Course handbook

BSc (Hons) Social Work (including foundation year)

For admission into academic year 2019/20
### Undergraduate academic year 2019-2020

<table>
<thead>
<tr>
<th>Activity</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome programme (enrolment and Induction)</td>
<td>23 September 2019</td>
<td>-</td>
</tr>
<tr>
<td>Autumn semester and Year-long Modules begin</td>
<td>w/c 30 September 2019</td>
<td>13 December 2019</td>
</tr>
<tr>
<td>Teaching</td>
<td>30 September 2019</td>
<td>3 January 2020</td>
</tr>
<tr>
<td>Christmas vacation</td>
<td>16 December 2019</td>
<td>3 January 2020</td>
</tr>
<tr>
<td>Teaching</td>
<td>6 January 2020</td>
<td>3 April 2020</td>
</tr>
<tr>
<td>Examinations for autumn semester modules</td>
<td>13 January 2020</td>
<td>24 January 2020</td>
</tr>
<tr>
<td>Spring semester modules begin</td>
<td>w/c 3 February 2020</td>
<td>29 May 2020</td>
</tr>
<tr>
<td>Easter vacation</td>
<td>6 April 2020</td>
<td>17 April 2020</td>
</tr>
<tr>
<td>Teaching</td>
<td>20 April 2020</td>
<td>29 May 2020</td>
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<tr>
<td>Examinations</td>
<td>11 May 2020</td>
<td>30 July 2020</td>
</tr>
<tr>
<td>Examinations for autumn semester modules</td>
<td>15 July 2020</td>
<td>30 July 2020</td>
</tr>
<tr>
<td>Reassessment coursework deadline</td>
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#### Dates for January starters

<table>
<thead>
<tr>
<th>Activity</th>
<th>Starts</th>
<th>Ends</th>
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<tbody>
<tr>
<td>Welcome programme (enrolment and induction for January starters)</td>
<td>27 January 2020</td>
<td>-</td>
</tr>
<tr>
<td>Teaching programme (for January starters)</td>
<td>3 February 2020</td>
<td>3 April 2020</td>
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<tr>
<td></td>
<td>20 April 2020</td>
<td>31 July 2020</td>
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<tr>
<td>Examinations (for January starters)</td>
<td>20 July 2020</td>
<td>31 July 2020</td>
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<tr>
<td>Reassessment period (for January starters)</td>
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<td>Reassessment coursework deadline</td>
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<td></td>
<td>3 September 2020</td>
<td>9 September 2020</td>
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<td>27 July 2020</td>
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### Undergraduate term dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Starts</th>
<th>Ends</th>
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<tbody>
<tr>
<td>Autumn</td>
<td>23 September 2019</td>
<td>13 December 2019</td>
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<tr>
<td>Spring</td>
<td>6 January 2020</td>
<td>3 April 2020</td>
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<tr>
<td>Summer</td>
<td>20 April 2020</td>
<td>29 May 2020</td>
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Using your handbook

Your course handbook contains a wealth of information. Some of it will be of more relevance to you later in the course than at the start of your studies. It covers many of the questions you will have about your course and how to locate additional information or advice.

For more detailed information you will sometimes need to consult other sources, including:

- the Student Zone - for details of important University regulations and procedures within an A-Z Essential Guide. It also provides information on university life and the support services available.

- the undergraduate students’ webpage – a comprehensive on-line resource for undergraduate students. Provides information about course structures, modules and timetables.

- the Module Catalogue – provides comprehensive details of all modules in the University’s undergraduate portfolio

The course specification (Section 7.1 of this handbook) defines the key features of your course, its aims, structure and learning outcomes, and identifies all the modules you must study for your award.

All undergraduate courses are governed by the University’s academic regulations. It is your responsibility to be fully aware of the regulations, which govern your studies as an undergraduate student of the University. We provide guidance on most aspects of the Academic Regulations via our website, including our online Student Handbook; if you are unsure please contact your Student Hub. Your course may have some additional course specific regulations or may be governed by a Professional Body. Where relevant, these are included in paragraph 30 of the Course Specification (Section 7.1) of this Handbook.

When you join London Metropolitan University as a student you and the University form a formal relationship and you become a member of our academic community. The terms and conditions govern the relationship between you the University and it is your responsibility to read and understand this important information. If there are aspects of the terms and conditions you do not understand please contact the University Secretary’s Office. Other important policies that may apply during your study at the University can be found on the rules and regulations page on the Student Zone.

You should also note that, occasionally, the details in this Handbook, including the Course Specification, may subsequently be amended or revised in accordance with the general student regulations.

We would encourage you to participate as a student representative for your year of the course (see Section 5.1). We welcome comments about the course or any suggestions for improvements. We wish you every success in your studies.
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1.1 Introduction to your course

A warm welcome to the BSc (Hons) Social Work (including foundation year) course at London Metropolitan University from the BSc Course Leader and the whole social work teaching team. The purpose of this information booklet is to help you learn about London Metropolitan University and the BSc (Hons) Social Work (including foundation year). It contains important information and you need to read it through carefully and refer to it frequently. The information booklet is supplemented by other information, notably:

- Details of individual Modules and Course information (available on Weblearn)
- BSc (Hons) Social Work (including foundation year) induction information available in enrolment week
- Module Guides (available on WebLearn);

The Course is based in the School of Social Professions. The Head of Subject for Community Development, Refugee Programmes, Social Work and Youth Studies is Chris Lane. The Head of the School of Social Professions is Kelly Cooper.

The Social Work, Community and Youth subject area comprises approximately 15 staff. The area currently has two professional social work courses: an MSc and a BSc, together with a Practice Education course and a range of post graduate level continuing professional development programmes. The subject area also offers a BSc Youth Work, BSc Youth Studies and a BSc in Community Development and Leadership.

The teaching staff team have a wide range of expertise in relation to children and young people, disabilities, adult social care and mental health. This knowledge is supplemented by a wider team in the university covering areas such as public health, early childhood, education, policing, psychology and politics.

Many members of staff have research as well as teaching interests in these and other areas. We hope that this course handbook helps to orientate you and provides useful information about the course. Suggestions on improvements to the handbook are always welcome.

A particularly exciting development this year is that the BSc Course has been validated by the Chartered Institute of Housing (CIH). The BSc (Hons) Social Work (including foundation year) at London Metropolitan University is the only social work course in the country fully validated by the CIH. The CIH is the professional body for housing, and this means that you will graduate with recognition from two professional bodies - the HCPH and the CIH. Many social work clients will face housing problems, and we have integrated housing into the delivery of this course. This will help you provide a better service to your clients - and will give you an edge when applying for jobs.

The course was validated in July 2019, so some elements of the validation are currently being finalised. However, we expect that you will gain free student membership of the CIH while you are on your studies. When you graduate, you can gain full professional membership of the CIH by evidencing 400 hours of housing work, which can be paid or voluntary. If you have a housing placement, this will contribute to this total. Your membership will be co-ordinated by Patrick Mulrenan (p.mulrenan@londonmet.ac.uk), and we will fully brief you on this exciting development early in the academic year.

We encourage you to actively consult your academic tutor if you need any clarification about the content of this document. We think of social work education as requiring a partnership approach between students, lecturers, professional and administrative staff, placement providers and service users and carers and we aim for your time at London Metropolitan University to be happy and successful.
# 1.2 Key contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Room number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Leader</td>
<td>Greg Ryan</td>
<td><a href="mailto:g.ryan@londonmet.ac.uk">g.ryan@londonmet.ac.uk</a></td>
<td>BEUG-04</td>
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<tr>
<td>Head of Subject</td>
<td>Chris Lane</td>
<td><a href="mailto:c.lane@londonmet.ac.uk">c.lane@londonmet.ac.uk</a></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>07881837824</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>02071335136</td>
</tr>
<tr>
<td>Principal Lecturer</td>
<td>Donna Jones</td>
<td><a href="mailto:d.jones1@londonmet.ac.uk">d.jones1@londonmet.ac.uk</a></td>
<td>BEUG-01</td>
</tr>
<tr>
<td>Main Teaching Location</td>
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<tr>
<td></td>
<td>Holloway Road, Tower Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Hub</td>
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<td>TMI-89 (Blue Zone)</td>
</tr>
</tbody>
</table>
Section 2: Undergraduate degree courses

2.1 Key features of undergraduate degree courses

The University’s undergraduate degree courses are part of a common credit accumulation system. Students build up the credits needed for a degree module by module and must successfully complete the requirements of each level before progressing to the next. Standard modules carry 30 credits and a degree comprises 360 credits. Study can be full time or part time and, for a few courses, evening only.

Your degree course is organised into three levels:

**Level 4** represents the introductory level of your course. It provides a firm foundation for more advanced study of your subject. Guided by your Academic Tutor you also begin a process of personal development planning which will include devising strategies to enable you to reach your academic potential.

Level 4 modules are normally studied during the first year of a full time honours degree course.

**Level 5** develops your intellectual and imaginative powers, your understanding, judgement and problem solving skills, as well as your communication skills and a deepening awareness of your subject. It builds on what you have already learned and gives more opportunity to specialise. At this level of the course there is a particular focus on your future employability and on the development of professional practice in your discipline(s).

Level 5 modules are normally studied during the second year of a full time honours degree course.

**Level 6** is the most advanced undergraduate level. Modules are designed to develop and test independent judgement and critical awareness and to develop an enquiring, analytical and creative approach to learning. You are expected to recognise relationships in what you have learned, to synthesise and integrate information and to view your subject(s) of study in a broader perspective.

You carry out individual research projects and activities in preparation for employment or further study on postgraduate or professional courses. As part of the compulsory (core) Project module, you refine your personal development planning activities to aid application for employment or further study.

Level 6 modules are normally studied during the third year of a full time honours degree course.

The academic year is split into three terms, with 27 weeks of contact with lecturers. The Autumn term runs from September to December, the Spring term from January to March and the Summer term from April to June. Full time students normally study 120 credits per year (either four 30 credit modules or three 30 credit modules and two 15 credit modules), while part-time students take up to 90 credits in a year.

Your degree contains a number of core modules, which are compulsory. Option modules are designed to provide opportunities for adding breadth and depth and can, in some cases, be chosen from a wider list that includes broad based ‘Extension of Knowledge’ modules or opportunities to acquire language skills through the Open Language Programme. The structure of your modules and which are compulsory/optional is contained in your Course Specification (see Section 7.1).

2.2 Credit for previous learning

If you already hold a qualification (for example from another university), that may exempt you from part of your course, you may apply for Accreditation of Prior Certificated Learning (APCL). Similarly, if you have undertaken work, paid or voluntary, that has resulted in learning skills or knowledge equivalent to a module you will be studying, you may apply for Accreditation of Prior Experiential Learning (APEL). Collectively these are known as Accreditation of Prior Learning (APL).

If you wish to claim for APL please contact your student hub in the first instance.
2.3 Modules

Most first year students will have a programme of modules already registered for the whole year. The structure of your course is printed in this Course Handbook but up to date information about the modules you need to study is best found at Course Catalogue.

You will encounter the following terms as part of choosing modules:

**Core modules**
You must study these compulsory modules in order to meet the requirements of your award.

**Option modules**
Whilst at level 4 all the modules are core, levels 5 and 6 have some optionality. Option modules are designed to provide opportunities for breadth (extension of knowledge or an open language module) and depth (subject specific option module).

**Prerequisite**
These are modules which normally must be passed/completed before you may proceed to study a subsequent module(s). This is to ensure that you have an appropriate level of knowledge to study the later module(s).

