University of Hertfordshire UH

A Guide for University of Hertfordshire students studying at Partner Organisations



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Welcome to your studies with the University of Hertfordshire

On behalf of the University of Hertfordshire, I would like to welcome you to our student community. The University of Hertfordshire vision is to set the standard for what a modern university should be. We aim to bring the best of Hertfordshire together, collaborating to create better ideas, opportunities and outcomes that make an impact regionally, nationally and globally. Our unique combination of dynamism, drive and expertise will be known and admired worldwide, boosting our reputation and strength as an enterprising university as a result. Whatever your background, wherever you are from, our aim is to ensure our students are equipped for success and are ready to succeed and secure positive outcomes aligned to their career aspirations once they leave university. Our community is made up of a diverse group of students, staff, businesses, researchers and members of the community with a common aim which is to raise aspiration, fulfil ambition and develop individual and collective potential that leads to success. Our new strategy (2025-2030) enables us to do that.

We offer every student the opportunity to succeed in their careers with clear pathways through their study. We will offer you support and guidance and help you to achieve and succeed and prepare you for global opportunities after graduation, using our links in business, research expertise and global outlook to transform lives.

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 will work with your partner organisation to provide excellent educational opportunities and do everything we can to make you highly employable whilst developing a lifelong passion for learning. We offer every student the opportunity to succeed with clear pathways through their study. We will offer you support and guidance and help you to achieve and succeed and prepare you for global opportunities after graduation, using our links in business, research expertise and global outlook to transform lives.

The University's policies and regulations that apply, and services that are available, to you as a student of a partner organisation are outlined in this Guide. It should be read in conjunction with your programme specification or handbook, documentation online, and any other information provided by the University/College/Institution with whom you are enrolled. Whilst all of your time as a University of Hertfordshire student will normally be spent at the partner organisation where you are studying, you are likely to use some of the many University of Hertfordshire services. This guide 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.

I wish you all the very best with your studies and hope you enjoy your journey with us as a student of the University of Hertfordshire.



Dr Charmagne Barnes

Pro Vice Chancellor (Education and Student Experience)

The University of Hertfordshire

The University of Hertfordshire is the UK's leading business-facing university and an exemplar in the sector. It is a modern, dynamic and enterprising university, making an impact regionally, nationally and globally. Over the past three decades, the University has been developing a global network of academic partners with collaborative partnerships in countries across the world. It offers excellence in learning, teaching and research, and puts students at the heart of its activities.

The University's history goes back to 1952 when 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. If you want to know more about the University's history, our website will tell you more here.

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 Education. For further information please see the gov.uk website.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed on the Office for Students website.

Since being awarded University status, the University has grown steadily in both size and reputation. It is now one of the region's largest employers, with approximately 3,000 staff and an annual turnover of £330 million. The University's diverse student community comprises of almost 35,000 students from over 110 countries, supported by a global alumni network of more than 270,000 graduates. It currently stands as the fourth largest international recruiter to the UK. Through its extensive partnership provision, over 9,700 students are currently studying University qualifications with partner organisations across the UK and internationally.

The University's strategic objectives for advancing our global community through global reach and reputation are to:

- Continue to improve the prospective student application experience to grow our UK recruitment and regional market share
- Continue to invest in our international recruitment operations and balance risk by diversifying our recruiting countries
- Aim to become a top 10 Transnational Education Provider (TNE), focusing on building our global network of relationships and enhancing reputational measures
- Build on outward looking, globally connected community to support student success and graduate outcomes
- Aim to become a top 500 global university and top 50 UK university, making a positive impact in the places we operate

Our global reach continues to grow building on our core purpose to deliver accessible, innovative education for UK undergraduate students, our vast alumni network, and our strategic collaborations across the world. Through our research and knowledge exchange activities, we continue to be closely aligned to meet the key future demands of business and society.

