

The Humanities Programme



Programme Handbook 2011-12

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DATES OF TERMS

AUTUMN	MONDAY 26 SEPTEMBER 2011 - FRIDAY 16 DECEMBER 2011 (Term 12 weeks) (Christmas vacation 3 weeks)
SPRING	MONDAY 9 JANUARY 2012 – FRIDAY 30 MARCH 2012 (Term 12 weeks) (Easter vacation 2 weeks)
SUMMER	MONDAY 16 APRIL 2012 - FRIDAY 25 MAY 2012 (Term 6 weeks) (Summer vacation 17 weeks)

DATES OF SEMESTERS

SEMESTER A	MONDAY 26 SEPTEMBER 2011 - FRIDAY 20 JANUARY 2012 (17 weeks, integral vacation 3 weeks) <i>There will be examinations on Saturday 21 January 2012 for certain students. Relevant staff and all students must be available to attend exams on this day.</i>
SEMESTER B	MONDAY 23 JANUARY 2012 – FRIDAY 25 MAY 2012 (18 weeks, integral vacation 2 weeks) <i>There will be examinations on Saturday 5 May 2012 and Saturday 12 May 2012 for certain students. Relevant staff and all students must be available to attend exams on this day.</i>

PUBLIC HOLIDAYS

Christmas	Sunday 25 December 2011 Monday 26 December 2011
Substitute Bank Holiday	Tuesday 27 December 2011
New Year	Sunday, 1 January 2012
Substitute Bank Holiday	Monday 2 January 2012
Easter	Friday 6 April 2012 Monday 9 April 2012
May Day	Monday 7 May 2012
Spring Bank Holiday	Monday 4 June 2012
Queen's Diamond Jubilee	Tuesday 5 June 2012
Summer Bank Holiday	Monday 27 August 2012

UNIVERSITY HOLIDAYS

The University will be closed from 16.00 hours on Friday 23 December 2011 until 08.30 hours on Tuesday 3 January 2012.

The University will also be closed on Tuesday 28 August 2012.

Teaching and Semester Dates: Semester A

Induction Level 4 only	Monday 26 th September 2011
Teaching Starts	Monday 3 rd October 2011
Teaching Ends	Friday 13 th January 2012
End of Semester	Friday 20 th January 2012

Teaching and Semester Dates: Semester B

Teaching Starts	Monday 23 rd January 2011
Teaching Ends	Friday 27 th April 2011
End of Semester	Friday 25 th May 2011

Deadlines for Humanities Programme

Semester A Programme Deadline	Friday 12 th January 2012 (including referrals and deferrals left over from previous year)
Semester B Programme Deadline	Friday 27 th April 2012

Module Change Deadline

Semester A	11 th October 2011
Semester B	1 st February 2012

Withdrawal from Module

Semester A	19 th October 2011
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Examination Period

Semester A Examination Week	Monday 16 th January 2011 – Saturday 21 st January 2011
Semester B Examination Period	Monday 30 th April 2012 – Friday 25 th May 2012 (including Saturday 5 th and Saturday 12 th May)
Referral/Deferral Examinations	Monday 19 th June 2012 – Friday 29 th June 2012

Serious Adverse Circumstances Claim Deadline

Semester A submission deadline	Monday 2 nd January 2012
Semester B submission deadline	Monday 21 st May 2012

Publication of Results

Semester A results	By Friday 24 th February 2012
Semester B results	By Friday 8 th June 2012
Referral / deferral results	By Wednesday 18 th July 2012

Final Pass Lists	20 th July 2012
Transcripts and progression details to students	3 rd August 2012

1. INTRODUCTION TO THE HUMANITIES PROGRAMME

STAFF DETAILS

School and Faculty	Name	Room	Ext.	E-mail
Dean of Faculty	Dr Andrew Clutterbuck	R345	5633	a.clutterbuck@herts.ac.uk
Head of School	Mr Jeremy Ridgman	R331	5519	j.ridgman@herts.ac.uk
Associate Head of School (Professional)	Ms Stephanie Grainger	R329	5722	s.grainger@herts.ac.uk
Associate Head of School (Research)	Dr Owen Davies	R332	5705	o.davies@herts.ac.uk
Associate Head of School (Academic)	Dr Marjolein Groefsema	R329	5699	m.groefsema@herts.ac.uk
Faculty Registrar	Liz Clark	R341	5601	e.a.1.clark@herts.ac.uk

Programme Officers	Name	Room	Ext.	E-mail
HP Programme Tutor	Dr Rowland Hughes	R336	5632	r.w.hughes@herts.ac.uk
HP Associate Programme Tutor (Academic)	Dr Jennifer Young	R330	5689	j.m.young@herts.ac.uk
HP Associate Programme Tutor (Pastoral)	Dr Sam Coleman	R325	5643	s.coleman@herts.ac.uk
HP Part-time Students' Tutor	Dr. Anna Tripp	R336	5654	a.f.tripp@herts.ac.uk
HP Graduate Skills & Employability Tutor	Ms Mimi Tessier	R323	5709	m.tessier@herts.ac.uk
HP Admissions Tutor (International Students)	Dr. Christina Schelletter	R320	5690	c.schelletter@herts.ac.uk
HP Admissions Tutor (Home and EU Students)	Dr Craig Bourne	R324	5635	c.bourne@herts.ac.uk
Academic Skills Tutor	Mr Theo Gilbert	R330	5776	t.1.gilbert@herts.ac.uk
Programme Help Desk	Programme Tutors	R333	5704	programmehelpdesk@herts.ac.uk
HP Programme Administrator (Levels 4 and 5)	Ms Gowri Kanagasabai	R312	5608	g.kanagasabai@herts.ac.uk
HP Programme Administrator (Level 6 and MA)	Ms Genean Warren	R312	5611	g.warren@herts.ac.uk
HP Senior Administrator	Mr Andy Penn	R312	5606	a.penn@herts.ac.uk

Subject Leaders	Name	Room	Ext.	E-mail
Creative Writing	Dr. Pat Wheeler	R336	5652	p.a.wheeler@herts.ac.uk
English Language & Communication	Dr Christina Schelletter	R320	5690	c.schelletter@herts.ac.uk
English Language Teaching	Dr Christina Schelletter	R320	5690	c.schelletter@herts.ac.uk
English Literature	Dr. Pat Wheeler	R336	5652	p.a.wheeler@herts.ac.uk
History	Dr Helen Boak	R342	5691	h.boak@herts.ac.uk
Languages	Ms Janette Bradley	R335	5692	j.bradley@herts.ac.uk
Mass Media Communications Group: Film, Journalism, Media Cultures, New Media Publishing	Ms Mimi Tessier	R323	5709	m.tessier@herts.ac.uk
Philosophy	Dr Brendan Larvor	R324	5659	b.p.larvor@herts.ac.uk

THE HUMANITIES PROGRAMME: AN OVERVIEW

Subject Study and Graduate Skills

Your degree programme is called the **Humanities Programme (HP)**. It is in the School of Humanities which is in the Faculty of Humanities, Law and Education, de Havilland Campus, Hatfield, Herts. AL10 9AB.

The Humanities Programme aims to provide the following:

- a structured but flexible programme for the study of Humanities disciplines, offering students a choice of subjects and modes of study;
- the opportunity for students to pursue existing interests in Humanities disciplines and develop interests in subjects that they have not studied previously;
- the opportunity for students to acquire general transferable skills which are of relevance to a wide range of careers;
- a supportive academic and pastoral framework for students on the programme;
- the opportunity for students to study in a University in Europe, North America, Singapore and Australia.

Within HP it is possible to construct programmes of study of differing types, leading to a large number of named awards. Furthermore, with HP you are not stuck on a route: within certain constraints, it is possible to review your programme at regular intervals, and adjust it in line with your developing interests and expertise.

Having emphasised the flexibility, it is also important to stress the need for policies and regulations for the Programme. You will need to know the Programme regulations on attendance, assessment, progression and awards. These apply to everyone on the Programme. This handbook gives you the necessary information. It also tells you how to represent your views on the Programme and guides you to those members of staff that can give you help of various kinds.

Our aim is to help you develop your full potential in a challenging, but friendly and supportive academic environment. Of course, the responsibility for your educational achievement is ultimately in your hands, but our teaching and learning strategy is geared to help you take that responsibility, particularly in its emphasis on student-centred learning. We also believe that education is concerned with the whole person. We are concerned with academic excellence, but we are also concerned with a wide range of personal skills. We will be educating you—or rather you will be educating yourselves—for life.

Educational Aims of the Humanities Programme

The courses incorporated in the Humanities Programme have been devised in accordance with the University's ['Learning and Teaching Policy and General Educational Aims' UPR TL01](#).

The Humanities Programme aims to provide a modular structure for the following courses, each with its own Programme Specification: English Language & Communication; English Literature; History; Philosophy; Creative Writing; New Media Publishing; English Language Teaching; Film; Journalism; Languages (French or Spanish); Media Cultures; Acting and Screen Performance; and American Studies.

Intended Learning Outcomes

The Humanities Programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes which are detailed in the Programme Specifications for the above listed courses which contribute to the Humanities Programme.

Study Abroad

The Study Abroad year will expand a student's knowledge and understanding of a different cultures, develop skills in the language of the host institution, and develop subject skills and skills associated with living independently in a different culture.

Programme Rationale

The rationale for the Humanities Programme Framework is to provide a structured but flexible programme for the study of Humanities disciplines. The Programme is designed to recruit students who have an A Level in a relevant discipline or who have an interest in developing their knowledge of Humanities disciplines which they have not previously had the opportunity of studying. The structure of the Programme is designed such that students have a measure of choice of subjects and mode of study. They are able to combine modules to form a coherent programme of study within a subject and/or between subjects. Graduates are equipped for a variety of careers including those traditionally open to Honours graduates in Humanities, e.g. media, teaching, journalism, local government, the Civil Service, and a range of opportunities within industry. The Programme also prepares single subject students for further study at Postgraduate Level.

The Humanities Programme Framework:

The programme is offered in full-time (3 or 4 years) and part-time (normally 5 years) modes and in all cases leads to awards designated within each programme specification or to the award of a BA degree with Honours in Humanities. The Modular Framework structure and progression information below is provided for the BA honours award.

Definition of Academic Levels

All modules are identified with one of the following levels according to their academic function. The university defines its levels of study in accordance with the descriptors outlined by the [Framework for Higher Education Qualification \(FHEQ\) for England, Wales and Northern Ireland](#):

Academic Level	Description:
4 (previously level 1)	Level 4 is typically equivalent to the standard of first year full-time degree study. This is an introductory module, which will normally provide the basis for further study in a particular subject area.
5 (previously level 2)	Level 5 is typically equivalent to the standard of second year full-time degree study. Level 5 modules will normally develop study in a particular subject area in which students are beginning to specialise and typically assume some prior study of that subject at Level 4.
6 (previously level 3)	Level 6 modules represent in-depth, advanced or specialist study of a subject area and represent exit level standard for an honours degree in that subject.