**Open Language Modules**
some undergraduate courses allow a language module for which you will need to attend a language evaluation session to be assessed and registered at the appropriate level.

**Extension of Knowledge module**
Extension of Knowledge modules are undergraduate options from subject areas outside your main subject(s) and you can choose from an approved list of modules offered within and across Schools.

**Work related learning (WRL)**
as part of the University’s five star promise you will be able to undertake work experience whilst studying which will count towards your academic qualification. All undergraduate students will do a 15 credit WRL module at either level 5 or level 6 in subsequent years.

You must agree your programme when requested and you cannot re-enrol without confirming your module choices before the start of each year.

2.4 Module registration, course planning and approval

If you are studying full time your programme for your first year (level 4) is already set, while part-time students and those entering with credit will have sessions to register modules as part of the Induction Programme. As you progress on your course you will be able to choose some of your modules. As a new student you will probably have already seen your personal timetable on-line and the structure of classes will be described as part of the Induction Programme, which will include the times and rooms for lectures, seminars and other taught classes. Please get in touch with your Student Hub if you are not sure where you should be going.

Before the start of each year returning students programme plan by confirming any option choices available to them. If you need advice or support in planning your programme please contact your student hub in the first instance. Once your programme is confirmed an individual personal timetable is generated for you and can be viewed on-line. You can check your list of registered modules, and your results, on line using Evision (Section 4.4 below). You can attend **only** those modules for which you have registered and if you miss the registration deadline you may not be allowed to register your preferred modules. Once registered there is a very limited opportunity (i.e. no later than the end of week 2 of the academic year) in which to change, or withdraw from, modules. These rules minimise disruption and aid planning.

It is your responsibility to ensure you have an approved programme of study, which, for full time students, will normally consists of 120 credits per year. Part time students study up to 90 credits of modules per year.

Please consult course catalogue (year of entry) for information about your course structure and module catalogue for information about the modules you will be studying.
Section 3: Being a student

3.1 Induction programme checklist

Following your Induction Programme and Course Introductory Meetings, you should check that you have received the following:

- an ID card (including library number and computer network username)
- a programme of study confirming your registered modules
- a personal timetable
- the location of your Student Hub
- the location of your main Library and IT facilities
- the name of your Academic Liaison Librarian
- the name of your Course Leader

If you miss your Induction Programme you still need to obtain all of the above items and there will be a Late Induction session for you. Contact your designated Student Hub to ensure that you know what to do and where to go. It is very important that you complete the enrolment process as this is what activates your status as a student and ensures, for example, that you appear on your module class lists.

3.2 Your first semester

Classes commence on 30 September 2019 and your timetable will list all the classes that you need to attend.

Your first semester usually involves mainly compulsory (core) modules covering essential subject contents and skills elements in your area of study. During this first semester you will meet with your Course Leader who will discuss your study programme and advise you on how to plan your studies for the second semester if you did not do this at the start of the course.

3.3 Attendance, academic engagement and employment

In order to succeed on your course you should attend all classes and attempt all assessments; indeed the University requires this of you. Whilst some absences may be unavoidable you should always let your Module Lecturer know in advance and you must to catch up on what you have missed.

Attendance at classes is recorded and is reviewed on a regular basis. You can view this via your Evision account. If you miss too many classes your Module Leader can withdraw you from that module. If your attendance is not satisfactory over your whole programme you may risk having your enrolment terminated.

For International students holding a Tier 4 visa a high level of attendance is essential, not only to your success, but also to maintaining your visa conditions. If your attendance does not meet satisfactory requirements it could have serious implications for your stay in the UK. Please see the international support section for further details.

We recognise that our full-time students may need to undertake part-time work, and we encourage you to do so. However, we strongly recommend that you not work more than 20 hours per week during term time. The University’s Careers and Employability Service can help you find a suitable part-time job that can enhance your employability and complement your studies.

If you are an international student holding a Tier 4 visa, please ensure that you work within the rules set by UK Visas and Immigration. The international student advice team can advise you on how many hours and the types of work you can undertake. More information is available on the student pages or contact the advice service adviceinternational@londonmet.ac.uk
3.4 Your timetable

The University timetable operates from 9.00 am to 9.00 pm, Monday to Friday.

Provided that you enrolled at the required time your timetable will be available on-line and the structure of classes will be explained during your Induction Programme. Your timetable will change each semester (except for Year long modules), and will be available on the web shortly before the start of each academic year.

If you do not have a course timetable please contact your Student Hub without delay.

3.5 Studying

Your course will provide opportunities to learn new skills and acquire knowledge in your chosen subject areas. To make the most of the opportunities available you need to organise and plan your learning to help you manage your time effectively – see the guidance provided on the Study Hub collection of online guides on academic and study skills.

 Undertaking academic study at undergraduate level may be new and very different from your previous study experiences. Assessment is a key aspect of this learning. Successful completion of coursework and examinations is crucial to the achievement of an award at the end of your course. There are various types of assessment and modules often involve a combination of examination and coursework or presentation. It is important that you understand clearly the various expectations and deadlines for each item of assessment. Every module has a module booklet, which explains how and when you will be assessed.

You must attend all timetabled classes and you will also need to study in your own time. You should expect to spend 10 hours per week on each module, making a commitment of approximately 40 hours per week for a full-time student, which should be planned in your diary. Please be respectful of the learning environment and remember to switch off your mobile phone before entering classes and study areas.

Check assignment deadlines and examination dates, note them carefully in your diary and begin assignments early. You will enjoy researching and planning your work if you allow yourself plenty of time. Make sure that you understand what you need to do and plan how you will tackle it. If anything needs clarification, seek advice from your module lecturer.

In summary: plan your learning strategy; allocate enough time; attend all of your module lectures, tutorials and other sessions; start assignments well in advance; seek advice and help when you need it; use the learning resources offered; and, enjoy the learning experience!

3.6 Feedback on your assessments

Assessment feedback is a critical part of your learning experience and supports successful achievement on your course. Feedback can be:

- **formative** – it provides you with feedback on progress of your work. The work may or may not contribute to the overall module grade.
- **summative** – it provides comments in respect of your performance in relation to intended learning outcomes and requirements for a piece of assessment.

During your course you will probably receive feedback in a number of ways:

- in teaching sessions to the whole class or to you individually;
- orally or in writing;
- written using a feedback sheet on your work;
- via WebLearn, the online space for modules – written and/or audio feedback;
- during the module as well as at the end.
You are entitled to receive feedback on all assessments, normally within 15 working days of submission. For assignments submitted during the module – especially where feedback can be delivered within timetabled class sessions - the module team will help you to understand how to improve future submissions. For end-of-module assignments feedback may be given on-line but you can request a meeting with your module tutors to help you understand why they have awarded the grades you received.

All arrangements for coursework and feedback return will normally be stated in Module Booklets. This should include:

- due dates for coursework submission;
- dates when coursework feedback will be distributed in class;
- dates when coursework feedback can be collected from the module lecturer or your Student Hub;
- the format by which assessment feedback will be given;
- the process by which end-of-module coursework can be collected following the publication of the result concerned.

3.7 Building careers

Your future employment is important. We prepare you for transition to employment by providing you with opportunities to develop the qualities and skills that employers need, and to train your mind to deal with complex questions. You will have the chance to develop teamwork, communication and presentational skills throughout your course. In your final year you may carry out a problem-solving project.

You need to be effective and adaptable in challenging times, so we offer career planning services and lots of opportunities to develop yourself to get you on the job ladder including work related learning. To facilitate this further our Careers and Employability Team organise recruitment fairs and events, where you have the opportunity to meet with employers directly. To see more details on how we prepare you for employability visit and log in to our careers portal.
Section 4: Communication, information and advice

4.1 Your University IT account

You use the same IT account to access all University IT systems and Library electronic resources. Your account name is printed at the top of your student ID card that you receive at enrolment and is 7 characters in length (e.g. ABC1234). Your password (which you would have already used during pre-registration) was initially set as your date of birth (DDMMYYYY) so, if you have not already done so, please do change it to something more secure at: https://password.londonmet.ac.uk/

4.2 Communication

We do our best to keep you informed of what you need to know at all times. We use the Web to provide much of the information you need so it is essential to familiarise yourself with the University website. At other times we will use email to contact you so it is essential that you check your University email on a regular basis.

4.3 Your contact details

The University will contact you by letter, phone, or email, perhaps to arrange a meeting, to provide you with information, or to respond to a query. It is therefore essential that you keep your contact details up to date on your student Evision account.

Increasingly, we use email to communicate and keep you informed. You will also have been allocated a University email address, which is your 7 character account (see 4.1 above) e.g. ABC1234@my.londonmet.ac.uk. Even if you already have an email account that you will continue to use you should regularly check your London Met account or set up an auto forward, as important messages will be sent to your University email address.

4.4 Evision

Evision is the University’s online facility that allows you to access your personal student record, and is where you print your coursework submission sheets and other forms that you may need. You also re-enrol via Evision and view information showing your attendance at classes. You can view your:

- personal and contact details (can be updated online)
- registered modules
- enrolment and progression
- tuition fee details
- record of coursework deadlines and submissions
- mitigating circumstances and appeals decisions
- module results (available from notified date of publication)
- details of final award

4.5 WebLearn – online module resources

WebLearn provides online support for your modules, enabling you to communicate with your tutor and other students. Course materials, information and assessments are available on WebLearn. It requires your user name and password.

4.6 Your student hub

The student hub is the place to go for any query related to your studies or your time at the University. The Student Hub is also the gateway to the wealth of other support services offered in the University, such as Student Services (Student Money and Accommodation Advice, Counselling Service, Disabilities & Dyslexia Service), finance and learning support services.

During your Induction Programme, you will be informed of the location of your Student Hub. Below is just a small selection of the ways that your Student Hub can help you. However, no matter what your query is, your student hub is the place to go:
• queries about your enrolment, the fees that you have been charged or if you have not received your student loan;
• book appointments with Student Services;
• module registration and queries about your timetable or the requirements for your course;
• if your ID card is not working or if it has been lost or stolen;
• the results for your modules, including result queries, claims for mitigating circumstances, appeals, and advice about examination arrangements;
• queries relating to your attendance in classes and seminars;
• advice on claiming credit for previous study or experience;
• obtain standard letters and council tax exemption certificates;
• advice on transferring or withdrawing from your course or taking a break from your studies;
• for answers to many questions make sure to check our FAQs

The Student Hubs are open to visit throughout the academic year and can also be contacted by phone, email and chat.

When contacting the Student Hub, please always quote your student number as it enables the team to access your information quickly and respond to your query. When contacting the Student Hub by email please use your University email account.

Student Liaison Team

The Student Liaison Team provide pastoral care to our students, to ensure that our students are receiving the right support, whether it be academic or non academic, from the relevant services at the right time. They work with students at risk of leaving the university with the ultimate aim of keeping students on their course and positively affecting retention rates. The Student Liaison Team work with students on a one to one or small group basis, providing appropriate information, advice and guidance, coaching and mentoring. The service works closely alongside academic tutors, mentors, and existing professional services. Each student liaison advisor is linked to a specific school to allow the team to offer an individual support service to the students of that school.

4.7 Academic support and academic tutors

As part of our absolute commitment to student experience and achievement every student is allocated an academic tutor and/or academic mentor from the School. The academic tutors and mentors offer academic advice and academic support to students (i.e. personal development, progress, goal setting, academic writing). They work closely with course leaders within an integrated network of support services.

