

University of
Hertfordshire



Student handbook 2012-2013
School of Health and Social Work

Personal Notes

Name: _____

Pathway point: _____

email: _____

Programme Details

Programme: _____

Name of Programme Tutor: _____

phone: _____

email: _____

Name of Programme Administrator: _____

phone: _____

email: _____

Name of Personal Tutor: _____

phone: _____

email: _____

Name of Year Tutor: _____

phone: _____

email: _____

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Welcome from the Dean of School

Dear Student

A very warm welcome back to our returning students and congratulations to you on progressing to your next year of study. To our new students, a very special welcome to the University of Hertfordshire and in particular to the School of Health and Social Work where our goal is to ensure you have an excellent experience of higher education throughout your time with us. By choosing to study for an award of the University you have committed yourself to a programme of study that can help you reach your full potential as a learner as well as preparing you to take on the responsibilities of a professional practising in a health profession or in social work.

We are an innovative, enterprising and ambitious University offering excellence in teaching, learning and research by putting students at the heart of our activities. To enhance the way in which we operate the University, over the past months, has been going through a process of restructuring. From September the School of Nursing, Midwifery and Social Work and the School of Health and Emergency Professions will merge to form the School of Health and Social Work. The School will have a new management team who will be working hard on your behalf.

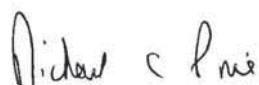
You will receive a copy of our new student charter which will set out the University's commitment to you. In the School our commitment is to keep all of our programmes of study under review to ensure that they remain relevant to your needs and to the profession into which you will be entering. We work closely with colleagues across the University and with external experts from the NHS, local authorities and independent organisations. Importantly, we also work with professional bodies to ensure that our programmes remain up to date and with the independent regulators who cover our professions, the Health and Care Professions Council and The Nursing and Midwifery Council. The roles of the regulators are to protect the public and part of that is to assure our programmes meet their stringent conditions of approval.

You also have the opportunity to help us maintain and enhance our standards by providing regular feedback on your experiences. In our School we have four School Student Representative

Organisers whose role includes organising and supporting student representatives and helping to promote student engagement. I ask that you support them in their important role.

For our final year students you will have the opportunity to participate in the National Student Survey. This is undertaken every year in Semester A. It provides the chance to have your say about what you liked and didn't like about your learning experience during your time with us. The results are very important as they provide a check and balance on how we are doing and inform us how we can facilitate best practice and enhance the learning experience. The University prioritises student feedback and it is vital to us if we are to continue to meet your on-going needs.

In conclusion I would like to offer you my very best wishes for your studies over the coming year.



Dr Richard Price
Dean of School of Health and Social Work



The Handbook and You

Please read this handbook carefully and keep it for future reference. It is a source of important information on many aspects of your study and provides references where further information specific to your programme may be found.

This handbook should also help you to understand your role and responsibilities as a student as well as provide you with the support and advice that you can expect in return.



The School

Introduction

The School of Health and Social Work is one of 10 academic Schools within the University. It has established a reputation as one of the leading education providers for the allied health professions, nursing, midwifery and social work.

School Organisation

The School is structured in to three Departments:

- Allied Health Professions and Midwifery
- Nursing (Children's, Learning Disability & Mental Health) and Social Work
- Adult Nursing and Primary Care

During the year you will become familiar both with staff who are of your discipline and with others who contribute to the shared modules as part of the interprofessional learning experience.

The School is managed by the Dean of School who is responsible to the Vice Chancellor. The Dean of School is assisted by three Heads of Department and by Associate Deans who have cross school responsibilities for academic quality assurance, learning and teaching, practice enhancement, research, international & NHS engagement.

Within each Department there are subject areas managed by a Professional Lead / Subject Lead whose responsibilities include advising the relevant Head of Department on currency of the curriculum including, learning and teaching developments, communicating with professional and regulatory bodies and liaising with placement providers, National Health Service (NHS) commissioners and Local Authorities.

Figure 1 provides an overview of the management structure within the School as it relates to undergraduate / pre-registration programmes.

Undergraduate/Pre-registration Office Opening Hours

The undergraduate/pre-registration office is situated on the first floor of the Wright Building, 1F276. The office opening hours are:

Monday – Thursday:

08:45 – 10:00; 12:00 – 14:00; 15:30 – 16:30

Friday:

08:45 – 10:00; 12:00 – 14:00

The School

Fig. 1 School of Health and Social Work – School Management Structure



The Programmes

All students are assigned to a specific programme which is managed by a team of people based at the University and at practice placement sites.

All programmes have a Programme/Field Tutor and Programme Administrator. The Programme/Field Tutor manages the day to day delivery and organisation of your Programme. They facilitate and co-ordinate activities as well as being your main point of contact should problems and issues arise relating to teaching, learning and assessment of the programme. The Programme Tutor oversees both clinical and academic education and puts in place student support and guidance.

Programme Committees and Student Representation

There are opportunities for you to give feedback on any aspect of your programme. Both informal and formal meetings between you and the staff occur on a regular basis and these provide a forum for communication and programme monitoring.

The Programme Committee meeting is a formal meeting that occurs 2-3 times a year. It is chaired by the Programme Tutor lead and comprises academic and professional staff and students. Your views are given by student representatives who are elected by you and your peers at the beginning of the academic year. The Programme Committee provides a forum for:

- Monitoring the quality of your Programme
- Initiating remedial actions when problems have been identified
- Discussing Programme development including programme delivery, teaching and assessment
- Formal communication between you and staff responsible for the delivery and management of the Programme

Student Representation at Programme Level

Student Representatives are one of a number of ways of gaining student input about modules, courses and programmes and about School and University services. The Student Representative plays a key role in encouraging fellow students to contribute their views on all aspects of the student experience. Training for the role will be provided by the UHSU.

The Programmes

School Student Representative Organiser

The term of office for the School Student Representative Organisers is one year from the beginning of the new academic year.

