School of Psychology

MSC BUSINESS PSYCHOLOGY

/September 2022 and January 2023 starters/

COURSE HANDBOOK 2022/23

On-campus edition

University of East London

SCHOOL OF PSYCHOLOGY

ACCESSIBILITY NOTICE

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WELCOME

Welcome by Head of School

We are delighted to welcome you to the School of Psychology, at the University of East London, at the start of your journey with us on the **MSc Business Psychology.**

The School of Psychology is a distinct and pioneering academic unit, with a community-driven, pedagogy-agile spirit. Since its inception in 1962, the ethos of Psychology at UEL is to enable positive change through education, academic and professional competency, responsible citizenship, aspiration, goodwill and positive mindsets.

Evidence-based Social Justice Agenda sits at the heart of the School's community engagement projects, with an accomplished record of shaping policy development and guidelines for psychological practice. We are proud to share that in April 2020, we were ranked 2nd in the world (and 1st in the UK) in reducing inequalities in the Times Higher Global Impact Rankings (for more information, you can see UEL's Equality and Diversity Strategy and Civic Engagement).

We believe our courses embody the aspirations of our founders and of people everywhere who regard university education as personally transformative. Vocational through high calibre professional training provision and purposefully orientated to preparing graduates that are able and invested to contributing to current social, economic and industry located needs and see these as opportunities to make a difference.

Our graduating students experience personal growth, enriched social capital and readiness for meaningful employment, through our student-orientated teaching and learning environment. We are committed and ready to be alongside you as you are taking the scholarly steps towards your chosen destination of travel as psychologists.

Kind regards and best wishes with your studies,

Professor Aneta Tunariu

Welcome by the MSc Course Team

Welcome to the MSc Business Psychology Course and welcome to the School of Psychology of the University of East London.

We are a large and exciting School of Psychology, with a proven track record of high quality in our teaching, research and consultancy. Our staff are well qualified both in teaching and in their own specialisms; some are internationally renowned experts, and all are enthusiastic about their work. We – circa 120 academic staff and researchers – cherish our traditions of high-quality research and its applications to addressing things that matter. This was recognised in the most recent Research Excellence Framework (REF 2014) assessment, which ranked the School's "research impact" as joint 1st nationally (scoring above Oxford University on this unit of assessment).

We offer a wide range of degree courses: undergraduate, postgraduate, professional and research doctorates. A distinguishing feature of our provision is the wide range of applied postgraduate courses we offer at both Master and Doctoral levels. These include professional training courses and specialised masters' courses that provide more advanced knowledge in new areas of the discipline. Our portfolio of courses is taught by members of staff who are chartered psychologists and practitioners.

The MSc Business Psychology is taught by five occupational psychologists, a coaching psychologist and two positive psychologists. Delivered through lectures, visits, guest speakers, experiential learning and individual and group work, the course offers a strong emphasis both on the development of skills that can be transferred into real-world settings and upon reflective experiential learning.

When a course is validated, the student handbook forms part of the core documentation, and this helps to define what the course consists of. You may find yourself puzzled by some of the content of this document but please rest assured most of it is essential reading. Many of the answers to your questions will be found here, along with essential but seemingly mundane details of marking schemes, duties of supervisors and so forth. It is helpful, we feel, to clarify expectations on both sides. The student handbook is also a set of rules and regulations that must be observed.

Having introduced the handbook we should like to welcome you to the course and hope that you find your time with us to be stretching, frustrating, enlightening, informative, interesting, enjoyable, and rewarding.

Best wishes for a successful MSc,

Sonya Dineva, Jeremy Lemoine, Milda Perminiene, Medis Moradi & Jeff Salter

INTRODUCTION TO THE COURSE

To be eligible for the MSc Business Psychology, students must have a minimum 2:2 Honours Degree in any discipline. In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.

The overall aim of the course is to:
1. Gain a thorough understanding of the discipline of business psychology
2. Develop awareness and competence in practical and professional practice
3. Gain a thorough knowledge of research methods and data analysis
4. Develop a critical and reflective approach

The main learning outcomes of the course include:

Knowledge

- A thorough and contemporary knowledge of the discipline of business psychology
- A thorough and contemporary knowledge of research methodologies as applied to real world environments
- A knowledge of and exposure to real organisations with real issues to address

Thinking skills

- Developing a critical approach to the evaluation of theories, models etc applied to the world of work
- Seeking evidence-based research to support/refute some of the more fanciful claims of certain commentators on the workplace
- Developing confidence in the use of a range of research methodologies

Subject-Based Practical skills

- Designing a selection event
- Presenting complex data to a lay audience
- Undertaking a coaching intervention
- Carrying out an ergonomic analysis of a safety critical system
- Investigating a morale/motivation issue in the workplace
- Qualifying in the use of ability and personality tests

Skills for life and work (general skills)

- Becoming a more ethical practitioner: ethical considerations will underpin all teaching and ethical clearance will be required for the research dissertation
- Becoming a more effective team worker: team working skills will be covered and all coursework assignments will be carried out on small teams
- Becoming more effective in negotiating around sensitive and difficult organisational issues: consultancy skills will be taught, and coursework assignments will often include supervised negotiated entry into organisations

This course is offered as a full-time course over one academic year or as a part-time course over two academic years. There are two intakes each year in October and January. The course is delivered across around 20 intensive blocks of Friday, Saturday and Sunday teaching. This is a 180 Level 7 Credit Course. To achieve the MSc, students will have to attain all 180 Level 7 credits. The intermediate awards of the Postgraduate Diploma and the Postgraduate Certificate in Business Psychology could be made if the student fails to proceed or gain the award of MSc, subject to the numbers of credits successfully attained.

The course has been designed to ensure that the core activities of business psychologists are properly covered, and to recognise and reflect the importance of sound principles of real-world research. The course comprises six 30-credit stand-alone modules (see tables below). All students must complete all core modules as well as three further optional modules (marked with *, see tables below). Students can choose all three offered by the course or may replace two of them with 30-credit modules offered by other courses in the Department of Professional Psychology (marked with **, see tables below).