4.8 Learning development support

A range of learning development support is available to all students wishing to make the most of their time studying at University. This includes:
• advice from module lecturers;
• assistance from Academic Liaison Librarians for particular subject areas.
• opportunities provided by Schools, including workshops, advice and support offered by Academic Mentors;
• the University’s PASS (Peer-Assisted Student Success) Scheme, whereby advice is provided to first- year and other students by trained second- and third-year students (“Success Coaches”) at course-based in-class or additional sessions dedicated for this purpose;
• online tools, resources and advice for developing writing, presentation, critical analysis and other academic and study skills, available via the Study Hub, a dedicated website for students

4.9 Course leader

Your course leader is responsible for the day-to-day organisation of your course.
4.10 Module lecturers

Module lecturers are members of academic staff who lead the modules contributing to your programme of study and are key to your learning experience. They should be your first port of call for academic advice on any topics you do not understand following a lecture or seminar. All Module Lecturers have “office hours” – these are set times during the week when they are available for consultation. For each module there will be a Module Booklet, which should be available via Weblearn. The Module Lecturer and your seminar tutors also confirm your attendance at classes each week and you can view the data they submit via your Evision account.
Section 5: Your voice counts

5.1 Students’ Union

The University is proud to work with the Students’ Union. Met SU is an independent, student-led organisation that is here to support you during your time as a student. Whether that be getting involved with our sports teams or societies, launching a campaign, or getting involved with our radio station or magazine, the SU is here to make sure you’re getting the most out of your time at London Met.

The Students’ Union is led by our four Full Time Sabbatical Officers and elected student representatives from each School, who represent the views and voices of the students here at London Met.

5.2 Student Reps

Feedback from students is vital to the University to find out how well the teaching, guidance and other services are working. This is obtained in different ways, including via Student Reps who, supported by the Students’ Union, provide direct feedback from students on the course and raise any issues on their behalf.
Section 6: Your A-Z essentials

6.1 Academic liaison librarians

Academic Liaison Librarians are qualified to provide learning support and information skills training and ensure that, where possible, the appropriate information resources you need are available throughout your course.

Your dedicated librarian can help you acquire valuable information literacy skills which will enable you to locate, retrieve, evaluate and use the most relevant resources for your research for specific assignments and projects. This support includes referencing skills and the use of reference management software. The Librarians publish guides and online tutorials to resources specific to your subject area which are a good starting point when you need support.

Additionally, there is a section called Library Matters available in WebLearn. Library Matters will help you learn how to find, evaluate and use the information you need for your studies and assessments. It is designed for you to dip into different sections, and there is no need to log in or create an account.

To access subject guides and find your Academic Liaison Librarian please visit your library.

6.2 Academic misconduct

You are responsible for ensuring that all work submitted is your own, and that it is appropriately referenced. The University does not tolerate cheating of any kind and all students must respect all relevant academic conventions and practices, and must not give or receive unpermitted aid in relation to any assessed work. You are strongly advised to familiarise yourself with the General Student Regulations on Student Conduct, which list a range of categories of academic misconduct and associated penalties, covering instances of academic misconduct (plagiarism, collusion, exam cheating). From the outset of your studies you should receive information and guidance on referencing conventions and group work activities to ensure that you do not contravene the University’s Regulations. If you are unsure about referencing, paraphrasing or group work activities (and what may constitute collusion in such activities), you should seek advice as soon as possible from the Module Tutor, your Academic Tutor or the Students’ Union.

Further information can be accessed academic misconduct.

6.3 Academic regulations

We provide guidance on most aspects of the academic regulations via Student Zone, if you are unsure please contact your Student Hub or ask your Academic Tutor.

6.4 Academic board appeals

Prior to submitting an Appeal you should familiarise yourself with the procedures for the submission of appeals. Students should also familiarise themselves with the General Student Regulations on Complaints and Appeals.

6.5 Complaints

The University is committed to providing a high quality service to its learning community. If you have concerns about the service and want to formally express your dissatisfaction with an act or omission by the University or a member of staff, we want to hear about it. We will use your feedback as an opportunity to help you and to learn how we may improve our service. Further information about how to make a complaint and how the University will deal with your complaint can be found at complaints procedure. Where possible students are encouraged to resolve the issue with the person concerned or responsible for the matter. This is usually the quickest and easiest way of resolving matters. However, if you have not had a response or you are not satisfied with the response, you should submit a formal complaint.
6.6  Counselling and personal development

The University Counselling Service consists of a team of experienced counsellors, who know that studying at university can be a challenging and sometimes stressful experience. Some students talk to family, friends and tutors and others find it very helpful to speak with a counsellor. We encourage you to ignore the stereotypical ideas about counselling. Instead, think of counselling as a chance to reflect and to work on developing your potential. Counselling is a chance to speak freely about your personal or emotional difficulties, with someone who will not judge you nor your experiences. If you think you could benefit from this support, please contact the Counselling Service. We will be better able to support you if you act early – don’t wait until you your difficulties reach crisis proportions.

6.7  Course transfers

If you intend to change course you should seek advice from the student hub. Do not stop attending your course until a transfer has been agreed and confirmed in writing to you.

If you are an international student holding a Tier 4 Visa you must contact the International student advice team for advice on possible visa implications before contacting the Student Hub about changing your course. adviceinternational@londonmet.ac.uk

6.8  Coursework submission

When handing in coursework you must ensure that you have understood and followed all the instructions provided by the Module Lecturer. For each coursework assessment, the type of submission will be specified as either:
- a ‘Hardcopy Submission’ which you submit in person to Student Hub; or,
- an ‘Online Submission’ via Weblearn

Please access further information on the coursework submission process, including how to obtain coursework cover sheets.

6.9  Criminal convictions

If you are a student with an unspent criminal conviction, or you are charged, convicted or cautioned for an offence during your studies, you must notify the University. If you have a spent conviction or caution that is not eligible for filtering but are studying on a course which is exempt from the 1974 Rehabilitation of Offenders Act and/or requires a DBS (Disclosure and Barring Service) check you must also inform the University immediately.

If you are a student with an unspent criminal conviction relating to a relevant offence, or you are charged, convicted or cautioned for a relevant offence during your studies, you must notify the University. Relevant offences are offences involving any kind of violence (including threats); sexual offences; harassment or stalking; supply of controlled substances; offences involving firearms, explosives, knives or other weapons, or arson; or terrorism offences.

If you are studying on a relevant course or undertaking regulated activity as part of your course, you must immediately notify your Course Leader if you

- have any unspent criminal convictions or any spent criminal convictions that are not eligible for filtering
- are charged, convicted or cautioned for any criminal offence; or
- are subject to a formal child protection investigation (or any member of your household is),
- are barred from working with children or vulnerable groups or in a regulated activity or are the subject of a referral to the DBS

Relevant courses include (but are not limited to) Dietetics, Counselling Psychology, Social Work, Initial Teacher Training (e.g. PGCE), Primary Education, Early Childhood Studies, Montessori Early Childhood Practice and Early Years Education. Regulated activity includes (but is not limited to) activities which involve working closely with children or people in vulnerable circumstances, such as caring for, training, supervising or being solely in charge of them.

Full details of the University's regulations regarding criminal convictions are available at www.londonmet.ac.uk/convictions
6.10 Criteria for awards

The Undergraduate Awards Framework, the list of all of the University's undergraduate awards, can be found at the beginning of Section 2.1 of the academic regulations. Section 2.2 of the academic regulations details the minimum criteria for passing and achieving particular classifications within each type of undergraduate award.

6.11 Disabilities and Dyslexia

Our Disabilities and Dyslexia Service (DDS) can assist you if you have a disability, long-term medical or mental health condition or a Specific Learning Difficulty (e.g. dyslexia or dyspraxia). You will need to provide medical evidence of your condition, or a full post 16 diagnostic assessment for Specific Learning Difficulties (SpLDs). If you are eligible for support, our Advisers can help you obtain a range of adjustments depending on the level of need identified. Support can include:

- notes/hand-outs in advance
- permission to record lectures
- individual examination arrangements (e.g. extra time, use of a computer, sheltered accommodation, amanuensis), alternative assessment arrangements
- extended library loans
- accessibility related classroom adjustments
- screening for a Specific Learning Difficulties (dyslexia)
- Individual Needs Assessment Report, to identify any adjustments to support you in your studies
- advice and guidance in applying for study-related funding e.g. the Disabled Students’ Allowance (DSA)
- assistance with arranging specialist tutoring, mentoring, communication support

Please Note:
1. There are some aspects of course assessment that cannot be changed. These are known as ‘competence standards’. A ‘competence standard’ is defined in the Equality Act 2010 as an academic, medical, or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability. These standards must be essential to the course and all students must be able to fulfil these criteria. Although in such situations it may not be possible to alter the format of the assessment, you may still be entitled to adjustments (e.g. extra time or an amanuensis). Competency standards are different to the fitness to practice standards that exist in certain professions, such as teaching, social work and medicine.

You are responsible for obtaining medical evidence of your disability/ long-term medical or mental health condition. Adjustments and extra support can be arranged only after a full diagnostic assessment and/or medical evidence is received. While the Service can provide screenings for a Specific Learning Difficulty, adjustments and extra support can be arranged only after a full diagnostic assessment is made. You may also be entitled to government allowances (e.g. DSA). You are strongly advised to contact the DDS for help with funding applications.

2. If you have a disability, long-term medical or mental health condition or a Specific Learning Difficulty, please contact DDS as soon as possible as we are not usually able to arrange adjustments to teaching and assessments at short notice. DDS require medical evidence of your condition/a full diagnostic assessment at least 4 weeks before the start of the relevant exam period. This is to ensure our Advisers have sufficient time to assess your requirements and communicate them to our Assessment and Conferment Office, who then implement any individual exam arrangements to which you are entitled.

3. It is your responsibility to update us if your condition changes. We need to know this in order to assess if there is any additional support you need – so please do stay in touch with us throughout your course.

6.12 Enrolment and re-enrolment

Enrolment is an annual process. The first time you enrol you will need to provide evidence of your identity. You will also need to pay your tuition fees or demonstrate how these will be paid.

The University ID card you receive at enrolment contains your library number and computer network username and allows entry to the University’s buildings. Provided you fully completed the enrolment requirements your card should work throughout the year. If it stops working then please seek advice from your Student Hub.
Each academic year when you return to complete your studies, you will need to re-enrol online usually from early August. Re-enrolment is necessary for your ID card to be reactivated for the new academic year. There will be a deadline for this so it is important that you complete this before the start of the next academic year. You will need to register modules before you re-enrol.

6.13 Examination papers

Most past examination papers, except those for the summer reassessment period, are available online. In some cases sample rather than actual papers are provided.

6.14 Examination timetable

Examination periods are detailed in the Undergraduate Academic Year found at the beginning of this Course Handbook. The examination timetable is published three weeks prior to the start of the examination period.

6.15 Fitness to study

The University recognises that medical, psychological, behavioural or emotional problems or a student’s circumstances may affect a student’s fitness to study and we are committed to maintaining and preserving the physical and psychological wellbeing of all students. Where concerns about a student’s fitness to study have been raised, these will be dealt with, in a supportive and understanding manner, in accordance with the fitness to study procedure.

6.16 ICT Services

The University has a number of computer studios, offering both specialist and general-purpose software on PCs and Apple Macs. ICT facilities can only be accessed through using individually assigned IDs and passwords. General-purpose PC and Mac studios are provided and supported by IT support staff and laptops are available to loan from lockers around the campus. Most IT studios are open-access to students except when booked for teaching.