The role of this person is to:

- Organise and support the programme level student representatives in carrying out their role
- Facilitate links between the School, its programmes and the Students' Union (UHSU)
- Promote student engagement

Boards of Examiners

Each Programme has a Board of Examiners which receives and confirms the module assessment results and oversees student progression. There are two types of Board of Examiners: Module Boards and Programme Boards. Membership of the Boards includes: Chair, Programme Tutor, Module Leads and External Examiners. The Board of Examiners will decide whether a student who has been unsuccessful in a module is either deferred, referred, required to re-enrol or can have no further attempts - please see Appendix 3 regarding changes to academic regulations for this academic year. It is the Board of Examiners to which you should write if you have a problem that affects your ability to complete an assessment - see Appendix 4 for guidance on serious adverse circumstances.

The dates of the Boards of Examiners can be found on your Programme page on StudyNet. Please be aware that the module boards for the Interprofessional Modules and Department wide modules (e.g. research) may occur at a different time to those related to your profession specific modules. It is important that you access StudyNet to check for specific information related to all relevant module boards and ensure that serious adverse circumstances are submitted within the necessary timeframe.

Programme-Specific Regulations

There are other regulations which will apply specifically to your Programme and these can be found in the Programme Specification. Examples of Programme-specific regulations include minimum clinical attendance requirements, pass marks related to practice and student progression. Further details can be found on your Programme page on StudyNet.

School-Specific Regulations

Some are specified within this handbook but the full version is located on your Programme page on StudyNet. School-specific regulations apply to the Programmes within our School and are in addition to the University policies and procedures.

Student Support

Personal and Professional Development

All students are expected to complete a (PPD) Portfolio. You will be advised by your programme team which system works best for your profession. These tools are designed to support learning and should be used when discussing progress with a tutor.

Personal Tutors

At the beginning of your first academic year you will be given the name of your personal tutor. Personal tutors provide pastoral support and academic guidance during your time at University. Meetings with your personal tutor are confidential, however sometimes it may be helpful for other staff such as your Year Tutor or Programme Tutor to be aware of any difficulties you may be having. If this is the case, your personal tutor will discuss this with you.

It is your responsibility to arrange a meeting at least twice per year; however, personal tutors are always willing to see you as required at a mutually-convenient time.

What can I expect from my personal tutor?

The personal tutor's 'role' includes:

- monitoring and advising on academic and practice progress
- helping to set individual learning outcomes as necessary
- giving pastoral support and guidance when appropriate
- identifying when additional support and guidance on more specialist services is required and helping to arrange it

What sort of issues can I discuss with my personal tutor?

You can ask for support or help in a whole range of areas affecting your life at the University including both personal difficulties and academic development.

Do I have to discuss these issues with my personal tutor?

Many students will encounter difficulties and use their own resources and the support of their friends to resolve them. We are well aware that we never hear about many of the ups and downs of our tutees' lives.

Student Support

As a bottom line, however, you are strongly advised to make your tutor aware of any difficulties that significantly impact on your ability to study effectively. Firstly, this is because they may be able to help. However, if the problem cannot be readily solved, they can advise you on how relevant issues may be brought to the attention of the Board of Examiners.

Many of the University student support mechanisms can be accessed through StudyNet – please see Appendix 2. Further examples of support are given below.

What are my responsibilities?

We consider you to be adult learners and ultimately the decision whether or not to meet with your personal tutor lies with you. You are, however, strongly advised to attend these meetings.

There may be occasions when your personal tutor asks to meet with you. You should respond to any requests and attend any meetings arranged. Failure to do so will be documented and may be brought to the attention of the Programme team or Board of Examiners.

What if I want to discuss something at other times?

You are able to arrange to meet with your personal tutor to discuss pastoral or academic matters as the need arises. We are willing to give help and support, however, we might not always be the person most suited to help and may need to direct you elsewhere for assistance.

How do I arrange these meetings?

Most students simply go to their tutor's office and ask to make an appointment at a mutually convenient time. Meetings are usually prearranged unless the matter is urgent. You will be provided with staff telephone numbers and email addresses as another way of initiating a meeting.

What if the matter is urgent?

If you have an urgent matter to discuss, your personal tutor will meet with you as soon as possible. If your personal tutor is not available, please see another member of staff so that your problem can be dealt with promptly.

Is my personal tutor the only person I can discuss matters of concern with?

You may discuss matters of concern with whichever member of staff you wish, whether because of availability or because you feel more comfortable talking to a particular person. This is not a problem. If you discuss something of concern with a member of staff they would normally let your personal tutor know, unless you ask them not to.

Student Support

What if I need a reference?

Your personal tutor may be a suitable person to write a reference for you when you are seeking employment although for some programmes the Programme Tutor will be responsible for providing references. You should always ask permission before naming anyone as a referee on any application form.

What if I want to change my personal tutor?

If you decide you want to formally change your personal tutor please speak to your Programme Tutor / Field Tutor or your Year Tutor who will make arrangements for you to change.

Anything else I need to know?

Your personal tutor will keep a record of the discussions of any meetings you have with them. If there are any particular issues that need to be addressed following a meeting you will be given a copy of the discussion/action points.

A full list of staff contact details and further information on the Personal Tutor system can be found on your Programme page on StudyNet.

Students with Special Needs

The University Disability Service provides specific advice and support for all students who have, or think they might have, a disability e.g. dyslexia, sensory and/or physical impairments, mental illness, conditions such as epilepsy and diabetes. We encourage you to contact the service at the beginning of term so a meeting can be arranged and your individual Study Needs Agreement drawn up. If you have a disclosed disability you will be provided with:

- help to obtain appropriate support and adjustments for studies e.g. lectures and examinations
- information on potential sources of funding to pay for disability related requirements as a student e.g. disabled students allowance and the University of Hertfordshire Disability fund
- specialist information about disability services

Disability Services can be contacted by email at disability@herts.ac.uk

Occupational Health Service

The occupational health service is specifically for undergraduate programmes that are health-based and contain a practice element. A student may be referred by a lecturer or tutor using the referral form (found on your Programme Page on StudyNet). You will be told by a tutor if they are referring you to the occupational health service. The occupational health service can be found at 73 Roberts Way, Hatfield. Contact details can be found on your Programme page on StudyNet.