Full-Time Students September Intake

Autumn Term	Spring Term	Summer Term
GC7412 Health and Wellbeing at Work (Core Module)	GC7414* Work Design, Organisational Change and Development	GC7416 Developing as a Researcher Part One (Core Module)
GC7413* Assessing and Developing People in the Workplace	GC7415* Leading, Engaging and Motivating People at Work	GC7417 Developing as a Researcher Part Two (Core Module)
GC7921** Coaching Theory and Practice	GC7922** Flourishing within Organisational Systems	
Total 60 Credits	**Total 60 Credits**	**Total 60 Credits**

Part-Time Students September Intake

Autumn Term Year 1	Spring Term Year 1	Summer Term Year 1
GC7412 Health and Wellbeing at Work (Core Module)	GC7414* Work Design, Organisational Change and Development **OR** GC7922** Flourishing within Organisational Systems	GC7416 Developing as a Researcher Part One (Core Module)
Total 30 Credits	**Total 30 Credits**	**Total 30 Credits**
Autumn Term Year 2	**Spring Term Year 2**	**Summer Term Year 2**
GC7413* Assessing and Developing People in the Workplace **OR** GC7921** Coaching Theory and Practice	GC7415* Leading, Engaging and Motivating People at Work **OR** GC7922** Flourishing within Organisational Systems	GC7417 Developing as a Researcher Part Two (Core Module)
Total 30 Credits	**Total 30 Credits**	**Total 30 Credits**

Full-Time Students January Intake

Spring Term	Summer Term	Autumn Term
GC7414* Work Design, Organisational Change and Development	GC7416 Developing as a Researcher Part One (Core Module)	GC7412 Health and Wellbeing at Work (Core Module)
GC7415* Leading, Engaging and Motivating People at Work	GC7417 Developing as a Researcher Part Two (Core Module)	GC7413* Assessing and Developing People in the Workplace
GC7922** Flourishing within Organisational Systems		GC7921** Coaching Theory and Practice
Total 60 Credits	**Total 60 Credits**	**Total 60 Credits**

Part-Time Students January Intake

Spring Term Year 1	Summer Term Year 1	Autumn Term Year 1
GC7414* Work Design, Organisational Change and Development **OR** GC7922** Flourishing within Organisational Systems	GC7416 Developing as a Researcher Part One (Core Module)	GC7412 Health and Wellbeing at Work (Core Module)
Total 30 Credits	**Total 30 Credits**	**Total 30 Credits**
Spring Term Year 2	**Summer Term Year 2**	**Autumn Term Year 2**
GC7415* Leading, Engaging and Motivating People at Work **OR** GC7922** Flourishing within Organisational Systems	GC7417 Developing as a Researcher Part Two (Core Module)	GC7413* Assessing and Developing People in the Workplace **OR** GC7921** Coaching Theory and Practice
Total 30 Credits	**Total 30 Credits**	**Total 30 Credits**

KEY STAFF, CONTACT DETAILS AND STAFF ROLES

Dean of School of Psychology

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Head of Professional Psychology Department

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Course Leader

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Medis Moradi, Room AE.3.10
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Note: The key staff and contact details were correct at point of publication. You will be notified of any changes.

Your Head of Department is responsible for leading subject developments and ensuring the management and delivery of modules and their associated assessment in the Department.

Your Course Leader represents the academic interests of the course and coordinates the day-to-day business of the course, they have overall responsibility for students on the course.

Your Module Leaders are responsible for delivery and academic management of the module, including all module assessment tasks.

MORE INFORMATION

- Link to the Student Handbook page for Staff Roles

COURSE OPERATION AND STUDENT REGISTRATION

Course Operation

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair, and no-one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

Student Module Registration

Before the start of each academic year, you must enrol in your online student account (use Track My Future to go to UEL Direct - to access it, please go to www.uel.ac.uk/students) and register for your modules.

Once you have completed online enrolment, you will be sent an email with information about the modules you will be studying over the academic year. For some students, modules will be automatically registered to their student records. You will be advised by email if this applies to you. For others, they will be emailed with instructions telling them how to select their modules, where there are a number of modules to choose from. Once registered, you can view your modules at any time in your UEL Direct account.

Your teaching timetable, Moodle and MS Teams account will automatically update online once you have enrolled and registered modules for the academic year.

If you have any questions, please visit a Student Support Hub helpdesk or contact +44 (0)20 8223 4444 / https://myportal.uel.ac.uk/

Changing Your Details

Your personal information is stored on your own UEL Direct account and it includes your name, date of birth, term-time contact address, home address and email/phone contact details. It is essential that you keep this information up to date. You can change your personal information at any time by logging onto UEL Direct and going to "My Record" or logging onto https://myportal.uel.ac.uk/ and going to "My Profile". If you need to change your name or date of birth you will need to show original documents showing the correct name: please visit either of the Student Support Hubs with the correct documents for amendments.

At present, you can use UEL Direct to:
- check which modules you are registered on;
- update student address details;
- view coursework and exam marks;
- access assessment requirements.

COURSE MANAGEMENT

General Enquiries (Student Hubs and Track My Future)

The Student Hubs are your first point of contact for all academic and non-academic queries. They provide a wide range of services which are geared at providing support to you throughout your stay in university. If necessary, you will be referred to others who can help you. If your enquiry cannot be dealt with immediately or if you wish certain issues to be discussed in confidence, an appointment may be made for an individual interview. Further details can be found online at:
https://www.uel.ac.uk/undergraduate/student-support

UEL Direct

This is a portal that provides access to your record held on our database. Here you can access your personal details, check your module registration, access your module results and re-enrol for the next academic year.

Timetabling

Your timetable will be available before the semester starts and you can view it in a variety of ways, among which electronically via UEL Direct, MS Teams and via our innovative signposting app Track My Future (https://trackmyfuture.uel.ac.uk). You can access your timetable directly at: https://ueltt.uel.ac.uk/calendar/

Moodle

Moodle is a Virtual Learning Environment (VLE) and contains an area of the web specific to your course and modules. Moodle will be used as a ***teaching and learning tool***. You will be able to access lecture notes, module guides, activities and materials for them, lecture recordings, etc.