The University exists to power people - our staff, students and society - to make an impact. Their impact is our impact. We are a modern, dynamic, enterprising university and an anchor institution in the region, supporting its growth as a top destination for a range of industries and professions.

Our core values are *Friendliness, Ambition, Collaboration, Enterprise, Student Success*

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. Graduates 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. See UH Graduate Attributes in the next section.

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

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



The University of Hertfordshire Graduate Attributes

The University of Hertfordshire 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 University is committed to developing graduates who are capable and professional, building on the engagement of employers and professional bodies who contribute to the development of our curriculum. We will encourage students to be creative and enterprising, and to build their social and global awareness. We will be compassionate and inclusive, supporting students in their learning and their living.

Graduate Attributes are the skills and qualities students should develop during their programme and throughout their student life. It's what sets a graduate apart from a candidate without a degree. Our Graduate Attributes were established in 2011 and have been updated following a consultation with our students in 2022.

As a Herts graduate, you'll be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

See Graduate Attributes | About us | Uni of Herts to find out from our students what each attribute means to them.

Key Academic Information

University Policies and Regulations

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These 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. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention – Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

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)** explains:
- how modules are graded (section D1);
- how a degree is awarded and classified (sections D6, D7 and D8);
- the rules relating to interim awards and progression (section D3);
- module failure (sections D4, D5 and D9);
- exceptional circumstances (section C3.8) ;
- academic integrity and academic misconduct (section C3.9 and Appendix III) and UPR AS13 – Appendix I 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 or contact your Programme Leader or equivalent.

b **Schedule of Awards** (**UPR AS11**) 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 Conferment's (Partner Organisation-delivered provision)** (**UPR AS13**), explains:
- Coursework and examinations regulations (Appendix I sections 1, 3 and 4)
- 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)
- Coursework and examinations regulations for disabled students (Appendix II)
- Coursework submission and examination dates are set and published to the students by your host partner organisation.

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 here.

Assessments: Coursework and Examinations

Your partner organisation will be able to provide you with comprehensive details relating to the assessment strategy for your programme of study. Please refer to your programme handbook, programme specification, module documentation and the online managed learning environment.

Setting and review of assessments

All summative assessment (coursework as well as examinations) is reviewed by the partner organisation and a member of UH staff before being handed out to students. The review process should ensure that learning outcomes are addressed and the total assessment load is satisfactory. See UPR AS13 section 5.1 for further details.

The dates of coursework and/or examinations should be published no later than four weeks before they are due to be submitted and/or due to take place.

Assessment briefs and AI

Staff are required to make clear to students in every assessment brief which one of the following three categories the assessment falls into:

(i) the student is expressly permitted to use AI tools in the creation of content for their work and to proofread their work (alternatively, they can use a proofreader or non-GenAI proofreading service). If this category applies, prior to the assessment students must be taught about the appropriate use of GenAI, including how to reference and how to navigate privacy, GDPR, and ethical consideration; or

(ii) the student is permitted to use GenAI tools (or a proofreader or proofreading service) to proofread their work but not permitted to use AI tools in the creation of content for their work. This category will apply irrespective of the fact that the grading criteria include credit for English and grammar; or

(iii) the student is expressly prohibited from (i) using GenAI tools for the creation of content and (ii) from using GenAI tools or a proofreader or a proofreading service for proofreading. This category will apply only where all, or the majority of marks, are allocated for the proficiency of the use of language, including spelling, punctuation, and grammar.

Gen AI

Here at Herts, we want to help you to understand the significance, benefits and challenges of AI for society, employment, and for your own studies. We know that when you graduate you are likely to need to use AI tools, and your future employers will expect you to use them skillfully and responsibly. You can find out more about our approach to the use of GEN AI on the following ASK Herts page. We also highly recommend completion of our AI MOOC which can be accessed via the Metacompliance platform using your UH email to log in.

