

A-Z of the University of Hertfordshire

(for UH students studying at Partner Institutions of the University)



September 2015

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Welcome to your studies with the University of Hertfordshire

On behalf of everyone at the University of Hertfordshire I would like to welcome you as a student of the University as well as at your host institution. This A–Z provides an introductory guide to the policies, regulations and services of the University of Hertfordshire (UH) that you need to be aware of as a student of the University at a host institution. It should be read in conjunction with your programme handbook, Programme Specification (which is often incorporated into your programme handbook) and any other information provided by your host institution (i.e. the University/College/Institution that you are studying at).

All of your time as a UH student will be spent in the host institution where you are studying, but you are likely to use some of the many University of Hertfordshire services. This A–Z cannot possibly be totally exhaustive, but you should find it provides enough contact points for you to investigate further those parts of the University that are of interest to you.

The University of Hertfordshire is at the vanguard of a newly emerging type of university – we are business-like and business facing. The University is the UK's leading business-facing university and an exemplar in the education sector. It is innovative, enterprising and challenges individuals and organisations to excel. Innovation, creativity and an enterprising mind-set are the defining characteristics of our university. As well as providing flexible and transformational learning, we are committed to adding value to our partners and delivering positive and productive engagements with business, industry and the professions.

Being a University of Hertfordshire student is about participating fully in your studies, constantly challenging yourself to excel and making the most of all aspects of your studies so you become the best that you can be. In return, the University of Hertfordshire will work with your host institution to provide excellent educational opportunities and do everything we can to make you highly employable whilst developing a lifelong passion for learning.

Good luck with your studies, and enjoy your time as a student of the University of Hertfordshire.

*Professor Ian Campbell
Deputy Vice-Chancellor*



The University of Hertfordshire (UH)

The University of Hertfordshire (<http://www.herts.ac.uk/>) is an ambitious university, rated by the Times Higher Education Supplement as being one of the top 100 universities in the world under 50 years old and also recognised as one of the top 100 international universities.

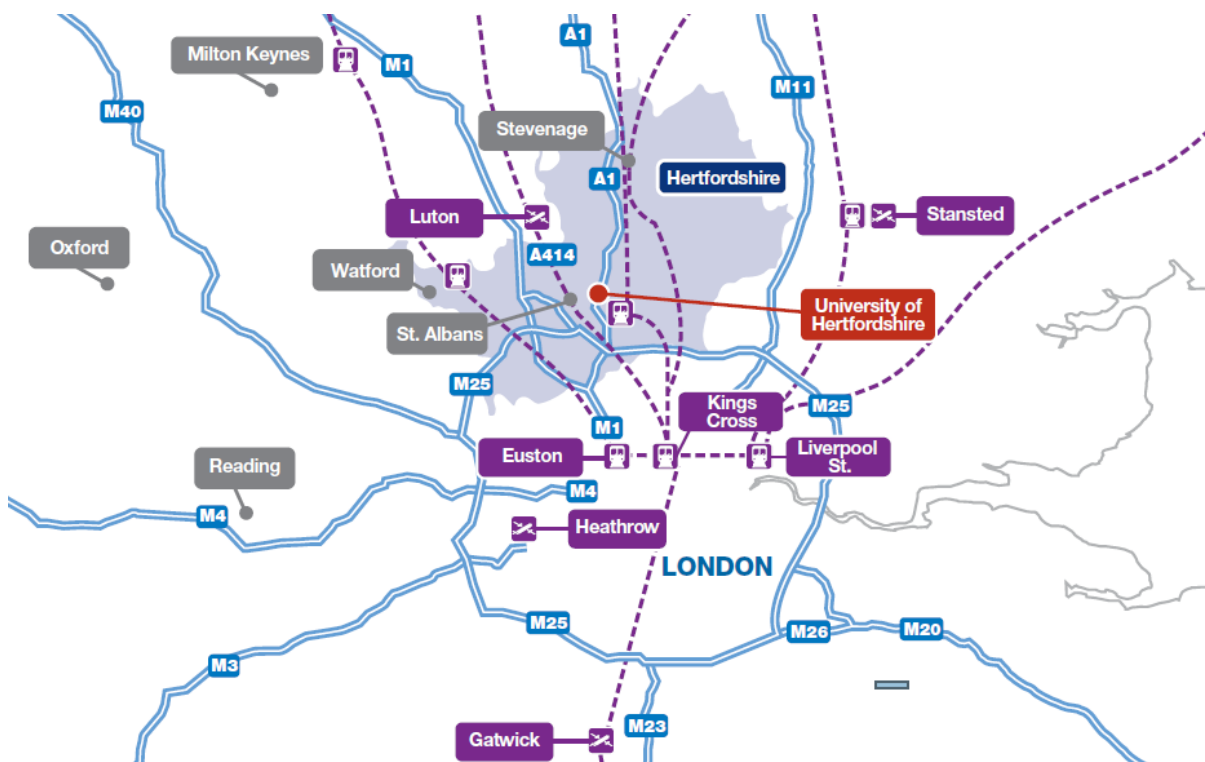
It offers excellence in learning, teaching and research, and puts students at the heart of its activities. The University is the UK's leading business-facing university and an exemplar in the sector. It is innovative and enterprising and challenges individuals and organisations to excel.