You can access Moodle from any Internet connected device as follows:

- Please visit https://moodle.uel.ac.uk/
- Enter your UEL username and password if prompted
- Alternatively, you can visit https://uelac.sharepoint.com/sites/trackmyfuture or www.uel.ac.uk/ueldirect and select the Moodle tab in the body of the pages.

Microsoft Teams

Throughout the year, updates (including changes to timetabling / room allocation / classes / assessment timetable arrangements) will be sent using the MS Teams course site, which will be ***the main way of group communication***. In addition, you can access your calendar there as well as see all latest announcements, upcoming events and discussions, so please do check it frequently or look out for email notifications from MS Teams.

You can use both the web-based version of MS Teams (which does not require any software installation) or its offline version (it requires installation). To access the course, you need to have an Internet connected device and do the following:

- Start MS Teams and enter your UEL username and password when prompted
- Select the Teams tab
- Click on the team with your course name
- Alternatively visit

  September starters:
  https://teams.microsoft.com/l/team/19%3a37YvwRLKp0egMdNwHSePLYvLgr V8bkyp1TyWOs-4I8s1%40thread.tacv2/conversations?groupId=5de9a9fb-1210-4623-bd56-2b9065cb6003&tenantId=c794a269-2e9b-4777-ad46-2d19d81196d6

January starters:
https://teams.microsoft.com/l/team/19%3ad-fb3kVDVWi_zE7VoG8h05ALfy_S12V83-Z4RKzIlIQ1%40thread.tacv2/conversations?groupId=2de75589-5748-4b6f-bb4c-9c13a35ad265&tenantId=c794a269-2e9b-4777-ad46-2d19d81196d6

In the top menu of the general channel of this team, you will see a tab called 'Files', where you will find different information such as electronic copies of this handbook, module guides, timetables and other important documents.

KEY DATES

You can find key dates for the academic year – term dates, exam weeks, etc. - online by following this link.

MODULE SPECIFICATIONS

Module specifications define each module of study on the course. They will include **learning outcomes** and the **aims** for each module. These documents form part of the 'definitive' documentation for the course. It is important to note that reading lists and indicative content are likely to change.

Each module will have its own specification, which can be found on the Moodle site of the module and on your course MS Teams site (under the Files tab).

STUDENT CODE OF CONDUCT

UEL has adopted a range of policies and procedures to help promote good behaviour and to identify the **standards of behaviour** that are required. These include regulations and procedures, and descriptors of the responsibilities of students. The Code of Conduct covers student behaviour and responsibilities, detailed in the Manual of General Regulations: Part 12 Student Disciplinary Regulations and Procedures (incorporating the student code of conduct).

MORE INFORMATION

- Link to the University's **academic regulations**
- Course Committees and Representatives
- Student Protection Plan

ENGAGEMENT & ATTENDANCE

It is evidenced that a good **attendance** record has a positive impact on performance and as a university we are keen to support you to enable you to maximise your potential. The policies available below have been developed to ensure that the University is acting in a consistently student-centred way. The aim is to ensure that you are dealt with in a fair and appropriate manner and are not disadvantaged as a result of a **health or wellbeing** issue. Please follow the link below to learn more.

MORE INFORMATION

- [Link to the Student Handbook page for Engagement and Attendance](#)

TEACHING, LEARNING & ASSESSMENT

TEACHING AND LEARNING APPROACHES USED

Teaching on this course includes the following activities:

- Highly interactive lectures;
- Tutorial support both during and after the sessions;
- Moderated discussions both in class and on MS Teams.

Learning on this course is based on:

- Completion of formative assessment;
- Tutorial support towards completion of the assessed work;
- Background reading and independent work.

ASSESSMENT ARRANGEMENTS

Each module has a module specification that contains information about the module such as the aims, the learning outcomes you are expected to be able to demonstrate on completing the module, a reading list and assessment details. This can be found on the module Moodle site and on your course MS Teams page.

A module guide will also be available for each module and uploaded to the module Moodle site. The guide will comprise details on assessment including deadlines, submission, re-assessment and marking criteria. Each piece of assessment is referred to as a 'component'. If you do not pass a component, you will be required to undertake reassessment. This reassessment takes place during the academic year (your module guide provides further information).

We strongly suggest that you try to submit all coursework by the deadline set as meeting deadlines is expected in employment. However, in our regulations, UEL has permitted students to be able to submit their coursework up to 24 hours after the deadline. The deadline will be published in your module guide. Coursework, which is submitted late, but within 24 hours of the deadline, will be assessed but subject to a fixed penalty. Please note that if you submit twice, once before the deadline and once during the 24-hour late period, then the second submission will be marked, and the fixed penalty applied. The impact of the fixed penalty on your result will depend on what level of study you are in and when you began your course at UEL. For full details see Part 3, Manual of General Regulations.

Throughout the year, assessment boards are held where your marks are formally confirmed. These boards are held at the end of each term. At the Term 3 board a decision is also made on your progression to the next level of study or award to be issued. Further information on progression is available in section 6 of the Manual of General Academic Part 3.

ASSESSMENT AND FEEDBACK

Assessment and feedback are fundamental parts of your learning experience. The UEL Assessment and Feedback Policy seeks to:

- actively promote student success and academic achievement;
- provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback;
- maximise the potential for consistency and fairness in assessment;
- locate assessment and feedback as an integral part of learning and teaching processes.

Every component of assessment that contributes to an award, at all levels, is subject to internal (i.e. UEL academic staff) and External Examiner moderation. This ensures the maintenance of standards both internally and in comparison with similar courses delivered at other higher education institutions. The UEL Assessment and Feedback Policy outlines the process for the various stages of the marking process. You can

access External Examiner reports through your School Moodle site and can access advice from the UEL Students' Union on the interpretation and use of these reports.

