## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>Code of Practice for Personal Tutors</td>
<td>4</td>
</tr>
<tr>
<td>Personal Tutoring in Practice in the School of Medicine</td>
<td>7</td>
</tr>
<tr>
<td>Medic Support</td>
<td>10</td>
</tr>
<tr>
<td>Overview of MBBCh and C21 curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Student Information and Academic Records</td>
<td>19</td>
</tr>
<tr>
<td>Understanding Assessment and Feedback</td>
<td>21</td>
</tr>
<tr>
<td>Confidentiality and Disclosure</td>
<td>22</td>
</tr>
<tr>
<td>Support for Students</td>
<td>23</td>
</tr>
<tr>
<td>Counselling Health and Wellbeing</td>
<td>23</td>
</tr>
<tr>
<td>Student Advice – Students’ Union</td>
<td>29</td>
</tr>
<tr>
<td>Academic Study Skills</td>
<td>30</td>
</tr>
<tr>
<td>Careers and Employability</td>
<td>33</td>
</tr>
<tr>
<td>Opportunities for Students</td>
<td>36</td>
</tr>
<tr>
<td>International Student Support</td>
<td>42</td>
</tr>
<tr>
<td>Disability and Dyslexia Support Service</td>
<td>44</td>
</tr>
<tr>
<td>Advice and Money</td>
<td>46</td>
</tr>
<tr>
<td>Student Health, Occupational Health Screening and GP Services</td>
<td>48</td>
</tr>
<tr>
<td>The University Students Complaint Procedure</td>
<td>49</td>
</tr>
<tr>
<td>Appendix A: Targeted support for students</td>
<td>51</td>
</tr>
<tr>
<td>Appendix B: MBBCh Calendar 2018-19</td>
<td>61</td>
</tr>
<tr>
<td>Appendix C: Providing a F1 Reference as a Personal Tutor</td>
<td>62</td>
</tr>
<tr>
<td>Appendix D: Assessment codes in SIMS</td>
<td>67</td>
</tr>
</tbody>
</table>
Welcome

Personal Tutors contribute enormously to the experience of students at Cardiff University. It is a role that is founded upon the helpful and supportive provision of academic advice to students and, as a Personal Tutor, you will have an important opportunity to support individual students, helping them make sense of their progression through their programmes, their academic development and their aims for the future.

The Code of Practice for Personal Tutors, shaped by the extensive input of staff and students from across Cardiff University, provides the framework for the personal tutor system. It sets out the roles and responsibilities of staff and provides a set of core standards that will underpin provision across all Schools. Its essence is that students and Personal Tutors should be entirely clear about what they can expect from their meetings and that the sessions themselves are positive, purposeful and directed towards the provision of academic advice.

Personal Tutors will often also be the first point of contact for students experiencing difficulties and it is an important part of the role to listen to students and give advice in a sensitive and professional manner. In some cases, students’ issues will require the specialist expertise of the wider student support services of the University: one of the key purposes of this Handbook is to bring together a directory of these services in one place to help you direct students appropriately.

If you have any comments or suggestions relating to the text, or the development of the Personal Tutor system more broadly, please contact Dr Nathan Roberts (RobertsN1@cardiff.ac.uk, 02920 879219).
Code of Practice for Personal Tutors

This Code of Practice sets out the core standards for the provision of the Personal Tutor system and the responsibilities of the staff involved. It is intended to ensure that all Cardiff University students on taught programmes have access to equivalent academic and pastoral advice and guidance. Schools may implement a Personal Tutor system that is attuned to the specific requirements of its students but this Code of Practice sets out the key responsibilities and expectations that are Universitywide.

The Code of Practice reflects the ways in which the traditional role of the personal tutor has developed: a greater focus on the provision of academic advice and guidance within Schools while students access a rich range of specialised central support services for non-academic issues. A professional, supportive and friendly relationship between the Personal Tutor and student remains fundamental: Personal Tutors will often be the first point of contact for students experiencing difficulties and an important part of the role is to listen and give advice in sensitive and appropriate manner, within the parameters of the Personal Tutor’s experience and expertise. As Personal Tutor meetings will have a core focus on academic development, it is important that students feel assured that their welfare is supported not only by the Personal Tutor but also other staff and services across the School, College and University.

Core standards

1. Each School will provide a clear and comprehensive statement on its personal tutor system at the start of the academic session. This may be published in Student Handbooks or equivalent but it is vital that the statement is visible and understood by all students and staff.

2. Heads of School will nominate one or more members of staff to act as Senior Personal Tutor to direct the operation of the system in Schools and undertake the duties set out in the role description.

3. Each Senior Personal Tutor shall be responsible for ensuring that all students on taught programmes of study are allocated a Personal Tutor at the beginning of their programme. Wherever practical, this individual should normally be assigned to the student throughout the duration of the programme of study. Where possible, Welsh-speaking students should be allocated a Welsh-speaking Personal Tutor.

4. In joint honours and jointly taught programmes, students shall be allocated a Personal Tutor from each School. The Personal Tutor from the designated home School will ensure that information is shared, a holistic view of the student’s progress is maintained and the student supported in a consistent way.

5. Students will have the opportunity to change their Personal Tutor and will not, at the first request, be required to state the reason. Any subsequent requests for a change of Personal Tutor will be subject to the discretion of the Senior Personal Tutor, whose decision will be final.
6. Schools should clearly communicate to students, at the beginning of each session, the frequency of meetings and the personal tutor system operated in the School.

7. As a minimum, meetings with students should take place at least once per semester, although the expectation is that, for first year students in particular, they may be significantly more frequent. Personal Tutors should initiate the contact with students and meet with their students within the first two weeks of the first semester. Meetings in the second semester should take place within the first five weeks.

8. In line with the University’s Student Attendance and Engagement Procedures, Heads of School will ensure that records to confirm or otherwise that a student has made contact with his/her Personal Tutor a minimum of once each semester are maintained.

9. When students are undertaking periods of placement learning away from the University, regular contact should be maintained. Often, a designated Placement Tutor becomes the key point of contact but channels to the student’s Personal Tutor should be maintained. Personal Tutors have a key role in the supporting students before and after placement learning and study abroad.

10. Personal Tutor systems will reflect the values set out in Cardiff University’s Student Charter.

Roles and Responsibilities

Personal Tutors will:

1. Undertake their role according to the model set out in the School and as led by the Senior Personal Tutor.

2. Provide advice to students, maintaining an overview of their learning and educational experiences.

3. Be well informed on students’ academic progress, leading them through a structured process of review, reflection and planning, including helping students to understand and act upon their feedback on assessment.

4. Listen to students experiencing difficulties and provide professional guidance that is within their competency and experience. Personal Tutors will direct students to the appropriate source of support in a timely and professional manner.

5. Keep concise records of each meeting, to include a brief summary of the discussion and any agreed actions or referrals.

6. Undertake training for the role, whether at School, College or University level.
7. Maintain core knowledge crucial for the role, including: the range of student support services of the University, obligations relating to disability, record keeping and confidentiality, and the operation of relevant institutional processes such as those relating to extenuating circumstances, unfair practice and fitness to study.

**Senior Personal Tutors will:**

1. Lead the operation of the Personal Tutor system within the School, ensuring that the School's framework is clearly stated, disseminated and well understood by all students and staff.

2. Act as a source of support for Personal Tutors in dealing with difficult situations and a second point of contact for students unable to discuss an issue with their designated Personal Tutor.

3. With support from the Head of School, ensure that all new Personal Tutors receive training for the role and all Personal Tutors have an opportunity to refresh their knowledge and share experiences.

4. Function as a key academic link between the School and the wider student support services of the University. Liaise with the student body and gather feedback on their experiences of the School's Personal Tutor system, for example, through attendance at Student/Staff Panel meetings.

5. Share experiences, issues and practices with other Senior Personal Tutors through a Senior Personal Tutor network.

6. Undertake an annual evaluation of personal tutoring in the School, to inform the monitoring and review process of the University.
Personal Tutoring in Practice in the School of Medicine

The School of Medicine provides support to its students through two key mechanisms. i) Personal Tutors and ii) MEDIC Support. Personal Tutors provide academic and pastoral support to students to enhance student learning. Medic Support provides bespoke advice and support for more complex personal issues.

The overarching principles for Medic Support are:

- Personal and academic support should be available separately if necessary to overcome any conflict of interest - students don’t necessarily want to discuss personal and at times distressing situations with people who might later be assessing their academic performance.
- The biopsychosocial model of support is the premise for delivery of all student support – problems are often complex and need a holistic approach whether it’s failing exams or struggling with time pressures.
- Academic demands of training and the learning environment can impact on health and wellbeing and health can impact on performance. This must be recognised and managed appropriately.
- The importance of clarifying the similarities and the differences between academic and personal support to help develop boundaries and support pathways.

The aim of Personal Tutoring is to provide students with the skills and strategies to help them to get the most out of their studies and to think about their progression to their Foundation years and beyond. The aim is to guide and support the student through one-to-one feedback – not ‘teach’ the student how to get the most out of their time as a medical student.

Personal tutors should help the student reflect on their achievements and any areas that they may be struggling with, and help the student find solutions to overcome any difficulties that they may experience. Through a yearly review with their Personal Tutor the student should see how they have progressed, met the challenges of the course, and be helped to think about next steps.

All students are allocated a Personal Tutor. Staff in this role will provide the following:

- Advice and guidance about academic related issues, e.g. learning, time management, understanding academic feedback and development of a personal development plan.
- Advice about low level financial and social issues that students may bring to the meetings or seek guidance about. You are not expected to provide specialist advice, just advice within reason; that you feel comfortable to give.
- Signposting students to Medic Support or other university services for personal, health and wellbeing issues at an early stage.
- Where necessary, raise concerns about a student and / or seek advice from the Year Director or their Deputy. The year Directors maintain an overview of student performance across the cohort and are well placed to advise personal tutors on matters relating to individual students.
- Help maintain appropriate boundaries and good communication between the differing services and support systems available at Cardiff University and the School of Medicine.
There is an administrator who can help Personal Tutors access further support, discuss their student allocations or any other issues that may arise through their work as a Personal Tutor. To contact the MEDIC Personal Tutoring Team email UGMedicPersonalTutoring@cardiff.ac.uk or call 02920 688859.

**Allocation of Students**

At the beginning of the academic year student allocations will be reviewed. The aim is that where possible, staff will follow their students through their programme. Personal Tutors can access their allocation of student and their contact details through SIMS [https://sims.cf.ac.uk/](https://sims.cf.ac.uk/) or the on-line meeting recording and review system at [http://medicapps.cardiff.ac.uk/academicmentoring/](http://medicapps.cardiff.ac.uk/academicmentoring/).

**Meeting with your Tutees**

Students are encouraged to meet their Personal Tutor twice throughout the academic year. During January / February each academic year students **MUST complete an 'annual academic review'** with their tutor. Recommended dates vary by year group and can be identified by consulting the overall timetable which is provided in this handbook.

**Arranging Personal Tutor Meetings**

Tutors will need to contact their students to arrange suitable dates for meeting. This can be done via the online system [http://medicapps.cardiff.ac.uk/academicmentoring/](http://medicapps.cardiff.ac.uk/academicmentoring/). Once a meeting is set up, the system will generate automated reminders for you and the student. Students will respond to the dates offered through the online system. The system will also remind you when your paperwork is due.

**Autumn Term**

Tutors should introduce themselves via email to their students and offer to meet with them either as a group or one to one. This is particularly important for the first year students, and the Personal Tutoring team can help to organise the initial year 1 group meeting. Once a meeting has been set up, please ensure this is added to your online system.

**Spring Term**

Tutors should complete the Annual Review form with their students during this term. This must be a face to face, one to one meeting or where necessary to meet the requirements - video conferencing / teleconferencing may be used, if the student is on placement away from your location. This meeting is a compulsory part of the teaching programme. Meeting should be completed in January / February, depending how they fit with student and tutors schedule.
What to do if a Student Fails to Attend a Meeting or Respond to a Meeting Request

If a student does not respond, the system will prompt them to confirm the date to meet. The system will also confirm appointments to both parties and send out reminders.

If a student fails to engage with you after two attempts or fails to attend an agreed meeting then you must inform the Personal Tutoring team and they will pursue the students on your behalf.

Helpful Tips

Some Tutors have chosen to set up a Doodle Poll (https://doodle.com/) account using the email addresses of their students, offering a range of dates. Once agreed, these can be entered into the on-line system and confirmed with the agreed location of the meeting.

The Annual Review Meeting

The 1:1 Annual Review meeting with students is compulsory. The meeting usually lasts about half an hour.