The University's history goes back to 1952 when the Hatfield Technical College was founded, which was then designated one of the first three polytechnics in the country in 1969. In 1989, it became an independent Higher Education corporation. In 1992, the University of Hertfordshire (UH) was established.

From the time it was awarded University status, the University has steadily grown in size and stature. It is one of the region's largest employers, with more than 2,650 staff and a turnover of almost £233 million. With a student community of more than 27,200, including more than 2,800 students from eighty-five different countries, the University has a global network of more than 175,000 alumni.

There are three main campuses in Hertfordshire housing 10 schools of study:

- The College Lane Campus is the largest campus and houses the Schools of Computer Science, Creative Arts, Engineering and Technology, Health and Social Work, Life and Medical Sciences, and Maths, Physics and Astronomy;
- The de Havilland Campus houses the Schools of Business, Humanities, Law and Education;
- At Bayfordbury, near Hertford, is the Bayfordbury Observatory. This is also the base for the Science Learning Centre.



If you want to know more about the University's history, our website will tell you more (see: <http://www.herts.ac.uk/about-us/history>)

The University of Hertfordshire educates students from a wide range of backgrounds and from all over the world, enabling them to acquire a deep knowledge and understanding of their chosen subject. However, the world is evolving fast, and for today's graduates to develop their potential to the full, they need to be confident in an increasingly international, multicultural and dynamic world. They need to be inquisitive, they need to be able find solutions to new and difficult issues, they need to be able to work closely with others from different cultures and backgrounds, and they need to be anchored in a set of values that are respected widely. We provide our students with the environment and encouragement to develop these attributes.

The University's aims to be internationally renowned as the UK's leading business-facing university by achieving the following key strategic objectives:

- Providing expert teaching informed by research, business and the professions
- Offering workplace engagement and overseas learning opportunities
- Creating and developing innovative ideas, products and processes
- Fostering and strengthening research with global partners
- Developing international partnerships
- Strengthening the global perspective in the curriculum
- Developing students with the knowledge, skills and attributes to succeed in business and the professions
- Enhancing relationships with business and industry
- Demonstrating and promoting our positive social, cultural and economic impact
- Attracting and developing outstanding people
- Strengthening the diversity of our community
- Consolidating financial sustainability

Our core values are *Friendly, Ambitious, Collegiate, Enterprising, Student-focused*

The status of UH within UK Higher Education

The University of Hertfordshire is a publicly funded Higher Education Institution that has been granted full degree awarding powers by the UK Privy Council. As such, the University of Hertfordshire is recognised by the UK authorities (UK and Scottish Parliament, Welsh and Northern Ireland Assemblies) and is permitted to award a wide variety of degrees to suit a range of educational aspirations. The University of Hertfordshire is a recognised university listed with the UK's Department for Business, Innovation and Skills. For further information please see: <https://www.gov.uk/recognised-uk-degrees>.

The following is the full text of the University's Instrument of Government which was made and sealed by the Privy Council on 5 March 1993:

"At the Council Chamber, Whitehall

THE 5TH DAY OF MARCH 1993 BY THE LORDS OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL WHEREAS section 124A(3) and (4) of the Education Reform act 1988(a) (herein referred to as "the Act") provide that the Privy Council may by Order make an instrument of government of any higher education corporation with respect to schedule 7 to the Act has effect, and that the said instrument of government shall comply with the requirements of Schedule 7A to the Act and may make any provision authorised to be made by the said Schedule 7A and such other provision as may be necessary or desirable:

AND WHEREAS the University of Hertfordshire higher education corporation is a higher education corporation with respect to which the said Schedule 7 has effect:

NOW, THEREFORE, Their Lordships, in exercise of the powers conferred on them by the said section 124A(3) are pleased to, and do hereby, make an instrument of government for the University of Hertfordshire higher education corporation as set out in the Schedule to this Order, which shall come into force forthwith".