Student Responsibilities and Obligations

All students are responsible for:

- Notifying us of any changes to personal circumstances (this can be done through StudyNet)
- Keeping up to date with information posted on the Programme, Pathway Point and Module pages on StudyNet and on notice boards;
- Checking e-mails regularly
- Keeping in regular contact with Personal Tutors and other appropriate staff
- Carrying their student identification card with them at all times
- Familiarising themselves with and abiding by the University Policies, Procedures and Regulations and Profession-specific Codes of Conduct

You are expected to access StudyNet at least three times a week whilst in University and once a week on placement. You are also expected to access your email accounts at least three times per week during University based blocks of study as urgent messages may be relayed in this way, as well as posting the information on StudyNet.

Additionally there are other requirements of you as a student as outlined below.

Attendance

You are expected to attend ALL timetabled sessions and assessments. Some sessions e.g. Handling of People, Clinical Resuscitation Teaching (CRT) and Infection Control are compulsory and failure to attend these sessions may prevent you from attending practice placements which may ultimately delay your progression through the programme and graduation.

It is usual practice for attendance to be checked routinely using a registration and swipe-card system. Non attendance is monitored and failure to attend sessions without a justifiable reason is treated seriously and may be brought to the attention of the Board of Examiners. If teaching, assessment or practice placement fall on a proscribed religious festival, you must contact your Programme Tutor as soon as possible.

Absenteeism

If you are absent from the University, please contact your Programme Administrator or an alternative member of academic staff on your programme so we can record your reason for absenteeism.

Student Responsibilities and Obligations

If you are unable to attend your practice placement for any reason, you must contact the placement area before the time you were due to start your placement. You must keep the placement area informed of all subsequent absenteeism. You may also need to contact the University. Programme-specific information on your Programme page on StudyNet will advise regarding this.

For nursing and midwifery at the University or out in practice, if you are off sick or absent please also report this to the practice office on 01707 285 958. Leave your name and cohort details clearly on the answer phone.

Whether at the University or out at a placement area, if you are off sick for:

- up to 7 days you will need to self-certify (forms are normally available via the Programme pages of StudyNet)
- more than seven days you will need to obtain a medical (or 'fit') certificate and hand this in to your Programme Tutor and/or the designated practice office.

Please note that if you are absent for prolonged periods due to a mental or physical health problem, you will be referred to the Occupational Health Department prior to your return to University and/or practice placement area.

Criminal Offences

During your time at University, you will either have to undergo an annual CRB check or complete a declaration form stating that you have not obtained a conviction in the previous year. Which of these you are required to do will depend on which Strategic Health Authority (SHA) you are contracted with. The SHA expects the results of the annual checks to be available prior to you attending practice placement, it is therefore important that you attend the scheduled session for CRB checking. Any criminal convictions or Police cautions received during your time on the programme must be declared to your Programme Tutor as soon as possible after the offence has been committed. Failure to do so is a serious matter and may affect your qualification and registration with the appropriate registrable body.

Professionalism

You are expected to behave in a manner appropriate for a student on a professional programme, this includes your attitude, behaviour and actions at all times within and outside the University. You therefore need to consider how you communicate with others especially when using social networking sites such as Facebook, Twitter and YouTube. The student code of conduct identifies that you should uphold the good name of the University in your off-campus activities. Inappropriate comments / communication which can be attributed to a student at the University of Hertfordshire will be dealt with in a serious manner.

Professionalism also relates to issues such as academic misconduct. Where students are found guilty of academic misconduct such as plagiarism, cheating or failure to maintain confidentiality their Fitness to Practise may be questioned and there may be implications for qualification or registration.

Learning and Teaching

Student Code of Conduct

As a student you are expected to comply with the code of conduct, found in Appendix 1.

University Policies, Procedures and Regulations (UPRs)

UPRs are a series of policies, procedures and regulations to which all staff and students of the University adhere. UPR SA07 student regulations and advice can be found under 'Support' on StudyNet at www.studynet.herts.ac.uk.

Teaching Style

A range of different models of learning are used: in addition to more structured learning activities (such as tutorials and lectures), you are expected to participate in scenario based learning' (SBL) a modification of problem based learning (PBL) and undertake independent and group research activities where you will be asked to feed back the information gained to your peers and staff.

Learning Activities

A variety of teaching methods are used, selected on their appropriateness to the nature of the material being covered. This ensures that a range of learning styles is accommodated. Learning activities such as lectures, practical sessions, seminars, tutorials, independent study and practice based learning are used and this may be in profession-specific groups or in mixed School-wide groups where shared inter-professional learning between different Programmes occurs.

Blended Learning

In addition to the learning activities described above, the School adopts a 'Blended' learning approach. This is where you undertake traditional types of learning as well as more innovative, electronic learning. StudyNet is an integral tool of Blended learning; you are expected to access StudyNet at least three times a week whilst in University and once a week on placement.

Contact hours per 15 credits of Modules

Each module you study is worth at least 15 credits. Double modules are worth 30 credits. The University (UPR AS14) indicates that each 15 credits of study equates to approximately 150 student effort hours. This could be through face to face contact, online support, independent study and assessment. The hours spent face to face are in the region of 35-40 hours per 15 credits but this may differ between modules depending on the nature of the content and level of the module. This means that you are expected to undertake independent study outside of the timetabled hours to supplement any taught work.

Learning and Teaching

Independent study/preparatory reading

As you are an independent learner, we expect you to prepare work in advance, both for University based learning (especially for seminars and tutorials) and whilst in practice. Wherever possible, we encourage you to work in small groups with your peers to share resources and information. Independent reading is essential to support all aspects of your studies.

Group Work

Team working is a fundamental aspect of health care professional practice and you will be expected to participate in group work either Uni-Professionally or Inter-Professionally. The theory of group working is explored within the shared interprofessional modules as well as being discussed within your Professional groups.

Extra support for Learning

If you are struggling with an aspect of your work, you should in the first instance speak with the module lead who may be able to offer guidance or refer you to where further information and guidance can be found. You can also contact your Personal Tutor to make them aware of this situation.