MORE INFORMATION

- [Link to the Student Handbook page on Assessment and Feedback](#)

STUDENT FEEDBACK MECHANISMS

UEL values student feedback and there are lots of channels for gathering feedback on your educational experience. You can get involved and have your say in a number of ways including:

- Provide feedback at module level via the completion of module evaluation questionnaires for each module that you study (details of actions to be taken in response to your feedback are announced by module leaders on Moodle or MS Teams once all survey responses are processed);
- Provide feedback on day-to-day concerns and good practice by supporting your Course Representatives and giving them constructive feedback or contacting your Course Leader. Course Committees provide a forum, in which your Course Representatives can express your views about the management of the course and the content, delivery and assessment of modules in order to identify appropriate actions to be taken. The Committee's terms of reference are provided at: https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Student-Engagement.aspx#course-committees-and-representatives.
  You can get involved as a Course Representative and will be supported by formal induction and training. See http://www.uelunion.org for further information or contact your Course Leader.
- Provide feedback to your School Representatives (they are members of committees in your School) to comment on relevant policies and proposals, to enhance student experience and report actions taken to students. See https://www.uelunion.org/ for details of your School Representative;
- Provide feedback at institutional level via a range of surveys including the National Student Survey and the Postgraduate Taught Experience Survey (details of actions taken in response to student feedback are announced annually by email);

- The SpeakUp campaign is a year-round opportunity to provide your feedback on non-academic issues and to enable continuous development of our services (text SPEAKUP to 88020 or email SpeakUp@uel.ac.uk).

MORE INFORMATION

- Link to the Student Handbook page on **Student Feedback Mechanisms**
- Information on all the main routes for students to provide feedback

REFERENCING

As a student you will be taught how to write correctly referenced essays using **UEL's standard Harvard referencing system from _Cite Them Right_.** _Cite them Right_ is the standard Harvard referencing style at UEL for all Schools; however, professional body requirements will take precedence in some instances, for instance, the School of Psychology, which uses the APA system.

An example of how to reference according to the APA system

Original text from existing source:

Positive psychology is an umbrella term for the study of positive emotions, positive character traits, and enabling institutions.

From reference…

Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2020). Positive psychology progress: empirical validation of interventions. _American Psychologist, 60_(5), 410.

Correct referencing (in your work)

Positive psychology is 'an umbrella term for the study of positive emotions, positive character traits and enabling institutions' (Seligman et al., 2020, p. 410).

An example of how NOT to reference

Original text

Positive psychology is an umbrella term for the study of positive emotions, positive character traits, and enabling institutions.

Types of incorrect referencing

Positive psychology is an umbrella term for the study of positive emotions, positive character traits, and enabling institutions.

This is the worst offender. This is blatant plagiarism as it has taken word for word from a direct source. From the Turnitin report, this will be highlighted and should be addressed.

Positive psychology is an umbrella term for the study of positive emotions, positive character traits, and enabling institutions (Seligman et al., 2020).

This is still considered plagiarism as you are still passing another person's words off as your own. Even though you have put in a reference at the end, it has still not been properly cited (e.g. quotation marks + page number)

Positive psychology is a general term for the inquiry of positive emotions, positive character traits, and enabling institutions.

This is still plagiarism as you cannot simply take a chunk of text and insert/alter one or two words.

MORE INFORMATION

- [Link to the Student Handbook page on *Cite Them Right*](#)

ACADEMIC MISCONDUCT & PLAGIARISM

ACADEMIC MISCONDUCT

For the purposes of University's regulations, **academic misconduct** is defined as any type of **cheating** in an assessment for the purposes of achieving personal gain. Please follow the link below to learn more.

Examples of such misconduct are given below: the list is **not** exhaustive and the use of any form of unfair or dishonest practice in assessment can be considered potential misconduct.

Coursework Submitted for Assessment

For coursework submissions, academic misconduct means:

(a) The presentation of another person's work as one's own with or without obtaining permission to use it.

(b) The inclusion within one's own work of material (written, visual or oral), originally produced by another person, without suitable acknowledgment.

(c) The submission, as if it were one's own work, of anything which has been offered to you for your use, but which is actually not your own work.

(d) The inclusion within one's work of concepts paraphrased from elsewhere without citing your source.

(e) The inclusion in submitted work of sections of text, whether from electronic or hard copy sources, without appropriate acknowledgement of the source.

(f) The submission of work that the student, as the author, has previously submitted, without suitable acknowledgement of the source of their previous work; this should not normally be more than a short quotation as the same work cannot be submitted for different assignments.

(g) Including or quoting the work of other students in one's work, with the exception of published work, or outputs held in the library as a learning resource, which should be cited and acknowledged appropriately.

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

(i) The submission, as your own work, of any work that has been purchased, or otherwise obtained from others, whether this is from other students, online services, "cheat sites", or other agents or sources that sell or provide assignments.

(j) Practices such as 'cutting and pasting' segments of text into your work, without citing the source of each.

(k) For work not intended to be submitted as a collaborative assignment: producing work with one or more other students, using study practices that mean the submitted work is nearly identical, overall or in part, to that of other students.

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

Examinations

For examinations, academic misconduct means:

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

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

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

(d) The application of an electronic device, unless this has been expressly permitted for that examination.

(e) Copying the work of another candidate.

(f) Disruptive behaviour during examination or assessment.

(g) Obtaining or seeking to obtain access to unseen examination questions prior to the examination.

(h) Failure to observe the instructions of a person invigilating an examination or seeking to intimidate such a person.

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

If it is determined that academic misconduct has taken place, a range of penalties may be prescribed which includes expulsion from the course.

PLAGIARISM

Definition of Plagiarism

Our University defines plagiarism and other academic misconduct in Part 8 of the UEL Manual of General Regulations (to which all students are referred upon joining UEL).

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

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

Plagiarism in Greater Detail

Work that students submit for assessment will inevitably build upon ideas that they have read about or have learnt about in lectures. That is perfectly acceptable, provided that sources are appropriately acknowledged. It should be noted, however, that the wholesale reproduction of the ideas and words of others, however well referenced, is likely to lead to failure at assessment.

The submission of work that borrows ideas, words, diagrams, or anything else from another source (or sources), without appropriate acknowledgement, constitutes plagiarism. Plagiarism is not limited to unattributed cutting-and-pasting; it includes the reproduction, without acknowledgement, of someone else's work, taken from a published (or unpublished) article, a book, a website, a friend's (or anybody else's) assignment, or any other source.

When an assignment or report uses information from other sources, the student must carefully acknowledge exactly what, where and how s/he has used them. If someone else's words are used, they must be within quotation marks and a reference must follow the quotation.