Level 4**TABLE 1****Subjects Available for Single Honours and Joint Honours Awards**

English Language & Communication
 English Literature
 History
 Philosophy
 Acting and Screen Performance (Joint Honours only)

TABLE 2**Subjects Available in Combined Honours and Humanities Honours Awards**

English Language & Communication
 English Literature
 History
 Philosophy
 Creative Writing

 New Media Publishing
 English Language Teaching
 Film
 Journalism
 Media Cultures
 American Studies
 Acting and Screen Performance
 French *or* Spanish *or* German *or* Italian *or* Japanese *or* Mandarin
(N.B. No student may take more than 30 credits in Languages in any one academic year)

Semester A

All students choose one of the following courses:

Possible Courses
Joint Honours Combined Honours Humanities Honours

Level 4 – Definitions of Courses		
Course	Potential Choices	Pattern of Study
Joint Honours	Choose two subjects from Table 1	30 credits in each subject
Combined Honours	Choose one subject from Table 1 and two other subjects from Table 2	30 credits in one subject and 15 credits in each of the other two subjects
Humanities Honours	Choose one subject from Table 1 and three other subjects from Table 2	15 credits in each subject

Compulsory modules	Credit points	% examination	% coursework
60 credits of study	15 credits per module	Variable	
4HUM0189 Engaging with the Humanities	15 credits (over Semesters A & B)	0%	100%

Semester B

Within the constraints of the number of subjects chosen from Table 1 and individual subject structure (prerequisites and module credit values), students may exercise a change of course.

Preceding Course at Level 4 in Semester A	Possible Options
Joint Honours	Joint Honours
Combined Honours	Joint Honours Combined Honours
Humanities Honours	Joint Honours Combined Honours Humanities Honours

Compulsory modules	Credit points	% examination	% coursework
60 credits of study	15 credits per module	Variable	
4HUM0189 Engaging with the Humanities	15 credits (over Semesters A & B)	0%	100%

Progression to Level 5 requires a minimum of 120 credits at Level 4. Students must normally have 30 credits in a subject at Level 4 in order to study that subject at Level 5.

At the end of Level 4 students will have completed at least one of the following courses:

Level Four Outcomes	
Joint Honours	Total of 120 credits with at least 45 credits each in two subjects
Combined Honours	Total of 120 credits with at least 45 credits in one subject and 30 credits in two other subjects
Humanities Honours	Total of 120 credits with 30 credits each in four subjects

Level 5**Semesters A and B**

Within the constraints of the number of subjects chosen from Table 1 and individual subject structure (prerequisite and module credit values), students may exercise a change of course at the beginning of Semester A and B at Level 5.

Outcome at Preceding Level	Possible Options
Joint Honours	Single Honours Joint Honours Combined Honours (2 subjects)
Combined Honours	Single Honours Joint Honours Combined Honours (2 subjects) Combined Honours (3 subjects)
Humanities Honours	Single Honours Joint Honours Combined Honours (2 subjects) Combined Honours (3 subjects) Humanities Honours (4 subjects)

Level Five Definitions of Courses		
Course	Choices	Pattern of Study
Single Honours	Continue with one subject from Table 1	60 credits in one subject
Joint Honours	Continue with two subjects from Table 1	30 credits in each subject
Combined Honours (2 subjects)	Continue with one subject from Table 1 and one other subject from Table 2	45 credits in one subject and 15 credits in the other subject
Combined Honours (3 subjects)	Continue with one Subject from Table 1 and two other subjects from Table 2	30 credits in one subject and 15 credits in each of the other two subjects
Humanities Honours	Continue with one subject from Table 1 and three other subjects from Table 2	15 credits in each subject

Compulsory modules	Credit points	% examination	% coursework
60 credits of study per semester	15 credits per module	variable	Error! Bookmark not defined.
5HUM0344 Information Skills 2: (Semester A only)	0 credits	0%	100%
Optional Modules	Credit points	% examination	% coursework
5HUM0350 Employability & Career Planning (Semester A, or B, or C)	0 credits	0%	0%
5HUM0353 Independent Work Experience (Semester A, or B or C)	0 credits	0%	0%

At the end of Level 5 students will have completed at least one of the following courses:

Level Five Outcomes	
Single Honours	Total of 120 credits with at least 75 credits in one subject
Joint Honours	Total of 120 credits with at least 45 credits each in two subjects
Combined Honours (3 subjects)	Total of 120 credits with at least 45 credits in one subject and 30 credits in two other subjects
Combined Honours (2 subjects)	Total of 120 credits with at least 60 credits in one subject and 30 credits in another subject
Humanities Honours	Total of 120 credits with 30 credits each in four subjects

Progression to Level 6 requires a minimum of 120 credits at Level 5. Students must normally have 30 credits in a subject at Level 5 in order to study that subject at Level 6.

Level 6 Optional Year Abroad

A Year in Europe or a Year in North America is an optional additional year which increases the length of the Honours degree award to a four-year full-time degree. The additional year comprises an agreed programme of study in the third year of a partner institution in Europe (other than the UK), North America, Australia or Singapore with which the University of Hertfordshire has an institutional agreement. The programme of study will support, supplement and extend the more usual three-year programme. Success in the third year will be recognised in the title of the award, but does not carry additional credit towards the Honours programme.

The Programme of Study and the Learning Contract

A student's programme of study will be negotiated and approved by the Head of School (or nominee) in consultation with appropriate others and the host University. The programme provided by the host institution may comprise taught modules, a research project, field studies, or a mixture of these components. The programme of study will require a minimum of 25% of studies to be undertaken in aspects of culture of the placement country. Prior to the commencement of the year abroad, the student and Programme Officers from UH and the host institution will agree a learning contract. The learning contract will specify the assessment requirements to be met for successful completion of the programme of study. A Module Board of Examiners will consider the results for the year abroad during the first semester of the following academic year. All assessments must be completed by the end of the year abroad, and no subsequent referrals will be permitted. Students who have varied their programme of study without agreement from UH or have failed to meet the requirements of the learning contract will not be permitted to include their year abroad studies in the degree title.

Eligibility for Study Programme

A student will normally elect for a year abroad on initial enrolment at on the Humanities Programme. However, it will be possible to change programme prior to commencement of Level 5. A student must confirm the intention to study abroad during the first ten weeks of study at Level 5. This will enable a place to be negotiated at a host institution and the Study Programme and learning contract to be arranged and agreed. Only a limited number of places exist. These will be awarded on the basis of the suitability of students and guided by choice on the most appropriate programme and host institution.

To be eligible to proceed to a year abroad, a student must, by the time of the Semester B Module Boards of Examiners, have achieved at least 210 credits overall, including at least 90 credits at Level 5.

For the year abroad in Europe, where study will be undertaken in a foreign language, students must meet the host University's language requirements.

NB: Students who wish to find out more information about the Year Abroad should contact the Year Abroad tutor, Nicole Duplain: n.duplain@herts.ac.uk

Level 6 at the University of Hertfordshire**Level 6****Semesters A and B**

Within the constraints of the number of subjects chosen from Table 1 and individual subject structure (prerequisite and module credit values), students may exercise a change of course at the beginning of Semester A and B at Level 6.

Outcome at Preceding Level	Possible Options
Single Honours	Single Honours
Joint Honours	Single Honours Joint Honours Combined Honours (2 subjects)
Combined Honours (2 subjects)	Single Honours Joint Honours Combined Honours (2 subjects)
Combined Honours (3 subjects)	Single Honours Joint Honours Combined Honours (2 subjects) Combined Honours (3 subjects)
Humanities Honours	Joint Honours Combined Honours (3 subjects) Combined Honours (2 subjects) Humanities Honours (4 subjects)

Level 6 Definitions of Courses		
Course	Choices	Pattern of Study
Single Honours	Continue with one subject from Table 1	60 credits in one subject
Joint Honours	Continue with two subjects from Table 1	30 credits in each subject
Combined Honours (2 subjects)	Continue with one subject from Table 1 and one other subject from Table 2	45 credits in one subject and 15 credits in the other subject
Combined Honours (3 subjects)	Continue with one Subject from Table 1 and two other subjects from Table 2	30 credits in one subject and 15 credits in each of the other two subjects
Humanities Honours	Continue with one subject from Table 1 and three other subjects from Table 2	15 credits in each subject

Compulsory modules	Credit points	% examination	% coursework
60 credits of study per semester	15 credits per module	variable	

At the end of Level 6 students will have completed one of the following courses and be entitled to one of the named awards:

Level Six Outcomes and Awards		
Course	Criteria	Description
Single Honours	Total of 120 credits with at least 120 credits in one subject at Level 3	BA Hons <Single Subject>
Joint Honours	Total of 120 credits with at least 60 credits each in two subjects at Level 3	BA Hons <Major> and <Major>
Combined Honours (2 subjects)	Total of 120 credits with at least 90 credits in one subject and 30 credits in another subject at Level 3	BA Hons <Major> with <Minor>
Combined Honours (3 subjects)	Total of 120 credits with at least 60 credits in one subject and 30 credits in two other subjects at Level 3	BA Hons <Major> with <Minor> and <Minor>
Humanities Honours	Total of 120 credits with 30 credits each in four subjects at Level 3	BA Hons Humanities

The award of a BA Honours degree requires 360 credit points passed with a minimum of at least 120 credit points at Level Six.

The University has approved structure and assessment regulations common to all programmes. The method of calculating your degree classification is explained on pages 34-37 of this Handbook.

The programme includes the following interim awards:

- University Certificate requiring 45 credits points at Level 4
- Certificate of Higher Education requiring 120 credit points at Level 4
- University Diploma requiring 180 credit points, including at least 60 at Level 5
- Diploma of Higher Education requiring 240 credit points, including at least 120 credit points at Level 5
- Bachelor of Arts (unclassified) requiring 300 credit points, including 180 credit points at Level 5/6, of which at least 60 must be at Level 6.

Choosing Your Programme of Study

When you come to choose your programme of study there are many factors that may influence your decision: your interests, abilities, career plans, the title of degree you are aiming for, pre-requisites and co-requisites of the modules, subject availability, form of assessment, and even the timetable. You should carefully consider your priorities before making your choices. Look at all the relevant documentation and consult with staff (your **Personal Tutor, Programme Tutors, Subject Leaders, Module Leaders or Tutors**) to ensure that you are embarking upon a coherent pathway which will take you where you want to go.

The Index of Modules details all of the modules on offer each year, providing a detailed module description, assessment methods and the constraints on taking the module. All of this documentation is supplemented with subject talks which are given to further explain the modules on offer and to give you a chance to ask questions about the possible programmes of study in a particular subject area.

You need to ensure that at Level Four you have studied and successfully completed at least **two modules (30 credits)** in the subjects that you wish to continue at Level Five. This is to satisfy the prerequisites that are normally required for Level Five modules.

By the time you reach the end of Level Four you should have an idea of the pattern you wish to take for the rest of your degree and the balance of subjects you wish to take. It is then that you will need to choose the subjects that you will continue with at Levels Five and Six. You may continue with one, two, three or four subjects, provided that you have successfully completed the appropriate prerequisites for

your modules. Ideally, you should also have some idea of what you wish to take at Level 6, because some Level 6 modules have specific Level 5 modules as prerequisites.

At the end of Level 5 you select your Level 6 programme of study. To continue with a subject you must normally successfully complete two modules (30 credits) in the subject at Level 5. Between Level 5 and Level 6 you may, subject to the availability of modules, increase your rate of study within a subject which has not been the major focus of your study by a maximum of two modules, i.e. two to four and three to five. Where a subject has formed the major focus for study, i.e. if at least four modules have been successfully completed, you may increase your rate of study to five, six, seven or eight modules.

MODULE CHANGES

You are not allowed to change modules after two teaching weeks into term (**see section on Key Dates**) and you are not allowed to withdraw from a module after three weeks into term (unless there are exceptional circumstances).

