative and/or summative work, all of which would need to have been formally drawn to the student's attention via a School Plagiarism/Collusion meeting.

(b) High Level – not serial plagiarism or collusion

Where the offence is serious and has been identified as a High Level offence but there is no evidence of serial plagiarism/collusion committed by the student, the Plagiarism Officer shall record a mark of 0% for summative work and record the offence as a High level offence

for both summative and formative work.

(c) Disciplinary action
After identifying a High Level offence as described under paragraphs 5.2.3(a) or 5.2.3(b) above, the Head of School in which the student is registered shall refer the case to the Senate Student Discipline Committee for further action, regardless of whether the work is of a summative or formative nature. The outcomes of Senate Student Disciplinary Committee considerations will be final.

(d) Fitness to Practise Panel
Where programmes lead to professional qualifications, a Head of School in which a student is registered may refer a student with a confirmed High Level offence to a Fitness to Practise Panel. This will happen prior to consideration of a referral to a Senate Student Discipline Committee

5.3 When determining the outcome following a Plagiarism/Collusion investigative meeting, the Plagiarism Officer may decide that the student's work completed within the Stage should be recalled. If plagiarism or collusion is detected in any recalled work and a high level outcome is determined, this work shall also be submitted to the Senate Student Discipline Committee.

5.4 The documentation relating to (i) the record of the investigative meeting, (ii) the assessed work in question, (iii) the Plagiarism Officer's findings and (iv) for summative work, the mark recorded by the Plagiarism Officer, shall be retained on the student's file in the appropriate Office within LTS or PGR (this shall be the case even where a student is found not to have plagiarised or colluded).

5.5 The student will be given a copy of the documentation relating to (i)–(iv) above. The secretary of the investigative meeting shall also send copies of the documentation referred to in (iii) and (iv) above to the Head of School in which the student is registered

5.6 The secretary to the investigative meeting shall ensure that, for summative work, the correct mark is recorded for the student to be forwarded for confirmation to the relevant Board of Examiners. The Board of Examiners may be made aware by the Chair of the Board of any marks recorded reflecting plagiarism and/or collusion. It is, however, the responsibility of the Chair of the Board of Examiners to ensure that any decisions on progression, classification or the award of academic qualifications are not further influenced by a student having plagiarised and/or colluded.

B6. **Denial**
In the event that a student denies that they have engaged in plagiarism, collusion or contract cheating after a Medium or High Level case of plagiarism or collusion has been identified by the School Plagiarism Officer, the case is referred to the Senate Student Discipline Committee.

B7. **Appeals**

A student may appeal against a **penalty** (i.e. the level and consequences) applied under paragraph 5.2 except where they have been referred to the Senate Student Discipline Committee (4.1 (v) of the Academic Appeals and Complaints Regulations refers) and should do so in writing to the Head of LTS for taught students and the Head of PGR Service for research students within ten working days of the notification of the outcome, setting out the grounds for the appeal. The appeal shall be heard at Stage 1 of the *Academic Appeals and Complaints Procedure*, which can be viewed at*:*

https://portal.uea.ac.uk/learning-and-teaching/docs/appeals-complaints

Postgraduate Research students can find the *Postgraduate Research Appeals and Complaints procedures* in the link below

https://portal.uea.ac.uk/postgraduate-research/appeals-complaints

B8. **Reporting Plagiarism**

School Plagiarism Officers shall complete an annual report to the Learning and Teaching Committee of Senate which should include information on referrals made to them, investigative meetings held, outcomes, and equality monitoring data.

Implementation date of revised policy 18 May 2020

SEN19D046

Title:	***Report from the Learning and Teaching Committee***
Author:	Michele Pavey, Assistant Head, LTS
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Issue

A report from the Learning and Teaching Committee meetings held on 22 January and 11 March 2020.

Recommendation

This is a round up report to members of Senate for information on activities of the Learning and Teaching Committee meetings held on 22 January and 11 March 2020.

Resource Implications

Not applicable. The report is for information only.

Risk Implications

Not applicable. The report is for information only.

Sustainability

Not applicable. The report is for information only.

Equality and Diversity

Not applicable. The report is for information only.

Timing of decisions

Not applicable. The report is for information only.

Further Information

Michele Pavey (M.Pavey@uea.ac.uk x2097)

Background

This is a regular report to Senate on the work of the Learning and Teaching Committee

Report of the Meeting of the Learning and Teaching Committees of Senate on 22 January 2020

The following items were considered by the Learning and Teaching Committee of Senate on 22 January 2020 and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at: https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee

1. UPDATE ON DEGREE APPRENTICESHIPS

The Committee approved the UEA Apprenticeship Strategy 2019-2022. It noted that the University has made significant progress in the development and delivery of degree apprenticeships and congratulated all of those involved for their hard work.