Where a concept or argument in another source is paraphrased (rather than directly quoted), quotations marks should not be used, but it will still be necessary to acknowledge the source. Remember, however, that the making of simple changes to the wording of a source, while retaining the broad structure, organisation, content and/or phraseology of the source, is unacceptable academic practice and will probably be regarded as plagiarism. (For helpful tips on how to avoid plagiarism, see "The Study Skills Handbook" by Dr Stella Cottrell, pages 122-125.)

Collusion

Collusion is the term used to describe any form of joint effort intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Clearly, students are encouraged to discuss assignments with their peers, but each student must always ensure that, where an individual assignment is

specified, the report/essay submitted is entirely the student's own. Students should, therefore, never lend work (in hard or electronic copy) to friends. If that work is subsequently plagiarised by a "friend", an act of friendship might lead to a charge of collusion.

When to Reference

Our regulations do not distinguish between deliberate and accidental plagiarism, but you will not be accused of plagiarism, provided that you properly reference everything in your work that was said, written, drawn, or otherwise created by somebody else.

You need to provide a reference:

• when you are using or referring to somebody else's words or ideas from an article, book, newspaper, TV course, film, web page, letter or any other medium;

• when you use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation;

• when you copy the exact words or a unique phrase from somewhere;

• when you reprint any diagrams, illustrations, or photographs.

You do not <u>need</u> to reference:

• when you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject;

• when you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.) As a test of this, material is probably common knowledge if
  - you find the same information undocumented in other sources;

  - it is information you expect your readers to be familiar with;

  - the information could be easily found in general reference sources.

How to Reference

Please see the above section on referencing for more detail on the matter.

Plagiarism or Unacceptable Academic Practice?

If work that you submit for assessment includes substantial and significant elements of other sources and all of those sources are appropriately acknowledged, you will not have plagiarised, but you will be culpable of unacceptable academic practice, because there will be too little of your "own voice" to allow your knowledge to be assessed. Work that you submit for assessment must:

• use your own words;

- provide a critical commentary on existing literature;
- aim for novelty and originality;
- demonstrate your understanding of the subject area by paraphrasing.

Work that does not meet those criteria will fail.

- [Link to the Student Handbook page on Academic Misconduct and Plagiarism](#)

The University adheres to its responsibility to support and promote the highest standards of **rigour and integrity** and embed a culture of honesty, transparency and care and respect for all participants and subjects of research. The University is committed to ensuring that research is conducted with integrity and good research practices are upheld.

RESEARCH ETHICS

Research involving human participants, human material, personal or sensitive data or non-human animal should comply with all legal and ethical requirements and other applicable guidelines. The University has established various Research Ethics Committees at University and School level to ensure appropriate ethical review of research projects involving human participation, human material or personal data. A proposed research study may require ethical approval from the main University Research, Research Degree & Ethics Sub-committee (RRDES), one of the School Research Ethics Committees (SRECs) or where applicable, Collaborative Partner Research Ethics Committees (CRECs). RRDES reviews ethics applications from staff, MPhil, PhD, Professional Doctorates and Masters by research students. Please note, that Professional Doctorates from the School of Psychology are reviewed by the School of Psychology SREC. SRECs and CRECs consider applications for ethical approval from taught Masters and undergraduate students.

Research involving human participation or human material will require formal approval from RRDES, SREC or CREC before the research commences. Students should

submit research projects involving human participants, human material, personal or sensitive data or non-human animal for ethical review, to one of the University's Research Ethics Committees' listed above, and abide by the outcome of the review. The Research Ethics Committees ensure that appropriate procedures for obtaining informed consent are observed, having particular regard to the needs and capacity of the subjects involved. The dignity, rights, safety and well-being of participants must be the primary consideration in any research study. Appropriate care must be taken when research projects involve: vulnerable groups, such as elderly people, children, people with mental ill-health and covert studies or other forms of research which do not involve full disclosure of the research to participants. The University's Research Ethics Committees also ensure that research projects of this nature have been submitted for approval to all applicable external bodies; ethical, regulatory or otherwise.

Students who wish to conduct research in the NHS or Health and Social Care must apply to the NHS through the Integrated Research Application System (IRAS). The online application for ethical approval will be reviewed by a NHS or Social Care Research Ethics Committee. Students who are conducting research with only NHS staff or only using NHS premises are required to apply to both RRDEC and the Health Research Authority (HRA) for ethical approval. Students should seek guidance from their supervisor to ensure that ethical approval is sought from the appropriate body.

Students conducting studies under the auspices of any of the UK Departments of Health and/or the NHS are required to submit copies of their NHS, Social Care or HRA ethics approval letter, Local Information pack and IRAS application form to the RRDEC Committee. RRDES will grant consent for the study and issue a combined approval and sponsorship letter, for the research, on behalf of the University. The University acts as a sponsor for NHS or Social Care approved research projects, and students should conduct their studies in accordance with the conditions specified in the NHS, Social Care or HRA ethics approval letter. http://www.hra.nhs.uk/research-community/hra-approval-the-new-process-for-the-nhs-in-england

Students should understand their responsibilities to conduct research to high ethical standards and be aware of policies and procedures on good research practice. The University has established guidelines to preserve the confidentiality and security of personal data, relating to human participants and human material involved in research projects. Students must comply with the regulations of appropriate regulatory or statutory bodies and any legal obligations when conducting or collaborating in research in other countries. The legal and ethical requirements existing in the UK and in the countries where the research will take place should also be observed. Students should ensure that they have fully prepared for their planned research, allowing enough time to submit an application for ethical approval and obtain appropriate consent. It is advisable that students seek guidance from supervisors on proposed research projects.

No data collection or recruitment of human participants for the research study may commence until ethical approval from RRDES; SREC; CREC; or a NHS or Social Care Research Ethics Committee is confirmed. Students may only use data where ethical approval has been obtained and in accordance with the conditions specified in the approval letter, throughout the length of the study. Amendments to an approved research study must be submitted to the relevant Research Ethics Committee for

review and ethical approval obtained before any changes to the project may be implemented. Ethical approval for research projects cannot be granted retrospectively. Research conducted with human participants or human material, without ethical approval from the appropriate Research Ethics Committee, is considered misconduct in research and as such students may be subject to formal investigation, which may result in the termination of the research project.