Publication and use of Grading Criteria

Grading criteria are used to inform the grade awarded to a given piece of student work, The University's Grade Descriptors and associated numeric grades are described in UPR AS14 section D1.1.

Grading criteria should be available for all your assessments and published on programme Canvas sites and/or module documentation by your partner organisation.

Submission of coursework

Applications for coursework extensions are approved by your partner organisation (see UPR AS13, Appendix I section 4.2). If an extension is granted, the revised hand-in date is taken as the deadline for coursework submission.

The penalties for late submission of coursework are outlined in UPR AS13, Appendix I, section 4.3.

Regulations and procedures relating to examinations

For regulations and procedures relating to examinations, including invigilation, please refer to UPR AS13 section 6 and 7 and Appendix I, section 3.

Marking of student work

All examination scripts should be marked anonymously. Wherever possible, summative student work must be submitted and marked anonymously. See UPR AS13 section 5.5.

Internal moderation and University moderation of marked student work

Internal moderation is a process, separate from that of marking, which provides assurance of the quality of marking and feedback. All summative assessments must be internally moderated, except for those assessments that have been blind double marked and assessments that have undergone objective marking including by a computer.

A sample of student work from each assessment in a module is internally moderated within the partner organisation and by appropriate University staff prior to sending for external scrutiny. The University needs to be assured that robust, effective and consistent moderation processes are applied by partner organisations. See UPR AS13, section 5.6 for further details.

Feedback on coursework and examinations

Coursework

You should receive a numeric grade and feedback on all your coursework no later than four calendar weeks after the submission deadline unless there is a valid reason for it to be delayed. For work of an ongoing nature, such as a major project or dissertation, supervising staff will ensure that students are provided with feedback at interim stages. See UPR AS13, section 5.9.

Examinations

You are entitled to request feedback on your performance in examinations. In accordance with UPR AS13, section 5.10 partner organisations are responsible for determining the nature and extent of feedback, but subject to the following:

i. Students who are resitting an examination are entitled to guidance on the strengths and weaknesses of their examination performance
ii. Students should normally receive individual feedback although in some circumstances more generic feedback, which does not address the individual case, may be appropriate;
iii. If requested, feedback must include a breakdown of marks and any markers' comments.

You can find out how to request this feedback from your programme/module leader.

Academic Integrity

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.

Academic Integrity involves:

- producing work that is your own and keeping track of where you find ideas and information;
- properly acknowledging the work of others and, where expressly permitted, properly acknowledging the use of artificial intelligence generated material. You should acknowledge all sources of information drawn upon in your own academic work according to the permission, citation and referencing practices of the discipline within which you are working;
- ensuring that each student's contribution to group work is represented honestly;
- encouraging others to behave with academic integrity;
- complying with your assessment instructions;
- collaborating with others when appropriate but always producing your own work independently when required;
- following any relevant ethical requirements;
- avoiding actions which would give you an unfair advantage over others;
- ensuring that you represent honestly the results of research or experimental data;
- never obtaining unauthorised external assistance in the creation of academic work;
- declaring when you have used academic work that you have previously submitted in another academic context and using it only with appropriate acknowledgment.

Good academic practice involves students understanding how to use the work of academics and other students to develop their own insights into a specific area of study and to generate new ideas. 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 (e.g. reading, note-taking, summarising, paraphrasing, research)
- critical enquiry and evaluation (e.g. balanced opinion, reasoning and argument)

- referencing and bibliographic citation skills (i.e. 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.

The University expects that any piece of work submitted for assessment is the student's own work. Any use of a translation service, proof-reader or editor (including a parent, friend, service) or proof-reading tool must not affect how much of the work is your own. Where you choose to ask another person to proof-read or check your work or you use a proof-reading tool, there are specific rules you must follow. For further information on these rules, academic integrity and academic misconduct, see UPR AS14 Appendix III.