Additionally StudyNet is useful if you need to clarify your understanding of an area of study. In this case your queries may be posted on the discussion forum on module pages. Staff will enter into any discussion if they feel extra guidance is needed. They will not rush to answer questions that they feel have either been answered before or explicitly covered in a teaching session/module guide. The expectation is that students will help each other in the first instance by answering questions posed by peers. If, however, staff feel that a question can only be answered by a member of the Programme/module team, new material/ground is being covered or there is confusion in the responses given, they will try to help.

The advantage of using StudyNet is that all students can access the queries and responses (it is highly likely that if one student doesn't understand something, several others won't either). The same system should be used if there are any queries regarding coursework assignments. Guidance on the use of StudyNet is available on the Programme page. Please remember to keep your postings professional and courteous at all times.

Students can also access a wealth of support through StudyNet, including the I-Spy tutorials. These allow students to work at their own pace and provide useful information on a number of issues.

English Language Support

Additional support is available from the English Language Support service. This support is available for students who need guidance on academic writing.

Learning and Teaching

Practice Education

Practice education is an essential component of a student's studies. Practice placements are acknowledged as a site of primary learning of equal importance to that of the University based components.

Non-completion of Practice Placement

In order to be assessed in practice it is expected that students attend practice for a specified time as identified in the Programme specific documentation. The following regulations apply to the non-completion of practice placement:

Circumstances	Exam Board outcome
Failure to attend practice without serious adverse circumstances resulting in inability to meet placement criteria	Referral
Failure to complete practice without serious adverse circumstances resulting in inability to meet placement criteria	Referral
Failure to complete practice due to extreme poor performance	Referral
N.B. In the above circumstances any practice hours accrued may or may not be taken into consideration in the overall calculation of practice hours – this will be dependent on the programme specific regulations.	
Failure to attend practice with recognised serious adverse Circumstances.	Deferral
Failure to complete practice with recognised serious adverse Circumstances.	Deferral
N.B. In these circumstances any practice hours accrued can be taken into consideration	

Assessment

You must achieve a pass in all modules in order to successfully complete your Programme. A variety of formative and summative assessment methods are used; this allows you to show that you have achieved all Programme and module outcomes, both academic and skills-based.

Assessment Regulations

Prior to sitting any University assessments, you will be referred to a copy of the regulations via StudyNet. Each year you will be given a candidate number under which your examinations are written; this ensures that the exams are anonymous and individual students cannot be identified. For submission of coursework, please refer to the module assessment guidelines for guidance on whether you should submit by student name or number.

The assessment regulations identify how you can bring any circumstances that may have affected your performance in assessment to the attention of the Board of Examiners. They also inform you of the formal mechanism by which you may appeal against a Board of Examiners decision on your progression and module results. The policy relating to appeals (UPR AS12) can be accessed through StudyNet/Student Support/Academic Life/University Policies and Regulations.

Module Board of Examiners only have the authority and discretion to allow a student the opportunity to be referred (indicated by the award of FRefE/FRefC/FRefB status code) in examination and/ or coursework assessment when you have achieved an overall module numeric grade of 20 or more.

Assessment Timing and Feedback

You will be informed of the hand-in dates for coursework and the weeks of your exams at the beginning of the academic year via an assessment schedule. The schedule is a summary of your assessments and indicates the date by which you must complete assessments and when feedback will be given to you. (Appendix 4 will help you to organise your assessments). Please note that if an assessment is likely to fall on a proscribed religious holiday, please contact your Programme Tutor immediately. Feedback on coursework is normally given within 4 calendar weeks of the submission date. Feedback is given using standard feedback forms (further information will be given in your module guides). Marks for each element of assessment will be posted on the module site on StudyNet within the 4 week timeframe. Please note that any marks published prior to the Module board are provisional marks. Marks may go up or down when being considered at the exam board.

Assessment

Assessment Marks

You will usually receive a percentage mark for your assessment. All elements of assessment are combined to give an overall mark for the module. Work is assessed using a specified grading system, a modified version of which is available on your Programme page on StudyNet.

Assessment Referencing

It is really important that your work is properly referenced, i.e. the source of the material used in your assignments is acknowledged (see your Programme page on StudyNet for further guidance). Work submitted without proper referencing will be penalised; if work is unreferenced and passed off as your own plagiarism software may be used on your work. Evidence of plagiarism within an assignment is indicative of poor academic writing which will be reflected in the mark awarded. The module lead may report plagiarism as academic misconduct and if proven, you will be charged accordingly (see section on academic misconduct). Please note that plagiarism reported as academic misconduct is a serious offence.

Presentation of Coursework

Unless specified on your module guide, the following points should be adhered to when presenting your coursework:

- Microsoft Word Document - processed with text at 1.5 or double spacing
- Font size should be 12 for main text - larger and smaller font sizes are permissible for headings, titles, labels and text within diagrams
- Type face is discretionary but should be easily read (e.g. Arial)
- Page numbers and candidate number OR student registration number to be included on each page
- Word count clearly indicated
- Attached appropriate front sheet which should be completed

Submitting Assessments

Written assignments are submitted either electronically on-line, in paper copy or both; in all cases submission time will be as stated in your module guide – electronic submission times may vary. **If work is late, penalties will be incurred – see Penalties for Late Submission.** If work is posted, it must arrive prior to the deadline and proof of postage must be obtained. It is important that you retain both an electronic copy and paper copy of all assignments as you may be required to present another copy.

Specific information relating to hand in dates is provided both in the relevant module guide and assessment schedule.

You may be asked to submit work electronically so it can be scrutinised using electronic tools that detect for plagiarism. Please make sure you include your student number. If you have any questions about this, you should direct them to your Programme Tutor.

Assessment

Electronic Submission

When submitting work electronically it is your responsibility to ensure that the correct work has been uploaded. If an incorrect document has been submitted you will receive a mark of zero for the work. If this results in you receiving less than 20% as an overall module mark you will NOT be offered a referral opportunity.

Extensions to Hand-in Dates for Coursework

A request for an extension to a hand-in date and/or time must be made in writing on the correct form to your Programme/Field Tutor. Note that you may be required to provide evidence of your reasons from a third party to support this request. Extension request forms are available both from outside the Undergraduate office and electronically via your programme page on StudyNet. Please note that this is different from serious adverse circumstances - see below.