Important Information

If you wish to change the modules you have chosen you MUST go through the official processes:

1. Collect a "Change, Choose or Pick Up Modules" Form, available from the racks outside the Humanities School Office, R312, or in the "Student Forms" folder under Programme Information on the Humanities Programme Studynet site.
2. Contact the Module Leader of the module you wish to join and make the request.
If you have satisfied 3 conditions:
 - The request is made within the module change deadline (see section on *Key Dates*)
 - The student meets any necessary pre-requisites for the module they wish to join
 - The module is NOT full
3. The Module Leader will sign your form.
4. You must then get a signature from the Module Leader whose module you wish to discontinue enabling him or her to amend their registers.
5. Finally return the form to the Humanities School Office, R312, so that your computer record can be up-dated. Forms can be posted in the metal box on the wall outside the office.

If you do not use these official processes you will be deemed NOT to have changed modules and your assessment profile will include the original module and will record your performance on that original module.

TIMETABLE

The School offers a wide range of subjects. However, it is not possible to take all combinations of modules as some subjects will be backed against each other on the timetable. Whilst the timetable works for most students, sometimes you may find that you have a clash of modules.

If it is a matter of seminars clashing and there is at least one alternative seminar available, contact the Module Leader involved, explaining the problem and requesting to be transferred to the alternative seminar. If it is feasible, the Module Leader will arrange for you to be transferred and for this re-allocation to be recorded.

If it is a clash of classes, lecture or seminar where there are no alternatives available this is a more serious problem. In this case you will need to take your problem to Programme Help Desk, or fill in a Query Form (available outside the Humanities Office, R312). There is an up-dated copy of the timetable with all lectures and seminars on the StudyNet Humanities Programme page. Please make sure you check Notice Boards and StudyNet for room changes.

PART-TIME STUDY

We offer an extremely flexible part-time Programme. With our help and advice and following a few basic guidelines you can put together a Programme of Study which suits your needs and your interests. We have a large and thriving community of part-time students who study alongside full-time students and who have equal access to the full range of facilities and support mechanisms at the University.

- A part-time student normally studies between two and five modules (30-75 credits) per academic year.
- Varying rates of study are possible: you can increase or decrease your rate of study year by year or semester by semester in response to your changing circumstances.
- You are entitled to take a break from study for a semester or even a year if your circumstances require it.
- If you wish, you can apply to transfer to a full-time rate of study. This should be arranged at the beginning of the academic year.
- If you sign up for six or more modules in a year, you will be liable to pay full-time fees.
- In order to ensure the coherence, currency and relevance of your programme, you should aim to complete your degree within a maximum of **seven years**.

In any given academic year, part-time students may choose to study:

	1 module in semester A & 1 module in Semester B
or	1 module in semester A & 2 modules in Semester B
or	2 modules in semester A & 1 module in Semester B
or	1 module in semester A & 3 modules in Semester B
or	3 modules in semester A & 1 module in Semester B
or	2 modules in semester A & 2 modules in Semester B
or	2 modules in semester A & 3 modules in Semester B
or	3 modules in semester A & 2 modules in Semester B

Your Commitment

You will need to be able to dedicate at least eight hours out of any given week to each module you take (sixteen hours if you take two modules concurrently: twenty-four hours if you take three). Of these eight hours, one hour will typically be spent in a lecture and one or two hours in a seminar. The remainder will be given over to independent study. Module regulations such as attendance requirements and module and Programme deadlines apply to part-time students in the same way as full-time students.

You select which modules you wish to take at the beginning of each academic year (although there is some scope to change your mind later). In order to help you make your choices, you will be given an '**Index of Modules**' containing details of all modules currently on offer, and a timetable informing you when the modules run. You will also be able to discuss your choices with the **HP Part-Time Students' Tutor**.

Part-time students can use modules from higher levels to count for lower level modules i.e. Level 5 modules counting for Level 4, Level 6 modules counting for Level 5 but must take care to follow the rules of progression which state that in order to study an academic subject at Level 5, you will need to have successfully completed at least **two modules (30 credits)** in that subject at Level 4. Likewise, in order to study a subject at Level 6, you need to have successfully completed at least **two modules (30 credits)** in that subject at Level 5. You must bear in mind the timetable restrictions you will face with your programme of study if you create a programme mixing Level 4, 5 and 6 modules during the same year. It is also wise to make sure you keep a clear personal record of how many modules you have, in which subjects and at which levels.

Getting Started

During Induction week (which usually runs in late September), and in the weeks that follow, we offer a general introduction to the ethos and structure of the Humanities Programme, including sessions on necessary study skills and effective use of the learning resources e.g. Learning Resource Centre. There is a special induction meeting for part-time students. It is very important that you make time to attend these events. You should familiarise yourself from the outset with the wide range of support mechanisms available to you. For example, we run a Programme Help Desk daily, where you can drop in without appointment and get help with any problems or questions you might have. If you need advice or want to discuss any aspect of part-time study, please contact Dr. Anna Tripp, on 01707 285654 or e-mail: A.F.Tripp@herts.ac.uk.

GRADUATE AND ACADEMIC STUDY SKILLS

The development of graduate and academic skills are an important part of a degree programmes. At the same time as you are studying your chosen academic subjects, you will also be developing a range of skills of a wider significance including: intellectual skills, ICT skills, communication skills, social skills and personal skills. These skills will be embedded within the subjects you are studying and they will be developed during the three years of study at the University. Your Academic Skills Tutor is Theo Gilbert. He can be contacted on t.1.gilbert@herts.ac.uk

At Level 4, these skills are developed as part of the core module 'Engaging with the Humanities'. At Levels 5 and 6, further Graduate Skills modules are provided online.

A series of optional Academic Skills workshops will be run in each semester. Places on these workshops are limited, so they operate on a first-come, first-served basis. Details can be found on the Graduate Skills module sites on Studynet.

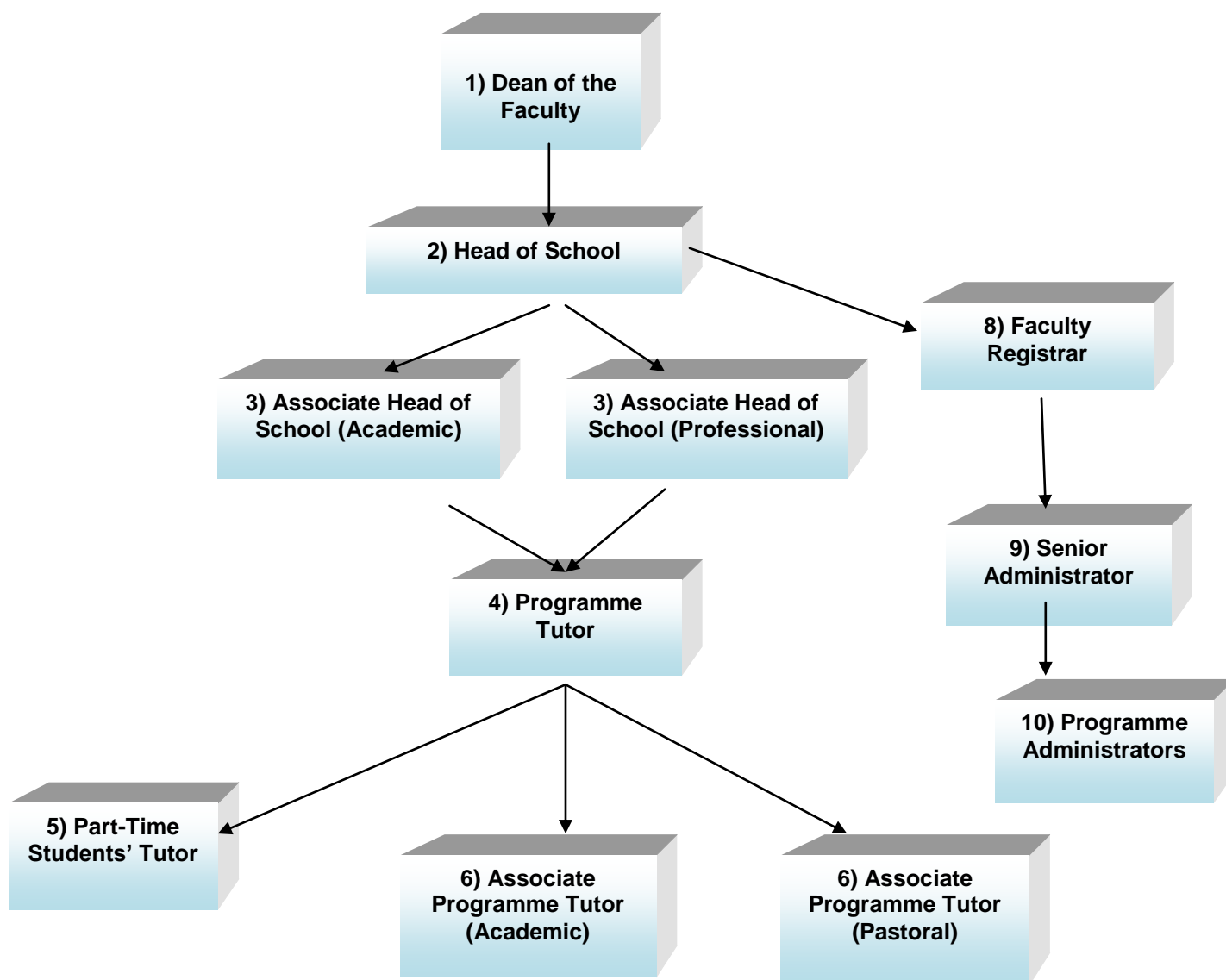
The **Learning Resource Centre (LRC)** offers training sessions on electronic research tools and software applications, and provides online subject-specific 'tool-kits' to help you find and use the electronic resources at your disposal.

Employers have expectations of what graduates should be able to do and value these skills. Often they are less interested in the content of what you have studied than in the range of skills that you have developed and can transfer to the workplace.

HP – HOW IT WORKS

The Humanities Programme is one of the largest programmes of study within the University. The various management functions associated with the programme have been carefully delegated to enable individual members of staff to carry out their roles with efficiency and clarity of strategic objectives. Most notable of these is the role of the administrative personnel whose primary function is to obtain data from students (e.g. personal details, module choices) and academic staff (e.g. examination papers, assessment marks) and to maintain the accuracy of this data.

Figure 1: THE MANAGEMENT OF THE HUMANITIES PROGRAMME



Programme Tutors (posts 4, 5 and 6) meet regularly to discuss and review matters relating to the Programme. The HP Programme Committee meets throughout the academic year and includes all members of the management team (or their delegated representatives), the Subject Leaders and Student Representatives. This Committee is formally responsible for the management of the Programme, including its policies and regulations and their development. Should you wish to act as a Programme Representative, please contact one of the Associate Programme Tutors to enquire about vacancies. The Programme Committee has two student representatives for each level of the Programme and two part-

time student representatives. The University of Hertfordshire Students' Union provides training modules for those students wishing to take on Committee responsibilities. Both academic and administrative staff values the contributions and support of students in the management of the Humanities Programme. All the personnel associated with the structure depicted are named, along with their contact details, at the front of this handbook.