The UK Quality Assurance Agency for Higher Education (QAA) externally audits the quality and standards of each Higher Education institution in England and Northern Ireland on a six year cycle, through the Higher Education Review process. Reviews are carried out by a team of academics who review the institution's quality and standards, using their knowledge of Higher Education and reference points published by QAA (The 'Quality Code'). After each audit, QAA publishes a report on the audit team's findings. The most recent institutional audit of the University of Hertfordshire took place in March 2009 (see: <http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Hertfordshire/University-of-Hertfordshire-IA-09.pdf>), at which full confidence was placed in the University's management of both the academic standards of the awards that it offers and the quality of the learning opportunities available to students.

The UH Graduate Attributes

The UH Graduate Attributes were created to provide a set of common values which characterise the University's undergraduate and postgraduate students in all their diversity. We want all our students to realise their full potential and to be equipped for professional and personal life in a complex and rapidly changing world. The five separate attributes describe the skills and qualities that we expect of our graduates, in addition to their subject expertise and proficiency. Some are most obviously associated with the curriculum and academic development, whereas others reflect the ways in which students can explore their own professional and personal interests both inside the University community and beyond.

The University is committed to providing a culturally enriched and research-informed educational experience that will transform the lives of its students. Our aspiration is for graduates who have developed the knowledge, skills and attributes to equip them for life in a complex and rapidly changing world. In addition to their subject expertise and proficiency, the University's graduates will have the following attributes:

Professionalism, employability and enterprise

The University promotes professional integrity and provides opportunities to develop the skills of communication, independent and team working, problem solving, creativity, digital literacy, numeracy and self-management. Our graduates will be confident, act with integrity, set themselves high standards and have skills that are essential to their future lives.

Learning and research skills

The University fosters intellectual curiosity and provides opportunities to develop effective learning and research abilities. Our graduates will be equipped to seek knowledge and to continue learning throughout their lives.

Intellectual depth, breadth and adaptability

The University encourages engagement in curricular, co-curricular and extracurricular activities that deepen and broaden knowledge and develop powers of analysis, application, synthesis, evaluation and criticality. Our graduates will be able to consider multiple perspectives as they apply intellectual rigour and innovative thinking to the practical and theoretical challenges they face.

Respect for others

The University promotes self-awareness, empathy, cultural awareness and mutual respect. Our graduates will have respect for themselves and others and will be courteous, inclusive and able to work in a wide range of cultural settings.

Social responsibility

The University promotes the values of ethical behaviour, sustainability and personal contribution. Our graduates will understand how their actions can enhance the wellbeing of theirs and will be equipped to make a valuable contribution to society.

Key Academic Information

University Policies and Regulations

As a condition of their registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These rules, regulations and procedures are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. Alternatively, the key UPRs governing your studies can be found at: http://www.herts.ac.uk/_data/assets/pdf_file/0008/69749/handbook2014-15_academic-regulations.pdf.

The UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students are:

- a **Structure and Assessment Regulations – Undergraduate and Taught Postgraduate Programmes (UPR AS14, at <http://sitem.herts.ac.uk/secreg/upr/AS14.htm>)** explains:
 - how modules are graded (section D1);
 - how a degree is awarded and classified (sections D6 and D7);
 - the rules relating to interim awards and progression (section D3);
 - module failure (sections D4, D5 and D8);
 - serious adverse circumstances (section C2.8) and UPR AS13 – section 5.3.2;
 - cheating and plagiarism (section C2.9 and Appendix III) and UPR AS13 - section 2; (Programme Specifications may also identify additional requirements that apply to an award and/or its classification, for example, because of Professional Body accreditation requirements. Students should refer to the relevant Programme Specification which is available on StudyNet or contact your Programme Lead or equivalent (e.g. Programme Head/Manager/Tutor))
- b **Schedule of Awards (UPR AS11, at <http://sitem.herts.ac.uk/secreg/upr/AS11.htm>)** identifies the credit requirements for your award; (for further details, consult your Programme Specification on availability of interim and final awards for your chosen study)
- c **Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (Partner Organisation-delivered provision) (UPR AS13, at <http://sitem.herts.ac.uk/secreg/upr/AS13.htm>)** explains:
 - Coursework and examinations regulations (Appendix 1 sections 1, 3 and 4) (further information is available on the [Exams & Awards Office website](#), on StudyNet)
 - How you appeal against the decision of a Board of Examiners (Appendix I, section 5) (further information is available on the [Dean of Students' website](#), on StudyNet)
 - Coursework and examinations regulations for disabled students (Appendix II)
 - Coursework submission and examination dates are set and published to the students by your host institution.