Penalties for Late Submissions

If you hand in work after the deadline date and time without prior permission granted in writing by the Field Tutor, penalties will be applied (even five minutes late):

- Coursework submitted up to one week late, will be awarded a maximum of 40% (Level 4-6) / 50% (Level 7)
- Coursework submitted more than a week late will be awarded a mark of zero
- For referred work any submission received ANY time after the deadline date will be awarded a mark of zero

Word Count

Coursework assignments have a specified word count which you must adhere to. The identified word count will be accepted without penalty with a range of +/- 10% e.g. for a 2000 word essay, the range accepted will be 1800-2200.

You must include the word count on the assignment and on the coursework front sheet (please see individual assessment guidelines for information on where the word count must be stated). If you do not do this, the work will be returned to you unmarked and you will be asked to re-submit the work with the word count identified. Please note that this may lead to a delay in receiving back your coursework as assessors may have other marking commitments at this time.

Calculating Word Counts for Assessment Figures and illustrations

Any tables, diagrams or other illustrations presented within the body of the work will normally be included in the word count.

Assessment

References

The reference list at the end of your assessment is NOT included in the word count.

Penalties for Incorrect Word Count

If the word count range is greater than that specified on your module guide, the following penalties will be incurred:

- For work that exceeds the upper limit of a given range - please refer to the individual assessment guidelines for penalties that may be incurred.
- For work where the word count falls below the lower limit identified there is no penalty, however, this is likely to reflect a limited description / discussion and will therefore influence the overall mark.

Serious Adverse Circumstances

If, for valid and acceptable reasons, you have not attempted one or more assessments you may submit serious adverse circumstances which MUST be submitted within the appointed timeframe. There is a formal procedure that you must follow closely as failure to complete the paperwork correctly and supply the required evidence will lead to your mitigation being rejected. Note that there are some problems and issues which are NOT permissible as serious adverse circumstances; further information can be found either in Appendix 4 of this handbook or in the Student A-Z which is accessed through student support on StudyNet. Help is available from your Programme /Field Tutor and you should seek their guidance if you are unsure about the process or whether you have grounds for claiming serious adverse circumstances.

A major change to the process is that students that sit an assessment will not be able to then submit serious adverse circumstances for consideration. There are two exceptions to this which are documented in the information and guidance provided by the University.

Please note that it is your responsibility to submit your mitigation as soon as possible, normally before or at the time of the deadline date for the assessment. As stated in the procedure regarding serious adverse circumstances submission must be made at least 10 working days before the Module Board. The dates of your Module Boards can be found on the Programme page on StudyNet. For IPE and shared School modules please refer to the individual module sites on StudyNet for information on the timing of the module board. Any late submission of the form will not be considered unless you have serious adverse circumstances that have led to the form being submitted late.

Assessment

Your serious adverse circumstances are reviewed by a School assessment panel who, using the recommended guidelines and evidence you present, decide whether to uphold your application or not.

If the panel decide that valid reasons with appropriate evidence are proven, then a deferral will be awarded. If it is not upheld then the assessment result stands. Further information on mitigation and serious adverse circumstances can be found in the Student A-Z. If you are awarded a deferral for an assignment, you will be given an opportunity to take that assessment as if for the first time.

Publication of Results

Ratified results are made available to you via StudyNet normally within 3 days after the sitting of the Boards of Examiners. If you have any questions regarding your results you must contact your Programme /Field Tutor or module lead within 5 working days of the results publication on StudyNet.

Please note that if you are withdrawn from the Programme, you should not continue with a practice placement and your Programme /Field Tutor will inform your placement area of the decision on the day your results are issued.



Disciplinary Procedures

Appeals Process

If you wish to appeal against a Board of Examiners decision you must follow the appeals process outlined in UPR AS12 Appendix 1. Note that University regulations state that there are specific categories against which you can appeal a Board's decision, no other reasons are acceptable or allowable. Further advice can be given by your Programme Tutor and the Student Union.

Academic Misconduct

Any mechanism used that attempts to gain an unfair, improper or dishonest advantage in an assessment is considered to be a serious offence. (UPR AS14). Examples of academic misconduct include:

- Cheating (e.g. unauthorised material being taken into an exam, making false statements in an attempt to gain special consideration at Exam Boards); resubmitting sections of coursework that have been previously submitted for other assessments - this is known as double counting and is not permitted
- Plagiarism (where you intentionally or unintentionally pass off someone else's work as your own). Where plagiarism is deemed to be unintentional this may be considered as poor academic writing and an appropriate penalty will be applied by the marker. In serious cases of plagiarism including where plagiarism was intentional, this will be dealt with either by an Academic Conduct Officer or by Student Discipline
- Collusion (where a student has passed work off as their own which they have done jointly with another person). There may be occasions when you share data for the same assignment; unless you are specifically asked to submit one piece of work on behalf of a group (this will be clearly specified in the module assessment guidelines), you must submit your work as your own and must not work with another person to produce your assignment. If sections of your work, including structure and layout of the essay, are identical (or very similar) to that of another student there will be an allegation of collusion and it will be investigated
- Breach of confidentiality – any reference to information within an assignment that could lead to a patient / Trust being identified is considered academic misconduct and will be dealt with by the Module Board. Depending on the severity of the breach it may be referred to Fitness to Practise.

Some programmes will ask you to submit work electronically so that electronic detection tools for plagiarism can be used to monitor that work produced is of your own creation.

Disciplinary Procedures

If you are suspected of academic misconduct, you may be required to attend a panel hearing that will determine whether the case against you is proven or not. The outcome of the panel hearing will be forwarded to the appropriate Board of Examiners who will then decide an appropriate penalty if you have been proven guilty of the offence.

If academic misconduct is proven, this is a serious issue and calls into question your 'professionalism'; depending on the nature and severity of the offence you may be referred to Fitness to Practise for further consideration of your actions.

Further information about academic misconduct can be found under 'Support' on StudyNet www.studyNet2.herts.ac.uk or at www.herts.ac.uk/secreg/upr/.



Fitness to Practise

For those students undertaking a professional programme of study that will lead to registration with a registrable body (e.g. NMC, HCPC), there is an expectation that you will conduct yourself professionally at all times.