RISK ASSESSMENT

The University has a duty of care to its researchers and a responsibility to safeguard the welfare of research participants. Risk management should be considered at the same time as planning a research project. A comprehensive risk assessment helps to identify and evaluate potential hazards associated with the research project. Students in consultation with their supervisors should put control measures in place to minimise the likelihood of an event occurring that will cause harm. A risk assessment must be completed for research taking place within and outside of the University, fieldwork and research conducted overseas, before the project commences. The risk assessment should be completed by the student in collaboration with the supervisor and authorised by the Head of the School or Head of Department. If students consider that human participants in their, or others,' research are subject to unreasonable risk or harm, they must report the concerns to their supervisor and, where necessary, to the appropriate regulatory authority. Similarly, concerns relating to the improper and/or unlicensed use or storage of human material or non-human animal or the improper use or storage of personal data, should also be reported.

MORE INFORMATION

- [Link to the Research Integrity and Ethics Document page](#)

SUPPORT FOR STUDENTS

TRACK MY FUTURE

Track My Future is a high-quality, personalised virtual le4arning environment and an online portal to access all our University services. It will help you make the most of your time at the University of Easy London.

Track My Future (TMF) will be your gateway to UEL's SharePoint platform and to all online student services, with dedicate3d information and tools just for you. It will let you monitor your studies, book appointments with our services, submit daily health updates, find a part-time job and much more. The TMF platform is ever-evolving, so keep checking what's new.

You can access TMF here: https://trackmyfuture.uel.ac.uk
You may want to save this link as a bookmark for your future reference

STUDENTS' UNION

The UEL Students' Union offers a range of services for students including academic and housing advice service, a range of societies, activities and campaigns. Further information is available at http://www.uelunion.org/

STUDENT ENGAGEMENT, RETENTION AND SUCCESS

The Student Engagement, Retention and Success Unit includes our Academic Tutors and Student Engagement and Retention team. Their aim is to support your skills development and engagement throughout your studies.

CENTRE FOR STUDENT SUCCESS

The CfSS team provides both career guidance support from professionally trained careers consultants and a range of developmental opportunities that enable participants to gain a greater understanding of the world of work and develop professionally and personally in order to start building their careers. CfSS tutors can help you with a range of study skills - in particular, academic writing and Maths. There are a range of drop-in sessions and appointments available to help you to develop the skills you need to become a successful independent learner.

STUDENT HUBS

We want you to be able to make the most of your time with us here at the University of East London, properly and fully supported at every step. Getting this right is really important. The Student Hubs should be your first point of contact as their teams are here to help you with a range of services and guidance. They are located at each site and offer you support via helpdesk services, a dedicated telephone service and webmail facility. Examples of issues our hubs can help you with include:

- Student identity cards
- Student letters and discounts
- Oyster card applications
- UEL internet access and general IT issues
- Residential services
- Money matters

- Course-related issues
- Coursework submission

These are delivered by fully trained Student Support staff, able to help you quickly and effectively with any general questions and provide you with support and guidance immediately.

The Student Hubs have better social spaces too, for you to meet friends, eat, drink, study and relax, so you'll be able to spend your time doing the things you really want to do. The Student Hubs are *your* place at the University of East London, the heart of your student life. Please follow the link below to learn more.

All Hub Services are also available to students remotely via the following channels:

Tel: 020 8223 4444
Web: https://myportal.uel.ac.uk/
Webchat: on student Sharepoint landing page (Track My Future app)

Standard operating hours for all services: Monday to Friday 9:00 - 17:00.

DISABILITY AND DYSLEXIA TEAM

Our Disability & Dyslexia Team (DDT) provides confidential specialist advice, information and guidance for students who have or believe they have a disability, dyslexia or other specific learning difference. We support students with all disabilities and mental health conditions via the following services:

- The implementation and dissemination of reasonable adjustments, based on your individual need, to support you during your studies e.g. exam adjustments.
- Advice and guidance in applying for the Disabled Students Allowance (DSA) where appropriate.
- We offer an on-line screening tool accessed through our libraries at the Docklands & Stratford campus, to identify if there are any indicators of a Specific Learning Differences (SpLD's) such as dyslexia.

Inclusive Approach

We practise an inclusive approach to supporting our students for coursework and assignment submission at the University of East London. This means that additional time has been built into the deadlines that you have been set to enable you to complete your work you are also provided with details of coursework due and submission dates well in advance so that you can plan your work appropriately. The DDT will be able to provide additional information on other adjustments or support that may be available to you.

Only the DDT can recommend additional exam arrangements (such as extra time or support) where appropriate. You need to register with the team to access this type of adjustment. You can make an appointment with the team via the Student Hub.

The Regional Access Centre East London (RACEL) is also part of DDT. RACEL is based at our Stratford Campus and provides Study Needs Assessments for those students who are eligible for the Disables Students Allowance (DSA). You can find further details of the support available to our students on https://www.uel.ac.uk/regional-access-centre-east-london

STUDENT WELLBEING SERVICE

The Student Wellbeing Service provides free support to all students on a wide range of emotional and physical and health needs. It is comprised of a specialist team of counsellors and mental health professionals who offer a holistic, confidential and non-judgmental service. The team is here to advise and support students with common emotional health issues (such as anxiety and depression) right through to more complex and long-term mental health conditions. As well as short term counselling and mental health case work, the service also offers referrals for specialist wellbeing learning support and mentoring. For more information please refer to the Student Hub.

STUDENT MONEY ADVICE AND RIGHTS TEAM

Our Student Money Advice and Rights team (SMART) team provides advice, information and guidance on all aspects of government and University funding. They offer a daily drop-in service and pre-bookable appointments where you can see one of their friendly and professional advisors to discuss any money related issues and for assistance on budget and debt management issues as well as your student funding. For more information please refer to the Student Hub.

MORE INFORMATION

- Link to **Student Engagement, Retention and Success**

- Link to the Student Handbook page on **Student Hubs**

COMPLAINTS & APPEALS

If you feel that our University has not delivered the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint or an appeal. You can find information on how to begin either of these processes in the links below.