Many open access PCs and Apple Macs are available in the libraries for students to use.

Please visit IT resources online

The University has an Acceptable Use Policy which applies without exception to all users of the University’s ICT facilities.

6.17 International Student Advice Service

The International Student Advice Team at London Metropolitan University is here to assist international students and staff on subjects relating to UK immigration and Tier 4 sponsorship by providing expert advice and comprehensive support on a range of matters including visas and immigration for students and their dependants. You can contact the Advice Service by email on adviceinternational@londonmet.ac.uk or by telephoning +44 (0)207133 4186

6.18 International support

The international support team is responsible for monitoring all international students, and in particular those who are studying in the UK on a Tier 4 student visa. The team will regularly monitor:

- visa expiry dates
- students who have an immigration application pending with the Home Office
- passport expiry dates
- weekly attendance (including students on work placements)
- changes in student status (intermission, suspension, withdrawal etc.)
- changes in module registration or course transfers

It is important that you respond to all communication from the international support team quickly and as a priority as it could have implications for your UK visa or your enrolment at the University.
If you are unable to attend lectures or scheduled sessions, have questions about your course, or are changing your immigration status, please promptly contact the team at visa.compliance@londonmet.ac.uk for further information.

6.19 Libraries and special collections

You have access to our two libraries located at Aldgate and Holloway Road. Both libraries house plenty of computers and comfy informal learning spaces and a large range of up-to-date information and resources. The electronic resources include e-journals, e-books, and databases, which are also accessible outside the University, via the library catalogue.

The libraries have open access networked PCs and printing and copying facilities to support your studies. You can also get wireless access to the Internet using your own device. Both the libraries offer group and silent learning zones and there are group study rooms some of which can be booked. To save you time, there are many self-service facilities including borrowing and returning items, renewals and reservations or borrowing a laptop. The web based catalogue is easy to use and can be accessed both on and off campus.

The Special Collections Reading Room is located in The Wash Houses, Aldgate. This is where you can access our unique and distinctive collections, such as the Frederick Parker Collection & Archive, the University Archive, the Archive of the Irish in Britain and the TUC Library Collections as well as our set of Artists' books. The Reading Room can also be used as a silent study space. You do not need an appointment to access Special Collections, but as most of our material is held in store, you are advised to email us in advance at specialcollections@londonmet.ac.uk so we can make sure everything is ready for you.

6.20 Marking and grades

The University provides you with outcomes for the work that you submit for assessment, using a 12 point grading scale (calibrated according to defined assessment criteria) except where, exceptionally, percentage marking is used. At module level, each component of assessed work is assigned a percentage mark with a pass/fail threshold at 40%. The detailed requirements for assessment on each module are specified in Module Booklets, together with indicative assessment criteria associated with different levels of performance and results. Modules are marked on the following basis:

- 70% and above First class honours standard
- 60% - 69.99% Upper second class honours standard
- 50% - 59.99% Lower second class honours standard
- 40% - 49.99% Third class honours standard
- 0% - 39.99% Fail

Module marks are calculated to the nearest whole number from the appropriately weighted marks for each assessment component. However when determining awards, which are calculated from the applicable module marks, with extra weighting for final year module marks, the overall mark for your award is calculated to two decimal places.

At the end of each teaching period module results and awards are confirmed by assessment boards (subject standards boards and awards boards). Assessment boards uphold the academic standards of your course and ensure that each student is treated fairly and equally through the assessment process.

6.21 Mitigating circumstances

The mitigating circumstances process is for students who have exceptional, unforeseen circumstances which prevent them from attending an examination or which prevented them submitting coursework. If you need to make a claim, independent supporting evidence is required and, if accepted, this will allow you an opportunity to redo the exam/resubmit the coursework without penalty i.e without capping of the mark. The deadline for the submission of claims is two weeks from the date of the assessment concerned (i.e. the examination date or submission deadline).

Claims for mitigating circumstances must be submitted, together with the evidence, via the online task on your Evision account.
6.22 Mode of study

Your mode of study is determined by the University based on the number of modules that you have registered for a particular semester. While students are permitted to change their mode of study at the end of an academic year, they must be clearly registered as either **full-time** or **part-time** for each enrolment period. This is because the funds allocated to the University by the Higher Education Funding Council (England) relate to the number of students registered in each mode.

You should be aware that a change in mode of study is a formal University process and you should therefore seek advice from your **student hub** or **student services** before making any decision.

6.23 Printing, photocopying and scanning

Dual purpose self-service photocopiers/printers are available around the university and are available in all libraries. Once a print job is sent you can release the job on any FollowMe printer in the university using your ID card or login to authenticate, they are not site specific. Please note that print jobs remain active for only 24 hours after they are submitted. Please read the instructions on printing and photocopying.

6.24 Progression

At the end of each year the University considers the performance of each student and decides whether they have passed sufficient modules to be able to move to the next level of their course. Failure in modules, particularly failure due to non-submission of coursework or non-attendance at an exam, is likely to have serious consequences for progression through your course. In some cases, students who cannot progress will have the opportunity to repeat modules that they have failed, but a full time student who fails more than 90 credits in their first year and who does not pass at reassessment will not be able to continue on their course.

Any failure to progress is likely to delay your graduation and will lead to you incurring extra debt; for Tier 4 students this could also affect your sponsorship by the University. For this reason, students who think they may be unable to attempt assessment should seek advice from their Student Hub as soon as possible. International students should also contact the International Student Support team adviceinternational@londonmet.ac.uk for advice on possible implications for their Tier 4 visa.

6.25 Publication of results and transcripts and awards certificates

Your marks will be formally confirmed at the end of the academic year, once they have been confirmed by the Subject Standard Board for your subject. Marks are published via **Evision**.

An official transcript will be posted to you at your home address on the completion of your course, together with your award certificate. There is no charge for either your end of course transcript or your original award certificate, but if your certificate is lost you will need to pay a fee for a replacement. Since certificates are posted out to your registered home address, it is essential that you keep your home address updated in the University’s records system.

For reason of employment, or to provide proof of study at the University during your course, you may need a formal transcript. There is a fee for these transcripts, payable at the time of request. Requests should be made via the University’s **Eshop**, who aim to produce transcripts within 10 working days of request. You can also print a copy of your results from Evision and your Student Hub will stamp it to confirm it is valid.

6.26 Reassessment

If you fail or do not attempt a component of assessment you will be provided with one reassessment opportunity during the reassessment period (normally during July following the end of the academic year), provided you have failed the module overall. If you pass after reassessment the component concerned will be capped at 40%. (See also section 6.21 above).

6.27 Retaking a module

If, after reassessment, you still have not passed a module, you may need to re-register and to take the whole module again. You are only permitted to re-register any module on one occasion and a fee may be charged for re-registrations.
However, you should note that there are limits on the number of modules you can register to gain your degree. If you repeat too many modules it will affect your funding, your ability to continue on your course and, if you are an international student, your right to remain in the UK.

6.28 Student conduct

The University expects all its students to behave appropriately as part of a community of scholars in which all members can work beside each other in conditions which permit freedom of thought and expression within a framework of intellectual honesty and respect for the rights of other persons. Accordingly all students must:

- Respect and uphold the rights and dignity of others regardless of race, colour, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
- Uphold the integrity of the University as a community of scholars in which freedom of speech within the law is available to all.
- Respect university policies as well as the law.
- Not improperly interfere with the functioning or activities of the University, or of those who work or study in the University, or improperly damage the University or its reputation

Students who commit acts of general misconduct (i.e. in relation to their behaviour as opposed to academic misconduct such as plagiarism or cheating) are subject to action in accordance with the procedures set out in the general student regulations on student conduct.

6.29 Student Charter

Our Student Charter sets out the mutual expectations and obligations between the University and students. It establishes rights, responsibilities and expectations to support you in your studies help you to flourish in shaping your future and empower you to fulfil your full potential.

6.30 Student services

Student services provides a range of specialist advice, information, guidance and personal counselling to support you in achieving your academic aims. We provide services related to:

- student funding, finance and debt and accommodation
- counselling and personal development
- personal and emotional well-being
- physical and mental health related disabilities
- Specific Learning Differences (SPLDs)
- immigration advice for international students
- advice on living and working in the UK for international students

6.31 Taking a break from your studies

We understand that, unfortunately, some students encounter exceptional circumstances resulting in them needing to take a break from their studies. The University has procedures in place to support students who need to take a break from their studies or, in exceptional cases, modify their current programme of studies.

If you are considering taking a break from your studies whilst you are enrolled, you need to seek:

- financial advice from our Student Services team
- academic advice from your course leader

If you are a Tier 4 student, a break from your studies will have immigration implications that could be costly if you do not understand them fully; therefore you must seek advice from the international student advice team before making your decision adviceinternational@londonmet.ac.uk

Please think carefully about whether taking a break from your studies is right for you and please do contact your Student Hub for help and guidance, as during an approved break you will not be eligible to sit examinations, submit coursework or undertake any other form of assessment.
The maximum break permitted is one year and the maximum period in which to qualify for an Honours degree (including any agreed breaks) is 3 years.

If you leave without prior approval you are at risk of being deemed to have withdrawn from your course and, as such, not allowed to recommence at a later date.

6.32 Terms and conditions/student-University relationship

When you join London Metropolitan University as a student you and the University form a formal relationship and you become a member of our academic community. Our regulations (the academic regulations, the general student regulations and course specific regulations and specifications) govern the relationship between you the University and it is your responsibility to read and understand this important information. If there are aspects of the Regulations you do not understand please contact the University Secretary’s Office.

Please note the University also has an additional set of regulations for International students (included in the general student regulations. If you are an International student it is important that you read these

6.33 Volunteering

Improve your chances of gaining employment by engaging in voluntary activities, which in turn will enable you to make useful contacts and gain valuable experience. Students can volunteer in a range of charities. It provides opportunities of a theoretical and practical nature, in fields such as community work, conservation, research, administration, legal, marketing, PR and education. Please visit the volunteering section of the website.

Tier 4 students should check with the International Student Advice Team before volunteering as some types of voluntary work may need to be counted towards your allowed weekly working hours – adviceinternational@londonmet.ac.uk

6.34 Withdrawal from a module

Normally once you have a registered programme for the academic year it cannot be changed. You have until the end of week 2 to request a withdrawal from a module without academic or financial penalty. However, if by withdrawing from a module your enrolment changes from full-time to part-time, this will have implications for your funding and you should seek further advice on all the implications of withdrawing from a module before doing so. After this point you are expected to complete every module registered against your record and to pay any fee due for your registered programme. For further information and advice please contact your student hub.

Withdrawal from a module is not permitted after week 2; students with unforeseen circumstances, which prevent completion of an assessment or a module, should submit a mitigating circumstances claim.

For International students holding a Tier 4 visa, withdrawing from modules or course could have serious implications on your stay in the UK. Before you take any action, please contact the international student advice team for more information: adviceinternational@londonmet.ac.uk
### Section One: ABOUT THE COURSE

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The foundation year of the four-year Social Work degree helps prepare students with non-traditional qualifications, lower UCAS points and mature students wanting to return to education, for level 4 study at undergraduate level. It teaches students the academic study skills, digital skills, research techniques and critical thinking that they will need for undergraduate study as well as introducing them to basic ideas, approaches and themes in social sciences and their pathway choice. The foundation year also aims to develop their independent learning, supporting them to become confident and proactive students, able to operate effectively at undergraduate level within a large university.