Students will be asked to reflect on their own academic progress before the meeting and provide the Personal Tutor with a review document (the Student Annual Review Form) two weeks before the meeting.

The form is available to the student on-line and covers the following areas:

- The student’s major academic achievements and areas of academic activity that have not gone so well
- What might have helped the student achieve to a level they would have been happy with
- Things they would now like to think about doing differently in the future
- Achievements they would like to make and any worries they have □ Learning styles
- Personal strengths and weaknesses when thinking about academic challenges and how to overcome them
- How they might shift a weakness into a strength

During this meeting you can discuss academic progress, such as exams and assignment results, which you can access via SIMS. It is intended that students will have time to reflect, think about their strengths and weaknesses and then to discuss and plan areas to develop during the year with you.

The tutors will then need to complete their part of the Review Form, an on-line addendum to the student’s form, the content being agreed with the student. The Personal Tutor Review Form covers:

- Summary of achievements and successes
- Areas identified as requiring additional support/work
- The student’s aspirations for this/next year
- Agreed actions to be taken
When submitted on-line, the combined Annual Review documentation is then locked ready for their review in the following year. Past Annual Reviews are available to tutor and student.

**Personal, Social & Financial Issues**

Students may choose to raise personal, social or financial issues that may have impacted on their ability to achieve academically with their Personal Tutor. You as their tutor may be able to advise or signpost them to either Medic Support or more general University support systems. Personal issues do not need to be documented in the student’s **Student Annual Review Form** or in the **Personal Tutor Review Form**. Should a referral to Medic Support be the best way to help the student then you can direct them to the self-referral form on the Medic Support website or refer them yourself with their consent. Access to the forms can be found here [www.medicine.cf.ac.uk/medic-support](http://www.medicine.cf.ac.uk/medic-support)

**Medic Support**

There may be a number of reasons why medical students struggle during their training. This might relate to personal, health, attitudinal problems, language or written skills or difficulty studying or passing exams. Some individuals have long term health conditions or social, financial issues that can also impact on their wellbeing and ability to manage their course.

The aim of Medic Support is to provide confidential support for students to help them manage whatever aspect of their training they are struggling with and support their health and wellbeing. The service follows the case management model of support. Students who are referred or self refer to Medic Support are triaged to understand their issues and are then where appropriate signposted to University support services such as counselling, occupational health, Dysability and Dyslexia services, financial or legal advice. Some will be assigned a case manager. Their case manager will keep in touch with the student, ensure they are getting the right support and able to access it and offer mentoring and support where needed.

Students may self-refer to Medic Support by filling in a simple form that takes no more than 5 minutes to complete. They can access the forms on-line at: [www.medicine.cf.ac.uk/medic-support](http://www.medicine.cf.ac.uk/medic-support)

Once a referral is received at Medic Support the student will be offered an appointment to discuss their concerns confidentially and identify the most appropriate next steps. The Medic Support team will keep in contact with the student through the process and ensure they continue to receive support either by face-to-face meetings, email or Skype.

**Student Information, Confidentiality and Communication**

Medic Support aims to ensure that students feel confident about ‘who’ they can talk to, ‘what’ is confidential and what is shared between the Personal Tutor and the School of Medicine. As a Personal Tutor, you are there primarily to help with academic issues. You may also be able to give students simple advice about issues
around finance and social concerns that students want to share with you or sign-post them to general University support services.

If, as a Personal Tutor, you feel the student needs more specialist advice, you may refer them on to Medic Support as outlined above. There is a Medic Support Information Leaflet and a form that Personal Tutors can use to refer a student (Medic Support Referral Form) that is available from the Medic Support website: www.medicine.cf.ac.uk/medic-support
Overview of MBBCh and C21 curriculum

A schedule summarising the 5 year programme with dates, is provided in Appendix B.

There is a progression in learning during the C21 five year programme from an 80% science/20% clinical balance in Year 1 to a 20% science/80% clinical balance in Year 5.

Year 1

2018/19 is the sixth year intake of students onto our Medical School’s C21 curriculum. Years 1 & 2 comprise Phase 1 of the course. Phase 1 consists of two autumn and two spring semesters; the first autumn semester is called ‘Platform for Clinical Sciences’ (PCS) and semesters 2-4 entitled ‘Understanding Health - Integrated Science for the Life Course’ (ISLC), often referred to as Case Based Learning (CBL). Another key component of Phase 1 is the ‘Student Selected Components’ (SSCs) module.

In Year 1 the basic pattern starts with the eleven week PCS in autumn semester, followed in spring semester by CBL - a series of two week clinical cases that follow a chronological lifecycle. Throughout the year, but mainly during spring semester, students also engage in SSCs.

PCS provides a transition into medicine that introduces to students the core sciences, clinical skills and learning styles, which will underpin their remaining studies. PCS covers the basics of anatomy, microanatomy, biochemistry, physiology, cell & molecular biology, immunology, microbiology, social sciences and psychology, as well as developing the fundamental communication, clinical skills and professional behaviours required of a doctor. Learning during PCS is supported by lectures, tutorials and practicals; tutorial groups typically consist of 25-35 students and encourage active learning and collaboration through use of discussions, presentations and completion of worksheets with the tutor(s) guiding engagement.

Case Based Learning during spring semester further exposes students to ‘real’ patients and related health care settings, to illustrate the clinical scenarios and to set them in the context of the NHS and patients’ communities. The six cases are chosen carefully to illustrate both the basic sciences that are needed to front-load the curriculum as well as to demonstrate common clinical conditions. The case studies cover:

- a joint injury,
- symptoms of urinary tract infection,
- Indigestion,
- chest pain,
- a chesty cough,
- cognitive decline,

The clinical scenarios link the basic sciences to common clinical conditions. Small group tutorial sessions consist of only 9-11 students and a facilitator. Each CBL group meets three times over the two week case (ie Monday, Monday, Friday) in order to, a) clarify the terms and concepts in the problem description that are unknown to the group, b) discuss the problem by using prior knowledge, learning from independent study & taught sessions, and c) draw together learning as a group. The facilitator guides this process, however it is very much student-led. Student learning is supported by lectures, practical’s & seminars, clinical skills sessions, a ‘Doctoring’ programme and patient contact, all linked to the cases being studied. Students spend up to a day per week seeing patients with similar conditions in local hospitals, general practices and other community based services around South East Wales.

The SSC program complements core learning & teaching, allowing students to study areas of particular interest, developing research skills and encouraging analytical and critical thought. Whilst three weeks of spring semester are set aside for SSCs, the program actually start during PCS and runs through most of the academic year. In Year 1 there are four individual SSCs: humanities project, pathophysiology project, literature review, and a practical research experience.

There are student exams in early January (formative) and at the end of the academic year (summative), with coursework submissions through the year (eg reflective writing based on Community Clinical Learning).

**Year 2**

Phase 1 continues with the cycle of the 2 week case study model with clinical experience interwoven within these. The small group learning for Year 2 is normally Monday, Monday, Friday in Semester 1 and Tuesday, Tuesday, Friday in Semester 2. Up until Christmas case studies cover:

- Antenatal screening
- Pregnancy/Breast feeding
- Child Health Vaccinations
- Type 1 Diabetes
- Abdominal pain

After Christmas and up until Easter students cover:

- Mental Health
- Palpitations
- Back pain/Palliative care
- Heart failure
- Type 2 Diabetes
After Easter they cover:
  • Rural Health / Trauma

In Year 2 there are four weeks dedicated to SSCs with four different projects: two experience projects, freelance journalistic article and a year 2/year 5 vertical integration conference.

Year 2 students sit three progress tests throughout the academic year, and an end of phase main examination (S2) and summative ISCE in the main examination period at the end of the academic year.

**Year 3**

Year 3 provides a greater amount of time in clinical practice, the majority of the year (24 weeks in total) is spent on placement in hospitals and general practice predominantly in South East but also North Wales. Students get lots of opportunities to see medical care and practice their history taking, physical examination and practical skills in the clinical environment. The three clinical blocks are all 8 weeks in duration – they are called ‘Hospital front Door’ (focus on emergency care), ‘Chronic Disease 1’ and ‘Oncology Surgery’. They take place in September to November, January and February, and May until July. The placements are structured in such a way that students rotate around a number of different departments so they sample a range of different specialities and meet many different healthcare professionals / patients. During each block, the student has an Educational Supervisor who usually meets them at the beginning of the block to set goals, halfway through to review progress, and at the end of the placement to review what has been achieved and sign them off. Students are expected to perform at least 6 ‘supervised learning events (mini-CEX’s and CBD’s) where they receive immediate feedback and areas to focus future practice. They also need to have at least 10 of the listed clinical skills signed off and uploaded by the end of Year 3.

There are 6 whole year teaching weeks which are dispersed through the year and are called ‘Applied Clinical Science’ – each has an area of focus e.g. evidence based medicine or infection and immunity, they are a mixture of plenaries and small group work. At the beginning and end of every clinical block there are teaching sessions that relate to the subject the block itself e.g. acute care, but also contain clinical and communication skills teaching. These are called ‘bookend weeks’.

As well as this assessment on the block, students have to sit three ‘Progress tests’ (140 Single Best Answer questions over 3 hours, testing what a newly qualified doctor should know). Students have to score at least 50% in an average of 2 papers to pass; there is the opportunity to sit a fourth paper during the year if required.

There is a 6 week Student Selected Component in March/April; most students now arrange their own project with a supervisor of their choice but there are tutor proposed projects available as well. The work is presented as posters at the ‘SSC Year 3/4 showcase’ at the end of the year and the best ones (as judged by students
and academics) present their work in front of their peers in a lecture theatre for prizes.

There are two 'longitudinal patient' projects. Students follow a patient who has been diagnosed with cancer over a period of time – they get to join their consultations, see treatment etc. and then write it up. This is called the ‘oncology project’. They also follow a patient in hospital into the community to focus on issues such as discharge planning / follow up – this is called the ‘patient pathway’. A ‘medical evidence’ and ‘teaching task’ are also performed as formative assessments which must be completed. It is expected that all students engage fully with the course and behave in a professional manner at all times. There is now an increased focus on professionalism / behaviour as well as attendance which is monitored centrally and on placement – if there is an issue, the students receive email notification and some attend a meeting with academic staff.

The ‘CARER’ project is a new development for 2018-19. A small number of students will spend the whole of year 3 in Aberystwyth / Bangor. They will have exactly the same requirements as other students.

**Year 4**

Patients are the focus of the learning in Year 4. The curriculum builds on the skills developed through case based learning in Years 1 and 2 and the clinical learning in year 3. Students are responsible for their own learning, in order to achieve all the outcomes.

In Year 4 there are 3 modules each with a week of introductory teaching in Cardiff, clinical placements for 8 weeks in a range of health boards across Wales and a consolidation week of teaching in Cardiff. Whilst on placement as in year 3 students have to perform MiniCex and Case based discussions which are compulsory and provide valuable feedback.

- Women, Child and Family includes Child health and reproductive health,
- Chronic Disease 2 includes Dermatology, Care of the Elderly and Musculoskeletal medicine.
- PMCNO includes Psychiatry, Neurology and Ophthalmology.

The students also have clinical skills teaching and skills which have to be performed in the clinical environment and signed off by an observing clinician. Successful sign off is necessary to pass the year.

This is followed by a 7 week SSC period. Preparation for the SSC starts early in the year with students supported to develop their own projects and have these agreed by their chosen tutor and the SSC team. These may be clinical, scientific, community or population-based studies. You can extend from work you have previously undertaken earlier in curriculum.
There are 3 catch up weeks spread throughout the year in which students can review their progress, have self-directed learning time and take things just a little easier. They are required to be available for all year teaching these weeks which we occasionally have to include.

Students sit 3 progress tests over the year and an ISCE in May. The ISCE is their final clinical exam and is a high stakes assessment. Students must pass 10/12 stations and score \( \geq 50\% \) overall across the stations. This takes place over 3 days in May with students sitting 4 stations per day. If they fail a resit is offered after remediation. To pass the year they need to score over 50\% average in their 2 best progress tests and pass the ISCE as well as complete their workplace based assessments, clinical skills and SSC.

Year 4 is a busy and challenging year for all students preparing them for phase 3.