You can, and are encouraged to seek guidance on AI from your Partner institution as well as taking advantage of Academic Integrity training, resources, and one-to-one consultation via Herts Academic Skills. Your partner institution will always be your first contact for academic skills support and guidance, and you should always discuss with them any queries or concerns you

have in relation to this. Herts Academic Skills at UH may be used for further support and have a range of resources available.

- **Academic Skills Orientation Course**: Getting Started with Herts Academic Skills
- **Online courses and workshops**: HAS Courses, including Exam Preparation Workshops and Weekly Writing Workshops
- **Online Academic Skills Resources**: HAS Resources
- **Writing and Academic Skills Consultations:** offered online and via LRC drop-ins: LRC Consultation Timetable

Exceptional Circumstances

What are 'Exceptional Circumstances'?

'Exceptional 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 sit or submit an assessment at the appointed time. (See UPR AS14, section C3.8). The guidance to University Module Boards of Examiners on the limited grounds on which students may submit Exceptional Circumstances is published here on Ask Herts. The page provides examples of when you should consider applying for exceptional circumstances as well examples of what would be considered insufficient by the University of Hertfordshire.

Principles

The University operates a '**fit to sit' policy** so if you decide to sit/submit an assessment, the University will not normally accept a claim that you have Exceptional Circumstances regarding that assessment (See UPR AS14 Section C3.8.4).

However, sometimes situations outside of your control can arise that make it seem difficult to focus on your exams and assessments. If this happens, you may wish to make your partner organisation (and hence the University) aware of your situation so consideration can be given to making allowances for you. If an exceptional circumstances application is accepted, it normally delays submission until the referred /deferred period or until the following academic year. The deferred submission may involve an alternative piece of coursework.

Programme staff will advise you on what a Module Board is likely to regard as Exceptional Circumstances, but the decision whether to sit/submit or not to sit/submit will lie with the student alone.

Students can be assured that all statements of Exceptional Circumstances will be treated as confidential. Where circumstances are particularly sensitive, students may request that they are disclosed only to the Exceptional Circumstances team, unless further permission has been sought and granted by the student. (See UPR AS14, section C3.8.7).

Process for submission of Exceptional Circumstances

If there are Exceptional Circumstances that have affected an assessment (or assessments) of a student, the student must communicate details to the University (via the partner organisation), with appropriate evidence. The Exceptional Circumstances will be considered by the partner organisation and a recommendation made prior to the meeting of the University Module Board of Examiners, who usually meet at the end of each Semester.

Exceptional Circumstances requests must be submitted no more than fifteen (15) working days after the assessment submission date and at least five (5) working days before the Board of Examiners.

Please refer to your programme documentation and/or programme leader for further guidance on the local procedure within your partner organisation.

Exceptional 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 partner organisation 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.

Exceptional 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 an Exceptional Circumstances form following the procedure set out above.

Exceptional Circumstances and attendance at an examination/in-class test or the submission of coursework

Except in the two circumstances outlined below, students who sit or submit an assessment deem themselves to be sufficiently able to undertake the assessment and cannot later claim to have suffered Exceptional Circumstances.

Exceptions (UPR AS14, section C3.8.5):

i. *Where a student suddenly becomes unwell during an examination or in-class test and elects to leave without completing the assessment.*
Where the examination or test is invigilated during the assessment, before leaving the student must notify the Invigilator or Proctor of the Exceptional Circumstances which have necessitated their leaving the examination or test.

Where the examination or test is un-invigilated (or invigilated/reviewed as a post assessment activity), the student must submit a request based on exception i. via their Student Portal by midnight on the calendar day after the on-line assessment.