The BSc (Hons) Social Work course at London Metropolitan University has 5 key themes which seek to reflect the current stakeholder demands and requirements for social work as follow:

- Encouraging service user and carer participation
- Valuing diversity, promoting equality and social justice
- Developing positive relationship–based social work practice
- Promoting research –minded and evidence-based social work practice
- Nurturing emotionally resilient, intelligent and confident practitioners

The course has been designed to meet the requirements of the Health and Care Professions Council (HCPC) social work Standards of Education (SETs) and Social Work Standards of Proficiency (SOPs). The BSc Social Work has been delivered continuously at London Metropolitan University since it was first validated in 2003. We are proud of this tradition and keen to build on this success and enhance our reputation with students,
The course content is also informed by the Social Work Subject Benchmark Statement as defined by the QAA (2016), which informs essential practice for a Social Worker upon qualification. The overarching standards for Social Workers in England are currently defined within the Professional Capabilities Framework (PCF) which has been used to develop the curriculum. These nine standards or capabilities are as follows: 1. Professionalism; 2. Values and Ethics; 3. Diversity; 4. Rights and Justice; 5. Knowledge; 6. Critical Reflection 7. Intervention and Skills 8. Contexts and Organisations 9. Professional Leadership. These nine capabilities have been integrated across the BSc Social Work degree curriculum in terms of the content, learning outcomes, learning and teaching strategies and assessment and enhanced learning opportunities. Overall, the course content ensures students are prepared to become resilient, effective and reflective practitioners and who are fit to practise in Social Work. Additionally the course content and each module has been mapped with the Knowledge and Skills Statement for Child and Family Social Work, and the Knowledge and Skills Statement for Social Workers in Adult Services.

All students have access to the wide range of London Metropolitan university student support services which includes:

- Disability and dyslexia support services
- Counselling, Money advice and Accommodation services
- Library and Learning Resources services
- Careers and Employability services
- Student Journey and Student Hub
- Academic Tutors and Academic Mentors
- Student Union

The learning and teaching strategies applied on the course aim to develop and consolidate student's values, skills and knowledge and understanding of the theory and practice of social work. The teaching programme provides the underpinning theoretical and practical basis for learning in the area of social work. Students’ thinking and practical skills are developed through complementary activities including lectures, seminars, workshops, group work, on-line educational resources, tutorials, assignments, preparing for and undertaking practice-based learning to acquire the requisite professional capabilities.

Students undertake a series of taught modules in the key areas of social work. In addition, students undertake two placements of 70 days at level 5 and 100 days at Level 6. Placement modules are undertaken with qualified practice educators and onsite supervision. Prior to placement students attend pre-placement workshops and during placement students undertake midway reviews and recall days at the university. The placements are designed to enable students to achieve the full range in the 9 domains in the Professional Capabilities framework for Social Work practice. Suitable placements are normally found within the London and south east area. Each placement provides contrasting experiences in terms of adults and children service user groups. At least one placement requires students to undertake statutory and legal interventions consistent with the role of a social work practitioner.
Students are normally placed in different organisational setting in the first and then final placement. Suitable placements are identified and approved by the University and Senior Lecturer and Placements Lead in conjunction with the Placement Co-ordinator and the Placements Office.

The academic teaching team comprises suitably qualified and experienced university staff that are all registered as social workers with the Health and Care Professions Council as set out in the professional requirements for social work education. Students are expected to complement formal teaching with guided VLE learning resources and independent self-directed learning and completion of specified assignments. Students are encouraged to use all the resources and facilities made available by London Metropolitan University and those available within the M25 area under the SCONUL exchange Scheme.

The course also seeks to promote student’s self-awareness and self-management as well as a reflective approach to their learning with a view to the enhancement of their personal and professional development (PDP). Students are encouraged to develop their C.V. and interview skills in preparation for placements and employment through reflecting on their learning from the taught and the placement modules. The portfolio components of the placement modules will support their PDP as they will provide opportunities to evidence fitness to practise and to record achievements.

The preparatory level 3 year aims to support and prepare students to become "undergraduate ready". This will be done by equipping them with the necessary knowledge and understanding in social sciences and their pathway choice, the key digital and academic skills in order to communicate their ideas effectively (orally and in writing), using an appropriate academic style, that will allow them to progress onto level 4. It also aims to develop their understanding of different assessments and learning and teaching styles in HE and to build their confidence by experiencing and understanding theories and knowledge through personalisation and reflective learning techniques.

The wider aims of this course are to:

- Provide students with an integrated programme of study, which is both intellectually stimulating and which enables students to reach the required social work Standards of Proficiency (SOPs) stipulated by the Health and Care Professions Council and the Professional Capabilities as set out by The College of Social Work now held by the British Association of Social Workers.
- Provide students with the underpinning knowledge, skills, values and abilities to work successfully within social work
- Engage students in range of teaching and learning opportunities across the portfolio of modules to develop a systematic and applied understanding of key aspects of social work theory and practice
- Prepare students to become resilient, effective, self directed learners and reflective practitioners
- Equip students with practical and transferable skills necessary for employment and further research studies

Course learning outcomes.
On successful completion of this course students will be able to:

1. deploy accurately established techniques of analysis and enquiry within Social Work;
2. devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of Social Work;
3. describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in Social Work, recognising the uncertainty, ambiguity and limits of knowledge;
4. manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to Social Work);
5. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
6. critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
7. communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
8. exercise initiative and personal responsibility, including decision-making in complex and unpredictable contexts;
9. undertake appropriate further training of a professional or equivalent nature

Describe the arrangements for promoting reflective learning/personal development planning (PDP) on this course

Throughout the foundation year students will be required to reflect on their learning, identify areas of strength and weakness and develop action plans in response to these reflections. This will occur informally through tutor and peer feedback and also formally through reflective writing as part of the assessments and the written and oral response from tutors to this. We expect that through this experience of reflective learning, students will start to understand the value of being proactive, independent learners, ready for their first year of undergraduate study.

Reflective learning and developing skills in reflective practice are essential to help students prepare for the Social Work profession.

Students develop reflective learning within each of the taught modules and across the different levels of the course. At Level 4 students, module will be introduced to a range of learning models of reflective learning particularly through the Communications, Skills and Values in Social Work module and they will be encouraged to develop their personal development portfolio to review critically their learning experiences, set their future personal, professional and academic goals and evaluate their progress towards these goals. During Level 5 studies students will be encouraged to reflect more analytically on their understanding of modules through critical engagement with the module content and through the assessment and feedback process. Students will also continue to address their professional capabilities and build their PDP within their placement portfolios. During Level 6 studies students will consolidate their reflective learning particularly through the research-based module. The supervisor will initially assist
with the clarifying the terms of the research project, establishing a timetable for the research and subsequent meetings, directed background reading as well as report format and writing and statistical analysis.

In preparation for the first placement module students will be introduced to principles and models of reflective practice in terms of professional capabilities required for practice and this approach will run across the placements modules. Students will review their practice, through regular supervision and recordings of practice in the construction of a portfolio. The portfolio will contain examples of work and reflective pieces will demonstrate the students’ professional development.

There will be workshops at each placement module at each level where personal and professional development and employability (negotiating a placement, CV and personal statement building, job application, careers and interview techniques) are specifically developed for all students.

For the preparatory level 3 year, students should have passed A levels (or equivalent) and have at least 40 UCAS points. Mature students with significant work experience are invited to apply on the basis of knowledge and skills developed through work. GCSE English at grade C (grade 4 from 2017) or above (or equivalent) is required.

Progression from level 3 to level 4 is subject to a rigorous selection process which includes written tests, group assessments, oral interviews, satisfactory health and Disclosure and Barring Service (DBS) checks and suitable verified references.

The IELTS requirement is 6.0 with no skills below 5.5, or an equivalent qualification.

For entry to a level 4 degree, in addition to the University’s standard entry requirements, students should have:

- A minimum of grades BBC in three A levels (or a minimum of 112 UCAS points from an equivalent Level 3 qualifications);
- GCSE English at grade C (grade 4 from 2017) or above (or equivalent).

In addition to the University's minimum entry requirements, applicants must have at least 280 UCAS points or have completed an appropriate Access course with merits and distinctions. In addition, applicants should have GCSE English and Mathematics (Grade C or Key Skills level 2). A minimum of 6 months relevant work experience (paid or voluntary) in community work (or related field) is required. We welcome applications from mature candidates without formal
qualifications who have relevant experience and can show an ability to study at this level but they are expected to have attained the requirements as stipulated by the social work reform board. All offers of places are subject to a rigorous selection process which includes written tests, group assessments, oral interviews, satisfactory health and Disclosure and Barring Service (DBS) checks and suitable verified references.

| 19 | Details of organised work experience, work based learning, placement, sandwich year or year abroad available during the course |

The course includes two compulsory placement modules. The University makes arrangements for placement interviews for students with suitable local agencies. Placements are currently sourced and approved by the University and Senior Lecturer and Placement Lead in conjunction with the placement Co-ordinator and the Placement Office. Each placement is designed to meet the required 9 domains of the Professional Capability Framework and the KSS for Adults and KSS for Children and Families. The first placement (level 5) currently consists of 70 days with pre-placement workshops and review workshops. The final Placement 2 (level 6) currently consists of 100 days with pre-placement works and review workshops. Students will experience placements in different organisational settings. All placements will be subject to supervision normally by a qualified social work practice educator or equivalent. Students must pass the required modules including the first placement before proceeding to the next year of study.

| 20 | Career, employability and opportunities for continuing professional development |

The BSc (Hons) Social Work is a professional and academic qualification that equips students to work generically with a variety of people in a range of settings following registration. The course offers excellent opportunities for gaining key skills and understandings in the social work profession. The programme is also excellent preparation for further research or study.

**Section Two: COURSE STRUCTURE AND ASSESSMENT**

| 21 | Course assessment strategy |

At level 3 students will be thoroughly prepared for a range of different assessments to give practice in the types of assessments they will face at higher levels. Examples include research reports, inclass tests, written portfolios, individual oral presentations, group led seminars, literature reviews and essays. These assessments are spread over 8 15 credit modules which allows for early assessment and feedback, giving students a clear sense of progress at the end of semester one. Students have opportunities in all level 3 modules for formative feedback via draft submissions and one to one tutorials, which focus on strategies to improve their work and reflect on their strengths and weaknesses. Further formative feedback is received through regular short inclass and online tests, peer assessment and discussions and tutor oral and written responses.

In line with the London Metropolitan University Assessment policy and regulations all modules have where appropriate both formative and summative elements of assessment. All module assessments are based on enabling the student to achieve the module learning outcomes and encourage student reflection and evaluation.

- Each module within the BSc social work curriculum has specified assessment strategies
- All modules utilise formative assessments throughout their duration to enable students to gauge their progress and obtain early feedback before the summative assessment is required to be submitted.
- The course includes a variety of types of assessments over the duration such as essays, case studies, group presentations, in-class tests, child observation, examinations and a research project. we have experimented with podcasts, blogs and video.
• We have also sought to make use of technology and online resources and integrated this into formative and summative assessment a requirement which means that all students submit essays online using the Turnitin system.
• We recognise that the use of examinations and the Turnitin system enables the team to facilitate the authenticity and reliability of students submissions.
• The inclusion of 30 skills development days across the three years provides additional opportunities for creative formative and summative assessment.
• The team also acknowledge that the overall assessment load on social work courses can be high due to the complexity of practice that needs to be assessed against a range of professional capabilities.
• The course assessment table sets out the volume timing and nature of summative assessments across the three years.
• Each module guide includes the module assessment and marking criteria and all staff seek to work within the university assessment timetable which includes three weeks marking and moderation processes.