**Year 5 - Consolidated Preparation for Practice (Harmonisation curriculum)**

Year 5 has been tailored to align with the C21 curriculum. It brings together all of the elements of the course and blends existing knowledge and skills with those required by the Foundation Programme in order to better prepare students for life after graduation. Students are fully integrated in to clinical teams and take increasing responsibility for patient care. The year is focused on the assessment and management of acute and chronic clinical presentations. It consists of four clinical blocks:

- Two 8-week clinical placements, one hospital based (Junior Student Assistantship, JSA) and the other community (Primary Care Attachment, PCA) based, where students will be expected to contribute to patient care under supervision. Learning is predominantly based in the workplace, with sessions in the simulation centre and small group sessions designed to refine clinical thinking, decision-making and case presentation skills.
- An 8 week student Elective where the student primarily arranges their own clinical placement. This can be arranged in virtually any healthcare setting and the majority of students do this abroad.
- A 6 week Senior Student Assistantship (SSA) that allows students to work as part of a hospital clinical team and directly manage patients under the supervision of junior doctors, consultants and other allied medical professionals. If students stay in Wales after graduation, SSA will take place in the hospital where they will undertake their first Foundation (F1) job.

Between placements there are three, core learning blocks that address important aspects of a medical career. ‘Preparing for Practice’, ‘Changing Practice’, and ‘Science and Practice’, provide students with a better understanding of what to expect when they start work, including task prioritisation, team-working, leadership, organisation of the NHS, service improvement, patient safety, the basic science that underpins medicine, and what to expect as a Foundation doctor. There is also one week put aside to enable students to prepare for departure on their electives.
In order to allow students to concentrate on preparing for Foundation, the assessment of core knowledge and competence in clinical skills occurs in the latter part of Year 4. Students must now pass the ISCE, knowledge tests and submit evidence that they have gained competence in all clinical skills in order to progress into Year 5.

Assessment in Year 5 focuses on students demonstrating an appropriate level of knowledge and understanding (tested using the SBA format), safe prescribing skills (students must pass the national Prescribing Safety Assessment, PSA in order to graduate) and ongoing formative assessment and feedback that the student has attained a satisfactory standard in the work place (demonstrated by the contemporaneous documentation of supervised learning events in the MyProgress electronic portfolio).

Students will also register for the Oriel recruitment process for the National Foundation Programme and are ranked for this using a combination of their Education Performance Measure (EPM: based upon academic performance in Years 2, 3 and 4) and their mark in the national Situational Judgement Test (SJT) which is sat in December of the final year.

The well-established combination of experiential workplace-based learning, continuous assessment and feedback of knowledge, skills and professionalism, allows students to really focus on the transition from trainee doctor to Junior Doctor in Training.

**Student Selected Components (SSCs)**

SSCs complement core MB BCh teaching, allowing you to study areas of interest, introducing research skills and encouraging analytical and critical thought from your first year. You are encouraged to develop skills and knowledge in a variety of medical and scientific specialties, including those outside the realm of traditional medicine.

SSCs comprise largely stand-alone modules with blocks of dedicated time within the MB BCh programme. Many university departments, primary care, community-based services and some outside institutions, support the SSC programme. In the later years of the curriculum, hospitals and primary care throughout Wales will contribute and the final year Elective provides students with an opportunity to study in medical or scientific centres anywhere in the world.
Providing a reference for Year 5 students for their Foundation Programme application

The Foundation Programme is a two-year generic training programme (labelled F1 and F2) that forms the bridge between medical school and specialist/general practice training. Students applying for their Foundation Programme place will require two references, one Academic and one Clinical. The School of Medicine has agreed that Personal Tutors should be the first port of call for students needing an academic reference for their F1 application process. **Year 5 students will need to nominate their referee as a part of completing their F1 application specifically during the period 1st -12th October 2018.**

It is important to note that any reference you supply for a student seeking an F1 place, and its content, are not taken into account when allocating the student an F1 place. References are collected on behalf of the student’s eventual employing NHS organization only. The F1 reference is completed online 11th March – 8th April 2019 and takes 10-15 minutes per student. A short guide to completing the *F1 Reference as a Personal Tutor* is available in **Appendix C.**

**Extenuating Circumstances Regulations for 2018-19**

The full Extenuating Circumstances Regulations are available on the Intranet, search ‘Extenuating Circumstances’:

The Guidance section of the regulations sets out the specific role of the Personal Tutor in the process:

Students may, in the first instance, raise possible Extenuating Circumstances with Personal Tutors. Personal tutors should be clear that they do not play an official role in the process but may provide support to students as appropriate. Tutors should make clear that it is the student’s responsibility to complete the University’s Extenuating Circumstances Form and supply supporting evidence. Personal tutors must not authorise requests for Extensions or approve applications for Extenuating Circumstances. Tutors should ensure that students have a realistic understanding of the range of actions and remedies that are available to deal with their circumstances and be aware that students from some cultures may be reluctant to report Extenuating Circumstances and may consider this a sign of weakness or failure. If as a tutor you are unsure about any aspect of extenuating circumstances then please contact the relevant Year Coordinator. Personal Tutors may refer students to Medic Support for support where appropriate, however staff at these services will not be able to provide supporting evidence of Extenuating Circumstances if students have had no prior engagement with them. Personal tutors should not refer students to these services solely to collect further supporting evidence of Extenuating Circumstances.
Student Information and Academic Records

SIMS is used to access information on your students’ academic performance / progress. It offers a dashboard of information that can inform sessions with tutees. Information on your tutees is available from SIMS (https://sims.cf.ac.uk/) by clicking the Personal Tutors tab at the top right of the screen. You may need to click the “+” icon to display this option.

From this screen you will have the option to view the academic record and contact details of tutees and create a short record of Personal Tutorial meetings. The Academic Record screen allows you to review the tutee’s progress, module selections and other information. Records of previous tutees will also be available and will be of use, for example, when writing references.

If you wish to access the MEDIC online system from SIMS, click the “View/Record Personal Tutee Meetings” tab. This will bring up this screen:
From this screen, MEDIC Personal Tutors should:

i. Click on “Click to go to Academic mentoring page” (circled above).

This will take you to the online system where you can organise and confirm meetings and access and append the annual review form as required for each of your assigned students. **Once you log on through SIMS, you will not need to log on again for the online system.** The screen below will appear:
Understanding Assessment & Feedback

Engaging in dialogue with students to promote a shared understanding of assessment and feedback can help students to develop the assessment literacy skills that allow students to better understand the process of assessment and the nature of academic standards. Personal tutors are ideally placed to help develop these skills.

A range of resources and advice are available for personal tutors seeking to work with their tutees in this way. In addition to the resources highlighted below, all Schools have also appointed an Assessment and Feedback Lead to co-ordinate and guide enhancement opportunities within individual Schools and to facilitate continuing professional development (CPD) opportunities in this area. Please get in touch with your Assessment and Feedback Lead to learn more about the ways in which personal tutors can contribute to students’ assessment literacy.

For example, Personal tutors can help dispel the notion that feedback solely consists of written comments on assignments. To address this and to help prompt discussion, you can get your tutees to view the YouTube video developed jointly with the Students’ Union in advance of a scheduled meeting. The short animated video for students, which is available in English and Welsh will only take a minute of their time.

English -  https://youtu.be/ky-hzTLkdQ0
Welsh -  https://youtu.be/1bPZXrNLril

Engaging in dialogue with your students can also help develop students' confidence, help ensure that they can make the best use of the feedback they receive, and allow them to develop an awareness of the complex nature of academic judgement. This not only requires them to recognise feedback, it also needs them to become aware of the ways in which they approach assessment and feedback. Research undertaken in collaboration with colleagues at Oxford Brookes helped identify a range of different factors that impact on student approaches to feedback. Exploring these influences with tutees offers an excellent opportunity to help your students identify the approaches they bring to learning when they arrive at University and how they can develop as independent learners. To help you facilitate this dialogue, an online tutorial has been developed that students can complete. It is available in both English and Welsh.

English -  https://berry4.typeform.com/to/ZTt4rq
Welsh -  https://berry4.typeform.com/to/HISP3Z

There are a range of other ways through which personal tutors can work with their students and engage in dialogue with them to help develop these skills. Helping students to understand how assessment criteria are used and what their feedback is telling them all help to both improve student learning and student satisfaction with assessment and feedback. A range of ideas are hosted on the Yammer ‘Assessment and Feedback group’, which all interested staff are invited to join. And if you’re have for your own ideas, you can always post them to this group.
Confidentiality and Disclosure

Managing the expectation of students when it comes to confidentiality is a crucial element in the Personal Tutor/Student relationship. The relationship is one that is based on an implicit expectation of confidentiality between the two parties and it is important to understand what this means in practice and the circumstances in which it may be appropriate to breach confidentiality.

The University has a Confidentiality Policy and a Confidentiality Guide for Staff which provide practical advice.

http://www.cardiff.ac.uk/public-information/policies-and-procedures/data-protection

Where you are recording information about your tutee that information will be subject to Data Protection legislation and must be handled in accordance with its provisions. You should be aware that Data Protection legislation provides a right of access to personal information therefore anything you record about an individual should be done so on the basis that it potentially could be seen by that individual.

Guidance on Data Protection is also available at the following:

https://intranet.cardiff.ac.uk/staff/research-support/data-management

A key element of Data Protection is ensuring that any personal information that is recorded is surrounded by appropriate levels of security. The University has an information classification and handling scheme so that you can check what methods of storage and transfer are appropriate for the information you are responsible for. Further information and guidance is available at:

http://sites.cardiff.ac.uk/isf/

Training sessions on Data Protection run several times a year are organised via the Staff Development Team. You can book on a course through CORE.
Support for Students

Students at Cardiff University have the benefit of a comprehensive range of professional support services. An important part of the role of Personal Tutor is to effectively signpost these services and refer students to further sources of support as appropriate.

Boundaries

The relationship between Personal Tutor and student is an entirely professional one, based on the provision of academic advice. A friendly and approachable manner is vital to being an effective Personal Tutor and the role offers a valuable means to get to know students on an individual level. Nevertheless, it is important for all parties to understand the boundaries of this relationship. The availability of Personal Tutors should be defined, and there is no expectation that they be available outside normal working hours or official channels of communication. Where students are experiencing difficulties outside of the Personal Tutor’s experience and expertise, it is important to utilise the professional support services that can offer specialist help.

Additional guidance for specific student cohorts is available in Appendix A.

Ask Cardiff - ask.cardiff.ac.uk

Ask Cardiff is an online portal for students to get instant answers to a huge range of frequently asked questions or submit an online enquiry for a rapid response. Information relating to updates to student records, Council Tax, fees, accommodation, IT services, exams, among many others, is available in one responsive online resource and Personal Tutors will find it a valuable resource to signpost to students to help them resolve their enquiries in these areas.

Counselling, Health and Wellbeing

Supporting distressed students

As a Personal Tutor you may encounter a student in distress. You are obliged to call the relevant support services; but do not try to deal with a situation alone or get out of your depth.

For practical information in a crisis situation, please refer to the guidance “Supporting Distressed Students” available here:

https://intranet.cardiff.ac.uk/staff/teaching-and-supporting-students/studentshealth-and-wellbeing/supporting-distressed-students
Emotional and Mental Health Support

Counselling and Wellbeing offer a range of flexible services, including:

- Self-help resources
- Wellbeing Champions Peer Support Programme
- Wellbeing Walk-in
- Exercise on Referral
- Workshops, Course and Groups
- Online and telephone support
- One-to-one Wellbeing or Counselling Appointments
- Specialist Support Options
- Facilitating external referral

Self-help

To support students with self-management, we provide a variety of online self-help resources covering subjects such as: Stress, Anxiety, Low Mood, Bereavement, Homesickness, improving wellbeing, interpersonal relationships and Eating Disorders.

Wellbeing Champions Peer Support Programme

Wellbeing Champions are Student Volunteers who support other students to look after their wellbeing. They promote healthy wellbeing through campaigns, events and supporting and interacting with other students.

Wellbeing Walk-In

Wellbeing walk-in sessions offer an opportunity for students to discuss their circumstances face-to-face with one of our team. Walk-in sessions are available daily without an appointment, and consist of a 10-15 minute chat. We listen and offer advice, information, support and if appropriate external referral.

Please see the student intranet for up to date information on Walk-In times.

Exercise on Referral

This scheme offers a programme of one-to-one support and guidance with the Sport Team. They work with the student to tailor an exercise or health plan around their specific needs, with a view to boosting both their physical and mental health.

Workshops, Course and Groups

A wide range of Wellbeing Workshops run throughout the academic year, focussing on commonly faced difficulties. The sessions are informative, self-help sessions aimed at encouraging the development of healthy coping strategies.

Therapeutic Course and Groups are typically 2-4 sessions long and offer students the opportunity to build on inner resources and learn new ways of coping. They enable students to try out strategies between sessions and reflect on their progress in a supportive and encouraging environment.
One to One Appointments Wellbeing

One-to-one Wellbeing Appointments offer an opportunity for students to work with a Practitioner to: identify goals, receive information, and learn practical strategies which might improve their situation or the way they are feeling.