Important information concerning changes to the University's academic regulations for undergraduate and taught postgraduate regulations and the implications of these changes for students, can be accessed via the following link:
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/page/98370E73AE82CA21802577E60057CE00x>

Academic appeals, complaints and disciplinary procedures

Academic Appeals (also known as the Review of Assessment Decisions)

All programmes of study are assessed either by examination, the submission of coursework or a mixture of both. A student attending and/or attempting an assessment is deemed to have declared themselves fit for that assessment (with only very rare exceptions). A student not attending/attempting an assessment must submit to the Board of Examiners (before that Board meets) an explanation of the serious adverse circumstances that caused the student to miss the assessment. The explanation must be supported by appropriate evidence. For further guidance see the section headed 'Serious Adverse Circumstances'.

If a Board of Examiners does not accept these serious adverse circumstances, the student will fail the assessment. If that does happen, there are a limited number of circumstances under which a student can appeal, firstly to the Principal or Head of your College/Institution and subsequently to the Vice-Chancellor.

Students not submitting Serious Adverse Circumstances who then fail an assessment can appeal after results are released, but the grounds for such an appeal are very limited (see **UPR AS13 Appendix I**). You are also allowed to raise a query concerning a decision on:

- a the mark for an individual item of coursework;
- b the grade awarded for an individual module;
- c completion of a stage of a programme, or progression to the next;
- d your entitlement to an award, including the class or grade of the award
- e the outcome of an investigation into a potential assessment offence (cheating, plagiarism, collusion, etc.).

Please note that the University will not consider queries which consist solely of a challenge to the academic judgement of your lecturers in marking your work. In most cases your host institution will consider your appeal, and refer it to the relevant Module or Programme Board of Examiners to reconsider their decision if they feel that your appeal is valid. If you are unhappy with the outcome of the appeal, you may also appeal to the Vice-Chancellor of the University (see **UPR AS13, Appendix I** for details on how to do so).

Complaints

In the main, students enjoy their studies, but things sometimes can go wrong. If that should happen, the University would always advise that efforts should be made to resolve the issue informally and at a local level. If that is not possible, a formal complaints procedure exists. Details of the formal complaints procedure can be found in **UPR SA05** (<http://sitem.herts.ac.uk/secreg/upr/SA05.htm>), as well as the complaints procedure published by your host institution.

In all cases your host institution will consider and make a decision on your complaint. If you are unhappy with the outcome of the complaint, you may also complain to the Vice-Chancellor of the University, but only if the nature of your complaint could have affected your academic performance (see **UPR SA05** for details on how to do so).

Disciplinary procedures

If a student breaks University or host institution regulations, this could result in disciplinary procedures being invoked. In all cases your host institution will investigate your alleged misconduct, and make a decision on any non-academic disciplinary matters. However, where the nature of alleged misconduct is an academic one (eg. cheating in an assessment), the matter will be dealt with in accordance with **UPR AS13, Appendix I** and **UPR AS14, Appendix II**.

Serious Adverse Circumstances

What are 'serious adverse circumstances'?

'Serious adverse circumstances' are significant circumstances beyond a student's control that would affect the student's ability to perform to their full potential if they were to submit or attend assessments at the appointed time. The table on pages 11-13 sets out the guidance to University Module Boards of Examiners. 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.

Principles

The University allows students to draw to its attention any significant circumstances beyond the student's control that mean their performance would be 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 below.

Programme staff will advise students on what a 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. Where a claim of serious adverse circumstances is submitted by a student, the following principles will be adhered to by the Module Boards:

- Where a student has proven serious adverse circumstances, the University does not award grades on the basis of what the student may have achieved had the circumstances not existed/occurred. Instead, the University grants more time or repeated opportunities in order for the student to demonstrate their knowledge and abilities.
- The University will treat information about a student's serious adverse circumstances with sensitivity and respect, regardless of the level of perceived severity; and
- The University will treat a student's reported circumstances with as much confidentiality as is practically possible. In very sensitive circumstances, a student may request that the circumstances are only disclosed to the Chair of the Module Board and the external examiners (UPR AS14, section C2.8.7).

Process for submission of serious adverse circumstances

If there is a serious adverse circumstance that has affected an assessment (or assessments) of a student, the student must communicate details to the University (via the host institution), with appropriate evidence. The details must be submitted to the Module Board, through the host institution, prior to any meeting of the Board as described in the University's Policies and Regulations (**UPR AS14, section C2.7; UPR AS13 Appendix I, section 5.3.2**). Submission should be no later than ten working days before the meeting of the Board.

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 host institution before the scheduled start time, and their doctor or other registered medical professional/counsellor (where appropriate) as soon as possible. Certification can only be provided if a doctor or nurse has been actively consulted by a student during their illness.