22 Course Structure Diagram

Level Three Autumn Entry

<table>
<thead>
<tr>
<th>Teaching Period</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Status</th>
<th>Credits</th>
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<tr>
<td>Autumn Period</td>
<td>IF3050</td>
<td>Critical Thinking</td>
<td>Core</td>
<td>15</td>
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<tr>
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</tr>
<tr>
<td>Autumn Period</td>
<td>IF3058</td>
<td>Reflecting on Self and Society</td>
<td>Core</td>
<td>15</td>
</tr>
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<td>(15 weeks)</td>
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</tr>
<tr>
<td>Autumn Period</td>
<td>IF3063</td>
<td>Media, Crime and Race</td>
<td>Core</td>
<td>15</td>
</tr>
<tr>
<td>(15 weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autumn Period</td>
<td>IF3060</td>
<td>Researching Discrimination</td>
<td>Core</td>
<td>15</td>
</tr>
<tr>
<td>(15 weeks)</td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>(15 weeks)</td>
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<td>IF3071</td>
<td>Interventions for Change</td>
<td>Core</td>
<td>15</td>
</tr>
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<td>(15 weeks)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Spring Period</td>
<td>IF3059</td>
<td>Social Issues in Context: Text to Essay</td>
<td>Core</td>
<td>15</td>
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<tr>
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<td>Spring Period</td>
<td>IF3069</td>
<td>Understanding Social Work</td>
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Level Three Spring Entry

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<td>Summer Period</td>
<td>IF3059</td>
<td>Social Issues in Context: Text to Essay</td>
<td>Core</td>
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<td>(15 weeks)</td>
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<td>Summer Period</td>
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<tr>
<td>(15 weeks)</td>
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<td>Media, Crime and Race</td>
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<td>(15 weeks)</td>
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<td>Text to Essay</td>
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<td>IF3061</td>
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<td>IF3063</td>
<td>Media, Crime and Race</td>
<td>Core</td>
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<tr>
<td>IF3071</td>
<td>Interventions for change</td>
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<td>SW5052</td>
<td>Theoretical Perspectives in Social Work</td>
<td>Core</td>
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<td>SW5050</td>
<td>Law for Social Work Practice</td>
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<td>SW5056</td>
<td>Interprofessional Practice</td>
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<td>SW5W02</td>
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<td>Effective Social Work Practice with Children and Adults</td>
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<td>Social Work Practice Learning 2</td>
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</table>

Insert table mapping modules (with code) against the course learning outcomes:
Which modules are required to be taken to gain specific awards?

- See para 23

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### Section Three: COURSE SPECIFIC REGULATIONS

**Course Regulatory schedule for Social Work Programmes**

**Status**

This schedule forms a part of the Regulations for all Social Work programmes and should be read alongside the University’s Regulations, which govern courses and the responsibilities of students.

**Preamble**

1. All University students are bound from the commencement of their course or from the point of enrolment, by all relevant Regulations, Procedures and policies.

2. Students enrolled on all social work programmes are governed by:

   1. The University’s Academic Regulations which govern the standards of the University’s awards, the responsibilities of students and the formal roles played by staff in relation to admission to courses and programmes of study, assessment of student’s work and conferment of awards;

   2. Regulations and Procedures, which govern the conduct of students, in particular, the Regulations applicable to all students in cases of Misconduct – incorporating a Code of Discipline; Fitness to Study; Fitness to Practise Social Work; and,
3. Responsibilities placed upon students regarding not only their conduct but also their professional suitability and fitness to practise, as set out in the Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (HCPC, 2016). The HCPC expects that registrants and anyone who wishes to be admitted to the HCPC register will meet those standards. The HCPC Guidance on Conduct and Ethics for students describes the standards required of student social workers as they go about their daily work and at qualifying and post qualifying levels.

4. All breaches of the professional standards/codes will be progressed in accordance with the Fitness to Practise Social Work Procedures or other University Regulations or Procedures as appropriate (see 2.2 above).

3. In addition, social work students on the qualifying programmes have specific regulations governing professional practice placements that are also outlined below in paragraphs 10 to 47.

4. It is the responsibility of all students to read the HCPC Standards and the relevant University Regulations (accessed via the University’s online Student Handbook) to familiarize themselves with all responsibilities and requirements.

**Issues that may affect a student’s suitability to commence or continue training as a social worker**

5. Students must familiarise themselves with the Fitness to Practise Social Work Procedures, which set down the suitability requirements and the process for reporting and investigating any breaches.

6. It is the responsibility of each student to bring to the attention of the Head of Subject or nominated staff member in a timely manner, any matter including ill health of any kind that could be considered to have a bearing on their continued suitability for social work training. Likewise, students are required to bring to the attention of the Head of Subject any matter as indicated above that could be considered to have a bearing on the suitability of another social work student.

7. Failure to disclose any circumstance or information affecting a student’s suitability occurring prior to entry to the course or subsequent to enrolment shall be deemed a breach of the University’s Code of Discipline and shall be progressed in accordance with the Student Disciplinary procedures (see 5 and 6 above).
<table>
<thead>
<tr>
<th>Exemptions and credit transfer</th>
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</thead>
<tbody>
<tr>
<td>8. Students will not normally be exempted from any part of the social work programme, including the transfer of credits acquired by prior certificated learning and experiential learning due the extensive professional standards that must be met and the capabilities embedded across the whole course. For this reason it is not normally possible to offer credit for prior learning or transfer onto a social work programme from any other programme including social work at another institution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance requirements</th>
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</thead>
<tbody>
<tr>
<td>9. Students are required to attend all placement and skills days. In the event that any of these days are missed they must be made up. Where students are absent for 2 weeks or more this must be reported to NHS bursaries and payment stopped.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Placement Requirements²</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. All students are required to undertake two assessed practice placements, lasting in total a minimum of 170 days, in two different social work agencies or services, as determined by the University. The statutory minimum number of days in the first placement shall be 70 days and in the final placement shall be 100 days; failure to complete these days in full will be deemed a failure to complete the placement.</td>
</tr>
</tbody>
</table>

| 11. At least one of the placements shall provide experience of statutory social work tasks involving legal interventions and of the provision of services to contrasting user groups. |

| 12. All social work students have to undertake, complete and pass their practice placements in a timely way as part of the requirements for the professional award. The University is responsible for providing and approving the quality of the placements in relation to the professional requirements. |

| 13. Agencies offer placements to the University and students are matched to placements in accordance to the required learning outcomes and professional standards. Students’ travel and personal circumstances are taken into account, but the overwhelming priority is gaining a suitable placement. All students will be offered a maximum of three opportunities to gain a placement. |
Students who fail to get an approved placement will not be able to complete the professional programme.

14. There is an application process that students must prepare for in order to maximise their acceptance by the agency - the process is similar to a job application including an interview. At interview students are required to present their complete and up to date DBS documentation to the agency. The agency has the right to reject unsuitable candidates and there is no right to appeal.

15. Where a student is successful at interview and is offered the placement – the student must accept the placement – the University will be under no obligation to provide further opportunities to gain a placement if the student refuses a placement or unilaterally leaves their placement.

16. If a student is turned down for a placement after being interviewed by the agency the Placements Office will seek feedback from the agency and, if this is available, will forward this to the student. When feedback is available a student is expected to reflect on the feedback and take this into account when preparing for the next placement interview: the student may be required to meet with the Senior Lecturer Professional Practice or nominated staff member to discuss the interview. The aim of this meeting will be to analyse the reasons for the rejection and to assist the student in preparing for the next placement interview.

17. If the student is turned down after a subsequent interview with a different agency, or with a different representative of the same agency, the student will be required to meet with the Senior Lecturer-Placements Lead to discuss both interviews. A third placement interview will be sought for the student only after the student has met with the Senior Lecturer Placements Lead. In the event that the student fails to secure a placement on the third attempt, the Senior Lecturer Placements Lead may recommend to the University’s Awards Board that the student’s status be terminated.

18. A student who has not passed the first placement shall not be permitted to start the second placement.

19. Supervision of the student will be undertaken by a designated practice educator or in the case of agencies utilising a long-arm practice educator, supervision will be undertaken by one or a combination of both an on-site supervisor and a long-arm practice educator, as described in the Learning Agreement under ‘Supervision Arrangements [using the agreed templates]. Unexpected and unforeseen exigencies in an agency may necessitate the supervisory arrangements to be temporarily varied.

20. During a placement there are two planned 3-way /4-way meetings – the initial meeting and the midway meeting any additional meeting will hereafter be referred to as a Placements Concerns Meeting (PCM).
21. The Practice Assessment Panel (PAP) undertakes a quality assurance process by acting as a Subject Standards Board in respect of practice placements and shall be governed by Section 8.1 of the University's Academic Regulations.

1. Membership of the PAP shall comprise:
   - the Head of Subject or authorised Deputy who shall Chair the PAP
   - the Senior Lecturer Professional Practice;
   - the BSc and/or MSc Course Leaders; Tutors; and,
   - an appointed external examiner (with practice knowledge and experience).

19.2 The quoracy of the PAP shall be: the Head of Subject (or authorised deputy); the Senior Lecturer Professional Practice or Course Leader and an external examiner. In circumstances where the authorised deputy is not a qualified social worker, there will be a requirement for the PAP to include two external examiners.

19.3 Attendees of the PAP:
   - Practice educators are invited to attend the PAP in person, but may choose not to do so. PAP proceedings shall not be delayed where a practice educator who has confirmed their attendance but subsequently fails to attend without reasonable cause. Onsite supervisors may also be invited to attend the PAP.
   - The student and accompanying friend may be present for all such meetings with the exception of the closed sessions of the Panel meeting. [A Friend means a person, who shall normally be a member of staff or student of the University, appointed by a student to assist him or her in the conduct of his or her case at a hearing].
   - A Secretary appointed by the Chair of the PAP.

22. The PAP terms of reference are to:
   - in relation to the placements module, confirm marks of students provided by Module Examiners after a process of sampling by externals:
   - monitor the standards and consistency of practice learning and assessment arrangements for the undergraduate and postgraduate routes through a sampling of portfolios
   - determine the process for appraising a sample of practice educators’ final reports and assessment recommendations based on evidence from students’ practice
   - provide feedback to practice educators as to the overall quality of the reports sampled
   - determine the quality of practice learning opportunities and practice assessment and
   - identify any training and support needs of practice educators
   - consider and determine decisions where there is a recommendation of fail by the practice educator or a placement breakdown due to student poor performance

23. Extraordinary PAPs will be convened to deal with student matters which arise outside of the normal timescale or where necessary to consider cases of placement breakdown, placement termination, recommended failure or other exceptional circumstances. In the case of exceptional
circumstances, the Chair of the PAP in conjunction with an external examiner (with practice knowledge and experience) may agree an appropriate mechanism to assess the student’s capabilities in accordance with the University’s Academic Regulations and associated course specification.

24. It is the responsibility of the student to attend the Extraordinary PAP; unless there is reasonable cause, failure to attend will result in the meeting taking place and the decision being made without the student. A student may be accompanied by a Friend when attending PAP but this person will not have the right to speak in the Panel meeting.

25. The membership and procedures for an Extraordinary PAP shall follow those of a PAP meeting, as set down in these Regulations.