2. TEACHING SPACES: PLANNING FOR 2020/21 AND BEYOND

Members considered the findings and recommendations following a review of demand for teaching space and future capacity. Drivers for change are inclusive education, embedding employability and placements, new provision, semester with options and student wellbeing including family responsibilities. The last big review was 2011 and so it is timely to consider this again. The delivery model for the next 10 years should be considered as this is an opportunity to refresh the University's offering

3. REVIEW OF THE ADVISING SYSTEM UPDATE

3.1 The committee considered a number of preliminary recommendations arising from the LTC review of the Advising System. There was support for the proposal that the day to day practice of advising is facilitated through compulsory timetabled group tutorials run by the core school advising team on topics such as transitions, course choices and careers. Members were also supportive of the proposal that students needing individual help will be supported by the core school advising team in collaboration with the faculty embedded welfare team.

3.2 It was agreed that the Head of PGR Service would discuss PGR involvement further with the Head of Education and Engagement (SU) and the Academic Director of Widening Participation would attend a PGR representatives' forum.

4. LECTURE CAPTURE

LTC approved a revised lecture capture policy and agreed that the policy is reviewed in 12 months' time in the light of the evaluation of the experiences of early adopters in phase 1 of the implementation strategy. Student Union representatives noted that this was a good example of effective partnership working between the SU and the University.

5. OFFICE FOR STUDENTS ANNUAL REVIEW 2019

LTC considered the OfS annual review of English Higher Education 2019 and in particular its reflections on, approach to and planned work on a) fair access, participation and success, b) a high quality student experience, c) ensuring successful outcomes and d) value for money. Each of the four Associate Deans led a discussion on the four main sections of the report.

6. SUBJECT BENCHMARK STATEMENTS

The committee heard from the Head of LTS (Quality) that on 18.12.19 the QAA published updates to Subject Benchmark Statements in Arts and Humanities subjects, such as English, History and Economics. This marked the end of a series of such QAA updates which included revisions to Statements in STEM subjects (published 30.1019) and Professional Services subjects (published 28.11.19). During their discussions members noted that subject

benchmark statements are critical for quality and standards. All courses need to meet these. The University will ensure that these are embedded into course and module update. The TEPs would be a good place to look at these.

7. ANNUAL REPORT ON PLACEMENTS

The committee received the 2018/2019 annual report on placement activity across the University, excluding study abroad programmes. The Head of Learning and Teaching (Quality) reported that all Schools of Study are complying with the Placements Policy. It was noted that whilst the report had no recommendations which impact equality and diversity placement processes consider inclusivity and endeavour not to disadvantage any student regardless of their needs and protected characteristics.

8. ANNUAL PLAN FOR OfS COMPLIANCE

LTC received the plan of reports for assuring that the University meets the Conditions of OfS registration and papers and the timing of their consideration.

9. OVERVIEW OF QAA ADVICE AND GUIDANCE ON THE UK QUALITY CODE

9.1 The Head of LTS (Quality) reported that that the University meets the expectations and core practices of the Quality Code as set out in the thematic QAA Advice and Guidance documents. Members received a report on the expectations and practices within the QAA Quality Code and how UEA is meeting them. It was noted that externality is a key feature throughout and there is a review of external expertise taking place this year.

9.2 Members agreed that the Head of Learning and Teaching (Quality) would meet with the Head of Education and Engagement (SU) to discuss student engagement with reference to the Quality code and enhance current practice where required.

1. IMPACT OF THE NEW ACADEMIC MODEL ON UNIVERSITY PERFORMANCE: SIXTH EVALUATIVE REPORT FOLLOWING THE IMPLEMENTATION OF THE BACHELORS AND INTEGRATED MASTERS AWARD REGULATIONS

The committee considered the evaluation report and approved a recommendation that from 2020/21 all eligible students should be awarded compensation automatically after their first sit but can apply to take reassessment if they wish.

2. A REVIEW OF CONCESSIONS PRACTICES

The committee approved a number of proposals to streamline processes for student course transfers, module changes and variations to course profile. The Academic Director of Taught Programmes {ADTP} explained to members that by removing deadlines for new students to transfer courses and for any student who wanted to change module the recommendations intended to give students greater flexibility, streamline the approval process and remove an unnecessary administrative burden. Allowing students to go up to 40 credits off profile during their course rather than the current 30 credits brought the Bachelors and Integrated Masters regulations (BIM) in line with the Common Masters Framework).

3. UNIVERSITY LEARNING AND TEACHING DAY: MAY 2020 (THEME COURAGE AND COMPASSION IN LEARNING AND TEACHING)

Members received a report on plans for the 2020 Learning and Teaching Day. The committee resolved that communication to staff about the Learning and Teaching Day in May 2020 should be enhanced using a variety of media. It was also agreed that the Academic Directors should have collective ownership of future Learning and Teaching Days

4. PLACEMENT ACTIVITY: POSTGRADUATE RESEARCH SUMMARY

LTC received reports on placement activities undertaken in the Doctorate in Clinical Psychology and the Norwich Research Park Biosciences Doctoral Training Programme

5. NEW AWARDS AND NEW COURSE PROPOSALS

LTC approved two new courses; the BSc Operating Department Practice and the UEA Certificate in Pharmacy Technician Practice (Apprenticeship).