ACADEMIC SUPPORT FOR YOUR STUDIES

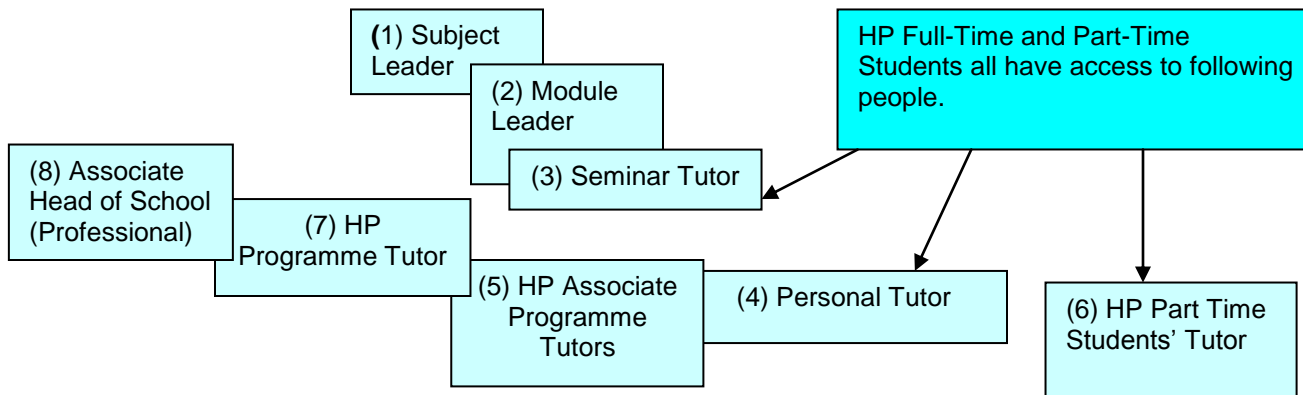
Studies in Higher Education demand a considerable amount of self-direction and motivation. With this in mind we aim to provide students with a supportive structure both in terms of staff and documented sources of information and advice. Figure 2 shows the academic staff who are in place to guide and support you in the teaching and learning process.

On the subject side of your studies (the upper part of Figure 2) the Subject Leader (1) has responsibility for co-ordinating the subject's teaching on HP, ensuring that quality assurance mechanisms are in place, that the subject area has a varied and developing provision and that a Subject Guide is provided for students. A Module Leader (2) has a responsibility for a module in a subject area. This involves co-ordinating the module, providing a Module Guide on StudyNet and ensuring that students' needs on that module are met. Your Seminar Group Tutor (s) (3) are the people you will meet most regularly. They are responsible for the teaching and learning in your seminar groups, and will be directly involved in the assessment of your work.

If you need confidential support or advice of an academic or non-academic nature, every student has a named Personal Tutor (4). In your first year, your Personal Tutor will be your seminar leader for the core module, Engaging with the Humanities. At the start of your second year, you will be transferred to a different member of staff, who will remain your personal tutor for the duration of your studies. Students are invited to meet their Personal Tutors for short consultations at least twice a year (once per semester). For each of these meetings, you will be asked to complete a short form outlining your recent grades, the nature of the feedback that you have received on your work, your short and long term goals (both academic and non-academic), and any co-curricular or extra-curricular activities that you might be involved in. This form should be uploaded in the Assignments section of the Graduate Skills studynet sites (Graduate Skills 2 for Level 5 students, and Graduate Skills 3 for Level 6 students). It will form the basis for the meeting with your Personal Tutor, who will be able to discuss your recent performance, your module choices, and your career plans (amongst other things) and to help you to define and achieve your targets for your time at university. After each meeting, you will be asked to complete a short action plan for the year ahead. Your Personal Tutor should be your first port of call should you have any academic queries, or be experiencing personal difficulties that you would like to discuss in confidence with a member of staff. A good relationship with your Personal Tutor can help you to flourish during your time as a student, and Personal Tutors may be a good source of an academic reference once you have graduated (so the better they know you, the more detailed that reference might be).

HP Programme Tutor (7), HP Associate Programme Tutors (5) and HP Part-Time Students' Tutor (6) are academic members of staff with considerable experience in providing pastoral support to students. They offer a Programme Help Desk every day of the week during term time. No appointment is necessary to attend the Help Desk as the service is provided on a 'drop-in' basis (see notice boards for details). Programme Help Desk staff are happy to discuss any problem or query you might have in confidence, to provide advice and assistance with matters relating to your studies or personal welfare. Part-Time students often have particular queries and are in need of more specialist forms of support. HP has a designated member of staff (6) who has considerable experience in working with part-time students and who can assist with the particular challenges which part-time study can bring.

Figure 2: SUPPORT ON THE HUMANITIES PROGRAMME FOR TEACHING, LEARNING AND ACADEMIC ISSUES



KEEPING A PERSONAL RECORD OF MODULE INFORMATION

After the first week or two of the academic year you should be in a position to collate the information below as it relates to you and the modules you have chosen to study.

Your Personal Tutor
 See notice boards and StudyNet for the name of your Personal Tutor (details published in the first week of the Academic Year)

Name of Personal Tutor: _____

Telephone number(s): _____

E-mail address(es): _____

Office hours: _____

Module Titles:

Semester A:

1. _____
2. _____
3. _____
4. _____

Semester B:

1. _____
2. _____
3. _____
4. _____

ACADEMIC DOCUMENTATION AVAILABLE ON HP

HP PROGRAMME HANDBOOK (available on StudyNet)

This contains the following:

- The aims and objectives of the Programme
- The management and administration of the Programme
- The structures of the Programme
- Key regulations
- Academic and pastoral support structures of the Programme
- Policies of the University

INDEX OF MODULES (available on StudyNet)

The Programme has an Index of Modules. This contains the following:

- The Programme's module provision for the year
- Detailed descriptions of each module including: content, assessment, constraints, subject leader.

SUBJECT GUIDE (available on StudyNet)

Every subject should have a Guide. This will detail the following:

- The aims and objectives of the subject
- A rationale for studying the subject
- Outline descriptions of the modules offered (See Index of Modules for full detail)
- Points for consideration when choosing the subject
- Career prospects for students studying the subject
- Guidelines on particular requirements of the subject (referencing, essay writing etc)
- Support activities (e.g. societies, guest speakers)

MODULE GUIDE (available on StudyNet)

Every module you study should have a guide that will detail the following:

- The aims, objectives and learning outcomes of the module
- Outline of the content
- The type and schedule for assessment
- The bibliography and other sources for the module
- Contact details of staff teaching on the module

SUPPORT FOR DISABILITIES AND SPECIAL NEEDS

In certain cases, if you are disabled you may stay in Halls or other type of University accommodation for the whole of your course. Some adapted accommodation is available on each campus and special examination arrangements can be made to help individual students who have difficulty. There are a number of specialised facilities in the Learning Resources Centre for students with disabilities. Information on policy and provision is available on the internet via the University's home pages. All of the main switchboards are equipped with Minicomms, and the University subscribes to Typetalk. Contact the University Disability Officer (tel: 01707 284454) to obtain initial answers to queries, or write to the Admissions Tutor of the degree.

What support is available to me as a disabled student?

The University has a team of Disability Advisers who will be your main contact for agreeing support and adjustments for your studies. These Advisers work with students with a wide range of disabilities including specific learning disabilities such as dyslexia and dyspraxia, sensory and /or physical impairments, mental health difficulties, Asperger's Syndrome and long-term medical conditions (e.g. epilepsy and diabetes). If you have a disability and would like to discuss the support or adjustments you might be entitled to we encourage you to contact Disability Services so a meeting can be arranged with an Adviser.

To arrange an appointment please email DisabilityServices@herts.ac.uk, ring 01707 281338 or drop in to see us in room C204 (Main Building, College Lane). For further details please see the Disability Services pages on StudyNet in the [Student Support / Personal Life section](#).

The Disability Officer

Lena Kloos is the University's Disability Officer. She helps the University to address the needs of all disabled people, whether they are staff, students or users of University services and facilities. She also co-ordinates the Disabled Students Network.

If you want to find out more about the support for disabled people at the University or want to discuss any disability related issues you can contact Lena on: 01707 284454, or email: L.J.Kloos@herts.ac.uk or disability@herts.ac.uk

Disability Support (LIS)

The University currently has one of the largest Learning Resources Centres in the UK and all campuses have specialist equipment and assistive technologies specifically for disabled people. If you require support using the specialist equipment in the LRC's please contact lis.disability@herts.ac.uk

Special examination and assessment arrangements may be made if you have a disability or special needs. This can be arranged through the Disability Advisers.

COMMUNICATION ON HP

The communication of information is of vital importance to the well being of students and to the teaching and learning process. Figures 4 and 5 (below) show the routes of communication open to you. You must ensure you initiate communication when necessary – it is better to be pro-active – and respond efficiently and clearly to any communication you receive. Individual student delays in responding to communications can hold up the processing of data relating to a whole group of students, sometimes entire cohorts and occasionally all HP students.

We are particularly keen to encourage the use of e-mail in our communications and believe that all students should be e-mail proficient within the first four weeks of their study at the University. E-mail provides the convenience of telephone, while providing a written (documented) reply to any query staff may raise or response staff might make. It has the added benefits that it enables you establish contact with anyone else in the world that has an e-mail address at no cost to you, and all staff have facilities to receive and send e-mail via their University e-mail addresses from home.

In all correspondence, you should correctly address the person you are writing to (by starting your correspondence with "Dear ..."), and also that you sign your full name. This applies to e-mails as well as letters. It is important to get into the habit of observing formal rules of correspondence. Do not use text language (xxx lol!) when writing to your tutors or to programme administrators.

All queries to the Humanities School Office must be made via letter or e-mail, or by filling in a standard Humanities query form (available from the rack outside R312). This measure ensures fairness in the treatment of students' queries and maximises efficiency in the office's work in supporting both academic staff and students.

You can contact Programme Tutors either in person or via e-mail: programmehelpdesk@herts.ac.uk or by telephone on 01707 285704.

NOTE: Do ensure that you are aware of the modes of communication open to you. You MUST check your university e-mail and StudyNet regularly for University correspondence.