A. **Concerns about learning opportunities in placement:**

   The learning agreement (see Placement Handbook) sets down the proposed workload and the roles and responsibilities of the respective parties so that all parties are clear about the roles and objectives of the placement; the learning agreement is subsequently reviewed at the midway meeting by all parties. If unexpected exigencies arise requiring a temporary or permanent adjustment of expectations laid down in the learning agreement the practice educator will inform the tutor in writing. If this adjustment is a matter of concern to either party a Placements Concerns Meeting will be convened. The tutor will take a note of any agreed actions, which will be circulated by the tutor as soon as possible.

B. **Concerns about placement breakdown due to a breakdown in relationship:**

   In the exceptional event of a potential breakdown in the student/practice educator relationship, which would impact on the placement/learning outcomes, the practice educator and/or student will inform the tutor and a Placements Concerns Meeting will be convened. The tutor will take a note of the agreed actions from the meeting, which will be circulated by the tutor as soon as possible following the meeting.

C. **Concerns about a student’s poor performance**

   Where the placement cannot be completed due to the student’s poor performance such that the student is unlikely to achieve the requisite standards to pass the placement, the practice educator and/or student will inform the tutor and a Placements Concerns Meeting will be convened. The tutor will take a note of the agreed actions from the meeting which will be circulated by the tutor as soon as possible following the meeting.

D. **Concerns about a student’s Fitness to Practise**
Where concerns are raised about a student’s suitability for social work training this will normally be addressed through the Fitness to Practise Social Work procedures.

**Procedures to be followed regarding concerns A, B and C:**

26. Where the matter remains unresolved after the Placements Concerns Meeting the tutor shall draft a report detailing why the placement cannot continue. This report shall be circulated to all parties: the student; practice educator or the relevant long-arm practice educator and on-site supervisor and the Senior Lecturer Professional Practice. This should be done as soon as possible and normally within 5 working days of the meeting.

27. It is the responsibility of the student and practice educator to provide further evidence or information requested by the Senior Lecturer Professional Practice as may be reasonably required; failure to do so will mean that decisions will be taken based upon the available evidence/information.

28. The Senior Lecturer Professional Practice may recommend to the Chair of PAP that:

- the student is “withdrawn” from the placement and a new placement sought. The Senior Lecturer Professional Practice will be able to recommend accreditation of days from this placement to a further new placement so long as a report of learning undertaken has been obtained from the practice educator. Note - no more than 30 placement days can be counted to a subsequent placement.

- the placement is terminated (in such cases the Senior Lecturer Professional Practice shall suspend the placement (i.e. placement suspension) prior to consideration by the PAP).

- the student has failed the placement as a whole as the result of a failure to complete the statutory minimum days and therefore deemed to have failed to demonstrate the required set of professional capabilities. Where PAP upholds this recommendation it shall be recorded as a fail on the student’s record without possibility of reassessment.

Where it is recommended that the practice component of the placement is failed:
29. A student who is recommended a fail by the practice educator will normally be referred to the PAP. Students will not be referred to PAP where there are concerns about fitness to practice or where exceptional circumstances arise (see 21).

**PAP Procedures**

30. Prior to any PAP meeting, the Chair will notify the student in writing about the meeting, stating the reason for it and arrangements and advising the student that when attending the Panel they may be accompanied (see paragraph 19.3).

31. Prior to the PAP meeting being arranged, the Senior Lecturer Professional Practice shall obtain written reports from the following:

- The placement tutor shall provide a report (of no more than two-sides of A4). This report should focus on the circumstances leading to the recommended placement failure, and make a recommendation as to whether the student should be offered another placement.

- The practice educator and/or long-arm practice educator will be asked to provide evidence of the student's practice in relation to the relevant capabilities. The Final Report pro-forma should be used for this report. The practice educator may provide a supplementary report if they wish to address any circumstances leading to the recommended placement failure that are not covered in the Final Report; this should be no more than two-sides of A4.

- The student shall provide: a reflective account of no more than two sides of A4, which summarises their learning in the placement. In addition, the student may provide a summary of the circumstances leading to the recommendation of placement failure (again this should be no more than two-sides of A4).

32. Where reports (see 29) are submitted to the Senior Lecturer Professional Practice and s/he deems them incomplete and/or lacking sufficient evidence, in discussion with the Chair the reports may be returned for completion; this may result in a re-scheduling of the PAP.

33. Ten working days prior to the PAP meeting, the practice educator and the student will be sent copies of each other's reports and the tutor's report. It is therefore the responsibility of each party to ensure that their reports are submitted to the Placements Office 15 working days prior to the PAP; failure to do so will delay the ability of reports to be circulated and may result in a report not being taken into account at the PAP and/or may result in a delay to the PAP meeting. All parties may provide a written response to the documents received which shall be no more than 2-sides of A4 in length; this must have been received by the Placements Office 6 working days prior to the
34. It is the responsibility of the student and practice educator to make themselves (and documentary evidence which they wish to be considered) available in a timely and appropriate manner for the PAP. Any evidence should be attached as appendices to the report: the Chair may impose a limit to these submissions. All reports must have clear timelines, the report writer’s name and the date clearly stated.

35. It is the responsibility of the PAP to confirm either a pass or a fail based on the evidence presented. If the PAP is not satisfied that adequate evidence has been presented to support the fail recommendation the PAP may determine that a further placement be undertaken (with no more than 30 days credited from a previous placement), or that there is sufficient evidence to consider that the student has met the professional capabilities and should be awarded a pass for the placement.

36. The PAP may require further evidence to support a proposed decision which the PAP may determine could subsequently be progressed via Chair’s Action. The PAP may also require the student to undertake a specified course of action in conjunction with, or prior to being offered another placement.

The PAP may determine one of the following:

a. That circumstances outside the student’s control were a significant contributory factor in the breakdown of the placement and that these were sufficient to extenuate the student’s failure to complete the placement. The Panel shall also determine in discussion with the student’s tutor how the remaining practice placement requirements for the student might best be met. Under these circumstances the student will be deemed to have withdrawn from the original placement and the PAP can decide that the student can carry no more than 30 placement days forward.

b. That the student has failed to demonstrate the required set of capabilities. The student may retake a placement the following academic year under the provisions in the Academic Regulations (Section 3.2 (undergraduate)/Section 4.2 (postgraduate), unless it decides that this course of action is professionally inappropriate, or where the student has failed to complete the statutory minimum days, without good reason. Where a retake is not recommended, in accordance with the Academic Regulations (Section 8.1), the Chair of the PAP shall recommend to the Chair of the University’s Awards Board that the student’s enrolment be terminated on academic grounds, as it would not be possible for the student to complete the course. If the Chair of the University’s Awards Board approves the recommendation to terminate the student’s enrolment on academic grounds, the student has the opportunity to make a written representation to the Vice-Chancellor whose decision shall be final and binding (refer to Academic Regulations Section 10.4).
Where the PAP identifies concerns, which call into question the student’s suitability to practise as a social worker, they shall refer the matter for further investigation under the Fitness to Practise Social Work Procedures (see 2.2). The student will be notified where such an investigation is to take place.

37. Where the opportunity for a partial or further full placement or re-take is agreed by the PAP the Senior Lecturer Professional Practice will determine (in line with suitable and appropriate opportunities arising) when the placement shall be undertaken, and in what agency setting. (Students will normally be placed in a similar agency and with the same client group as the failed placement). The placement offer should normally occur within six months. It is the responsibility of the student to take up the placement opportunity offered. Students may not seek to influence the agency setting, length or timing of the placement opportunity. If a further full placement is required, then the student will need to re-register for the retake and fees will need to be paid by the student for this retake.

Failure of the written placement portfolio (having passed the practice component)

38. A student who fails the written placement portfolio after reassessment will have been deemed to have failed the placement module and will, if approved, have to retake the placement in its entirety, including registration for the retake and payment of associated fees under the provisions of Academic Regulations (Section 3.2 (undergraduate) /Section 4.2 (postgraduate)).

39. A student who fails the written placement portfolio or practice component after the re-assessment having retaken the placement module will not be permitted any further placement opportunities. In accordance with the Academic Regulations (Section 8.1,), the Chair of the PAP shall recommend to the Chair of the University’s Awards Board that the student’s enrolment should be terminated on academic grounds, as it would not be possible for the student to complete the course.

Termination of training

40. Students training may be terminated due to failure to meet the:

- academic requirements of the programme, including failure to achieve the professional capabilities

and/or
Whistle-blowing Procedures in Relation to Practice Placements

41 Where a student has concerns of malpractice as identified by the HCPC Standards within the agency the student must report this to both:

a. an appropriate person in the agency concerned; and
b. the designated person in the University i.e. the Head of Subject.

42 The student's concern shall be carried forward by the University on the student's behalf. The disclosure and the subsequent outcome shall be reported to the University Secretary.

43 Where the matter raised is also seriously impeding the student's learning on placement the matter will be discussed with the Head of Subject who will liaise with all relevant parties and decide how the placement should proceed. Any decision to terminate the placement must be reported to the next PAP which will determine which parts of the placement assessment outcomes are still to be met and decide accordingly on how the remaining practice-placement requirements for the student might best be met. This may involve a subsequent full or partial placement.

For further independent advice students are encouraged to contact

Public Concern at Work Lincolns Inn House, 42 Kingsway, London WC2B 6EN

0207 404 6609  http://www.pcaw.org.uk/

Complaints Procedure
It is expected that the informal complaints procedure should be followed initially. The purpose of the procedure is to enable students to raise issues of dissatisfaction through a clear process, which identifies a member of staff responsible for dealing with and resolving complaints at a local level wherever possible. The process should be followed as soon as the issue giving rise to the complaint occurs. This is because it may only be possible to investigate a problem when it is happening or immediately after. Students are encouraged to raise issues of dissatisfaction at an early stage. Delay may create problems in the investigation of a complaint and limit the effectiveness and range of responses.

Where a student has a complaint in relation to the placement, when possible the following informal route should be followed. The student should in the first instance:

- discuss the matter with their tutor
- if not satisfactorily resolved, discuss with the Senior Lecturer, Professional Practice

Only where a complaint is so serious should it be taken immediately to the Head of Social Work.

If the matter cannot be resolved satisfactorily the student should write to the Head of Subject outlining the complaint. Failing a resolution of the matter and/or the need to take it further, it will be referred to the Head of School and if need be pursued through the University's formal complaint's procedures.

If a practice educator has a complaint about any aspect of the placement process they should:

- discuss the matter with the tutor
- if not satisfactorily resolved the practice educator should discuss with the Senior Lecturer Professional Practice
- if the matter cannot be resolved satisfactorily the practice educator should contact the Head of Social Work in writing outlining your complaint.

Social Work Awards

In order to gain the BSc (Hons) Social Work a student must complete and pass ALL required modules:
External Examiner Appointments

Responsibility for recruiting external examiners for the social work course rests with the Head of Social Work. Appointments are made via the University’s quality assurance processes. The appointed external examiner must be appropriately experienced and qualified and be from the relevant part of the HCPC Register (HCPC SET 6.11).

Fitness to Practise Procedures – Social Work

A. Policy

1. London Metropolitan University recognises that in conferring certain academic awards that lead to a professional qualification or registration, it has a duty to ensure the fitness of students for practice and registration. As a result students on courses leading to such awards have certain obligations and responsibilities that go beyond those of other students. In ensuring that it abides by its duties in these respects it may not be possible for the University on every occasion to respect students’ confidentiality.
2. Fitness to Practise Regulations are necessary:
   1. To comply with the requirements of the regulators which accredit the courses;
   2. To protect service users with whom the student may come into contact during the training;
   3. To show that students are fit to practise their future profession and have developed the requisite professional attitudes and behaviours;
   4. To ensure that students do not invest the time and money in qualifying for a career which they are not suited for.