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 their module lecturer or programme tutor 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 above.

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' to explain poor performance.

Exceptions:

1. *Where at the time of sitting/submitting the relevant assessment, it is established that the student was 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/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 the death of a close family member within a day or so of the examination/in-class test; 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 (see above). In addition, they will be required to take a special letter to their doctor/psychiatric practitioner in which the health professional is asked to certify to the effect that at the time the student took the assessment they were *not capable of understanding* that their performance was likely to be affected seriously by ill health and/or its treatment. If the claim is upheld, the original mark will be null and void. If the claim is not upheld, the recorded mark will stand.

2. *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 (eg, the student is unconscious or being violently sick).*

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 recorded mark will stand.

Table of serious adverse circumstances and actions

	Main types of serious adverse circumstance (SAC) reported	Evidence required	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)
1	<p>Medical (serious – not a recognised disability). Examples: broken limb, problem with eyesight, influenza, vomiting or migraine <u>at time of assessment</u>, infectious condition. Notes: Influenza ('flu') does not refer to the common cold or conditions with similar symptoms.</p> <p>Some conditions <u>may</u> be able to be accommodated by separate arrangements (eg, the use of an amanuensis for those with broken arms) if they are reported before the cut-off date for adjustments published on StudyNet.</p>	<p>Medical certificate (self-certification for the first seven days of illness is only permitted if the student provides evidence that it is the policy of their GP practice not to issue medical certificates), or evidence from the invigilator's log.</p> <p>For students registered with the University medical practice, please see paragraph 5 of the</p>	Deferral.	<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 thirty credits) subject to the limitations set out in UPR AS14 D.4.1.</p>
2	<p>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, in which case the condition will be treated as serious as in 1 above):</p> <p>Self-limiting respiratory infections – eg, cold, sore throat, earache, cough, sinusitis</p> <p>Other short-term infections – eg,</p> <ul style="list-style-type: none"> • cystitis, gastroenteritis • Asthma • Mechanical pain such as lower back pain, sprains and tendonitis – eg, writer's cramp/RSI • Tension-type headaches • Period pains • Irregular irritable bowel syndrome • Hay fever • Stress or anxiety when this is exclusively related to examinations 	Not applicable.	Not an acceptable SAC.	

	Main types of serious adverse circumstance (SAC) reported	Evidence required	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)
3	<p>Disabled students A diagnosis of a disability (as opposed to a reason related to a diagnosed disability) is not valid grounds for a SAC.</p> <p>A reasonable adjustment, agreed through a Study Needs Agreement (SNA) is not an acceptable SAC.</p> <p>Late disclosure of a disability with a valid reason/request for disability adjustment (after the cut-off date for agreeing adjustments published on StudyNet). Adjustments will only be made if failure to do so would disturb other candidates and/or endanger the candidate 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>Unforeseen effect of a disability-related occurrence – eg, (a) when the effect of a disability is not anticipated, such as an epileptic seizure or unexpected episode of mental ill health; (b) when a reasonable adjustment agreed through an SNA has not been implemented.</p>	<p>Not applicable.</p> <p>Not applicable.</p> <p>Confirmation in writing from a member of Disability Services that the SAC is valid.</p> <p>Confirmation in writing from a member of Disability Services that the SAC is valid.</p>	<p>Not an acceptable SAC.</p> <p>Not an acceptable SAC.</p> <p>Deferral.</p> <p>Deferral.</p>	<p>Not an acceptable SAC.</p> <p>Not an acceptable SAC.</p> <p>As circumstance 1; the Module/Programme Board will consider the seriousness of the condition and the extent of the student's control.</p> <p>As circumstance 1; the Module/Programme Board will consider the seriousness of the condition and the extent of the student's control.</p>
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, religious observance requirements for mourning, etc).	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.
5	Attendance at a funeral at the time of the assessment.	Death certificate, additional information (location of funeral, religious observance requirements for mourning, etc).	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.
6	Death of a relative or friend outside the semester, or the funeral is not at same time as assessment.	Not applicable.	Not an acceptable SAC.	
7	Serious illness in family (particularly where the student has duty of care; 'family' defined as in circumstance 4).	Medical certificate.	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.
8	Commitment outside of the student's control (eg, emergencies, including unexpected loss of childcare) on the date when the student is required to attend for an assessment.	As appropriate (eg, letter from employer or nursery).	Deferral.	As circumstance 1; the Module/Programme Board will consider the seriousness of the event and the extent of the student's control.