Students attend an initial 45-minute appointment, with up to four 30-minute sessions available thereafter. The Wellbeing Team also offer a Guided Self-help Programme for students experiencing symptoms of Bulimia Nervosa or Binge Eating Disorder.

Counselling

Within Counselling, clients are offered an initial 90-minute Therapeutic Consultation using a solution-focussed approach, which supports clients to explore and work through more complex issues and identify their inner strengths and resources.

This approach provides a safe, confidential space in which students can explore their difficulties. We aim to equip students with a range of strategies and techniques to enable them to move forward and attain their chosen goals. Up to four ongoing 50-minute counselling sessions can follow if required, during which, Counsellors work within a range of therapeutic approaches relevant to the individual student’s needs.

The Counselling and Wellbeing Service is Accredited with the British Association of Counselling and Psychotherapy (BACP).

Find out more about the team members.

https://intranet.cardiff.ac.uk/students/support-and-services/counselling-health-andwellbeing/counselling-and-wellbeing/our-counsellors

Incident Co-ordination

A member of staff is on duty each day (comprising appropriate wellbeing team members) and provide support and advice to staff, and students in situations where there are immediate or more complex mental health concerns.

Specialist Support Options

Relationships have also been developed with specialist community-based services who work alongside the Counselling, Health and Wellbeing Service. This includes drop-ins with a local Drug and Alcohol service, a Victim Support Service, an LGBT Hate-crime service and a Police Community Support Officer.

Vicky Groves Counselling Manager: grovesvc@cardiff.ac.uk 029208 76533
Student Wellbeing: Studentwellbeingteam@cardiff.ac.uk 02920 874966

Chaplaincy

The chaplaincy provides support for students and staff of all faiths and none. They offer confidential one-to-one support for students going through difficult times socially, academically, and pastorally.
The chaplains are experienced listeners who can offer pastoral support to students and staff going through difficult times. Examples include students who are lonely, struggling to fit in with course/housemates, those who have experienced grief or illness, or frustration or stress about their course and academic work. We work closely with the University Student Services and with the Students Union, and will point students towards other support staff if necessary e.g. counselling, financial advice, skills development etc.

The chaplaincy team is a multi-faith team with full-time Christian (Catholic, Anglican and Methodist) chaplains and part-time Muslim, Hindu, Jewish and Eastern Christian chaplains. All of the chaplains have signed the University’s Equality and Diversity documents and all of them are able to work with students of all faiths and none. We offer help and assistance for students in their own religion and when exploring faith and spirituality more generally.

Each of the chaplains also work with the wider student community, offering worship in their own context, along with a variety of ways to explore faith, and learn about religion. We have a successful Inter-Faith team who put on events throughout the academic year and help enable understanding and collaboration between the student faith societies. We provide events to enable students to get to know other students and to combat loneliness and isolation. These events include lunchtime drop-in café and Chaplaincy £1 Lunch and are open to all staff and students.

The full-time chaplains are often on site and available to see students at short notice. We can be contacted directly through the student intranet chaplaincy pages or by email: chaplaincy@cardiff.ac.uk.

Ramadan Guidance during the Examination Period

Guidance for Students

Studying for exams whilst fasting in Ramadan

Fasting in Ramadan is an important event in the Islamic calendar and an integral part of your faith. This means that you need to include the preparation for your examinations into your everyday activities during Ramadan.

A number of guidance documents have been developed in order to assist Muslim students who are fasting during Ramadan to stay healthy during this period. The weblinks below include tips on how to stay healthy during fasting:

NHS Ramadan Health Guide

NHS Healthy Fasting pages

The University would not wish to dictate to religious students how they should address this situation. However, in order to assist our students, advice has been sought and the following options have been identified:

- Some students may decide not to take any particular steps and to continue with their fast as usual.
Some students, in consultation with their religious advisor, may consider that their examinations are sufficient justification to permit them not to Fast, either just on examination days or perhaps for the whole examination period. The period of fasting can often be undertaken at a later time or some other arrangement could be considered.

**Other sources of Advice and support**

**Students' Union Society**

[Cardiff University Islamic Society](#) is a religious society catering non-exclusively to Muslim students through a wide range of activities and events.

**Cardiff University Muslim Chaplaincy**

The Muslim Chaplaincy has been setup since October 2011 to join the University Chaplaincy team in order to support and help staff and students from the university, and it provides a place of friendship, hospitality, reflection, support, dialogue and faith based educational opportunities to Muslim students and staff.

The Muslim Chaplaincy is based at [Dar Ul-Isra Muslim Educational & Welfare Centre](#) which was established in 1989 to unify and serve the needs of the Muslim community of Cardiff. It is an independent, voluntary and non-profit organisation.

The Chaplaincy welcomes individuals from all parts of the world regardless of their ethnicity, race, nationality or sect. Services provided include; the 5 Daily Congregational Prayers, weekly Friday Khutba (sermon), weekly Quran and Arabic Schools, and Halaqas (Islamic circles) - held in 5 different languages; English, Arabic, Urdu, Malay and Bengali. It also host unique programs during both Eids (festivals) as well as customary interfaith and social activities for people of all ages.

The Chaplaincy is also committed to encourage innovative inter faith work and dialogue between students of different faiths and backgrounds, and it also provides information on the Islamic faith in order to foster cooperation and build bridges with non-Muslim communities.

For more information about the various activities at the Muslim chaplaincy, visit our [website](#) or join our Facebook group, 'Dar Ul-Isra'.

**Location of University Quiet Rooms:**

Information about the University's quiet rooms can be found on the [student](#) intranet.

**University Exam Requirements**

We acknowledge at times there may be some overlap between religious celebrations and examinations. If you have any concerns or queries about observing Ramadan during the exam or examination re-sit period, please ensure that you discuss this with your Personal Tutor at the earliest possible opportunity.
When Ramadan falls during the University exam periods, we will endeavour to be sympathetic to the need for students to meet their religious and work requirements and will do our best to schedule exams accordingly (e.g. putting the longest exams in the morning). This may not always be possible however due to the high volume of exams taking place, room booking availability and the need to schedule exams during a defined period.

Cardiff has a policy in place that enables students to make requests regarding their examinations upon religious grounds. Please see the University intranet for further information.

Please be aware that unless you have agreed alternative arrangements in place, you are required to turn up to all exams at the scheduled times.

Please Remember: You must attend the examinations in the locations that have been allocated to you unless you are unwell or unable to attend (see the extenuating circumstances information below). Please do not try to sit your examinations at venues / times that are different from those you have been allocated

If you are unwell during the exam or the exam period please see the University’s extenuating circumstances policy for information:

**Extenuating Circumstances**

The University does not deem the event of Ramadan to be an extenuating circumstance or reason for claiming mitigating circumstances for examinations unless fasting significantly affects your health and/or you have a medical condition which may impair your performance or prevent you from attending an examination. In such cases you will need to provide documentary evidence to support your claim for extenuating circumstances to be accepted.

Further information about the University’s Extenuating Circumstances Procedure, and a copy of the policy and related forms can be found on the University’s intranet.

If a student feels that observance of the Ramadan fast has had a significant adverse health effect on their examination performance and can provide medical evidence that can confirm this, they may submit an extenuating circumstances application on this basis.
Student Advice – Students’ Union

Student Advice provides advice and information, advocacy and representation through a free, confidential, impartial and independent service to students. Our advisers are happy to provide guidance to both students and professional staff, but we are independent of the University and will act in the interests of students.

The service is accessible by drop-ins, appointments, email and phone. We regularly update our website which provides comprehensive guidance to students and staff – [www.cardiffstudents.com/Advice](http://www.cardiffstudents.com/Advice).

Student Advice provides information and/or general advice on a range of issues such as:

- Academic
- Consumer
- Employment
- Health services
- Housing
- Welfare matters

As a department of the Students’ Union, Student Advice we work closely with the Student Sabbatical Officers to inform policy and develop awareness of rights and responsibility, promote and support the health and wellbeing of students.

Academic Advice and Representation

Student Advice can provide information, advice, representation and advocacy on a range of academic issues including:

- Academic procedures
- Academic appeals
- Complaints
- Conduct
- Disciplinary procedures
- Extenuating Circumstances
- Fitness to practise
- The Office of the Independent Adjudicator (OIA)
- Unfair practice

As an independent service for students, our role is to assist and accompany students through a range of University procedures which can be daunting for students and problematic for University staff. We regularly attend unfair practice, fitness to practise and disciplinary meetings with students to provide support.

If you feel that a student needs assistance with the making of a complaint or engaging with any of the above University procedures please signpost them to us for independent guidance.
Housing Advice and Information

Student Advice provides housing advice on all housing and related matters including:

• Landlord and tenant disputes
• Deposits
• Disrepair
• Finding accommodation
• Council tax
• Halls
• Contract checks (explaining tenancy agreements)
• Housing lists (students who are looking for housing / housemates)

If a student is having a difficult time with a housing situation, this can very quickly impact on academic studies. Student Advice has expert advisers, with years of experience providing housing advice. We are in regular contact with Cardiff Council and Police Community Liaison Officers and can provide students practical solutions to all problems associated with student housing.

Contact Details
Location: 3rd Floor of the Students’ Union, Park Place
Website: www.cardiffstudents.com/Advice
Email: Advice@cardiff.ac.uk
Phone: 02920 781410
Drop-ins: 12pm – 2pm Monday – Friday Term Time
Appointments available on request

Academic Study Skills

Academic Study Skills is a free service available to all undergraduate students to help them get the most out of their studies and achieve the best results possible. The jump to university study can sometimes be quite challenging and so they offer a wide range of study skills classes to help all undergraduates regardless of year of study or degree course. Classes are offered on Tuesday and Wednesday afternoons at 50 Park Place and at the Heath Campus so that all students can take advantage of this service.

Academic Study Skills

Academic success at university can often depend on a student’s readiness to study independently and apply critical thinking and analysis throughout their degree. The Academic Study Skills service see a wide range of students including those who are aiming for a first class degree, as well as those who are struggling to get the grades they want or those who have been found guilty of inadvertent plagiarism. They offer the following academic study skills classes and certificates:
Certificate in Academic Writing: this includes classes on Critical Reading and Thinking, Note Making, Essay Structuring and Analytical Writing

Certificate in Study Skills: this includes classes on Time Management, Reflective Writing, Avoiding Plagiarism* and Structuring your Writing (*this is not a referencing class).

Certificate in Self-Management: this includes classes on Independent Learning, Team Working, Motivation and Time Management

Revision and Examination Techniques: this includes classes on Time Management, Note Taking for Revision, Memory Tips, and Examination and Revision Strategies

Presentation Skills: this includes classes on Introducing Presentations, How to Give a Presentation and Micro-Presentations

All undergraduate students are eligible to attend and can secure their place by going to the Student Intranet – Your Study where they can book using the online booking form. Students tend to be a mix of those who self-refer and those who have been referred to the service by a member of staff.

For those students who have been found guilty of inadvertent plagiarism and advised to complete a study skills course, they recommend the Certificate in Academic Writing so that students can gain the rationale as to why they need to engage in independent thought and how referencing can aid them in evidencing their research.

The service endeavours to be responsive to student demand and so the above list of classes will vary with different classes being offered at different points in the academic calendar. Additional classes may also be offered at certain points but all classes will be advertised on the Student Intranet in good time.

Students who wish to gain one of the Named Certificates listed above, must attend all classes in that pathway. Students who wish to gain a Certificate in Academic Study Skills can complete any four classes with the exception of Presentation Skills. Certificates are not credit bearing but are signed by the Vice-Chancellor of Student Engagement and Academic Standards.

The service does not offer classes on Referencing Skills as these are offered by University Library Services. Likewise, they do not offer any classes of a mathematical or statistical nature as these are offered by Maths Support. English Language Skills for students whose first language is not English should contact English Language Support. They do not offer one-to-one support, dissertation guidance or proof reading services.

The Academic Study Skills service are currently working in collaboration with Library Services and English Language Support to develop a suite of online tutorials so that all students can access support remotely as well as in person. Please refer to the Student Intranet for updates.