Being 'Fit for Practise' means having the skills, knowledge, good health and good character to complete your programmes safely and effectively (NMC 2010)

The University will investigate all allegations made against a student on a professional programme that question their fitness to practise.

Examples of behaviour that call in to question your fitness to practise include:

- Inappropriate boundaries in relationships with patients, clients and staff
- Falsification of documents, e.g. travel claims
- Attitudinal or ethical shortcomings
- Failure to disclose any contact with the police
- Failure to furnish evidence of fitness to practise (physical and mental health)
- Failure to protect confidential information – maintaining the confidentiality of information about personnel and / or organisations is an important part of professional practice. Details of information gained in a practice placement must not be disclosed to others who are not involved in the practice situation. All students need to familiarise themselves with the Faculty Confidentiality Policy which you will find on your Programme Page on StudyNet.
- Dishonesty
- Repeated departure from good practice
- Any behaviour or omission that puts the student, patients, clients or members of the public at risk
- Inappropriate comments on social networking sites which can be attributed to a student at the University

Any allegation of Fitness to Practise is serious; a student found guilty may be asked to leave the programme. The Fitness to Practise policy can be found on your Programme Page on StudyNet.

Diary



September 2012

Week 00

Monday 3

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Saturday 8

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September 2012

Week 01

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Friday 14

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Sunday 16

Generic Information

Diary

Appendices

September 2012

Week 02

Monday 17

Tuesday 18

Wednesday 19

Thursday 20

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Saturday 22

Sunday 23

September 2012

Week 03

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April/May 2013

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Generic Information

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Appendices

May 2013

Week 36

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Saturday 18

Sunday 19

May 2013

Week 37

Monday 20

Tuesday 21

Wednesday 22

Thursday 23

Friday 24

Saturday 25

Sunday 26

Generic Information

Diary

Appendices

May/June 2013

Week 38

Monday 27

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Friday 31

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June 2013

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June 2013

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June 2013

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June 2013

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July 2013

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July/August 2013

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Saturday 3

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August 2013

Week 48

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August 2013

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Tuesday 13

Wednesday 14

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Saturday 17

Sunday 18

August 2013

Week 50

Monday 19

Tuesday 20

Wednesday 21

Thursday 22

Friday 23

Saturday 24

Sunday 25

August/September 2013

Week 51

Monday 26

Tuesday 27

Wednesday 28

Thursday 29

Friday 30

Saturday 31

Sunday 1

The Academic Year

Each programme will have its' own 'year plan' (available on your Programme Page on StudyNet). However, the University publishes a calendar for the academic year which identifies semester periods and times during which examinations can occur.

Semester A:

Monday 24th September 2012 – Friday 18th January 2013

Examination week for semester A modules: Week 17

Semesters B and C:

Semester B: Monday 21st January 2013 – Friday 24th May 2013

Semester C begins on Tuesday 28th May 2013. Please note that some Programmes have practical placements that extend over the summer period. Please check your year plan.

Examination weeks for semester B modules: Weeks 32 – 35

All referred/deferred examinations (for both semester A and semester B) will take place at the end of June 2013 (Weeks 39 and 40). If you are an existing student you may want to look at Appendix 3 which outlines the important changes to the Academic Year. If you would like further information, please contact your Programme Tutor.

Note that you may have examinations or tests that occur outside the examination weeks identified above. Assessments and hand-in dates are identified on your assessment schedules – these can be found on your Pathway Point or Programme page on StudyNet. It is expected that you check these together with module guides and your StudyNet Portal. With the exception of a proscribed religious occurrence, you are not allowed to be absent from an examination or miss a deadline date. If this occurs you will need to submit serious adverse circumstances as outlined previously.



Year Planner

September 12

Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 12

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November 12

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December 12

Mo	Tu	We	Th	Fr	Sa	Su
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24	25	26	27	28	29	30
31						

January 13

Mo	Tu	We	Th	Fr	Sa	Su
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28	29	30	31			

February 13

Mo	Tu	We	Th	Fr	Sa	Su
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24	25	26	27	28		

March 13

Mo	Tu	We	Th	Fr	Sa	Su
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24	25	26	27	28	29	30
31						

April 13

Mo	Tu	We	Th	Fr	Sa	Su
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 13

Mo	Tu	We	Th	Fr	Sa	Su
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 13

Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 13

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 13

Mo	Tu	We	Th	Fr	Sa	Su
					1	2
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Appendices



Appendix 1

Student Code of Conduct

- 1 Our University is a student-focussed, multi-ethnic community of students and staff who work and study together closely and it is important that they are able to do so without disruption. The student community includes those enrolled on undergraduate, taught postgraduate and Continuing Professional Development programmes and those registered for research degrees.
- 2 The University has a fair admissions policy and aims to be responsive to all applicants and to provide pre-entry information that is appropriate. All students are able to use the high quality learning, teaching and support services and facilities that we provide and are encouraged to participate actively in the work of the University through committee membership. There are well-established processes through which students may raise queries and complaints. Full information is given in the Statement of Responsibilities and Commitments (Appendix I, UPR SA01, refers).
- 3 This Code of Conduct is intended to clarify the standard of behaviour that the University expects from students when they are at the University and when they go out into the wider community.
- 4 As a student we expect you to:
 - i commit to all elements of your programme of study, recognising that a full time course requires the equivalent of a minimum 40 hours per week study time
 - ii be punctual in your attendance and meet deadlines (persistent, unexplained, late arrival at, or early departure from, lectures seminars and practicals is not acceptable)
 - iii be attentive in class
(electronic devices other than those necessary for the session must be switched off for the entire period of the lecture, seminar or practical – in particular, using your mobile telephone or texting is not acceptable; any other form of behaviour which could reasonably be regarded as disruptive or offensive is not acceptable)
 - iv ensure that you do not behave in a disruptive manner either on or off campus (the University considers disruptive, inconsiderate or offensive behaviour to be a breach of discipline).