By submitting a request based on exception *i*, a student renders their original attempt null and void.

ii. *where, at the time of sitting or submitting the assessment concerned, the student was suffering from serious ill health or other circumstances which impaired their ability to make a rational judgement to take the assessment. This view must have the written support of a relevant professional who must have been consulted close to the assessment submission date.*
Evidence from a relevant professional must be provided on the Fit to Sit Exemption Form and could be a statement from the student's doctor, care provider, a domestic violence service, the Improving Access to Psychological Therapies (IAPT) programme, or from sources of support within the partner institution such as mental health adviser, disability adviser, safeguarding officer, or counsellor. Requests based on exception ii must be made by a student via their Student Portal using the submit request function within fifteen (15) working days of the assessment date.

This ground will be a very rare occurrence as in most circumstances student's will be able to decide whether their Exceptional 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.

Academic appeals, complaints and disciplinary procedures

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

Students may request a review of assessment decisions after the formal publication of results but the grounds for such an appeal are very limited (see UPR AS13 Appendix I section 5.3.)

Within the limits of the permitted grounds set out in section 5.3, you may initially wish to raise a query with your partner organisation, using the informal procedures outlined in UPR AS13 Appendix I section 5.4. Such queries may concern the following matters:

a the mark or grade of an individual item of coursework;

b the overall result of an individual module;

c stage progression, entitlement to an award or the class or grade of an award;

d your personal position;

e suspected administrative error or procedural irregularity.

Please note that the University will not consider queries which consist solely of a challenge to the academic judgement of examiners in assessing the merits of your work (UPR AS13, Appendix I, section 5.2).

The formal procedure for the review of a decision by the Board of Examiners is outlined in UPR AS13 Appendix 1 section 5.5. Within the limits of the permitted grounds set out in UPR AS13, Appendix 1 section 5.3, you must first complete the University's Early Resolution Request Form within 10 working days of the publication date of your results. Many appeals are likely to be resolved to your satisfaction at this stage however you may choose to submit a formal academic appeal. These must be made in writing to the University of Hertfordshire using the Formal Academic Appeal Form which is a request to the Dean of School to review an assessment decision made by the Board of Examiners. The review must be lodged with the Dean (or nominee) of the appropriate School at the University (via appeals-support@herts.ac.uk). For further information, please contact your Organisations Principal or Ask Herts.

In the event of an unsuccessful appeal, there are also limited grounds where you may make further representation to the Vice-Chancellor of the University (see UPR AS13, Appendix I section 5.6).

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. Please refer to the complaint's procedure published by your partner organisation. In all cases, complaints should be dealt with initially by your partner organisation who will consider and make a decision on your complaint.

The University of Hertfordshire formal complaints procedure can be found in UPR SA16. Section 6, outlines the matters where, following the partner organisations final decision, students may request a review by the Vice-Chancellor of the University of Hertfordshire, if the nature of your complaint could have affected your academic performance. UPR SA16 Appendix I provides further details surrounding the terms and stages referred to in SA16.

Disciplinary procedures

If a student breaks University or partner organisation regulations, this could result in disciplinary procedures being invoked. In all cases, your partner organisation 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 (such as cheating in an assessment), the matter will be dealt with in accordance with UPR AS13, Appendix I and UPR AS14, Appendix III.

Academic misconduct

The University defines academic misconduct as outlined in UPR AS14 Appendix III. Allegations of cheating, plagiarism, collusion and other academic misconduct will be investigated in accordance with the procedures set out in section 4. Should such allegations be proven, the University reserves the right, at its sole discretion, to impose any of the penalties set out in UPR AS14, Appendix III. See also UPR AS13 section 8.

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.
- take account of proven Exceptional Circumstances.
- record proven cases of academic misconduct.
- 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 D4.4 (undergraduate students) or section D4.5 (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

In the UK Higher Education system, universities are responsible for the academic standards of the awards that they offer and for the quality of the education they provide to enable students to meet those standards.

The role of the External Examiner is an essential part of the University of Hertfordshire's quality assurance processes. They essentially externally 'audit' the programmes that they are appointed to in terms of the attainment of academic standards and the quality of the education.

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 also independent of the University of Hertfordshire.