Staff and students should refer to the Student Intranet – Your Study to book a place or contact skillscentre@cardiff.ac.uk or extension 70893 for more information.
Maths Support Service

The Maths Support Service is freely available to all Cardiff University students who may be struggling with maths or stats, need to refresh their skills or need additional help. The service offers drop-in sessions, learning resources and study skills tips. The aims of the Maths Support Service are:

- To promote the service among all current students, prospective students and staff.
- To create a relaxed environment where students are encouraged to discuss any of their mathematical queries.
- To assist students to develop a sound basis in the mathematical skills necessary to succeed in their particular subject areas.
- To work with individual Schools to develop subject specific resources (including the provision of subject specific tutorials if required).
- To monitor the provision of Maths Support across UK institutions and apply examples of good practice to further enhance the service.

It should also be noted that:

- The service is not intended to be used a replacement for, or alternative to, any teaching provided by individual Schools.
- It is not intended for the facility to be used as a mathematical/statistical consultancy.

To support the aims highlighted above, the following system of support has been developed:

General drop-in sessions

The drop-in sessions are available to all students throughout teaching weeks.

Mon-Fri: 11.00-13.00, School of Mathematics, Room M0.37

NOTE: Statistics support is available during the Friday session.

These are not formal lectures! The drop-in classes are relaxed and informal sessions, where students are encouraged to bring along any mathematical and statistical queries, no matter how small, and discuss them with a tutor. This can be done on a one-to-one basis or in a small group (typically 2-5 students). The tutor may also be able to provide you with supplementary materials to help reinforce understanding of the topic beyond the session. There is no need to book in advance, all queries are dealt with on a first come, first serve basis.

NOTE: During the Christmas/Easter/Summer break-periods there are no scheduled drop-in sessions.
Pre-arranged appointments

Appointments can be arranged on a one-to-one basis or for small groups (typically 25 students). Each appointment lasts approximately 30-45 minutes, and are determined on the following basis:

- The query relates to research or project work not suitable for discussion in a drop-in session.
- Or, the student is unable to attend any of the drop-in sessions during the week.
- Or, the student would like to discuss in private how the service might be utilised to effectively support their needs.

NOTE: Appointments are dependent upon the availability of a suitable tutor. Therefore, enquiries should be made well in advance of any deadlines to avoid disappointment. To arrange an appointment, students should email mathssupport@cardiff.ac.uk with details of the query, and a range of potential meeting times.

Subject Specific Sessions

The Maths Support Service is available to individual schools to organise subject specific sessions. If you think your School would be interested in developing such support, please contact the Maths Support Service via mathssupport@cardiff.ac.uk.

Learning Resources

A range of learning resources are available to students via the Maths Support Learning Central Module. Resources include Facts and Formula Sheets, Refresher booklets, Video tutorials etc. Some additional resources/links relating to specific to subjects are also provided. If assistance is required on a topic that is not covered here, or after working through a particular resource students still require support, they are encouraged to bring their query to one of the drop-in sessions. Hard copies of the resources can also be obtained from the drop-in sessions.

Full details relating to the Maths Support Service are available via the (student) intranet and Learning Central.

Careers and Employability

Careers and Employability offer a range of ways for students to access careers advice and guidance to help with all stages of career planning, from exploring the future, building skills through to supporting them to make it happen.

Our team of Career Advisers are on hand to help with all stages of career planning.

Before booking an appointment or come to drop-in, a student should check out the careers sessions and Masterclasses via their Careers Account application on the intranet (calendar format). They will find lots of workshops on offer to help with their career planning.
Masterclasses
These are workshops run regularly throughout the year in Careers & Employability, 51a Park Place. The Masterclass series covers topics such as CVs, LinkedIn, Interview skills, Application forms, and Commercial awareness. To view the list of Masterclasses and book please visit the Career Account application on the intranet.

Career Appointments
Students can book a career appointment for a wide range of topics including:-

- Start considering your options
- CV and application form review
- How to gain work experience
- Advice on postgraduate study □ Planning your next step

The career appointments are bookable two weeks in advance (remove because it sounds a bit like they have to book 2 weeks in advance!) via your Career Account application. Every School has a Careers Adviser who will be delighted to work with students at any stage of their degree.

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<tr>
<th>College</th>
<th>Lead for Schools</th>
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<tr>
<td>AHSS</td>
<td>Sarah Allbeson – C&amp;E Business Partner</td>
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<tr>
<td>Jane McElroy</td>
<td>CARBS</td>
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<td>Llinos Carpenter</td>
<td>ENCAP, SHARE, WELSH</td>
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<td>Kirsty Osman</td>
<td>GEOPL, SOCSCI</td>
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<td>Helen McNally</td>
<td>JOMEC, LAWPL</td>
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<td>Claire Hudson</td>
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<td>BLS</td>
<td>Rhian Perridge – C&amp;E Business Partner</td>
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<tr>
<td>Alexandra Houston</td>
<td>BIOSC, DENTL, HCARE, MEDIC, OPTOM, PHARMY</td>
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<td>Joanna Harris</td>
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<td>PSE</td>
<td>Rhian Perridge – C&amp;E Business Partner</td>
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Drop-in

If a student has a quick query but hasn’t had time to book an appointment, they can use our Drop-in service at the Careers & Employability Centre at 51a Park Place. Check our schedule on Twitter or Facebook. Drop-in is generally available 1-4pm every weekday and students should call in around noon to book an appointment for later that afternoon.

Career Central

This online careers resource provides advice and information to undergraduates, postgraduates and graduates. From CV and personality tests, to career areas and working abroad, Career Central is the perfect starting point for students.

How can Personal Tutors use this resource?

Our Personal Tutor guide has 4 personal tutor sessions that can be used to guide students through this online resource and begin their career journey. Personal Tutors could also use this in a one to one sessions with tutees, pointing them to areas that might be of interest. If personal tutors would like to talk to a member of Careers & Employability staff in more detail about how to use this resource, please contact the Careers Advice and Information team.

Please contact: Karen England, Information Officer. Tel x76790

Please contact: careers@cardiff.ac.uk, (0)29 2087 4828, 51a Park Place.
Opportunities for Students

The Cardiff Award

The Cardiff Award provides students with the opportunity to gain recognition for the skills obtained through extra-curricular activities. The Award aims to improve students’ professionalism and employability, increase self-awareness of their skills and enable them to articulate these effectively to future recruiters. The Award complements the university experience and better equips students for graduate employment.

The Cardiff Award is open to 1st, 2nd and penultimate year students from any discipline. The programme takes between 12 and 18 months. The programme is optional and extra-curricular, however there are some elements that students can complete within their degree if this is offered.

Students apply to the programme by sending a summary statement on why they want to take part in the programme to the Cardiff Award team. Once registered onto the programme students complete the following;

1. 70 hours of extra-curricular activities: This could include work experience (paid or unpaid, volunteering, society or sports club involvement and up to 35 hours of a degree placement).

2. Five workshops: CVs and covering letters, application forms, interview skills, LinkedIn and commercial awareness. These workshops are provided by Careers and Employability but students can count workshops run by their school or external workshops run by employers where relevant.

3. Recruitment experience: Students complete one recruitment experience from the following;
   - Psychometric test
   - Mock interview
   - Mock assessment centre
   - Mock video interview
   - Presentation
   - Develop a business canvas model

Students do not have to pass the experience but will receive feedback to help them improve and prepare for the recruitment process when they leave University. Careers and Employability provide these experiences but students can also source these from their school or externally where appropriate.

4. Attend a CV Clinic: Students will bring along a career focused CV and cover letter to a CV clinic, where an Advisor will review it with them and give them recommendations on how they can improve it.
5. Final portfolio: Once students have completed the above three elements they submit a portfolio for assessment. This includes relevant paperwork such as feedback from the recruitment experience and a record of their extra-curricular activities and workshops. The assessed elements are:

- 500 word reflective log
- Application form

The final outcome is a fail/pass/distinction. Those who fail receive feedback and have an opportunity to re-submit the portfolio in order to achieve a pass grade. Those who pass or achieve a distinction will have the Cardiff Award appear on their enhanced transcript when they graduate.

Main point of contact for students: cardiffaward@cardiff.ac.uk, 02920 874 222

Cardiff Award Manager (Main contact for support and advice to schools): Leah Doherty, Dohertyl4@cardiff.ac.uk, 02920 876945

Cardiff Award Project Officer (contact to arrange lecture shouts and promotion of the Cardiff Award to students): Amy Campbell, campbella19@cardiff.ac.uk, 02920 870242

@cardiffaward

**GO Wales: Achieve Through Work Experience**

The GO Wales: Achieve through Work Experience Programme is a European Social Fund (ESF) / Welsh Government funded project, delivered in all universities in Wales. It is designed to help young students on higher education courses in Wales to develop and refine their employability skills through tailored, flexible work experience so that they are in the best situation to secure employment, further training or education when they finish their studies, reducing their risk of becoming NEET (Not in Employment, Education or Training).

**What the Programme Offers**

- Work shadowing – up to three days unpaid work experience. Work shadowing is an informal type of work experience where the student observes someone in their role to understand how they do their job. It aims to provide an insight rather than hands on experience, and often helps refine the career aims of the student.
- Work tasters – up to four weeks unpaid work experience where the student gets the opportunity to learn about work and the working environment by observing and undertaking some tasks.
- Work placements – four to six weeks paid placements where the student gets hands on experience or works on a specific project (This paid opportunity is 50% subsidised by GO Wales)
Who Can Take Part?

Eligibility criteria:
- Under the age of 25 years when joining the programme
- A full time student
- Have the legal right to live in the UK whilst a HE student

They must also be one or more of the following:
- A student with a disability or work limiting health condition
- A student who identifies as BME
- A student who is or was in care
- A student with caring responsibilities such as care of young children or other relatives
- A student from a low Higher Education participation neighbourhood (Using the Polar 3 measurement of low participation and the post code checker on the HEFCE website)

Suitability:

In addition to the above criteria, GO Wales project officers will meet with the students, and undertake an employability assessment, in order to determine their suitability for the project, based on criteria set out by HEFCW.

How it Works

In the first instance, a meeting is set up between the student and a member of GO Wales staff, and an in-depth discussion takes place surrounding their experience, skills and career aspirations. Once eligibility and suitability has been established, the staff member will:

- Spend time with the student to identify what kind of work experience could be helpful to them, including the setting of objectives, to ensure they make the most of the opportunity;
- Contact appropriate organisations to find relevant and good quality work experience;
- Stay in touch with the student while they are on work experience and meet with them afterwards to help them reflect on and learn from the experience and plan their next steps.

The work experience will be flexible to meet student needs. In addition to sourcing suitable work experience the GO Wales Programme may provide travel expenses and other financial support such as childcare costs where appropriate.
To refer a student please ask the student to sign the referral form, to permit you, as Personal Tutor, to share their details with us. Alternatively, the student can contact: GO Wales@cardiff.ac.uk

CUROP

The CUROP programme provides Cardiff undergraduate students with the unique opportunity to explore the world of research through summer placements across all academic disciplines within the university. The scheme aims to develop students’ academic and employability skills through active participation in live research projects and help students make a more informed decision on furthering their research at postgraduate level.

CUROP placements are available to 1st, 2nd and penultimate year students from any discipline.

The scheme which runs annually, offers a unique opportunity for students to undertake a research placement over the summer period and work alongside academics in an authentic research environment.

The scheme offers a stipend to help support students on placement which is paid directly to students in two set payments. This stipend allocates £1600 for fully funded projects and £800 for half funded projects.

Placements can last for a total duration of 8 weeks, with fulltime placements equating to 35 hours per week.

At the end of the scheme, all participants come together for a day to exhibit research posters, sharing their experiences and disseminating their research findings to the university audience.

As part of the scheme, a programme of activity is offered to widen the CUROP Community of Practice, providing students the opportunity to meet with fellow CUROP researchers, as well as developing their skillset. The programme consists of the following:

• Workshops delivered by Careers Service on CVs & Covering Letters, Application Forms & Interview Skills
• An Introduction to Research at Cardiff University event
• CUROP Skills Development Workshops
• Research Poster Design & Communication Workshop
• Poster Exhibition Event

Summary of responsibilities for students:

• Commit to the complete term of the project, whether full time or part time;
• Engage fully with the research project and maintain contact with supervisor;
• Produce a poster and complete a survey on their CUROP experience;
• Attend an exhibition of the CUROP posters at the end of their project term (usually October)
For researchers, the scheme provides, CUROP students can contribute significantly to the initial and progression of research projects and provide a valuable additional staffing during the summer period.

For more information, please contact Jahanara Begum, Begumj1@cardiff.ac.uk or alternatively, visit the CUROP pages via the Staff & Student Intranet pages.

Global Opportunities Available for Students at Cardiff

Global Opportunities offers students the opportunity to work, study or volunteer abroad as part of their university experience. This can be as part of their degree programme or during the summer holidays.