Figure 4: HP COMMUNICATIONS

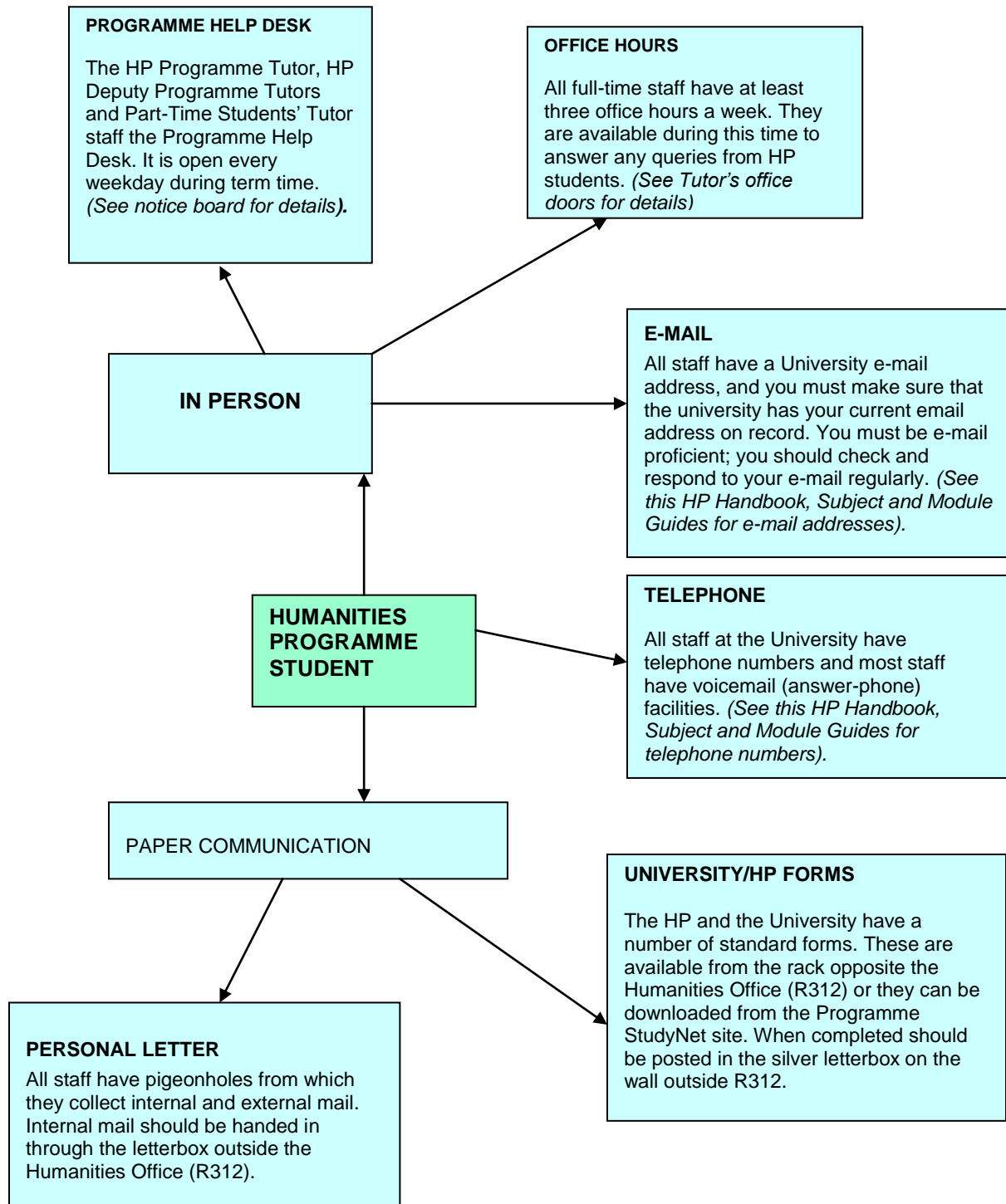
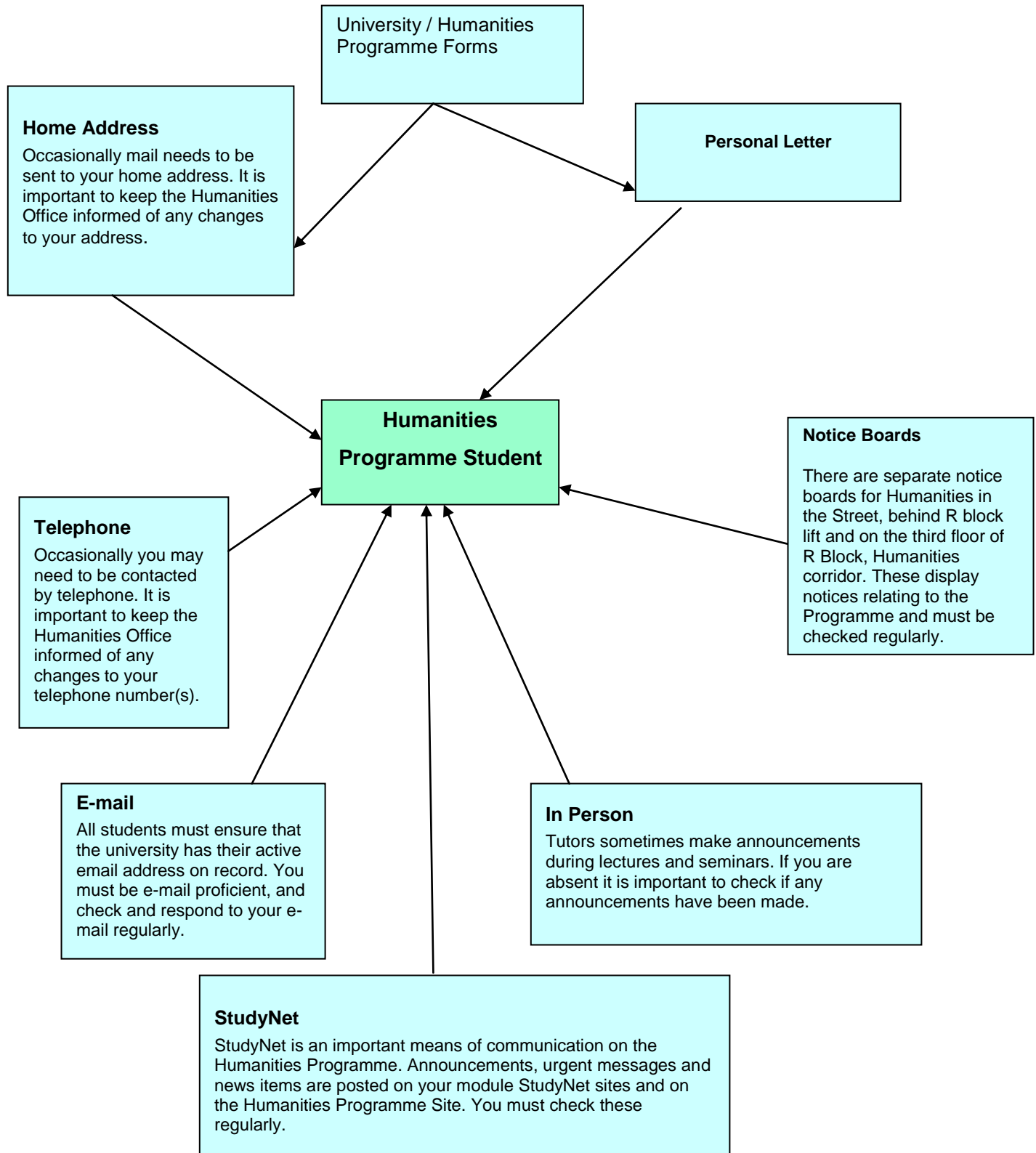


Figure 5: COMMUNICATIONS FROM HUMANITIES PROGRAMME



THE PROGRAMME SPECIFICATIONS

The '**Programme Specifications**', on which the Programme operates, lays out details relating to progression and patterns of study. Some of these regulations are of importance to you in informing your study. There are also other guidelines that operate on the Programme with which you should be familiar; these have been agreed at Programme Committee meetings. These regulations and guidelines operate to ensure fairness in the administration of the Programme and fairness to all students. They also ensure that Tutors have consistent strategies and that undue and unnecessary pressures do not distort their workload. A copy of the Programme Specification is held at the **LRC**.

TYPES OF ASSESSMENT

Assessment on HP takes a variety of forms, and it is important that you deal effectively with them all. Three methods of assessment are generally used on the programme: coursework (including class exercises and presentations), examination and project. Do not forget that in addition to your Tutor and Module Leader support materials are available on the internet at http://www.studynet.herts.ac.uk/ptl/common/learning_resources.nsf/Learning+Resources?ReadForm

Further Tips:

- ◆ You must endeavour to work solidly on all components of assessed work in a module. It is not sensible to concentrate solely on examinations to the exclusion of coursework.
- ◆ You should ensure at the outset of the module that you are aware of the assessment requirements of the module.
- ◆ Good attendance at, and participation, in seminars and lectures is one of the most important elements in preparing yourself for the requirements of examination and coursework assessments.
- ◆ If there is any factor in your circumstances that is adversely affecting your performance and distorting the assessment process you must submit a Claim to Serious Adverse Circumstances Form (available outside R312, Humanities Office, and on the Programme Studynet site).

ATTENDANCE REQUIREMENTS

All HP modules operate a minimum attendance threshold of 75% below which students are deemed to have failed the module. The Module Board of Examiners awards a grade of FRen when the attendance threshold has not been met and this means referral in the assessed work is not possible and the module can only be completed by repeating the module with attendance.

SHORT TERM AND OCCASIONAL ABSENCE

Students are expected to attend all scheduled teaching for a module and to complete the assigned reading and preparatory work for each session. Of course, unexpected occurrences such as illnesses may occur from time to time to prevent you from attending. If such incidents mean that you miss more than 25% of classes where the register is taken on a module (normally, this would be three weeks from a 12 week module), then it is imperative that you submit a 'Claim to Serious Adverse Circumstances' form with the appropriate evidence attached to explain your absence. Please refer to the table of acceptable grounds for such a claim on the Programme Studynet site.

LONG TERM ABSENCE

If you are absent for a prolonged period you should speak to a Programme Tutor regarding your academic progress and complete the Claim to Serious Adverse Circumstances form in advance of, or during, your absence.

Tutors keep registers and it is important to ensure that your attendance is recorded in sessions where registration of attendance takes place. Students should ensure that they sign the register. If you are late (within reason) to a teaching session, ensure that the register, if already completed, records your attendance.

If you notice that you have been marked absent, but were present, you should seek to have the register amended to reflect this. It is your responsibility to make sure you sign the register.

The responsibility for advising Tutors of any periods of short absence rests with you. If you are going to be absent from the University for an extended period of time you must inform a Programme Tutor and fill in a Claim to Serious Adverse Circumstances Form if you think this will:

- put you below the attendance threshold for the module;
- affect your coursework grades or examination performance;
- prevent you from submitting coursework within the programme deadline.

SERIOUS ADVERSE CIRCUMSTANCES

For further information, including full details of circumstances for which you might claim, and an electronic copy of the claim form, please see the [Humanities Programme pages on Studynet](#).

You should also refer to the relevant section of the [University Policies and Regulations \(UPRs\)](#).

1. What are 'serious adverse circumstances'?

'Serious adverse circumstances' are significant circumstances beyond a student's control that would have affected the student's ability to perform to their full potential if they were to submit or attend assessments at the appointed time.

2. Principles

- (a) The University allows students to draw to its attention any significant circumstances beyond the student's control that mean their performance would have been prejudiced if they were to submit or sit an assessment at the appointed time in the academic session. However, **if a student, despite such circumstances, decides to sit/submit an assessment, the University will not accept a claim that the student has serious adverse circumstances in respect of the assessment.** This principle is in line with the University's aim of making its students fit for the world of employment; one such skill involves taking responsibility for one's own decision making. This principle operates subject to two **highly exceptional** circumstances set out in paragraph 7 below.
- (b) Programme staff will *advise* students on what an Assessment Panel/Module Board is likely to regard as a serious adverse circumstance, but the *decision* whether to sit/submit or not to sit/submit will lie with the student alone.
- (c) Where a claim of serious adverse circumstances is submitted by a student, the following principles will be adhered to by the Assessment Panels and Module Boards:
 - (i) Academic awards and grades are decided on the basis of level of performance, and achievement of the learning outcomes. Even if students have serious adverse circumstances which are accepted, they will not substitute for evidence of academic achievement, but they will allow the University to grant more time, or repeated opportunities, in order for the student to demonstrate their knowledge and abilities.
 - (ii) The University will treat information about a student's serious adverse circumstances with sensitivity and respect regardless of the level of perceived severity.
 - (iii) The University will treat a student's reported circumstances with as much confidentiality as practically reasonable. In very sensitive circumstances, a student may request that the circumstances are only disclosed to the Chair of the Assessment Panel, the Chair of the

3. Process for submission of serious adverse circumstances in relation to assessed work

If there is a serious adverse circumstance that has affected an assessment(s) of a student, the student must communicate details to the University, using the form provided by the School, with appropriate evidence. All Faculties/Schools should have a system of recording the receipt of such forms and evidence, and acknowledging receipt to the student. The details must be submitted to the Module Board, normally through the designated programme administrative office or Programme Administrator, prior to any meeting of the Board as described in the University's Policies and Regulations (UPR AS14 paragraph C2.7; AS12 Appendix I, paragraph 5.4.2; and AS/C/6.1 Appendix II). Students are informed that submission should be no later than **10** working days before the meeting of the Board, but where the relevant assessment is within **12** working days of the Module Board, any serious adverse circumstances must be notified no later than **2** working days after the assessment.