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 and 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 quality 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, then please email aqo@herts.ac.uk stating your ID number, the full title of your programme and your current year/level.

A list of External Examiners, by subject area, is available by request. However 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.

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 Leader at their partner organisation.

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 by contacting 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 partner organisation before the Board of Examiners' meets. Certificate names must still remain the student's legal name. More information is provided on the Certificates and references website.

Further information on award certificates and transcripts can also be found on this Ask Herts page.

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 partner organisation:

1. Complete the student feedback questionnaire administered by your institution. 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 partner organisation. Your partner organisation will arrange for these questionnaires or surveys to be administered.

2. Attend a student forum or focus group, again organised by your partner organisation. In some cases, online meetings are organised by the University;

3. Become a Student Representative. Each programme has student representatives elected to represent their group. The aim of the system is to ensure that every student has the opportunity to input into shaping the student experience they have. You can find the details of your student representatives through your programme leader.

Student representatives attend Programme Academic Experience Group meetings, and student opinion is essential to making the work of these groups effective. The student representatives feedback the views of the student body at these meetings. Even if the role of student representatives is not for you, make sure you know who your student representative is and that you ensure that your views are heard and considered. Student representatives 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 representatives 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 representative 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.

How the university communicates with you

Most of the communication between UH and students takes place via the partner organisation. However, if you wish to contact the University directly you should normally do so through the University Collaborative Partnership Leader (CPL). Please ask your partner organisation or your student representative for contact details of your CPL.

Hertfordshire Students' Union

Herts is a diverse university community, rich with culture and innovative by nature. It's home to around 35,000 students from more than 140 countries.

As the Students' Union, we're here to ensure all students feel connected to and supported by the Herts community. We embrace all of our students, taking into account their background, experiences and ambitions. To do this effectively, we strive to truly understand our students as individuals. We want to know what their university experiences and expectations are. With this insight, we're able to make sure we're doing right by our students through our services and activities.

We want all students to have a rounded experience during their time at uni. We aspire to give them the means to have the best academic and social experience, all the while protecting their wellbeing. We want all students to love life at Herts.

The SU core values are:

Helpful • *Empowering* • *Representative* • *Transparent* • *Student-Focused*

Although UH students at partner organisations 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 at www.hertssu.com

Elected Officers

Elected Officers work in the SU every day alongside a team of staff. They each have specific portfolio responsibilities and are Trustees of the Students' Union. The Elected Officers ensure your voice is heard by the University and local community. You can see the Elected Officers at https://hertssu.com/your-union/team/

The contact details for the Elected Officers are **Email:** officers@hertssu.com or

@UHSUOfficers

General enquiries

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

Students' Union Reception
Hertfordshire Students' Union
College Lane Hatfield
Hertfordshire, AL10 9AB
Tel: +44 (0)1707 285000 or ext. 5000
Email: contact@hertssu.com
Website: www.hertssu.com
Social Media:
https://www.facebook.com/hertssu/
https://twitter.com/hertssu
https://www.instagram.com/hertssu

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 270,000 alumni around the world. Through our website (https://www.herts.ac.uk/alumni), social media and *e-Futures* (our quarterly 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:

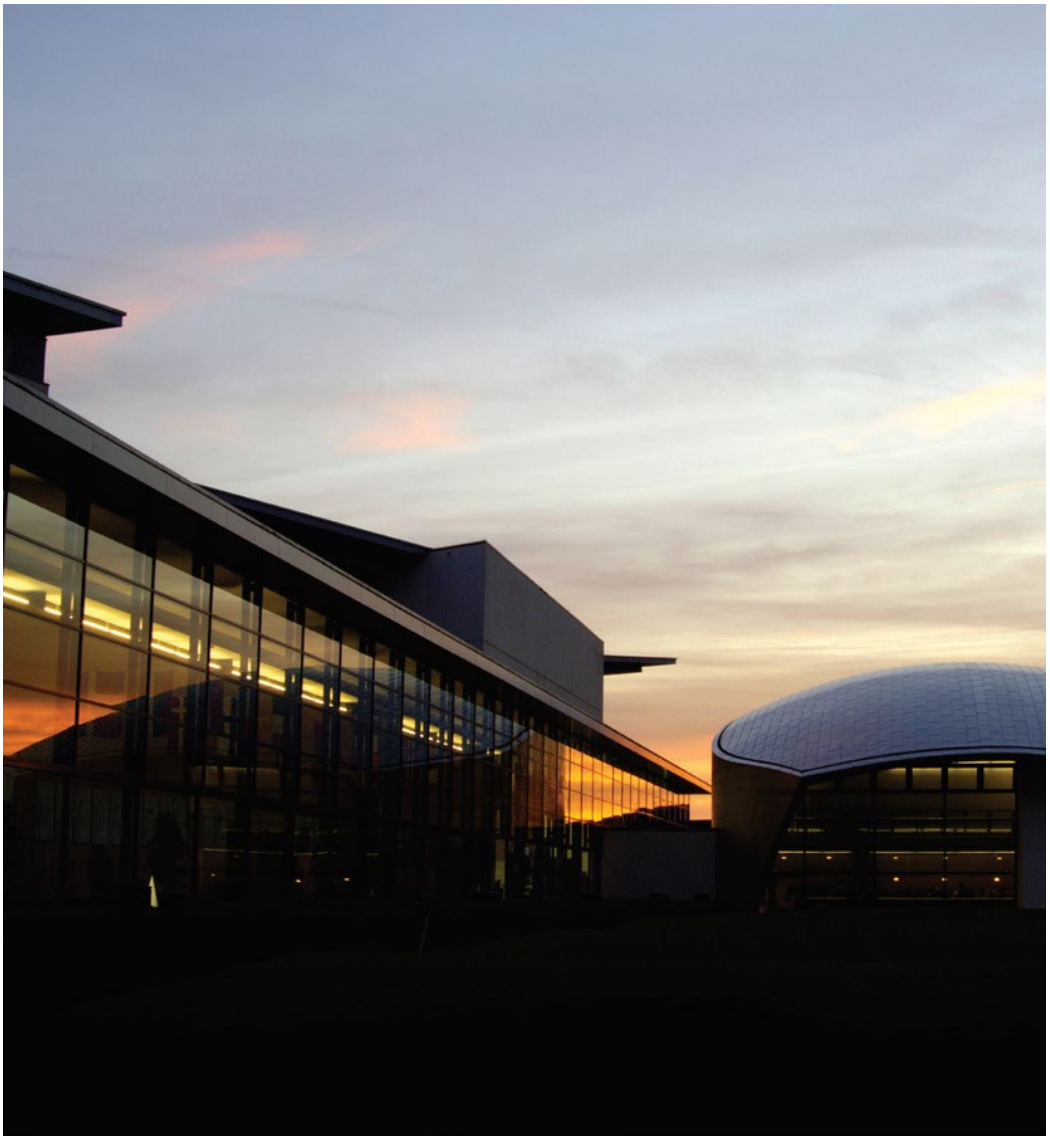
Facebook: www.facebook.com/hertsalumni

Twitter: @HertsAlumni

LinkedIn: 'University of Hertfordshire Alumni Association' group

Other Sources of Information

In addition to the information in this guide, you need to familiarise yourself with your partner organisations local regulations, on matters such as attendance, dress code, code of conduct, availability of non-academic services and guidance on finance and counselling provision. Such information is usually available through the partner organisations website or virtual learning portal, along with programme-specific documents such as your programme specification and programme handbook. Consult your Programme Leader at your partner organisation on how to access such information.



University of Hertfordshire

Hatfield, AL10 9AB

Tel: +44 (0)1707 284000

www.herts.ac.uk