Evidence shows that an international experience is a valuable way for students to enhance their employability, develop transferable skills, increase cultural awareness and improve academic achievement.

“Students who were mobile were almost 20% more likely to achieve a 2:1 or 1st Class honours degree with mobile graduates earning more in 40 out of 67 subjects with disparities as high as £3000 in some cases.”

UK HE “Gone International” 2015 report

We offer a wide range of opportunities, with funding available for each type of placement:

Degree-based study or work abroad

- Erasmus+: study at a European exchange partner, or undertake a traineeship (work placement) usually for 1 or 2 semesters, as part of the student’s degree programme.

- International Exchange: study at a worldwide partner (outside the EU) for one or 2 semesters, as part of the student’s degree programme.

Please note these options are dependent on the degree programme. Please see our school specific intranet pages for further information, as well as contact details of your school’s Exchange Coordinator.

GO Summer Programmes

Typically lasting three weeks or longer, summer programmes offer students complete flexibility to work, study or volunteer abroad in the summer holidays. Such placements are not credit bearing.

- Internships: students can apply to undertake an internship through one of our partner internship providers. Placement locations include China, Colombia, India & the USA. Students can also propose self-sourced internships and receive GO funding if the placement is approved by GO.
• Study: students can apply to undertake a study programme at any NARIC recognised university in the world, in any subject. This is particularly beneficial to students interested in language learning.
• Volunteering: students can apply to undertake a volunteering project through one of our approved projects, in conjunction with a range of charities. Project locations include Fiji, Vietnam, Ecuador & Uganda. All projects have been fully assessed by the GO team for safety, sustainability and impact.

Academically-led Programmes

Each year academic schools are invited to apply for funding towards international projects they wish to devise and run for students. Students will not obtain academic credit for such programmes.

Recent examples include: students working as part of the Phoenix Project to develop a public health campaign for schools alongside local University of Namibia students; Earth Science students undertaking training and research at the Panama Canal Authority; and Social Science students undertaking research, training and social impact projects in the USA, Spain and New Zealand.

Further, comprehensive information can be found on the Global Opportunities intranet pages.

https://intranet.cardiff.ac.uk/students/your-study/spend-time-abroad/funding

The Global Opportunities team are based at 51a Park Place and are open to students weekdays, 1.00 – 4.30pm. Email: go@cardiff.ac.uk Telephone: x70536
International Student Support

The In-sessional team provide English language and study skills support to UG & PG students whose first language is not English through taught classes and one-to-one tutorials. They run tailored support in some Schools, and an Open Access programme available to any international student on a first come, first served basis.

Support may include essay and report writing, vocabulary expansion and general language improvement, presentation skills and oral communication skills.

Tailored Support in Schools

English Language Programmes’ (ELP) In-sessional team provides tailored in-house support to Schools on request (support is paid for by the Schools).

There is currently some in-house support available in:

- JOMEC (PGT): Classes and one-to-one tutorials
- CARBS (PGT and UG): Classes and one-to-one tutorials
- SOCSI (PG): Classes and one-to-one tutorials
- ARCHI (UG and PG): Classes
- LAWPL (LAW LLM): Classes and one-to-one tutorials
- LAWPL (LAW LLB): Classes
- LAWPL (Bar Professional Training Course): Classes and one-to-one tutorials
- ENGIN (UG, PGT and PGR): Classes
- ENCAP (PGT and PGR): One-to-one tutorials
- PSYCH (UG only): Classes
- MUSIC (PGT only): Classes

Classes tailored to the needs of students in Schools often focus on writing skills (essays, reports, dissertations/projects), reading skills and use of sources (notetaking, paraphrasing, summarising, citation), speaking skills (discussion/presentations).

Bookable one-to-one tutorials focus on developing individual writing skills. The aim is to enable students to transfer learning to other written work. This is not a proofreading service. Tutorials may also be used to address questions about English or to practise oral skills.

Open Access English Language Support

The In-sessional team also run an Open Access programme, to meet the needs of students who do not have access to support in their School. The programme includes a choice of classes:

- Academic Writing
- Language Improvement (grammar and vocabulary)
- Reading Skills
- Listening and Note-taking
- Everyday English for University Study
- Pronunciation
• Seminar Skills
• Presentation Skills
• English for Dissertation Writing

Enrolments for these classes are held at the start of each semester.

ELP also run short courses in English for Research Writing for the Doctoral Academy (bookable through RSSDP).

An Open Access “drop-in” one-to-one service is held on Friday afternoons (Students' Union top floor classroom). This operates on a “first-come, first-served” basis.

**Online Lessons**

The In-sessional team has produced 30 online English language lessons (in Xerte) available via the Intranet to Cardiff University students. It is envisaged that these resources will be developed further. Currently, students can access online lessons on:

• Academic Writing
• Academic Vocabulary
• Grammar

Available at: [https://intranet.cardiff.ac.uk/students/your-study/study-skills/english-language-support/online-modules](https://intranet.cardiff.ac.uk/students/your-study/study-skills/english-language-support/online-modules)

**Personal tutors**

Personal tutors may wish to refer students to In-sessional support information.

Further information can be found here:

[https://intranet.cardiff.ac.uk/students/your-study/study-skills/english-languagesupport](https://intranet.cardiff.ac.uk/students/your-study/study-skills/english-languagesupport)

If you have further questions:

For CARBS, please contact: ELPinCARBS@cardiff.ac.uk

For JOMEC, please contact ELPinJOMEC@cardiff.ac.uk

For other Schools and enquiries about Open Access support, contact:

insessional@cardiff.ac.uk

For other Schools and for enquiries about Open Access support, please contact:

insessional@cardiff.ac.uk

David Harries (In-sessional Manager)
Disability and Dyslexia Support Service

The Disability and Dyslexia team provides information and advice to prospective and current disabled students and delivers specialist support services.

The team advise academic and professional service staff on how to meet the needs of individual disabled students and make recommendations for reasonable adjustments based on assessments of need.

The team offer pre-diagnostic screening for students with undiagnosed Specific Learning Difficulties, such as dyslexia, and co-ordinate diagnostic assessments. The specialist support services the Disability and Dyslexia team deliver are a registered assessment centre for students applying for a Disabled Students Allowance, study skills sessions, specialist mentoring sessions and support workers, e.g. note takers, mobility assistants and library support.

The Disability and Dyslexia Service provides information and advice to disabled students on the support and adjustments available at the University and, where appropriate, from external organisations. The team work with students with sensory and physical impairments, long term medical conditions, long term mental health difficulties, Autistic Spectrum Conditions and Specific Learning Difficulties. For students who may have an undiagnosed Specific Learning Difficulty such as dyslexia the team offer a pre-diagnostic screening service, which is available on-line, and coordinate diagnostic assessments.

Advisers carry out assessments of need with students who register with the Service to identify the specific adjustments required to meet their individual needs. Advisers obtain and hold students’ medical evidence and use this to inform the assessments of need.

The Disability and Dyslexia team contact applicants who are made an offer and have told the University about their disability to identify their needs prior to the start of the academic year. Students can, however, register with us at any time throughout their studies.

Each School has a dedicated Disability Contact, which are liaised with to co-ordinate reasonable adjustments and support. A full list can be obtained here:

https://intranet.cardiff.ac.uk/students/support-and-services/disability-anddyslexia/study-support/disability-support-in-schools

Examples of the types of learning and teaching adjustments commonly recommended include lecture handouts in advance, recording lectures using event capture, permission to record lectures, material in alternative formats and, via Registry, adjustments to examinations, e.g. extra time, rest breaks, use of a computer. The team also work with library services and residences to enable disabled students access to the full range of student and campus services. Students who are domiciled in the UK may be entitled to a Disabled Students’ Allowance (DSA) from their funding body and Disability and Dyslexia can advise students on their eligibility for this and the type of support which can be funded from the allowance. The specialist services the team provide are only available to students who have been assessed as requiring this type of support as a result of their
disability, either as a package of support funded by the DSA or as a reasonable adjustment made by the University in cases where students are not eligible for the DSA.

The specialist study skills and mentoring sessions are bookable on a one-to-one basis and the study skills tutor or mentor will identify areas in which specialist support is required to address a disability related difficulty; for example, developing organisational strategies and memory and concentration techniques. The aim is for students to develop independent study skills which they can apply to all aspects of study. Study Skills sessions may use examples of students' work, however it is not a proofreading service. Mentoring sessions will work with students to manage the impact their mental health has on study, however it is not a therapeutic counselling service.

Support workers may assist students in timetabled sessions, e.g. note takers in lectures, laboratory assistants in practical sessions or during self-directed study in the library. Our support workers do not work with students who have a temporary access problem as a result of an injury, such as a broken leg.

Christine Werrell (Head of Disability and Equality) Mathew Williams (Senior Disability Adviser) Chloe Harrison (Specific Learning Difficulty Adviser) Jessica Westermark (Mental Health Adviser) disability@cardiff.ac.uk
Advice and Money

Advice & Money provide practical advice on issues that affect student life. Advice & Money give students information so that they can make informed choices and listen as they talk through situations that are affecting them. Most queries relate to student funding issues or money problems, a change of circumstances in a student’s course or crises in their personal life.

- **Student funding** or issues with student funding bodies (including SFW, SFE, NHS or Social Care Council) such as delays in payment, submitting applications, assessments, regulations and appeals. Advice & Money also offer advice on additional grants available for dependants, childcare and benefits available to students.

- **Withdrawal, Interruption of Study, repeat study or transfer of course** - It is essential students are directed to the Advice and Money Team in the Student Support Centre (SSC) if they are thinking of any of these changes. This is because a change of circumstances can have serious implications on a student’s funding in the current year, and/or in the future. It can also have an impact on other issues, such as housing contracts.

- **Placement or Year Abroad Funding** - Students can receive varied amounts of money depending on location and placement type. Advice & Money offer talks to student groups taking a year abroad or work experience opportunities and can help with individual student queries. They can also help staff complete relevant sections of student funding forms.

- **Unfair Practice and Fitness to Practice issues, Extenuating circumstances or appeals** – Advice & Money will help explain the University procedures and possible outcomes, directing students to the appropriate Students’ Union support service if required.

- **Change of circumstances in students’ personal life** – Advice and Money offer practical information on the options and support available to students who may have been affected by issues such as ill-health, bereavement, relationship breakdown, homelessness or other housing issues, pregnancy and debts. Advice and Money help students make the best decision to move forward, minimising disruption to their study.

Money Issues

If a student’s study is affected by excessive work or they are in financial hardship they should apply to the Financial Assistance Programme. Students are often inexperienced in managing their money. Advice & Money help them back on their feet and teach them money skills to manage better in the future. The Financial Assistance Programme awards are means tested and look at all income available to students and reasonable essential expenditure. Advice & Money aim to help students help themselves and ensure students are helped through unexpected crises that affect their ability to continue on their course.
The Advice & Money team offer a range of talks on developing money skills for Freshers to help them make the best start financially at university and offer individual support to deal with money problems whilst a student.

Advice & Money manage the University Undergraduate Bursary Scheme for students who qualify for a maintenance grant and the university UG Scholarship Scheme (awarded at point of entry only).

Advice & Money are available Monday to Friday (9:00am-4:00pm) at the Student Support Centre, Students’ Union, 3rd Floor. There is also a member of staff based in the Business School and in Cardigan House at the Heath Park Campus.

For help with queries relating to student finance or course related issues, or practical advice on a crises affecting a student, contact us at Advice&Money@Cardiff.ac.uk

For students with money problems, you may direct them to FAPA@cardiff.ac.uk

For UG bursary queries for home students, you may direct them to Bursariesandscholarship@cardiff.ac.uk

We welcome contact from staff by phone on 76009.

Information is available on the student intranet under the Money Section of Support & Services
**Student Health, Occupational Health Screening and GP Services**

Students may encounter health problems that impact their ability to complete elements of their course.

You have the opportunity to refer the Student to the Student Occupational Health Service for a health consultation. Referral to the service is via a Management Referral document available on the intranet. The student must agree to the referral and completion of the documentation, ideally, should be in conjunction with the student. Referrals to the service are sent electronically to a dedicated email address and all referrals are triaged by one of the Occupational Health Nurses.

The Student Occupational Health Service is located on 2nd Floor, Cardigan House, Heath Park, Cardiff.

Within the Student Occupational Health Service there are a team of Occupational Health Nurses operating alongside an Occupational Health Physician. Both the Nurses and the Physician will assess referred students and provide appropriate reports to the referrer. Student may receive a copy of this report if requested.

Advice and guidance regarding student health issues may be sought from the service directly in advance of potential referrals by either telephone or email.