4. Serious adverse circumstances and attendance at lectures/seminars etc.

If students are *required* to attend a lecture, seminar, practical or other types of timetabled class and they are unable to do so due to illness, they must self-certify to this effect. If, however, the illness extends beyond 7 *successive* working days and attendance is required, students should obtain a medical certificate verifying that they are not fit to attend.

5. Serious adverse circumstances and non-attendance at an examination/in class test

If a student is not sufficiently fit to attend an examination/in class test they should notify the appropriate staff in their School before the scheduled start time, and their doctor or other registered medical professional/counsellor (where appropriate) as soon as possible. It is important to note that the University Medical Practice is not prepared to give retrospective certification after the date of the examination/in class test. Certification can only be provided if a doctor or nurse has actively consulted a person during their illness.

6. Serious adverse circumstances and failure to submit coursework by the due date

If a student is unable to submit coursework by the due date, in the first instance, they should apply to the designated member of staff for the programme, for an extension (if available). Once the period for extensions has expired, students must complete a serious adverse circumstances form following the procedure set out in para 3 above.

7. Serious adverse circumstances and attendance at an examination/in class test or the submission of coursework

Except in the two circumstances outlined below, students who sit/submit an assessment deem themselves to be sufficiently able to undertake the assessment and cannot later claim to have suffered 'serious adverse circumstances' that explain poor performance.

Exceptions:

- (i) where at the time of sitting/submitting the relevant assessment, it is established that the student is not capable of understanding that their performance was likely to be affected seriously by ill health and/or its treatment and this view is supported by a doctor or psychiatric practitioner.

This ground will be a very rare occurrence as in most circumstances students will be in a position to decide whether their serious adverse circumstances are likely to affect their performance in assessments. Examples may include, death of a close family member within a day or so of the examination/in class test etc; being involved in a serious car accident on the way to an examination and suffering post traumatic stress; or being unaware of the likely effect of a serious mental illness on assessment performance.

The student will be required to lodge a claim of serious adverse circumstances using the normal procedures (para 3 above)

If the claim is upheld **the original mark will be null and void**. If the claim is not upheld the mark recorded will stand.

- (ii) where a student suddenly becomes unwell during an examination or in-class test and they decide to leave without completing the assessment. In this event, they must notify the invigilator before leaving the examination room of the serious adverse circumstances which necessitate their leaving unless it is impractical to do so e.g. the student is unconscious, being violently sick etc).

If, having left the examination room, the student decides to rely on serious adverse circumstances and they submit a form requesting a deferral, and their circumstances are approved, **the original mark will be null and void**. If the claim is not upheld the mark recorded will stand.

Students should download the Serious Adverse circumstances claim form from the Programme StudyNet site (under [Programme Information/Student Forms](#)) and fill it in, attaching evidence of your claims where possible. The form should be placed in the post box outside the Humanities Office, R312. Claims to Serious Adverse Circumstances must be submitted by the deadline advertised on Studynet. Claims submitted after this deadline will not be considered by the Assessment Panel unless they contain evidence that was not available prior to the original deadline.

The Assessment Panel will apply the guidelines. If you are uncertain whether to submit a claim of Serious Adverse Circumstances, you are advised to seek the guidance of your one of the Programme Tutors.

If you are a disabled student, your circumstances should be known long before the Board of Examiners. Your programme of study and assessment should have been planned accordingly, with the a University Disability Adviser (see above). The UPRs give further details of the University's policies and practices for meeting the needs of disabled students: <http://www.herts.ac.uk/about-us/corporate-governance/uprs.cfm>

WITHDRAWAL FROM THE PROGRAMME

If you wish to withdraw from the Humanities Programme you must notify the Humanities School Office. Please speak to a Programme Tutor and fill out a Withdrawal Form (available outside R312 or from the [Student Forms](#) page on Studynet), stating the exact date at which you wish to terminate your study.

NOTE: Make sure that you inform your LEA as soon as you decide to withdraw or defer your studies.

If you fail to fill out such a form when you leave, we will give your last date of attendance at a seminar as your date of withdrawal.

RESTING FROM STUDY

If you wish to rest from the Programme due to personal circumstances contact a Programme Tutor and fill out the appropriate Resting From Study form (available outside R312 or from the [Student Forms](#) page on Studynet).

SUBMISSION AND COLLECTION OF COURSEWORK

Written coursework should be submitted via the electronic coursework submission box on the 3rd floor, outside the Humanities Office, R312. This will issue you with a receipt for your submission. **Under no circumstances should assessed coursework be delivered directly to academic or administrative members of staff as you will have no proof of submission.** Some modules may require you to submit your work online; instructions for online submission will be provided with the assessment information on Studynet.

Assessed coursework will be returned to you within **four calendar weeks**. It is the responsibility of your Module Leaders to return assignments for that module. They may, for larger modules, request that Module Tutors assist with this. The work will be deposited in pigeonholes outside the Humanities Office, R312, for collection (or returned through Studynet for work submitted online). Students will be notified, via StudyNet, the times for collection of coursework.

If, in addition to assessed coursework, you are also undertaking assessment by examination in a module, and your work cannot be returned in advance of the exam because of the need for external moderation, you should be *shown* your marked coursework or the front page of the Assignment Appraisal Sheet (or copy). This is intended to ensure that you are properly briefed about your attainment in coursework before taking examinations in the same module.

MINIMUM STANDARDS IN THE PRESENTATION OF COURSEWORK

Your essay should be one-and-a-half or double-spaced and should have a 1-inch margin on the left, top and bottom. You should leave a 1 and 1/2 inch margin on the right hand side to allow for comments.

You should number each page of your essay. This makes it easier to refer to the body of the essay when giving final comments. Ideally, you should also add either a header or footer to each page, including at least your last name in the header/footer.

If you are required to submit a hard copy of your work, you should print it on clean, white, standard-sized A4 paper. The printout should be clear and legible.

You should print your essay using a standard serif font (e.g., Times, Times New Roman). Do not use 'fancy' fonts, as they can be very hard to read over several pages. Use 12 point fonts as smaller can be very difficult to read and using anything larger than 12 point is a waste of paper.

Individual Subjects may have additional requirements in place and you should consult the appropriate Subject Guide.

NOTE: You are required to keep a copy of your coursework assignment. Tutors will return all coursework to you in class or via pigeon holes located outside the Humanities Administration office.

Further Tips:

- ◆ It is important that you keep to the regulations concerning the submission and collection of coursework. These regulations are in place for your protection and for efficient handling of your coursework.
- ◆ Do not give your work directly to any tutor - if you do, you have no record of submitting it if it goes astray.
- ◆ Do not try to collect coursework outside the designated collection times. Details will be posted on StudyNet.

WORD COUNTS

The Humanities Programme normally requires contributing subjects to penalise assessed coursework that is under or over the specified word limit by more than 10%. The recommended penalty is the award of a mark that is one grade lower.

Further Tips:

- ◆ Ensure that you know how much work will be expected on your module.
- ◆ If you are concerned that you cannot meet assignment deadlines then you must seek to resolve this with your Seminar Tutor/Module Leader.

Note: Your Seminar Tutor or Module Leader can arrange an extension to the original submission date as long as the extension date is BEFORE the School Deadline, but only in cases of extenuating circumstances. If you need an extension, you must ask your module tutor BEFORE, NOT AFTER, the module deadline has passed.

- ◆ Ensure that you do not write beyond the word limits set for assignments, neither exceeding nor massively undercutting the limit given. In both cases you will rarely be addressing the work in the way it was intended and you will be penalised for not achieving the word limitations.

LATE SUBMISSION OF WORK BEFORE THE SCHOOL DEADLINE

Coursework submitted without an extension within one week of the Module Submission Deadline will attain a maximum grade of 40%.

Your work will contain the following statement, showing the potential:

- *This work was submitted after the Module Deadline. If submitted on time it would have attained: <Mark>.*

Coursework received after one week of a Module Submission Deadline without an agreed extension will be awarded a mark of 0%. You will be advised that your work has been retained by the School and that, if appropriate, you should complete a *Claim to Serious Adverse Circumstances Form* for consideration by the School of Humanities Assessment Panel.

If you feel that your performance on coursework has been adversely affected, you should communicate it by submitting a **Claim to Serious Adverse Circumstances Form**, available outside the Humanities Office and if appropriate, supported by medical or other official certification.

NON SUBMISSION AND LATE SUBMISSION OF WORK AFTER THE SCHOOL DEADLINE

Non-submission or submission of an assignment **AFTER** the School Deadline is recorded as **Fail i.e. 0%**. If there are extenuating circumstances you must speak to a Programme Tutor and pick up the **Claim to Serious Adverse Circumstances Form**, available from outside the School Office, and include any supporting medical or other official certification.

NOTE: Non-submissions without valid extenuating circumstances are penalised by the Boards of Examiners. Students referred in coursework as a result of non-submission will achieve a referred pass grade only, i.e. 40%.

Further Tips:

- ◆ Do not leave all your assignments until the last deadline: plan a schedule of study for yourself and aim to complete work some time before deadlines.
- ◆ If you are experiencing problems with illness, family circumstances or personal problems and you think it might affect your academic performance, you must see a Programme Tutor and fill out a Claim to Serious Adverse Circumstances Form.
- ◆ If there is undue pressure on Learning Resources Centre materials inform your Seminar Group Tutor or Module leader and request that resources heavily in demand are placed on short-term or on one week loan.
- ◆ Do not wait for the lecture to relate to a particular title, start work on the assignment by reading introductory books that prepare you in a sensible way. Ask your Seminar Tutor for references and use the suggested reading lists that are usually given in Module Guides.
- ◆ If you need an extension to a date which is before the School Deadline and have some justified reason (employment, occasional or otherwise, does not count as an excuse), seek it before the deadline from your Seminar Group Tutor or Module Leader.
- ◆ Ensure that you 'back up' all submitted work written on a computer in case of technical problems. Always retain a 'hard' copy in case of computer failure.
- ◆ If you need an extension to a date which is after the School Deadline you should contact the Programme Help Desk to discuss your situation.

MARKING CRITERIA

The University's Grading System is used for all forms of assessment (coursework, examination answers and examination averages, and Honours classification), as follows:

Numeric Grade awarded	Interpretation of grade	
	Grade Descriptor	Equivalent Classification Descriptor
80-100 ¹ 70-79	Outstanding Excellent	1 st Class Honours
60-69	Very good	Upper 2 nd Class Honours
50-59	Good	Lower 2 nd Class Honours Not applicable
40-49 40 ²	Satisfactory	3 rd Class Honours Referred Pass
30-39 15-29 0-14	Marginal fail Clear fail Little or nothing of merit	Not applicable

1 For classification purposes, a cap of 90 will be applied to all module numeric grades contributing toward the average numeric grade used to determine Honours classification and for conferring University awards 'with Distinction' or 'with Commendation'.