	Main types of serious adverse circumstance (SAC) reported	Evidence required	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)
9	Work commitments (part-time students only) (eg, heavy workload at the time an assessment is due).	As appropriate (eg, letter from employer).	Deferral.	
10	Serious transport problem (ie, exceptional circumstance such as a serious rail delay or road traffic accident, snow causing serious delays to traffic).	As appropriate (eg, copy of ticket, compensation slip from rail company, traffic report).	Deferral.	As circumstance 1; the Module/Programme Board will consider the severity of the transport incident and the extent of the student's control.
11	Routine type, predictable or partly predictable transport problem (eg, traffic jams, late train or bus, tyre puncture, etc).	Not applicable.	Not an acceptable SAC.	
12	Misunderstood examination timetable.	Not applicable.	Not an acceptable SAC.	
13	Overslept.	Not applicable.	Not an acceptable SAC.	
14	Religious reasons, where not working is a requirement	Requests must be notified to the University at least two weeks in advance, with appropriate evidence, or by the deadline published by the Examinations Office in the case of examinations.	The University will make reasonable attempts to make adjustments to the assessment timetable. Deferral is an option where work is prescribed on a particular day for a particular faith group. If there is doubt as to whether work is prescribed then the University will be guided by the advice of the University Chaplain who will consult with appropriate sources. In all cases the University's decision is final.	
15	Serious personal problem not medical (eg, separation from spouse/partner, victim of crime) within the semester.	As appropriate (letter from counsellor, landlord, crime reference number, etc).	Deferral.	Deferral. If, however, the student has further acceptable serious adverse circumstances that 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 thirty credits).
16	Financial.	Not applicable.	Not an acceptable SAC.	
17	Holidays.	Booking information.	Deferral. Only acceptable if the booking is made prior to acceptance of the University of Hertfordshire offer.	
18	Computer problems.	As appropriate (eg, memo from IH explaining the nature of the problem).	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.
19	Complaints about staff (eg, supervision).	Various (diary of missed meetings or classes, etc).	To be dealt with through Module Board.	

Plagiarism and collusion

What is academic integrity?

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and that no student is allowed unfairly to take an advantage over others, to affect the integrity of the assessment process, or to diminish the reliability and quality of the University of Hertfordshire degree.

The University is a 'learning community' in which students and staff learn from each other, from their peers and through original research. In maintaining this learning community, the concept of academic integrity is fundamental. Academic integrity means that both staff and students conduct all aspects of their academic work in accordance with the accepted conventions of good academic practice in written work and creative practice.

Good academic practice involves students understanding how to use the work of academics and other students to develop their own insights into a particular area of study and to generate new ideas. In particular, it is never acceptable to use the words of others or their creative output (whether published or unpublished, including material from the internet) without explicit acknowledgement.

Achieving good academic practices involves:

- developing your own independent evaluation of academic issues
- drawing upon research and evidence from academics in your field of study
- discussing and evaluating existing concepts and theories
- demonstrating your understanding of the key literature
- developing your own arguments.

Good academic practice means developing:

- study skills (eg, reading, note-taking, summarising, paraphrasing, research)
- critical enquiry and evaluation (eg, balanced opinion, reasoning and argument)
- referencing and bibliographic citation skills (ie, when and how to reference).

Bad academic practice or academic dishonesty (plagiarism, cheating, fraud, etc.) is often caused by failing to understand what is expected and what is allowed. Acting with academic integrity enables students to demonstrate their own knowledge, skills and understanding of the subject and then to receive feedback to help them to progress. Failure to act in this way means that a student will not be developing the skills which are essential in the longer term to personal and academic growth. The feedback received on the student's work will not help them to improve as it will not be a genuine reflection on their knowledge and abilities.

Some suggestions to help you to develop good academic practices include:

- When you take notes from sources, make sure you do so in ways that identify where you are making your own observations based on what you are reading, where you are paraphrasing and where you are recording direct quotations. This will be particularly important if you are taking notes and then reviewing them at a later stage
- Plan your study time, be aware of deadlines and leave plenty of time for writing to avoid the need to take 'short cuts' which could lead to bad academic practice
- Avoid including large amounts of acknowledged pasted material, or over- quotation from external sources, as this is likely to detract from the quality and originality of the work and is therefore unlikely to secure good marks. To demonstrate your knowledge and ability effectively in assignments you need to use your own words
- The purpose of assessment is to enable you to develop and demonstrate your own knowledge and understanding of the area of study. It is expected that your work should be informed by, and refer to, the work of others in the field or to discussions with your peers and tutors. However, such contributions must always be acknowledged in accordance with conventions

appropriate to the discipline. This requires more than a mention of a source in a bibliography. You should acknowledge, as they arise in your work, another person's ideas, artworks or words using the appropriate referencing conventions. It is important to make clear which are your words, ideas or artworks and which have been taken from others

- It is often helpful to discuss ideas and approaches to your work with your fellow students. However, work submitted for assessment should always be entirely your own except where clearly specified otherwise in the instructions of the assignment. In some instances, working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment.