- v be responsible for the good behaviour of any guests that you invite to the University (children are not permitted to attend timetabled learning and teaching activities, including lectures, seminars and other teaching activities unless you have obtained permission beforehand, you are not allowed to bring visitors to timetabled learning and teaching activities, including lectures, seminars and other teaching activities)
- vi be respectful and polite to fellow students, staff and others visiting or working on campus
- vii recognise the cultural diversity of the University and take no action that might undermine the principles of cultural tolerance within our community
- viii uphold the good name of the University in your off-campus activities, exercising respect and tolerance in the wider community
- ix carry your University Identity Card at all times when you are on campus (individuals without cards will be asked to leave campus)
- x comply with all University Regulations, including this Code of Conduct (the University may take disciplinary action should you fail to do so)
- xi comply with the law at all times and report to the relevant authorities any incidents that you may witness

In return you become a welcome member of our community, entitled to all of the rights and privileges associated with that membership which are summarised in the Statement of Responsibilities and Commitments.

P E Waters
Secretary and Registrar
Signed: 1st of August 2011

Treating everyone with respect

Students, staff and visitors are all entitled to be treated with respect, and the University expects all students to meet the standards laid out in the Code of Conduct.

Anyone not behaving in an appropriate way is at risk of disciplinary action.

P E Waters
Secretary and Registrar
Signed: 1st of August 2011

Appendix 2

StudyNet

This is an on-line, web-based facility that enables you to access University facilities and resources wherever you may be. To use the system you need to be registered on a Programme, have your own account number and password. The website address is www.studynet2.herts.ac.uk. University facilities and resources are categorised under the following sections:

Learning Resources

General reference

Voyager (search for items held by the University)

Journals and Databases

Video Portal

Newspapers

Exam Papers

Skills Support – includes i-spy tutorials, quick fix guides, and English for Academic Purposes.

Student Support

Student Centre

Information Hertfordshire

Academic Life – includes UPRs

Personal life

Graduate Employment and Enterprise

Support centres available: Chaplaincy, Childcare, Counselling, Maths

Drop-in, Travel website. Accommodation, Disability support

Social

The Hub magazine

Student's Union

UHSU Clubs and Societies

Sports and Recreation

SU Discussion Forum

Classifieds

UH Arts

News and information

Both University and world-wide news

StudyNet Supports

General Information

Subject Resources

Help and Support

Careers Service

Appendix 3

University's academic year and assessment regulations for 2012/2013

For the 2012/2013 academic year many of the regulations in the last academic year remain the same.

Timing of Semester A and B examinations and all referred/deferred assessments*

The dates identified below relate to the scheduled University exam weeks. Depending on which programme you are following, some students will have formal exams scheduled at times different to those below. For dates of these exams please refer to your module guides.

- Semester A exams will take place in week 17 (week beginning 14th January). This also includes Saturday 19th January 2013 for certain students
- Semester B examinations will take place over a possible 3 week period in May - depending on the structure of your programme - (Monday 29th April - Friday 17th May 2013 inclusive). This also includes Saturday the 4th and 11th May for certain students
- Referred and deferred examinations arising from both Semester A and Semester B modules will take place in the last two weeks of June (18th June – 28th June 2013) – please make sure you do not book any holiday for this period until you are sure that you have not been referred / deferred in any assessment



Number of referrals permitted

Students will have an automatic right to referral as per the University regulations identified within UPR AS14 provided you have received a FRef grade i.e. that you have not received a grade of FRen or FNFA for the module. Any student who achieves a mark of 19% or less for a module will not be allowed a referral opportunity, even if this is their first attempt at the module.

FRen means Fail, re-enrol - this means you have to repeat the module with attendance the next time it runs.

FNFA means Fail, no further attempts - this means that you are not allowed to take the module again and you will have to leave the programme.

If you need further clarification on this please contact your Programme/Field Tutor.

Deferrals

Students may submit serious adverse circumstances for consideration by the School assessment panel. If your circumstances are upheld you will be offered a deferral opportunity. For more detailed changes consult the University Academic Structure and Assessment Regulations, UPR AS14 (<http://www.herts.ac.uk/secreg/upr/AS14.htm>).

Calculation of Classification

For information on how to calculate your degree classification please refer to UPR AS14 or to your programme specification.



Appendix 4

Guidelines to students, module boards of examiners and faculty assessment panels on dealing with students' serious adverse circumstances

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. The table below sets out guidance to be followed by Assessment Panels and Module Boards. It provides as many examples as possible of the types of circumstance that the University considers to be sufficiently serious, along with some examples of what would not be sufficient.

Associated guidance is issued to all students, through either student handbooks or the A-Z Guide on StudyNet

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 Module Board and the external examiners (UPR AS 14 C2.7.6).

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.



Main types of Serious Adverse Circumstance (SAC) reported	Evidence required
<p>1. Medical (serious - not a recognised disability). Examples: broken limb, problem with eyesight, influenza, vomiting or migraine at time of assessment, infectious condition. Notes: a. Influenza ('flu') does not refer to the common cold or conditions with similar symptoms. b. Some conditions may be able to be accommodated by Faculty arrangements (eg. the use of an amanuensis for those with broken arms)</p>	<p>Medical (serious - not an infectious condition) Medical certificate (self-certification for the first 7 days of illness only if the policy of the GP practice is not to issue medical certificates although evidence that you have seen a GP is required to support the self certification), or evidence from the Invigilator's log.</p>
<p>2. Medical (minor). The following conditions are considered to be minor (unless, in the case of an examination/in class test, the symptoms are so bad on the relevant day that the student is too unwell to attend when the condition will be treated as serious as in 1 above):</p> <ul style="list-style-type: none"> • Self limiting respiratory infections, e.g. Cold, sore throat, earache, cough, sinusitis. • Other short term infections, e.g. Cystitis, gastroenteritis. • Asthma. • Mechanical pain such as low back pain, sprains and tendonitis e.g. Writer's cramp / RSI • Tension type headaches. • Period pains. • Irritable bowel syndrome. • Hay fever. • Stress or anxiety when this is exclusively related to examinations. 	<p>Not applicable.</p>
<p>3. Disabled students.</p> <p>(i) A reasonable adjustment, agreed through a Study Needs Agreement (SNA) more than 4 weeks prior to the exam period is not an acceptable SAC.</p> <p>(ii) Late disclosure of a disability with valid reason / request for disability adjustment (in the 4 weeks prior to an exam period). Adjustments will only be made if failure to do so would disturb other candidates and/or endanger themselves if left in the main exam room Extra time will not be given. The student has the choice of whether or not to sit/submit; but if they decide to sit/submit they cannot claim to have serious adverse circumstances.</p> <p>iii) Unforeseen effect of a disability - when the effect of a disability is not anticipated or a reasonable adjustment agreed through a SNA e.g. an epileptic seizure, unexpected episode of ill mental health</p>	<p>(i) Not applicable</p> <p>(ii) Faculty's DSC (Disabled Students Co-ordinator) or University's Disability Officer report, confirming that the SAC is valid.</p> <p>(iii) Faculty's DSC or University's Disability Officer report, confirming that the SAC is valid.</p>