3. Fitness to Practise is an ongoing matter and will be considered when a student is:
   1. starting a particular Professional Course; or
   2. already on a Professional Course; or
   3. returning to their current Professional Course.

4. The aim of this document is to give effect to these principles and obligations, and to provide a procedural framework through which possible issues can be addressed.

5. Reasonable adjustments will be made to this procedure so that a disabled complainant is not substantially disadvantaged by the procedure.

B. Definitions and Interpretations

1. The Health and Care Professions Council (HCPC) defines ‘fit to practise’ as practitioners having the skills, knowledge, character and health to do their job safely and effectively and in the context of these Procedures this relates to:
   1. Where the student’s behaviour or health means they are in breach of, or cannot comply with, the code of conduct/ethics issued by the Regulator and/or the University;
   2. A serious or persistent concern about the possibility that the student will:
      1. In virtue of their behaviour or health, put at risk service users, patients, the public, other students, staff or themselves;
      2. Damage trust in the relevant profession;
2. Professional Course means a course of academic study that leads to professional qualification or registration.

3. Regulator means the professional body which accredits the course;

4. A reference in these regulations to a particular office-holder includes that officer-holder’s deputy or nominee.

5. Any period expressed as a period of days shall mean clear working days and shall exclude the days by which the period is calculated.

6. Applicant means any person who has applied or is considering applying to study on a course at the University or a person to whom an offer (whether conditional or unconditional) of a place to study at the University has been made, whether or not that offer has been accepted.

7. Any notice or other communication under this Procedure required to be in writing may be sent by email.

8. “Authorised Staff Member” means a member of academic staff who teaches on a professionally accredited course other than the course for which the student is registered.

9. A Friend means a person, who shall normally be a member of staff or student of the University, appointed by a student to assist him or her in the conduct of his or her case at a hearing.

C. General Provisions
1. Fitness to practise is separate from and additional to fitness to study, or allegations of academic or other misconduct. A student is not exempt from these regulations simply because they have been subject to fitness to study or misconduct proceedings arising out of the same set of facts or circumstances.

2. The University will take into account relevant legislation such as the Data Protection Act, the Mental Health Act, the Mental Capacity Act, the Human Rights Act and the Equality Act when making decisions under these regulations.

3. In the interest of fairness in a particular matter, the University Secretary may:
   1. substitute any person of suitable seniority/experience in the University for any person otherwise entitled or required to act under these regulations;
   2. alter the procedures prescribed by these regulations; provided that the substitution or alteration is not to the detriment of the student.

D. Fitness To Practise Concerns

1. Concerns
   1. Any person who has concerns about a student’s fitness to practise may refer the matter for investigation; however, concerns raised anonymously will not be considered in the absence of corroboratory evidence. The procedure may be invoked at any time during the student’s programme of study.
   2. To initiate an investigation, a written report should be made directly to the Head of Subject. He/she is responsible for initiating the process in the first instance. Where; the urgency of the situation does not allow time for a written report; this report can be made orally, but this should be followed as soon as possible by a written report.

2. Circumstances that trigger the use of this procedure may include (but are not limited to):
   1. A third party (for example, a fellow student, a relative, friend, colleague, placement provider, member of the public, medical professional) reports concerns about the student which raises questions about their fitness to practise;
   2. The student tells a member of staff that they have a problem and/or provides information, which raises questions about their fitness to practise;
   3. Proceedings under the Student Misconduct Regulations are taken against the student;
   4. An allegation of Academic Misconduct is substantiated against the student; and/or,
5. The student is the subject of proceedings under the Fitness to Study Regulations.

3. Where the Head of Subject considers the concerns sufficiently serious, she/he may refer the matter directly to a Fitness to Practise Panel.

4. Where concerns about a student’s fitness to practise have been raised, a senior member of University staff may suspend a student for a period of time if they consider:

   1. It would be in the best interest of the student; or
   
   2. It would be in the best interest of another person, e.g. another student, member of staff, client etc.; or
   
   3. Allowing the student to remain on the premises would breach the University’s duty of care to the student or others; or
   
   4. A student refuses to cooperate with proceedings under these regulations.

5. Suspension means that the student shall be excluded from all University premises and any premises connected to a placement that the student may be undertaking. The student may seek support from their Academic Tutor or Course Leader, the Students’ Union or caseworker, but must make an appointment. A student who has not made an appointment will not be admitted to the University’s premises.

6. Suspension is precautionary and does not mean that any conclusions have been drawn or that a decision has been reached.

7. A student who has been suspended under these procedures may:

   1. Ask the member of staff who authorised the suspension to review it. Any such request must be in writing and made not more frequently than once a month.
   
   2. Ask the Director of Student Journey for temporary permission to attend the University for examinations or for submission of coursework or to seek assistance. Such request must be in writing.

E. Placement Concerns Meeting

1. Where issues of fitness to practise have been raised about a student, but are not deemed serious enough for direct referral to a Fitness to Practise Panel, the issue will be dealt with under the provisions of the Placement Concerns Meeting.
F. Fitness to Practise Panel

1. If the Head of Subject deems the matter as being too serious to be dealt with under regulation E.1, the matter shall be referred to the Fitness to Practise Panel.

2. The Fitness to Practise Panel shall consist of:
   
   1. Head of School, or a person nominated by the Head of School, who shall be Chair of Panel;
   
   2. Two members of the profession based in practice, who are unconnected with the case. If the Chair is a qualified and registered Social Worker, only one member from the profession based in practice is required.
   
   3. A member of staff nominated by the Head of School.

3. The Panel will be convened by the Chair. No person may sit on the panel if they have:
   
   1. Provided pastoral care to the student;
   
   2. Been involved with the matter once proceedings under these Regulations had been started;

   3. Any other potential conflict of interest.

4. The Chair of Panel shall appoint a secretary to the Panel.

5. The student shall be invited to attend a meeting of the Panel to discuss the concerns and all relevant issues. The student shall be given at least 5 days' notice of the meeting, which will include a summary of the concern(s) and evidence to be considered by the Panel, copies of any documents to be considered at the meeting and a list of witnesses that the Panel intends to call.

6. The student will be asked to provide copies of any documents they wish the Panel to consider to the secretary to the Panel at least 3 days before the meeting along with a list of witnesses they intend to call. It is the student's responsibility to arrange for these witnesses to attend the meeting. The student must also notify the name and status of any friend accompanying them to the meeting and the capacity in which they will be attending.
7. The Head of Subject shall present the concerns to the Panel.

8. The Panel shall be conducted in accordance with the directions of the Chair of Panel (whether given at a meeting of the Panel or beforehand).

9. The Panel may call witnesses, institute enquiries, and/or request further evidence (including medical evidence) to assist its deliberations and may adjourn its meetings to another time or place.

10. The Panel shall consider whether the student is fit to practise and what action should be taken in light of the concerns.

11. The Panel shall endeavour to reach consensus, but in the event that no consensus is reached the Chair of Panel shall make the decision of the Panel having considered the views and advice of the other Panel members.

12. The Panel may decide to act in one or more of the following ways;

1. Take no further action;

2. A time constrained action plan to remedy the concerns raised;

3. Give the Student a formal written warning, which will remain on record for one year;

4. Recommend, to the Director of Student Journey, an exceptional change to the student’s Programme of Study;

5. Postpone, subject to the Director of Student Journey’s approval, part of the student’s course (for example, a placement);

6. Recommend to the University Awards Board the Termination of the student’s status as a student; and/or

7. Recommend, to the Director of Student Journey, that the student intermit her/his studies for a fixed period.

13. The secretary to the Panel will notify the student of the decision of the Panel in writing.

14. The University is required to inform the Health & Care Professions Council (HCPC) of the outcome(s), other than ‘no further action’, of Fitness to Practise Panels and this may have an
impact on the student’s future registration with the HCPC. The University also reserves the right to disclose as it deems reasonable any of the above outcomes, other than ‘no further action’, to future placement providers or in any reference requested by a student.

G. **Review of a Fitness To Practise Panel Decision**

1. A student may ask for a decision to intermit her/his studies to be reviewed by the Pro Vice-Chancellor, or appeal against the termination of her/his student status as per Section 10.4 of the Academic Regulations.

2. The request to the Pro-Vice Chancellor for a review of a decision to intermit his/her studies must be made in writing within 10 working days of the date the student was notified of the decision. It must be supported by evidence and sent to the Student Casework Office.

3. A student may request the Pro Vice Chancellor to review a decision to intermit a student’s studies on the following grounds:

   1. The Panel has misapplied this Procedure;
   2. There has been a serious procedural error (whether of this procedure or of the requirements of natural justice) or other irregularity when the concerns were investigated and the decision(s) reached that makes the decision unfair;
   3. The decision is not supported by the evidence;
   4. No reason for the decision was given.

4. The Student Casework Office may dismiss a request for a review as invalid that:

   1. is received late and there is no reasonable explanation why it could not be brought in time; or,
   2. does not clearly state the grounds on which the request is being made; or,
   3. does not disclose any reasonable grounds for reviewing the decision; or, is entirely without merit.

5. Unless the request for a review is dismissed pursuant to G.4, the Pro Vice-Chancellor shall consider the request for a review on the basis of the written papers, unless it would assist their consideration or otherwise in the interest of fairness, in which case a hearing shall be convened.
6. After reviewing the decision of the Panel the Pro Vice-Chancellor may:

   1. affirm, set aside or vary any decision reached;
   2. refer the matter, or any part of it or any decision to the Panel for further consideration.

7. The Student Casework Office will notify the student of the Pro Vice-Chancellor’s decision in writing.

8. The Pro Vice-Chancellor’s decision is final.

9. Under the Higher Education Act 2004 the University subscribes to the independent scheme for the review of student complaints. If a student is dissatisfied with the outcome s/he may be able to apply for a review of her/his appeal to the Office of the Independent Adjudicator for Higher Education (OIA) providing that the complaint s/he take to the OIA is eligible under its Rules.

H. **Return to Studies**

1. After an intermission of studies or other period of absence from the University for reasons of recuperation or treatment (whether such an intermission came about under this policy or not), a student may wish to return to study.

2. The University will only permit a student to return to study if it is satisfied that the student is fit to practise.

3. The decision to permit a student to return to study will be made by the Head of Subject, after consultation with Student Journey, as appropriate.

4. The student should provide and the University may request confirmation of their ability to resume their studies, which may include medical evidence.

5. The Head of Subject (in consultation with teaching staff and other appropriate professionals, e.g. DDS, Counselling, Mental Health) may permit a student to return to study only under certain conditions. The conditions may include (but are not limited to) provisions relating to:
1. Mode of attendance (full time or part time);

2. Compliance with appropriate continuing treatment (for example, medication, psychotherapy, physiotherapy);

3. Regular review meetings (for part or all of the student’s remaining time at the University);

4. A time constrained action plan to address any outstanding concerns.

6. A student permitted to return to study under conditions must comply with the conditions. Failure to comply with the conditions may be give rise to concerns about the student’s fitness to practise or be considered a disciplinary matter and may cause the student to be suspended under these regulations or under the Disciplinary Regulations.

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**Section Four: OFFICIAL USE AND CODES – responsibility for completion is as indicated**

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1 JACS codes - [https://www.hesa.ac.uk/jacs3](https://www.hesa.ac.uk/jacs3)
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