Feedback on coursework and exams

Coursework

You will receive a mark and feedback on all your coursework within four weeks (**UPR AS13, section 5.5**), unless there is a valid reason for it to be delayed.

Exams

You are entitled to request feedback on all your exams (**UPR AS13, section 5.5**). You can find out how to request this feedback in your programme handbook or from the programme tutor.

Examination boards

Boards of Examiners meet at the end of your module to confirm the grades you have achieved for each module studied, and to make decisions on progression through your programme and awards at the end of your programme, or when exiting the programme for some other reason. There are two types of Boards of Examiners: Module Boards and Programme Boards. See **UPR AS13, section 9.4** (Module Boards) and **section 9.5** (Programme Boards) for more information.

Module Boards:

- confirm and report the grade a student has achieved in each module.
- decide on changes to grades because of proven serious adverse circumstances
- decide the penalties to be imposed in proven cases of cheating, plagiarism and collusion
- monitor the performance of students from different programmes studying a module.
- issue grades to students.

Programme Boards:

- consider the eligibility of students for awards.
- recommend the conferment of awards and the classification of such awards.
- make decisions on the progression of students.
- decide on any award of compensatory credit (see **UPR AS14, section D 4.4** (undergraduate students) or **section D 4.5** (postgraduate students)).

If you wish to *appeal* against the decision of a Board of Examiners, please refer to the 'Appeals, complaints and disciplinary procedures' section of this guide.

External Examiners

The University appoints external examiners, mainly from other universities but also from industry and/or the professions. They are qualified and experienced in the subject, have an understanding

of the academic standards required for the award and are independent of the University of Hertfordshire. As such, they are able to provide carefully considered advice on the academic standards of the programmes and/or modules to which they have been appointed, and can offer advice on good practice and how to enhance the quality of those programmes/modules. They are also able to offer an informed view of how standards compare with the same or similar awards at other UK Universities of which they have experience.

Each External Examiner provides an annual written report to the University, providing invaluable independent feedback to the University at module and programme level. The University recognises the importance of the role of students in the management of academic standards and quality, and so External Examiners' reports are made available to Student Representatives as part of the annual monitoring process. If you are not a Student Representative and you would like to request a copy of the External Examiners' reports relating to your programme, a list of External Examiners, by subject area, is available at go.herts.ac.uk/externalexaminers

Please note that contacting External Examiners regarding any aspect of your programme of study is prohibited. The University has appropriate internal mechanisms in place if you wish to raise a concern using the complaints or appeals procedures.

Certificates

Students' certificates are produced by the Exams & Awards Office after an Examination Board has met to agree a student's qualification. These are usually given to the student at the time of their awards ceremony. However, requests can be made via email if they are needed earlier (contact the Exams & Awards Office: +44 (0)1707 281111 or exams@herts.ac.uk).

It is important to note that students' names appear on their certificates according to how they were registered at the time an Exam Board meets. If a student wishes to discuss the possibility of changing their registered name, they must contact their host institution before the Exam Board meets. Certificate names must still remain the student's legal name. More information is provided on the Exams & Awards Office website (see go.herts.ac.uk/awardcertificate).

Students withdrawing

There are many reasons why a student may decide to withdraw from their programme. However, there are also certain circumstances in which the University may decide to withdraw a student. These can include academic failure, debt and disciplinary reasons. Students considering withdrawal are advised to consult with their Programme Tutor at their host institution.

How the university communicates with you

The majority of communication between UH and students takes place via the host institution. However, if you wish to contact the University directly you should normally do so through the University Link Tutor. Please ask your host institution or your student rep for contact details of your Link Tutor.

Student opinion and student representation

At the University we put students at the heart of everything we do. We want students to be involved, to give us your views, to feel empowered and to help us shape and improve your learning experience. Student opinion is fundamental to the running of the University and takes place at all levels in a variety of ways.

Here are some ways in which you could get involved in shaping the student learning experience at your host institution:

1. Complete a student feedback questionnaire. Student feedback is collected on academic matters such as teaching and assessment on your programme, on your lecturers or on the services provided by your host institution. Your host organisation will arrange for these questionnaires or surveys to be administered
2. Attend a student forum or focus group, again organised by your host institution. In some cases, online meetings are organised by the University;
3. Become a Student Representative. Each programme has Student Reps elected to represent their group. The aim of the system is to ensure that each and every student has the opportunity to input into shaping the student experience they have here at their host institution. You can find the details of your Student Reps through your programme tutor.