MORE INFORMATION

- [Link to the Student Handbook pages on Appeals and Complaints](#)
- [Link to the Complaints Procedure](#)
- [Link to the Student Policy on Academic Appeals](#)

ACADEMIC APPEALS

Students who wish to appeal against a decision of an Assessment/Progression Board may appeal in accordance with the procedure for *Appeals against Assessment Board decisions* (Manual of General Regulations, Part 7).

Disagreement with the academic judgement of a Board of Examiners' decision cannot, in itself constitute a reason to Appeal. Academic judgement is a judgement that is made about a matter where only the opinion of an academic expert will suffice. For example, a judgement about assessment or degree classification or a judgement about a decision where a student is required to repeat or take further assessment will usually be academic judgement, and a student cannot appeal simply because they believe they ought to have received a higher grade or mark. For further information on the scope of this procedure, please refer to Part 7 of the Manual of General Regulations.

You can seek advice from the Students' Union Advice and Information Service during the appeals process, but please do not delay submitting your appeal form whilst waiting for an appointment, as your appeal could be rejected as submitted out of time. Please call 020 8223 7025 to arrange an appointment or for e-mail advice, complete the Contact Form at this address: https://www.uelunion.org/advice/academic/contact/.

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available to view at https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Appeals

COMPLAINTS

You can learn more about when you are entitled to lodge a complaint in section 14 of the *Manual of General Regulations*. The Complaints Procedure should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students. A complaint may be submitted collectively by a group of students who should nominate a spokesperson who will be the channel of communication for the group, however, a complaint may not be lodged by a third party on behalf of the complainant. The complaints procedure is an internal University process.

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

- appeals against the decisions of Assessment Boards (see Part 7 of the Manual of General Regulations);
- appeals against annual monitoring reviews, transfer of research degree registration or oral examination decision for postgraduate research students (see Part 9 of the Manual of General Regulations);
- appeals against the decisions of the Extenuation Panel (see Part 6 of the Manual of General Regulations);
- complaints against the Students' Union (see the Complaints Procedure in the Students' Union constitution);
- appeals against decisions taken under disciplinary proceedings (see Part 12 of the Manual of General Regulations);
- complaints about businesses operating on University premises, but not owned by our university (contact the Deputy Vice-Chancellor and Chief Operating Officer);
- complaints about the behaviour of other students (see Part 12 of the Manual of General Regulations this Manual);
- appeals against the decisions of Academic Misconduct Panels (see Part 8 of the Manual of General Regulations)
- appeals against the decisions of Attendance Appeal Panels (see the University's Attendance Policy).

The procedure has three possible stages:

STAGE 1: Local Resolution
STAGE 2: Formal Complaint
STAGE 3: Review

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of our university staff most directly concerned with the matter, such as the Course or Module Leader, before proceeding to Stage 2 and submitting a formal complaint. You are also advised at this point to discuss the matter with a member of the Students' Union Advice and Information Service.

Complaints must normally be lodged within set time limits (please see Complaints Procedure for further details). This ensures that the people involved still remember the case, and the facts can be established.

Further information about our University's complaints procedure, including copies of the formal Complaints Form, is available to view at https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Complaint-Procedure

If you would like to discuss a complaint you have made (or are considering making) you can contact **the Students' Union, please call 020 8223 7025 or e-mail** Studentadvice@uel.ac.uk **for an appointment**. Alternatively, you can discuss the matter with a relevant member of staff from the School/Service such as the Course Leader or Module Leader.

If you would like to lodge a formal complaint or have any queries, please email the Complaints and Appeals Office at complaints@uel.ac.uk.

We have two **great libraries** at UEL – Docklands and Stratford – and a range of services and resources that can help you make the most of your studies. Your psychology subject librarian is Ian Clark, and you can contact him at i.clark@uel.ac.uk.

As for access to **IT Resources**, please use the following contact details:

IT self-service via Topdesk (24/7)
https://uel.topdesk.net/
Telephone support: (020) 8223 2468
Monday – Friday, 9am - 5pm

- Link to the **Library and Learning Services homepage**

ACADEMIC ADVISORS

To help you make the most of your studies, every student undertaking undergraduate or taught masters' courses at UEL is assigned a member of academic staff as their **Academic Advisor (AA)**. Your AA will support you to achieve the degree you want.

Why do you need an Academic Advisor?

Your AA is a key academic contact at the university (most probably your dissertation supervisor), and is there to guide you so that you have the best possible chance of succeeding in your chosen employability ambitions, academic progress in your studies, and enable you to excel in your own personal management. In order to do this your AA will invite you to attend a range of tutorials:

- If you are a new student at UEL, the first tutorial will take place either during induction week or the first two weeks of teaching and will be a face to face 1-2-1 or group meeting. You are required to attend this meeting.
- Students at all levels will be offered at least one opportunity per term to meet on an individual or group, face-to-face basis with their AA. However, if you would like to request an alternative method, such as email or MS Teams, this should be discussed with your AA.
- For Distance Learning Students these meetings may be provided online.

What are the benefits of having an Academic Advisor?

Having an academic member of staff oversee your general progress has many benefits, including:

- Act as gap analyser and intervener to enable you to realise your short, medium and long-term employability aims.
- Supporting you to overcome the challenges you face, take advantage of the opportunities at UEL and to become a confident learner in your academic subject area.
- Managing the transition between levels of study.
- Advising you on relevant academic, pastoral and career-related issues.
- Encouraging you to play an active part in your academic community, whilst developing a sense of belonging to UEL, your School and your course cohort.
- Encouraging reflection on your academic progress.
- Signposting you to the right sources of support available at UEL.
- Providing written references.

What can you expect?

- Contact details of AAs as soon as you get here.
- In term 1, if you're a new student, you will be offered and expected to attend an initial meeting with your AA during induction or the first two weeks of term. This may be a group or 1-2-1 tutorial.
- All students are then invited to attend a tutorial with their AA within the first 6 weeks of study.
- In term 2, all students are invited to attend an additional tutorial. If you can't attend the tutorial in person, there are other options available to you such as phone, email or MS Teams. Please discuss this with your AA.
- Your AA will be available to meet with you at other times during the academic year if you require further support – you can arrange this by booking an individual appointment.
- Your AA may refer you to another service at UEL where you will be able to receive specialist support e.g. relating to your finances, personal life or wellbeing.