6. STUDENT SUCCESS AND THE UEA PLAN 2020-2025

Members considered a draft strategy for Student Success as part of the 2020-25 UEA Plan. The chair noted that the University's commitment to inclusive education was highlighted as a key part of the Student Success strategy and it was agreed that this commitment made UEA distinctive from other HE institutions. UEA is committed to providing an outstanding education experience for the benefit of all and to have a positive societal impact. A number of actions were agreed and it was resolved that a revised plan would come back to a future meeting of the committee.

7. CURRICULUM REVIEW

The committee considered proposals for a curriculum review which included the structure of the academic year, course structure and profiles, module size and shape and rules on teaching patterns. Members agreed that a key principle would be that all modules must use the UEA slotting system. It was also agreed that the committee would consider Curriculum Review again at a later meeting.

8. HEADS OF SCHOOL REPORTS ON ATTENDANCE MONITORING AND REGISTER COMPLETION

LTC considered a summary of issues raised in the Heads of School reports on attendance monitoring with comments from the Associate Deans for Learning and Teaching. Changes to the reporting requirements for future years were agreed, to recognise the recent change in the Student Engagement Procedure. The proposal was for the Head of Student Services (Wellbeing) and the Head of Learning and Teaching (Systems) to co-author a report to LTC annually on the how the engagement process was operating across the University

9. PROPOSED AMENDMENTS TO THE UNIVERSITY'S APPROVED LIST OF CALCULATORS

LTC agreed that from 2020/21 there would cease to be a University approved list of calculators and each School would advise students of the calculators they would be permitted to bring to examinations. It was also agreed that colleagues from INTO should be kept informed of changes to the way in which UEA handled approved calculators since it used the UEA list for approved calculators.

10. BUSINESS CONTINUITY: IMPACT OF CORONAVIRUS ON LEARNING AND TEACHING

LTC gave detailed consideration on the impact of Covid-19 on learning and teaching. This included the need for remote teaching, assessment, PSRB requirements for professional courses, students on courses with a period of study abroad, the impact on PGR students, staff and students with caring responsibilities and the position of INTO students. Members wished to convey the committee's thanks to the CTEL team for the huge amount of work they had undertaken recently to facilitate online course delivery.

University of East Anglia

SEN19D047

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ITEMS FOR REPORT

(1) HEADS OF SCHOOLS FOR 2020/21

To report
the following Heads of School for the periods stated:

HUM

Art, Media and American Studies - Dr M. Mclaughlin (17.09.2021)
History - Dr M. Neumann (31.07.2024)
Literature, Drama and Creative Writing - Dr J. Noel-Todd *(Interim appointment)* (31.12.2020)
Politics, Philosophy, Language and Communication Studies - Dr L. Marsden (2021)
Interdisciplinary Institute for Humanities - Ms R. Burgess (2021)

FMH

Norwich Medical School - Professor W. Fraser *(Interim Dean of School)*
Health Sciences - Professor S. Hardy (01.09.2024)

SCI

Biological Sciences - Professor T. Dalmay (31.12.2021)
Chemistry - Professor N. Le Brun (31.08.2024)
Computing Sciences - Professor G. Parr (21.08.2021)
Environmental Sciences - Professor K. Hiscock (2022)
Mathematics - Professor S. Stevens (31.12.2020)
Pharmacy - Professor S. Gibbons (31.12.2024)

SSF

Economics - Dr E. Lazarova (2022)
Education and Lifelong Learning - Professor N. Boodhoo *(Interim appointment)*
International Development - Professor L. Camfield (2023)
Law - Professor A. Stephan (2022)
Norwich Business School - Professor O. Tregaskis (2025)
Psychology - Professor K. Coventry (2022)
Social Work - Professor J. Dickens (2021)

(2) UNION OF UEA STUDENTS – ELECTION 2020/21 RESULTS

To report
the results of the election:

Full Time Officers

Activities & Opportunities Officer – Lizzie Payne
Campaigns & Democracy Officer – Hamish Williams
Undergraduate Education Officer – Callum Perry (re-elected)
Postgraduate Education Officer – Ayane Hida
Welfare, Community & Diversity Officer – Emily Anderson

Part Time Officers
International Students Officer (EU Place) – Ghazal Qadir
International Students Officer (Non-EU) – Syed Saad (re-elected)
LGBT+ Officer (Open Place) – Kasper Hassett
Mature Students Officer – Adrian Ashby
Non-Portfolio Officer – Amelia Trew, Sophie Ciurlik Rittenbaum, Tristan Michel Cyril Politt, Tyler Bell
Women+ Officer – Briony Randell
Environment Officer – Eva Korczynski (Re-elected)
People of Colour Officer (Open Place) – Serene Shibli Sexton
Ethical Issues Officer – Zaib Ali