Student reps attend programme committees, and student opinion is essential to making the work of these committees effective. The Student Reps feed back the views of the student body at these meetings. Even if the role of Student Rep is not for you, make sure you know who your Student Rep is and that you ensure that your views are heard and considered. Student Reps must provide feedback to their fellow students on the work they are undertaking and the outcomes they have achieved.

University staff may also wish to consult students on other matters affecting their Programme, School or the whole student body. In this situation, Student Reps are in an ideal position to go out and gather the opinions of their peers and feedback their responses to staff.

Student Representatives play an incredible role. They ensure that students' views are heard and are active in improving the student experience here at the University of Hertfordshire. The role of Student Rep is also a rewarding opportunity that also has the potential to equip you with an impressive skillset that stands out in the increasingly competitive graduate job market.

Hertfordshire Students' Union

Hertfordshire Students' Union's primary responsibility is to represent all University of Hertfordshire students. Their role as the voice of students is to represent their interests to the University, outside organisations, groups and individuals.

Although UH students at host institutions are not members of the Students' Union, they are still interested in your views as a UH student and are willing to advise on any problems you are experiencing with your academic studies, and support however they can. More information on their range of services and facilities can be found in their website.

Elected Officers

Hertfordshire Students' Union is led by five full-time Elected Officers who are elected by students at the University of Hertfordshire. Each Officer has a particular job role to fulfil, and each attends meetings on behalf of the University of Hertfordshire students and leading the Students' Union as trustees. The Elected Officers are publically held to account by students at Student Ideas Forum.

Jack Amos, President

Tel: +44 (0)1707 285004

Email: president@hertfordshire.su

Bradley Johnson, Vice President Communications and Media

Tel: +44 (0)1707 285005

Email: vp.comms@hertfordshire.su

Rana Farooq, Vice President Education and Welfare

Tel: +44 (0)1707 285003

Email: vp.welfare@hertfordshire.su

Grainne O'Monghain, Vice President Democracy and Services

Tel: +44 (0)1707 285007

Email: vp.services@hertfordshire.su

Annabel Mabin, Vice President Student Activities

Tel: +44 (0)1707 285006

Email: vp.activities@hertfordshire.su

General enquiries

For all general enquiries regarding the Students' Union, contact the Students' Union Reception.

Students' Union Reception

Tel: +44 (0)1707 285000 or ext. 5000

Fax: +44 (0)1707 286150

Email: contact@hertfordshire.su

Website: www.hertfordshire.su

University of Hertfordshire Alumni Association

Graduates of the University of Hertfordshire

Look it up in any dictionary and you will see that to 'graduate' does not mean to leave, but rather to move up and advance to a new level of skill and achievement.

Your Alumni Association

The Latin word *alumni* is the plural term given to former students of an institution and so being one of our alumni is what each of our graduates has in common with the others – going back to our founding cohorts in the 1950s.

Once you receive your award from Hertfordshire, you automatically become a member of the Alumni Association. Being part of your association is about exclusivity, reminiscence and pride. It's about being an important part of Hertfordshire's lineage, with benefits both to you and to future generations of students whom you may be able to advise and inspire.

Our benefits to you

Today, we are proud to be in regular contact with more than 100,000 alumni around the world. Through *Futures* magazine, our website, social media and *e-Futures* (our monthly e-newsletter), graduates can find out about all the news and events going on at the University and with their fellow alumni.

A life-long network

This will always be your University – a place where you will spend a life-changing period of time and make some of the closest friends and greatest memories you will ever have.

It doesn't matter what you studied, when you graduated or where in the world you studied, once you graduate you are – and always will be – an official alumnus of the University of Hertfordshire. Wherever you go, and whatever you do, we will always remain committed to helping you build your future.

The Alumni Relations Team

Tel: +44 (0)1707 281145

Email: alumni@herts.ac.uk

Website: www.herts.ac.uk/alumni

Find us on social media:

Facebook: www.facebook.com/hertsalumni

Twitter: @HertsAlumni

LinkedIn: 'University of Hertfordshire Alumni Association' group

Other Sources of Information

As noted in the 'Welcome' section of this A – Z, you need to familiarize yourself with your host institution's local regulations, on matters such as attendance, dress code, code of conduct, availability of non-academic services and guidance on finance and counseling provision. Such information is usually available through the host institution's website or virtual learning portal, along with programme-specific documents such as your Programme Specification and Programme Handbook. Consult your Programme Tutor at your host institution on how to access such information.



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