The Student Occupational Health Service may assess students as part of the Fitness to Practice or Fitness to Study Regulations.

**When should I refer a student?**

Examples of potential reasons for referral are outlined below. You should refer a student as early as possible for the following conditions:

- they’ve had surgery which impacts on their ability to complete elements of their course
- they have an illness which impacts on their ability to complete elements of their course
- they are on a clinical course and suffering with a skin related condition you have concerns over the student’s health impacting their course.

**How do I refer?**

You will need to complete the referral form which can be found here: [https://intranet.cardiff.ac.uk/students/support-and-services/health-safetywellbeing/occupational-health/occupational-health](https://intranet.cardiff.ac.uk/students/support-and-services/health-safetywellbeing/occupational-health/occupational-health)  

**Student Occupational Health**

- Email: studentocchealth@cardiff.ac.uk
- Telephone: +44 (0)29 2087 4810
The University Students Complaint Procedure

The University has a Students Complaint Procedure introduced in September 2015 which aligns with the Office of the Independent Adjudicator's Good Practice Framework.

http://www.cardiff.ac.uk/public-information/students-applicants/complaints

*It enables registered students who are dissatisfied with the service they have received from, or delivered on behalf of, the University to raise concerns and seek appropriate outcomes.

There are three stages to the Procedure, each with its own timescales and deadlines.

Early resolution –
For complaints which can reasonably be expected to take less than 14 days to deal with and which do not require formal investigation.

If students are dissatisfied with the outcome of this Stage they may be able to escalate the complaint to the Formal Stage.

It is hoped that many concerns can be dealt with at the early resolution stage

Formal Stage –
This is for complaints about more serious/complex concerns and which require a formal investigation.

Review Stage –
Students who remain dissatisfied after the formal stage may seek a review of their complaint outcome on certain grounds.

External Adjudication
Following completion of the University’s internal procedures the complainant may have recourse to the Office of the Independent Adjudicator (OIA). Complaints submitted to the OIA against the University’s decisions are managed by the OIA team within Student Cases

Administration and Management

The procedure forms part of a suite of student procedures and is managed/overseen by Student Cases in Registry.

Advice on all aspects of the procedure can be obtained from Lisa Williams ext. 88745 or Rachel Natton 75146, alternatively, you can email studentcomplaints@cardiff.ac.uk
The University is developing an online system for submission of complaints via SIMS and it is hoped that this will be operational during the 17/18 academic year.

Details on how to complain and the procedure itself are available here: https://www.cardiff.ac.uk/public-information/students-applicants/complaints

Complaints are normally dealt with within the School/Division they have arisen.

Each School has a nominated Complaints Administrator and a dedicated email account to receive complaints and enquiries.

For formal complaints the University appoints an investigating officer who does not have previous knowledge of the concerns raised.

The Complaints Procedure cannot be used to obtain academic outcomes such as a reconsideration of an assessment mark or progression; a student will need to submit an academic appeal to seek such outcomes. However in some cases the result of a complaint may inform the consideration of an academic appeal or other procedure.

As a Personal tutor you can advise your tutees that the Student Complaints procedure exists and where to find the procedure. However as a member of University staff you are not able to assist in the formulation of a complaint or accompany a student to meetings held under the Procedure. Students should be advised that independent information all university regulations is available from Student Advice in the Students Union.

Rachel Natton
Head of Student Cases & Compliance
Tel: 029 208 76628
Email: studentcases@cardiff.ac.uk
Appendix A: targeted support for students

Under 18’s Support

Targeted support from the Student Support Centre to Under 18’s.

Personal Tutors need to be mindful that some students who enrol on courses at Cardiff University have not always turned 18 before they start their studies. Many turn 18 just after starting their studies but this is not always the case.

Issues?

For many this is their first time away from their family and possibly living in a different county. Students can feel isolated and lonely and don’t know who they can turn to.

The majority of students live in halls during their first year and this brings its own issues as Under 18’s are sharing accommodation with those over 18 who are legally allowed to purchase and drink alcohol whereas Under 18’s can’t. They aren’t always mature enough to deal with this kind of scenario and this can impact on their studies and wellbeing.

Students from the UK and EU aren’t always aware they can receive student funding before they turn 18. This cause financial hardship and again impacts their studies.

What support is available at Cardiff University?

• A designated member of staff for under 18’s.
• Make contact with both student and parent/guardian before enrolment.
• Contact the student in the first term to ensure they have settle and there are no concerns.
• The Student Support Centre provides a comprehensive advice service on every aspect of pastoral support including the Counselling Service, Disability and Dyslexia Service and the Careers and Employability Service.

Support is available to students, parents and staff regarding any concerns they may have, pre and post enrolment.

Tel: 70383

Please contact Siobhan Williams WilliamsS48@cardiff.ac.uk
Asylum Seeker Support

Students who are Asylum Seekers are not able to access statutory student funding and so cannot ordinarily afford to come to University. Cardiff University has designed a financial and support package to encourage asylum seekers to access University.

Who are asylum seekers?

An asylum seeker is someone who has applied for asylum and is waiting for a decision as to whether or not they are a refugee. In the UK a person is not officially a refugee until they have had their claim for asylum accepted. Students who are asylum seekers could be mature students who have completed their secondary education in their home country before leaving or they could be young people who have been in the UK long enough to have experience of our education system. Sometimes these young people have no idea that they are asylum seekers until they apply for student funding and have to evidence their immigration status.

What issues do asylum seekers face?

The primary barrier is the fact that they are not eligible for student funding and would have to seek funding from alternative sources. Many universities also class them as international students and charge them international fee rates. As asylum seekers are not allowed to work, and are given £36.95 a week to live on, university fees are an often insurmountable barrier to accessing tertiary education.

Students who are asylum seekers also face significant emotional and psychological distress after having left their country, culture and sometimes family behind. They live under the stress of a very uncertain future and with no guarantee that their application for asylum will be accepted. Some asylum applications take many years to conclude and the student must deal with the associated loss of control over their life – they cannot chose where they live, which is often in poor quality housing that other council tenants have rejected, and must visit the immigration office regularly for checks. Consequently, asylum seekers as a social group experience a high level of mental health problems. Generally, they feel that their life experiences makes them very different to other students and find it challenging to come to terms with past events, which can impact their study.
Some students may also have been unaccompanied children when they sought asylum. This means that they will have also been in the care system and the associated barriers that this group of students face.

**What support is available at Cardiff University?**

- Dedicated contact for asylum seekers: Amy Close in the Student Support Centre is the dedicated member of staff that acts as the first point of contact for students who are asylum seekers, third sector organisations and University staff working with asylum seekers.

- Tuition Fee Waiver – All students who are asylum seekers can benefit from the tuition fee waiver that allows them to pay home student fee rates instead of international fee rates.

- The Opportunity Award: x2 places per year where all tuition fees are paid and £4000 in kind for living costs, for the length of their course whilst they are still awaiting an immigration decision.

- The Student Support Centre provides a comprehensive advice service on every aspect of pastoral support including the Counselling Service and Disability and Dyslexia Service.

- Dedicated Careers and Employability support.

**Amy Close Student Support Adviser Tel: (029) 208 74844**
**E-Mail:** CloseA2@cardiff.ac.uk | studentsupportcentre@cardiff.ac.uk

**Care Leaver Support**

Care leavers as a social group experience significant worse educational outcomes than those who have not been in care. Cardiff University has designed a support package to encourage more care leavers to access university and to support them to complete their course successfully.

**Who are care leavers?**

A care leaver is a young person who is between 18 – 25 and has been under the care of a Local Authority or a Health and Social Care Trust. Approximately 75% of children and young people in care are in foster care. On 31st March 2015 75,155 children and young people were in care in England and Wales (Stats Wales).
Children and young people come into care for a variety of reasons. For some children and young people in care it may be a relief, escaping abuse or neglect. For others, living away from their families brings a huge sadness when illness, poverty or overwhelming problems mean that parents can no longer look after them. For some, it will be a short stay before returning home or being adopted. For others, it will be long-term until they move into independence.

What issues do care leavers face?

Young people who have experienced being in care have significantly worse outcomes across a wide range of measures compared to those who have not been in care. In 2012 only 5.6 per cent of care leavers entered higher education, compared to 59.6 per cent of young people from the most advantaged areas and 20.4 per cent of young people from the most disadvantaged areas (OFFA, 2015).

For those students who have been successful and have entered university, their experience of higher education can be very different to their peers. Moving to university can be very daunting, because unlike their peers, they don’t have a home to go back to if things doesn’t work out. Some do get financial support from their Local Authorities, but this is limited and often difficult to access. Care leavers as a social group experience a high level of mental health problems. Generally, they feel that their life experiences makes them very different to other students and find it challenging to come to terms with past events, which can impact their study.

What support is available at Cardiff University?

- **Contextual Admissions Model:** allowing additional consideration for applicants from care
- **Confident Futures Scheme:** offering pre entry activities with looked after children (Course work club, Summer Conference and Mentoring)
- **Dedicated Mentor for Care leavers:** Paula Barker in the Student Support Centre is the dedicated member of staff that acts as the first point of contact for student from care, social services and University staff working with care leavers.
- **Care Leaver Bursary:** a total of £3,000 for a typical three year course
- **12 month accommodation** in university residence for students from care
- **Cardiff University Guarantor Scheme:** The University to act as a Guarantor for them to secure accommodation in the private sector
- **Priority for assistance through the Financial Assistance Programme.**
- **The Student Support Centre** provides a comprehensive advice service on every aspect of pastoral support including the Counselling Service and Disability and Dyslexia Service
- **Dedicated Careers and Employability support**
- **Graduation support:** The cost of hiring the cap, gown and photos covered.
Support is targeted towards students who have disclosed on their UCAS application that they have been in care. However, not all care leavers decide to disclose, so as Personal Tutors please encourage any student who discloses to you that they are a care leaver to get in contact with Paula Barker, the dedicated contact for Care Leavers. Paula also welcomes contact directly from staff:

Paula Barker  Student Support Adviser  Tel: (029) 208 79371  
E-Mail BarkerPE@cardiff.ac.uk

Estranged Students

The issues faced by students who have no family support should not be underestimated. Concerns about finances and the real risk of homelessness can have a detrimental effect on their studies. The University has designed a support package to assist them to complete their course successfully.

Who are estranged students?

Most Universities in the UK recognise that students who have been through the care system face barriers in access to higher education and have developed a support package to try and address this issue. But what if a young person is not receiving support from a local authority as a care leaver but have no family support? What if they are estranged? Have no contact with their family? Disowned?

The term estranged student is used to refer to students who are studying without the support of a family network. Estranged students usually come from unstable family backgrounds, but have removed themselves from a damaging environment, rather than being removed by the Local Authority. This is usually because the estrangement tends to happen between the ages of 16-19.

According to the charity Stand Alone, 30% of estranged students were registered homeless or considered registering themselves homeless before starting their university course.

What issues do estranged students face?

Many of the barriers that estranged students encounter are similar to care leavers. However, many of the issues are compounded by the fact that they don’t have any support from a “corporate parent” as care leavers do. It is usually through informal support from friends and other family members and their own resilience that the student has managed to get to university.

One major difficulty faced by estranged students is being able to prove their independent status to their funding body in order to be assessed as independent students and receive maximum funding. The Student Finance system is designed with the assumption that every student under 25, unless they are married or have care of a child, is financially dependent on their parents. For students who have no
contact with their family, it can be very challenging to prove that they are independent.

Other difficulties that estranged students face is housing. Homelessness is a reality for many estranged students during university holiday periods. Where other students return to their parental home during the long summer period, estranged students have to find accommodation for themselves. This means paying for accommodation also.

What support is available?

- Dedicated Mentor for Estranged Students: Paula Barker in the Student Support Centre is the dedicated member of staff that acts as the first point of contact for student with no family support, third party organisations and University staff working with care leavers.
- Liaison with Student Finance to make a case for Independent Status
- Estranged Students Bursary: a total of £3,000 for a typical three year course
- 12 month accommodation in university residence for estranged students
- Cardiff University Guarantor Scheme: The University to act as a Guarantor for them to secure accommodation in the private sector
- Priority for assistance through the Financial Assistance Programme.
- The Student Support Centre provides a comprehensive advice service on every aspect of pastoral support including the Counselling Service and Disability and Dyslexia Service
- Dedicated Careers and Employability support
- Graduation support: The cost of hiring the cap, gown and photos covered.

Identifying estranged students is problematic. There is no way of identifying students before they start their course. They may disclose that they have no family support to you as their Personal Tutor. Please encourage them to make contact with Paula Barker the dedicated contact for estranged students. Paula also welcomes contact directly from staff.