What do we expect from you?

- Complete any preparation work, specified by your AA, prior to each meeting.
- Carry out the actions on the Action Grid provided to you at the meetings.
- Make full use of the opportunities provided for Academic Advisor meetings.
- Read the information provided about Academic Advisor meetings.
- Know the name and contact details of your AA.
- Attend your scheduled tutorials, on time. If you are unable to do this, make sure you let your AA know in advance (at least one day) and re-schedule.
- Take responsibility for finding out what you need to know and at having a go at resolving your difficulties before asking your Academic Advisor for help. Use your handbook, online information and the Student Hub.
- Do ask you Academic Advisor for help if you need it. Don't wait until it's too late – if you have an issue you can't resolve yourself, speak to your AA straight away. S/He will be able to offer guidance or point you in the right direction.
- Take charge, take action – after your meeting, make sure you follow up on the action points agreed during your tutorial and make full use of the additional support services you are signposted to.

What about confidentiality?

Information given to your AA will not be discussed with anyone without your consent, unless the AA suspects there is a risk of any harm or danger to yourself or others. Information given to AA's is not protected by privilege, so s/he would have a duty to disclose evidence of any criminal activity or offence.

Please note: AA's will not offer detailed feedback on coursework. This is provided by relevant lecturers. By accessing the support your AA can offer, you'll have someone to guide and help you achieve success.

- [Link to the Student Handbook page on **Academic Advisors**](#)

Extenuating Circumstances are circumstances which:

- impair your examination performance or prevent you from attending examinations or other types of assessment, or
- prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date

Please follow the link below to learn more.

- [Link to the Student Handbook page on **Extenuation**](#)

UEL accepts our corporate responsibility for all health and safety matters, as set out in the **Health and Safety** at Work etc., Act 1974 and all other specific health and safety legislation applicable to our undertakings. We will maintain a working environment where the health, safety and welfare of our staff, students and others is assured.

The main contact for you is Kevin Head, k.j.head@uel.ac.uk, 020 8223 4416.

Aneta Tunariu, the Dean of the School of Psychology, is responsible for health and safety matters within the School. Academics will assume responsibility for the safety of their students in formal teaching sessions and research staff will take responsibility for their participants. More generally all members of the school (staff and students) have a responsibility to take reasonable care of their own safety and that of others.

School Health and Safety

UEL and the School takes its responsibilities on Health and Safety seriously. The written policy outlines our obligations and strategies for ensuring a safe environment and a copy is given to every employee. Key principles are that we take all reasonable practical steps to promote and maintain a positive safety culture and high safety standards. This includes appropriate risk management, information, training and supervision.

We also recognise that effective health and safety management depends on commitment, co-operation and effort by us all. All staff and students have a duty to take care of their own health and safety, not to endanger others and to cooperate fully with UEL's health and safety arrangements. All staff and students must make sure that they familiarise themselves with the University Policy and procedures.

Risks at Work

There are many hazards and potential risks in the workplace – chemicals, confined spaces, display screen equipment, electrical appliances, fire, manual handling, lone working, risk to new and expectant mothers, systems of work and work equipment. The activities in your work and academic environment should have been assessed prior to your starting work and any significant risks brought to your attention. Our Head of School is responsible for ensuring risk assessments are completed and that they are brought to your attention.

Incident Reporting

All hazardous situations, dangerous incidents, violent incidents, fires, 'near misses' and accidents should be reported to the Head of Department and to the School Safety Co-ordinator. Incident/accident report forms can be found on the Health & Safety web pages at https://www.uel.ac.uk/~/media/Health-and-Safety/UEL-Accident-Form.ashx?la=en*. **It does not matter if there has not been an injury, it is essential that all incidents be reported. Major accidents must be reported by telephone to the Head of School and University's Head of Health & Safety. It will also be necessary to notify the Health and Safety Executive (HSE).***

Fire Safety

Fire is the most common cause of death and injury at work. It is essential that you familiarise yourself with the emergency procedures. If you have a disability which impairs your mobility, it must be brought to your School Safety Co-ordinator's attention to allow additional measures to be taken to ensure your wellbeing.

You should:

- identify at least two fire exits whilst on the premises
- identify the location of fire-fighting equipment
- identify fire assembly points
- know your fire marshals
- never move extinguishers or use them as doorsteps
- attend induction
- know what action you should take in the event of discovering a fire
- know what action to take when the alarm sounds.
- Fire safety training is organised and delivered by the Health & Safety Unit.

First Aid

UEL designates a number of qualified first aiders to attend to minor injuries or illness. First aid information and the names of the nearest first aiders should be displayed on School noticeboards. Switchboard staff also have a list of available first aiders. First aiders maintain first aid boxes. If injuries or illness are severe, do not delay in dialling 9–999 for emergency services.

Smoking

Smoking is only allowed in the designated smoking shelters set up at each campus. E-cigarettes may be used on campus but only outside buildings and away from entrances. All staff, students and visitors are required to comply with this policy.

MORE INFORMATION

- Link to the **University of East London Health and Safety Policy**

CAMPUS MAPS

The University of East London has three main campuses. There is a free, regular **bus service** for students and staff, between campuses. The timetable is available on the intranet.

MORE INFORMATION

- Link to the **Docklands Campus Map**
- Link to the **Stratford Campus Map**
- Link to **University Square Stratford**

KEY LINKS

- **Academic Appeals**
- **Academic Integrity**
- **Academic Tutoring**
- **Access and Participation Plan**
- **Accreditation of Experiential Learning**
- **Assessment and Feedback Policy**
- **Bus Timetable**
- **Civic Engagement**
- **Complaints procedure**
- **Counselling**
- **Disability support**
- **Engagement & Attendance Policy**
- **Extenuation Procedures**
- **IT Support**
- **Library Archives and Learning Services**
- **Manual of General Regulations**
- **Mentoring**
- **Office for Institutional Equity**
- **Referencing guidelines**
- **Student Engagement, Retention and Success**

- **Student Protection Plan**
- **Suitability Procedure**
- **Track My Future**