2 A referred pass for Levels 4, 5 and 6 modules will be awarded 40.

REFERRAL

Referral is a reassessment opportunity for students who have failed at their first attempt. It is carried out within the University's normal referred assessment period or the module's next regular assessment period, whichever is sooner.

Students will only be eligible for a referral in a given module if they have achieved an overall mark of 20% or more.

Students should note that it is their own responsibility to choose which referral opportunities to accept. However, this is best done with advice from your Programme Tutor.

For coursework for which this is appropriate (e.g. essays), the referral assignment will be a rewrite of the original assignment, based on the feedback given on the original assignment. To help students to engage with the feedback, they must fill in the form 'Using Feedback Effectively' (which will be supplied on the module Studynet site).

The referral submission must therefore consist of the original assignment, the new version of the assignment and the completed form. You must submit the completed feedback form to pass the referral.

Students who are successful in referred assessments will be awarded a P(40) status code (passed, capped at 40). For Postgraduate students, referred assessments will be awarded a P(50) status code (passed, capped at 50).

For more information see UPR AS14 'Structure and Assessment Regulations', section D. Also see 'Grades Used by the Board of Examiners', below.

GUIDELINES TO STUDENTS ON PLAGIARISM AND COLLUSION

Plagiarism

What is plagiarism?

Plagiarism is representing, whether intentionally or otherwise, of another person's work as being your own, or the use of another person's work without acknowledgement. The University Regulations define plagiarism as:

- The importing of phrases from another person's work without using quotation marks and identifying the source;
- Making a copy of all or part of another person's work and presenting it as the student's own work by failure to disclose the source;
- Without acknowledgement of the source, making extensive use of another person's work, either by summarising or paraphrasing the work merely by changing a few words or altering the order in which the material is presented;
- The use of the ideas of another person without acknowledgement of the source, or the presentation of work which substantially comprises the ideas of another person and which represents these as being the ideas of the student (UPR AS/C/6.1 Appendix I, 2.1.2).

Plagiarism as described above is no more acceptable in the context of an open book examination than it is in relation to an assignment completed in your own time.

Students should note that increasingly sophisticated software is now being made available to universities for the detection of plagiarism.

What do we mean by another person's work?

Another person's work includes any written work (including lecture handouts), original ideas, research, strategies, arts, graphics, computer programmes, music or other creative expression.

When will plagiarism amount to an assessment offence?

- An assessment offence will have been committed where the extent of the plagiarism is such that, in the view of the academic staff responsible for the assessment, a significant element of the work presented is not the student's own work. What amounts to a 'significant element' is a question of both fact and degree that depends upon the circumstances of the particular assessment, upon which ultimately the Module Board of Examiners will make a judgement. The way to be sure that you are not committing an assessment offence is not to plagiarise at all.
- As plagiarism represents a reduction in the quality and value of the work produced by the student, *any degree of plagiarism* (even if not so significant as to amount to an assessment offence) will inevitably involve a substantial reduction in the marks awarded for the assessment. On this ground alone it should be avoided at all costs.

What should you do if you want to use another person's work?

- If another person's words are used, you should put the words in quotation marks and quote their source.
- If another person's ideas are used then you should quote the source. The term 'source' includes published work such as a book, journal or newspaper. It includes information obtained from websites, photos, plays and any of usual visual arts such as paintings and drawings.

Correct use and acknowledgement of all sources will prevent the assessment offence of plagiarism from occurring. You should, however, be aware that *even where materials are acknowledged, or put in quotation marks where appropriate*, extensive copying is unacceptable and will result in a poor grade. Only by using your own words can you demonstrate your understanding.

Collusion

What is collusion?

Collusion is working together to produce assessed work in circumstances where this is forbidden. The University Regulations define collusion as:

- the representation by an individual of work that he or she has undertaken jointly with another person as being work undertaken independently of that person (UPR AS/C/6.1 Appendix I, 2.1.3).

Assessments to be undertaken individually

It is of course an important part of the learning process for students to discuss with one another the academic issues arising out of their studies, including assessed work. Care, however, needs to be taken when working on assessed coursework. Clearly, under examination conditions, any form of conferring between students will amount to cheating. Outside examination conditions when work is being undertaken in your own time, it is normally acceptable to discuss, in general terms, the issues raised by a particular piece of coursework. However, structuring, sharing notes or actually writing up an answer using the same words as another student, will amount to collusion.

It is obviously very unwise to make assessed work that you have produced on your own available to other students for any reason. It may be difficult, if not impossible for you to establish that your own work was the original source and that it has been copied.

Assessments where group work is involved

You may of course be asked to work together to produce work that is ultimately assessed. In this event you need to check carefully with your instructions to ascertain whether you are being required to produce individual or group reports at the end of your group work. In either case, the University Regulations require you to state clearly at the end of each piece of coursework submitted for assessment, the name(s) of any other student with whom you have worked.

What are the penalties for plagiarism and/or collusion?

The rules and penalties for plagiarism and collusion are set out in the University Regulations in UPR AS/C/5, C3.6.2 (ix) and are to be found at: <http://www.herts.ac.uk/secreg/upr/AS-C-5.htm>.

All forms of assessment are covered by the regulations on plagiarism and collusion. In relation to coursework plagiarism or collusion is not limited to the writing of essays or dissertations but may occur, for example, in respect of student-led seminars, presentations, field trip or practical work reports, computer based analysis, designs etc.

Where there has been an assessment offence involving collusion and/or plagiarism, the normal *minimum penalty* for a first offence, is a ruling that the result of the assessment is null and void. This means that you will be awarded a mark of zero for the assessment and this may result in your failing the module. In addition, however, the Module Board may decide that the offence is so serious on its facts that you will not be allowed to retake the assessment. In some cases this may mean that you are unable to obtain your intended award.

What procedures are followed in the event of suspected plagiarism/collusion?

Procedures for dealing with suspected offences are to be found in the University Regulations in UPR AS/C/5, C3.6.2 and are found at: <http://www.herts.ac.uk/secreg/upr/AS-C-5.htm>.

The following procedures will be adopted where a marker suspects that the assessment offence of plagiarism and/or collusion has occurred:

- The marker will demonstrate by annotating the student work, where plagiarism/collusion appears to have occurred and will inform the Faculty Academic Conduct Officer;
- The Faculty Academic Conduct Officer will write to the student informing him/her of the allegation and inviting the student to present their case in person or in writing within ten working days of the date of the written notification of the suspected plagiarism/collusion (not the date of receipt of the notification);

- If the student wishes to present their case in person to the Faculty Academic Conduct Officer, a written record of the will be made by the Faculty Registrar (or nominee);
- The matter will be reported to the Module Board of Examiners. Students should note that as Boards convene infrequently, it may be some time before they know the outcome of a plagiarism/collusion allegation.
- Where an assessment offence is established details of the offence will be placed on the student's file.

A final word:

By signing that you agree to abide by the University Regulations at registration, you have acknowledged your understanding of the regulations relating to plagiarism and collusion set out above. You also confirm this understanding if you are required to sign a cover sheet on the submission of your assessed work.

HP ASSESSMENT STRATEGY

The School operates an assessment strategy in accord with that of the University's assessment strategy.

In relation to **Internal Moderation**, an Internal Moderator will select a sample of the assessed work (coursework or examination scripts) from each module on the following basis:

1. at Levels 4, 5, and 6, sufficient first class work to illustrate the range from lowest first class mark given to highest;
2. at Levels 4, 5, and 6, all work between 35% and 39% (inclusive);
3. at Levels 4, 5, and 6 at least one exemplar from each of the classification bands: 2i, 2ii, 3, and Pass, nearest to the midpoint of the range for the class;
4. all work which evidences plagiarism and/or collusion.

In addition, any assignment which is unique to the student (project/dissertation/thesis), where the module is marked by more than one first marker, must be fully blind double marked.

Where work has been internally moderated this will be clearly indicated on the assessed work.

Where the first marker and the Internal Moderator are unable to agree a grade, a second Internal Moderator will be appointed.

All presentations that contribute to a module grade will be either observed by at least two members of academic staff or video-recorded for purposes of internal moderation.

At Levels 5 and 6, for purposes of **External Moderation**, a sample selected according to the criteria above will be submitted to the Subject External Examiner. The Subject External Examiner has the same remit as the Internal Moderator in the recommendation of changes to assessment outcomes.

HP - THE BOARDS OF EXAMINERS

All marks awarded for assessed works (coursework and examinations) are provisional until confirmed by the Boards of Examiners. There are two Boards of Examiners. The first is the Module Board of Examiners. There is a Module Board for each subject area on HP. The second is the Programme Board of Examiners. The work of all Boards of Examiners is strictly confidential. All the decisions of the Boards are minuted and all decisions are taken collectively by the examiners present at the Board based on the evidence they have available.

The Module Board of Examiners comprises all staff within a subject area and, for modules at Level Two or Level Three, the External Examiner(s) for that subject area considers each module within the subject area and the marks of each student for those individual modules. The Module Board confirms the marks awarded to students and makes recommendations to the Programme Board of Examiners in other cases (marks of 39 and below). In confirming any grades or making any recommendations the Module Board

has access to the attendance registers for each module and the completed module mark sheets. Once grades are confirmed by the Module Boards the grades are released on StudyNet.

The Programme Board of Examiners comprises all Programme Tutors, representatives (normally the chair) from each of the Module Boards and for modules at Level Two or Level Three, the Principal External Examiner. The Programme Board is responsible for making recommendations regarding the progression of students to further study and the conferment of awards. In making its recommendations, the Programme Board has available to it the confirmed grades and recommendations of the Module Boards of Examiners, composite assessment profiles for each student, notifications of any instances of claims to Serious Adverse Circumstances and any apparent offences of plagiarism or collusion.

PUBLICATION OF RECOMMENDATIONS OF PROGRAMME BOARD OF EXAMINERS

The recommendations of the Programme Board of Examiners are published on student notice boards. Those students whose work has failed to satisfy the Board are advised of the Board's recommendations. A student who is in debt to the University may find that the recommendation of the Boards of Examiners is withheld until such time as the debt has been settled.

Under NO circumstances are the recommendations of the Board discussed over the telephone or via e-mail. The Humanities Administration Office, R312, will NOT release any details to anyone contacting them by telephone or e-mail.

APPEALS

Following the publication of the recommendations of the Module Boards or the Programme Board of Examiners, any appeal concerning the Board's recommendations must be directed, in writing, to the Associate Head of School (Academic) within 10 days of the issue of results. This written submission should:

- a) summarise the case and grounds for the appeal;
- b) indicate the date on which the decision/recommendation was taken by the Module or Programme Board of Examiners;
- c) include any relevant documentary evidence.

INTERIM AWARDS

WHAT HAPPENS IF YOU HAVE BEEN RECOMMENDED FOR AN INTERIM AWARD?

Although you may be aiming for the award of a BA (Hons) degree, if you have acquired sufficient credits the Programme Board is required to notify you that you are eligible for an interim award. The Programme Board will notify you of your eligibility for the award of University Certificate (45 credits points at Level 4), Certificate of Higher Education (120 credits at Level 4), University Diploma (180 credit points, including at least 60 at Level 5), and, subsequently, the award of Diploma in Higher Education (240 credits). The Bachelor of Arts (unclassified) requires 300 credit points, including 180 credit points at Level 5/6, of which at least 60 must be at Level 6.