Paula Barker Student Support Adviser Tel: (029) 208 79371
E-Mail BarkerPE@cardiff.ac.uk
Student Carers

Who are student carers?

Carers are those “who care, unpaid, for a family member or friend with an illness or disability, mental health condition or an addiction”. (Carers Trust)

Some students may not regard themselves as being an ‘official carer’. A caring role can vary significantly but will include the following:

- Practical tasks, such as cooking, housework and shopping.
- Physical care, such as helping someone out of bed.
- Personal care, such as helping someone dress.
- Helping someone to give their medication.
- Managing the family budget.
• Collecting prescriptions and managing medication.
• Helping someone communicate.
• Looking after brothers and sisters.
• Providing emotional support.

What issues do Student Carers face?
Student carers worry about disclosing their caring responsibilities because they are concerned that others might not think they are committed to their course.

They don’t want to be treated as a special case but they also don’t want to be “invisible” and they don’t want to feel bad about disclosing and discussing their caring commitments and needs.

Carers often have lots of transferable skills from the experience of caring and they can make a valuable contribution to their course and university life. However, they are more likely to experience problems with their mental health, have learning support needs such as dyslexia, and are more likely to use counselling, health & wellbeing services.

Young adult carers (18 to 24 years old) are also more likely to lack parental support, both emotional and practical, and will be independent unlike most of their peers. They may face extra financial costs and difficulties related to their caring role compared to other students.

Their opportunity to work part-time or in vacations may be very limited if at all.

Student carers may also face disruptions to their studying because of peaks of caring responsibilities that are often sporadic and unplanned. If the person they care for has an emergency they may have to return home at short notice or be absent for a few days. Therefore, student carers may have to use the Extenuating Circumstances procedure more than other students and completing the form and providing appropriate evidence may present a challenge for them.

What support is available for student carers?

• Dedicated Mentor for student carers: Gareth Davies in the Student Support Centre is the dedicated member of staff that acts as the first point of contact for student carers, outside organisations and University staff working with student carers.
• Gareth can help student carers with their financial concerns or any issues with their funding. They can also get help on how to report extenuating circumstances or to discuss in confidence options such as taking an interruption to study.
• Extra financial help via a Carers Bursary and further possible assistance through the Financial Assistance Programme.
• The Student Support Centre provides a comprehensive advice service on every aspect of pastoral support including the Counselling Service and Disability and Dyslexia Service
• Dedicated Careers and Employability support

Future Development for:

• Research is being undertaken in the summer 2017 to examine the feasibility of setting up a Student Carers Passport scheme at Cardiff University to improve the co-ordination of support for student carers.

Gareth Davies Student Adviser Tel: (029) 2087 4844
Email: DaviesGT1@cardiff.ac.uk

Student Parents Extra Financial Support

If a student is eligible for funding, for example undergraduate funding from Student Finance, additional funding may be available to students with children. The funding is means-tested on the household income. It can include additional allowances and support towards childcare costs. The Advice and Money Team in the Student Support Centre can work with a student to ensure they get all the funding they are entitled to. If the funding does not cover their essential costs, the Advice and Money Team can also look at assisting a student through the Financial Assistance Programme.

University Day Care Centre

The University operates a registered Day Care Centre for dependants of University staff and students. Further information can be found on the University website: http://www.cardiff.ac.uk/day-care-centre

Becoming pregnant during the course

As a Personal Tutor, you might have to deal with circumstances when a student discloses to you that they are pregnant. The University believe that being pregnant, adopting or caring for a child should not in itself be a barrier to applying for, starting or succeeding in a programme of study. The University strives to be as flexible as possible in any such situation. A full set of guidance notes, including the University's
policy on pregnancy, maternity and becoming a parent while enrolled on a programme of study can be found on the student intranet:

https://intranet.cardiff.ac.uk/students/support-and-services/health-safetywellbeing/your-health/if-you-become-pregnant

**General Support**

If a student requires advice or information on how being a parent if affecting their studies, they can contact the Advice and Money Team to discuss options such as reporting extenuating circumstances or even applying for an interruption of study. Or if they seek help in finding childcare or locating a school if they are moving to the area, the Advice and Money Team can provide support and signpost to other services and organisations.

**Student Support Centre**

As any registered student at Cardiff University, student parents can access all the other services available within the Student Support Centre such as the Counselling, Health and Wellbeing Service, Disability and Dyslexia Service and Career and Employability.

Please contact Advice and Money Team, Student Support Centre: adviceandmoney@cardiff.ac.uk telephone: 029 2087 4528 **Veterans Project**

Our Veterans Project endeavours to provide support and information to Veterans of the Armed Forces’, to ensure that they are not disadvantaged or discriminated against at University.

**Who are Veterans?**

A Veteran is a current or ex-service man or woman who has served a minimum of one day in the Armed Forces; the Army, Royal Navy (Royal Marines) and Royal Air Force. This also includes National Servicemen, Regulars and Reserves.

**What issues do Veterans face?**

Many Veterans look forward to life after the military as they can spend more time with family and friends, engage with new opportunities and have less structure to their time. However, transitioning from the Armed Forces to a Civilian life comes with its own challenges and, for some people, the transition is more difficult than for others.

It can be extremely hard for Veterans to adjust to Civilian life. A number of Veterans have described not feeling ‘understood’ by Civilians as they haven’t experienced having to put their life on the line to save another, therefore building trusting relationships outside of the Armed Forces may take longer.

The effect of traumatic situations can mean that Veterans experience the world differently to Civilians when they leave the Armed Forces. There may be feelings of guilt and anger at the loss of comrades, lack of confidence in a new environment, social isolation, anxiety and depression.
With regards to University, this may impact on Veterans’ ability to motivate themselves to the best of their ability and focus/concentrate on their studies. It could also impact on confidence around peers and with regards to academic skills. Sometimes Veterans do not attribute the term ‘Veteran’ to themselves and therefore they are also not aware of the support that could be available for them. Building relationships with support providers can also take some time due to wanting to stay strong and endure rather than seeking help.

What support is available at Cardiff University?

- **Project Lead** - Rachel Whitmore in the Student Support Centre is the dedicated member of staff that acts as the first point of contact for Veteran students and staff.

- **Identifying Need** - We are currently working to identify how many Veterans are studying / working at University so that we can tailor this project to the needs of students and we are really interested to hear from both students and staff if they are a Veteran.

- **Financial Assistance for Dependents** - Liaison with Student Finance re: bursaries for the dependents of deceased Veterans who are studying at University.

- **Housing Support** – Based on each individual’s needs, we are able to look into housing options that may be of benefit, for example living in shared accommodation with other Veterans.

- **Counselling** – One of the sessional counsellors in the Counselling, Health and Wellbeing Service in Student Support is a Veteran and he is therefore able to understand the experiences and culture of Veterans on a personal level and can provide one-to-one counselling support, if this is requested.

- **Signposting** - We are building relationships with local Armed Forces organisations to ensure effective signposting to agencies who can provide additional care. With consent, we can also liaise with an individual’s GP and Veterans’ NHS Wales with regards to receiving specific support re: trauma.

Identifying Veterans can be difficult. There is currently no way of identifying students before they start their course. They may disclose to you, as their personal tutor, that they are a Veteran and that they are struggling with their course in some way.

Please encourage them to make contact with Rachel Whitmore, the dedicated contact for Veteran students. Rachel also welcomes contact directly from staff.

Rachel Whitmore - 02920 874 000 ext. 20158 / whitmorer@cardiff.ac.uk
Appendix C: Providing a F1 Reference as a Personal Tutor

PROVIDING A F1 REFERENCE AS A PERSONAL TUTOR

It is important to note that any reference you supply for a student seeking an F1 placement, and its content are not taken into account when allocating the student to a Unit of Application (region) or in matching the student to a particular Foundation Programme. The reference fulfils a statutory requirement as part of pre-employment checks only.

The Foundation Programme

The Foundation Programme is a two-year generic training programme (labeled F1 and F2 years) that all new graduates must undertake before applying for specialist training.

In applying for an F1 placement, students rank the Unit of Application (Deanery) they wish to apply for. Their F1 placement is ultimately allocated on the student’s scores based on an Educational Performance Measure (EPM). This is based on their performance during Medical School and the information they provide on their application form relating to:

- Educational achievement
- Publications
- Presentations

The EPM represents 50% of the final score used for placement allocation. The other 50% is based on the student’s score in the Situational Judgment Test (SJT) held in December 2018/January 2019, which assesses the professional attributes expected of the Foundation Doctor.

Providing a reference

The School of Medicine has agreed that Personal Tutors/Academic mentors should be the first port of call for students needing a reference for their F1 application process. It is of course expected that a student should consult with you first as to whether you wish to act as their referee. If you agree, the student will include your contact details in their application. Year 5 students will need to nominate their referee as a part of completing their F1 application during the period 1st-12th October 2018. Students should be in touch with you well before 12th October if they wish you to provide a reference.

Referees will then be asked to submit a reference for their students as part of preemployment checks during the period 11th March and 8th April 2019. This leaves time for you if you should so wish to meet with your Year 5 students to discuss their academic progress and any issues relating to their F1 reference. However, you do not have to meet with them prior to completing the reference.

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1 If students are in the first decile (the top 10% of their year), they receive a score of 43; if in the second decile their score will be 42 and so on until the 10 decile where they receive 34 points.
Completing the F1 reference

The F1 reference is completed online. You will receive an email from the Oriel website inviting you to register on their system, and provide the reference between 11th March and 8th April 2019.

You will be required to provide a password. You will then be directed to login. You will then be shown a table with the list of students who have requested an F1 reference from you.

Please note: If one student registers you as a referee using the email short form of yourname@cf.ac.uk and another registers you using the long version of yourname@cardiff.ac.uk then the system will generate two lists of students requiring a reference, one for each of your email addresses. This means you will have to login to each account to see all your students and to complete the reference for them all. While we have alerted the Year 5 students to always use the long form of your email, please be aware that some may still use the short form and thereby create two lists for you to respond to. So please check. This is a quirk of the ORIEL system and something outside our control.

If you click on the name, a form will open for you to complete your reference. You can save your work on the form at any time, and come back to it before submitting it.
The reference form primarily has questions with yes or no answers in drop down menus to select your answers. There are areas where you can provide text responses that may contain your own reflections of the student. It usually takes five minutes to complete a reference form for one student.

The form will contain the student’s information:

1. Start and end dates: will be provided by the School office – please complete as appropriate.
2. The position held by the applicant: student
3. Employer name and location: **Cardiff University, School of Medicine, Heath Park, Cardiff, CF14 4XN**
4. Relationship to the applicant: **this may be academic mentor or other, please complete as appropriate.**
5. Was their attendance / time keeping satisfactory: **This is a drop down Yes / No.**
6. Was the applicant subject to any disciplinary procedures, formal or otherwise during their time with you? **This is a drop down Yes / No.** (Any student subject to such procedures would be receiving a central reference. So the answer should be no.)
7. The post applied for is exempt from the provision of section 4 (2) of the Rehabilitation of Offenders Act 1974 (exceptions order 1975). Under this order are you aware of any criminal convictions or cautions which may affect the applicant’s suitability for the post?: **This is a drop down Yes / No.**

The section continues:

8. Would you be happy to work with this individual again? **This is a drop down Yes / No.**
9. Are you able to recommend the applicant: **This is a drop down Yes / No.**
10. If you have any comments regarding the applicant:.... **Free text response.**
11. Is the reference for an academic post? *This is a drop down Yes / No.* (If your student hasn’t discussed this with you the answer is likely to be no).

**Declaration**

*Please complete your details:*

Name:
Position:
Contact Telephone Number:

The form can be saved. Submit once you are happy with the details.

Once you submit the form you will return to the original list of students. The completed references will be signified by a green circle. Repeat the process for each student.

Thank you for providing a reference for your student. Your input is much appreciated.
Appendix D: Assessment codes in SIMS

Assessment Grades

P - Pass
F - Fail
XW - Student has withdrawn
X - No submission or absent
A - Extenuating circumstances accepted
B - Extenuating circumstances accepted relating to a protected characteristic
UP - Unfair practice outstanding
UA - Following unfair practice, mark for assessment set to zero
UM - Following unfair practice, mark for module set to zero
I - Student is on interruption of study

Module Grades

PM - Pass Module
FR/AR/QR - Resit assessments in resit period before start of next academic session
FE/AE/QE - Resit assessments in the following academic session
FI/AI/QI - Retake module as an internal student in the following academic session
FW/AW/QW - Student is required to withdraw from module
UP - Unfair practice outstanding
II - Student is on interruption of study