Action (levels 0,4,5)	Action (levels 6, 7) (if level 6 referral is allowed, the Board can use advice for levels 0,4 and 5)
<p>Deferral.</p>	<p>Deferral.</p> <p>If, however, the student has acceptable serious adverse circumstances which prevent him/her from sitting the deferral until the same time in the following academic session, the Programme Board has discretion to offer Final Compensatory Credit with or without penalty (for a total of 30 credits) subject to the limitations set out in UPR AS14 D.4.1. NB the option of awarding Final Compensatory Credit does not apply to the award of a University Certificate.</p>
<p>Not an acceptable SAC</p>	
<p>(i) Not an acceptable SAC</p> <p>(ii) Deferral</p> <p>(iii) Deferral</p>	<p>(i) Not an acceptable SAC</p> <p>(ii) As circumstance 1; the Module/Programme Board will consider the seriousness of the condition and the extent of the student's control.</p> <p>(iii) As circumstance 1; the Module/Programme Board will consider the seriousness</p>

Main types of Serious Adverse Circumstance (SAC) reported	Evidence required
4. Death in immediate family (grandparent, parent, sibling, child, grandchild, first cousin, aunt, uncle, spouse, partner, parent-in-law) or close friend within the semester (or for an extended time period in exceptional circumstances).	Death certificate, additional information (location of funeral, any religious observance requirements for mourning, etc.)
5. Attendance at a funeral at the time of the assessment.	Death certificate, additional information (location of funeral, any religious observance requirements for mourning, etc.)
6. Death of a relative or friend outside the semester, or the funeral is not at same time of assessment.	Not applicable.
7. Serious illness in family (particularly where the student has duty of care, "family" defined as circumstance 4)	Medical certificate.
8. Commitment outside of the student's control (e.g. emergencies, including unexpected loss of child care) on the date when the student is required to attend for an assessment.	As appropriate, (e.g. letter from employer or nursery).
9. Work commitments (part-time students only) (e.g. heavy workload at the time that an assessment is due).	As appropriate, (e.g. letter from employer).
10. Serious transport problem (i.e. exceptional circumstance such as a serious rail delay or road traffic accident).	As appropriate, (e.g. copy of ticket, compensation slip from rail company).
11. Routine type, predictable or partly predictable transport problem (e.g. traffic jams, a late train or bus, tyre puncture etc)	Not applicable.
12. Misunderstood examination timetable.	Not applicable.
13. Overslept.	Not applicable.
14. Religious reasons, where not working is a requirement (UPR GEN/A/5)	Requests must be notified to the University at least 2 weeks in advance, with appropriate evidence, or by the deadline published by the Examinations Office in the case of examinations.

Action (levels 0,4,5)	Action (levels 6, 7) (if level 6 referral is allowed, the Board can use advice for levels 0,4 and 5)
Deferral.	As circumstance 1; the Module/Programme Board will consider the timing of the death, the responsibilities of the student and the closeness of the relationship.
Deferral.	As circumstance 1; the Module/Programme Board will consider the timing of the death, the responsibilities of the student and the closeness of the relationship.
Not an acceptable SAC.	
Deferral.	As circumstance 1; the Module/Programme Board will consider the timing of the illness, the responsibilities of the student and the closeness of the relationship.
Deferral.	As circumstance 1; the Module/Programme Board will consider the seriousness of the event and the extent of the student's control.
Deferral.	
Deferral.	As circumstance 1; the Module/Programme Board will consider the severity of the transport incident and the extent of the student's control.
Not an acceptable SAC.	
Not an acceptable SAC.	
Not an acceptable SAC	
<p>The University will make reasonable attempts to make adjustments to the assessment timetable. Deferral is an option where work is proscribed on a particular day for a particular Faith Group. If there is doubt as to whether work is proscribed then the University will be guided by information given by the East of England Faiths Council and the current Festivals appendix to Multicultural Matters. In all cases the University's decision is final. Boards of Examiners should consult the University Chaplaincy for guidance on acceptable religious circumstances (Chaplain@herts.ac.uk). For the 2011/12 academic session, a calendar of recognised proscribed days has been issued.</p>	

Main types of Serious Adverse Circumstance (SAC) reported	Evidence required
15. Serious personal problems not medical (e.g. separation from spouse/partner, victims of crime) within the semester.	As appropriate (letter from counsellor, landlord, crime reference number, etc.)
16. Financial	Not applicable
17. Holidays	Booking information
18. Computer problems	As appropriate (e.g. memo from IH explaining the nature of the problem)
19. Complaints about UH staff (e.g. supervision)	Various (diary of missed meetings or classes etc)



Action (levels 0,4,5)	Action (levels 6, 7) (if level 6 referral is allowed, the Board can use advice for levels 0,4 and 5)
Deferral.	Deferral. If, however, the student has further acceptable serious adverse circumstances which prevent him/her from sitting the deferral until the same time in the following academic session, the Programme Board has discretion to offer Final Compensatory Credit without or without penalty (for a total of 30 credits). NB the option of awarding Final Compensatory Credit does not apply to the award of a University Certificate.
Not an acceptable SAC.	
Deferral. Only acceptable if the booking is made prior to acceptance of the UH offer.	
Not acceptable, unless experienced by a sufficiently large group of students.	As circumstance 1; the Module/Programme Board will consider the seriousness of the event and the extent of the student's control.
Dealt with as appeals procedure.	