If you wish to continue with your studies for a higher award there is no need to do anything. However, should you wish to collect your award and exit the Programme you must write to the HP Programme Administrator informing her/him of your intention to leave the Programme and your wish to collect the award for which you are eligible.

BA (Hons) Degree

Successful completion of twenty-four modules (360 credits) with at least eight modules (120 credits) at Level 4 and eight modules (120 credits) at Level 5 and eight modules (120 credits) at Level 6.

360 Credits in total will enable the student to gain final award of BA (Hons) Degree.

THE FORMULAE FOR THE CALCULATION OF YOUR DEGREE

In order to make informed choices and plan your work sensibly, you need to know how the honours classification system works and how to meet its requirements. A fundamental principle of the Honours classification is that the classification recommended for a candidate should mainly reflect his/her "exit

velocity” – the achievements at the end of the degree study at Level 6. In practice most candidates will achieve a better overall average at Level 6 than at Level 5 and will be classified by reference only to their Level 6 results. It would, however, be unwise to suppose that Level Two results do not count and accordingly make little effort to achieve good grades.

Firstly, Level 6 inevitably builds on the skills and knowledge acquired at Level 5 and the best preparation for a good performance at Level 6 is a good performance at Level 5. Secondly, should you perform less well at Level 6 than at Level 5, then the Honours classification allows for some compensation from your Level 5 results. That means the better your performance at Level 5 the more it may count in your favour.

The sensible approach both in Level 5 and Level 6 is to aim for the best possible result in each module and to spread your effort equally across all modules. It is important to remember that each module contributes to your Honours degree. Whether at Level 5 or Level 6, it is not a sensible policy to try a balancing act of good performance in certain modules to offset anticipated poor performance in others and accordingly to work hard on some modules and put little effort into others. The Honours classification is based on overall performance and a few good results cannot compensate a majority of poor results.

It is worth remembering that at both Level 5 and at Level 6 any failed modules, whether or not compensated or redeemed via referrals, will have an adverse effect on your overall average since they may be taken into account in calculating the average.

Overall you will maximise your chances of a higher class of honours by:

- ◆ spreading your work effort over all your modules;
- ◆ achieving the best result you can in each module;
- ◆ avoiding failure in any modules;
- ◆ aiming to do as well as possible at Level 5 – both as a preparation for Level 6 and as a fall-back position should Level 6 not work out as well as you expect it to.

The Calculation of your degree

- To get an honours degree you need to have 360 credits.
- If you do not have 360 credits at the end of the year, Programme Boards have the authority and discretion to award final compensatory credit for failed modules, in light of the student's overall profile at the point at which an award is considered. Final compensation shall not be awarded for any module where a student has not attempted any elements of assessment.
- Candidates who are awarded final compensatory credit by the Programme Board will have their combined average numeric grade reduced by 2.5 for each **15** credits of final compensatory credit awarded.

The Programme Board of Examiners will determine for each candidate:

- i the average numeric grade of the best **90** credits at Level 6 or higher, and
- ii the average numeric grade of the best remaining **30** credits at Level 5 or higher;
- iii a combined numeric grade from a weighted average of (i) and (ii) (that is, 75% (i) : 25% (ii));
- iv the candidate's Honours classification will be considered on the basis of this combined average numeric grade.

Degree classification:

- i **For a first class honours award** a candidate must achieve a combined average numeric grade of 69.5 or more;

- ii **For an upper second class honours award** a candidate must achieve a combined average numeric grade of 59.5 or more;
- iii **For a lower second class honours award** a candidate must achieve a combined average numeric grade of 49.5 or more;
- iv **For a third class honours award** a candidate must achieve a combined average numeric grade of 39.5 or more.

HOWEVER, the inclusion of Level 5 credits must not distort the weightings between subjects reflected in the degree title. Where such distortion would occur, the highest level 5 grades which comply with the weightings of the degree title will be used in the calculation of the degree. The easiest way to think of this is as a “like for like” rule – grades achieved in a subject at Level 5 can only replace grades achieved *in the same subject* at Level 6.

ORDINARY DEGREE AND PASS DEGREE CLASSIFICATION

A Degree without honours is given a Pass or Fail grade and remains unclassified. You will, however, be given a title for the Degree (see pages 11-12 for details of the module counts and the way in which titled awards are formulated).

AWARDS AVAILABLE

The complete set of awards is as follows:

- University Certificate requiring 45 credits points at Level 4
- Certificate of Higher Education requiring 120 credit points at Level 4
- University Diploma requiring 180 credit points, including at least 60 at Level 5
- Diploma of Higher Education requiring 240 credit points, including at least 120 credit points at Level 5
- Bachelor of Arts (unclassified) requiring 270 credit points, including 180 credit points at Level 5/6, of which at least 90 must be at Level 6.

THE TITLE OF YOUR DEGREE

One of the considerations you should bear in mind when making choices about modules and subjects is the title of your final degree. The Humanities Programme provides access to a very wide range of degree titles. These reflect your choice of studies at Levels 5 and 6, although you must ensure that in order to gain entitlement to a particular title your choice of modules fulfils the necessary requirements (see the Essential Structure of HP).

The following titles are available to Honours and Ordinary Degree Students:

- Single Subject
- Joint Subject
- Combined (2 subjects)
- Combined (3 subjects) (Honours Degree only - not available for Ordinary Degree Students)
- Humanities (4 subjects)

GRADES USED BY THE BOARDS OF EXAMINERS

DEF Grade

A grade of Def is awarded by a Board of Examiners to indicate a deferral. That is, the Board accepted that there were extenuating circumstances which prevented the student from passing a module or which adversely affected a student's level of pass on a module. In such circumstances the Board, in recommending a deferral, is permitting a student to complete the assessment for a module as though it was a first attempt. A module grade for deferred work is not restricted in any way. However, a failure to pass a module following deferral (assuming there are no further extenuating circumstances for the

Board's consideration) either through assessed work which failed to meet the required standard or through non-submission, will result in a fail grade of FRef being awarded (see below).

Deferred coursework must be received by the Humanities Administration Office, R312, on or before the date given on StudyNet. It may be submitted via the Electronic Submission Procedure or sent by Recorded Delivery to the Humanities Administration Office, R312.

FRefC, FRefE and FRefB Grades

The Board of Examiners awards grades of FRefC, FRefE, and FRefB in cases where a student has failed to satisfy the Board in the assessment for a module at a first attempt (FRefC for coursework, FRefE for examination, FRefB for both coursework and examination). That is, the mark awarded for the module is below the minimum pass mark for the module. An FRef grade signals that a student is invited to undertake a referral in the assessment for some or all of the elements of assessment for that module. Details of referred assignments will be posted on StudyNet. Work that is re-assessed for a module awarded a grade of FRef is subject to a grade of 40: a minimum standard that the work must attain in order for the module to be passed. Referred work which fails to meet this standard or which is not submitted results in a grade of FRen being awarded for that module. That is, the module has been failed at the second attempt, and the student must re-enrol in the entire module.

Referred coursework must be received by the Humanities Administration Office, R312 on or before the date given on StudyNet. It may be submitted via the Electronic Submission Procedure or sent by Recorded Delivery to the Humanities Administration Office, R312.

FRen Grade

A grade of FRen is awarded in three cases:

- The first is where a student has failed to meet the attendance regulations for a module. In such instances a student is deemed to have failed the module on the first attempt and to be ineligible for referral in that module. That is, they are automatically deemed to have failed in two attempts.
- The second is where a student has failed a module following re-assessment in that module. That is, a second failure has occurred when a student has undertaken re-assessment following the award of a grade of FRefC, FRefB or FRefE for that module.
- The third is where a student has exceeded the number of modules in which referral is possible and the Board has decided that a module is therefore ineligible for referral and must be given a grade of FRen.

A grade of FRen means that the Board may, at its discretion, invite a student to seek re-enrolment in the same or another equivalent module. Such a decision is dependent on a student's overall assessment profile. If, at the second attempt at the module, a student incurs a further FRen failure in that module or a module taken in its place, whether it is through work which fails to satisfy the Board of Examiners, non-submission of assessed work, or through a failure to meet a module's attendance regulations, a grade of FNFA will be awarded (see below).

FNFA Grade

A grade of FNFA is awarded where a student has re-enrolled in a module which is either the same as, or is taken in place of a module for which the student had previously been awarded a grade of FRen, and where that student has failed to satisfy the Board of Examiners. Students are normally required to exit the Programme should they be awarded three grades of FNFA at any level.

OTHER ISSUES

STUDENT A-Z

You should refer to the [Student A-Z](#) on StudyNet if you have queries to which you cannot find the answer in this booklet. The A-Z offers a comprehensive guide to student life at the University of Hertfordshire.

Student Code of Conduct

Our University is a student-focused, multi-ethnic community of students and staff that work and study in close proximity to each other. It is a thriving community that contributes a great deal to Hatfield and the surrounding area. Students represent a significant proportion of our community and this Code of Conduct is intended to help students understand the University's expectation of behaviour. Further details are provided in our Vision, Mission and Values and in the Student Charter.

In return you become a welcome member of our community, entitled to all of the rights and privileges associated with that membership.

ASKING FOR A REFERENCE

In seeking employment or admission to other institutions during or after your programme of study on HP, you will often need to provide a reference. The Humanities Programme does not prepare standard references for students as is the case on vocationally oriented modules (e.g. teacher training). Instead, students need to approach a member of staff to ask them to act as a referee. Who you ask is entirely up to you and normally no member of staff will refuse to act in this capacity. All members of staff are bound to be thorough and accurate in their construction of a reference. They cannot be asked to supply information for which they do not have evidence. Academic staff have access to factual information regarding your studies and attainment and if they have taught you, to information concerning your personal skills and abilities in the various contexts in which you have been observed working. This means that if your reference has to contain more than the basic factual information you need to approach a member of staff who is able to provide this assessment of your personal qualities. Furthermore, if you are applying for other programmes of study, you should make sure that your referee is recognised as someone who has the credentials to support you: for postgraduate study in English Literature, for example, it makes sense to have a reference from a English Literature Tutor.

It is courteous to ask if someone is prepared to act as your referee but no member of staff can be expected to respond to a request for a reference (often required with urgency) if they have not first been approached to act in this capacity. When approaching a member of staff to act as a referee you should be able to provide them with an up-to-date copy of your curriculum vitae.

It is good practice to regularly up-date your CV as a record of your current achievements. As a minimum it should include the following:

- Personal details (name, date of birth, address, telephone number, e-mail address)
- Educational Experience and Qualifications (with dates, detailing grades achieved and current and past studies at the University)
- Employment Experience (with dates and details of responsibilities)
- Other activities (committee work, etc.)
- Skills (e.g. word-processing, with details of which packages, driving, musical and language skills)
- Interests and hobbies

Remember that the CV you give to your referee is a likely indicator of the one which you will supply to your prospective employer or other institution and will undoubtedly influence the kind of support your referee is prepared to lend to your application. There are books available in the Learning Resources Centre which will help you to construct a CV. It is also good practice when requesting someone to act as

a referee to supply him or her with details of the post or programme for which you are applying. This will enable your referee to better consider the nature and form that the reference should take.