

# **PERSONAL STUDENT SUPPORT HANDBOOK**

**Faculty of Science, Engineering and Computing**

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# INTRODUCTION

# The importance of supporting students

Higher education (HE) has changed dramatically in the past 30 years and it continues to evolve and change. It is essential that students are supported, and their experience enhanced, throughout the student lifecycle (from first contact through to becoming alumni). This is critical for the success of the student and the institution. The student experience encompasses all aspects of student life (i.e. academic, social, welfare and support) with the academic imperative at the heart of it.

Higher education is becoming increasingly competitive and students have become more demanding and better informed about the experience they expect to receive. It is essential that we manage their expectation throughout their studies.

Improving and enhancing the student experience can increase the 'retention' of students by reducing

withdrawal rates and aiding student progression as well as being pivotal to a higher education institution's (HEI) ability to attract students.

However, the increasing diversity of the student body, the cost of delivering HE, the reduction in government/ state funding and resource constraints means delivering an excellent quality student experience has never been more challenging. This handbook has been designed to provide guidance and support to all colleagues in the Faculty of Science, Engineering and Technology in helping the student succeed, and, in improving their experience at University.

# The role of all staff within the faculty supporting the student experience

Enhancing the student experience today is an important activity for all staff within HE. As students progress through university, they need a range of academic and personal services, advice and support in order to succeed. This requires the input, collaboration and coordination of a range of staff consisting of academic and professional service staff (non-academic staff) from across an institution at university level, and also the student's academic home unit (faculty, department, school or course level). Professional service staff, although not directly involved in the academic strand of the student experience are essential contributors through their various roles and functions such as student support and student funding. The student's home unit is often the first port of call for help.

Some academic and support based problems can be efficiently dealt with by staff in the home unit whether academic or professional service staff. However, it is important that staff recognise when a student requires more specialist help and how and when to refer them onto the relevant department or unit. For some issues and problems, the home unit is a conduit for accessing dedicated support. This handbook will support staff in supporting students and identifying when to refer them on to other key university departments.

# PERSONAL TUTORING INFORMATION

# What is personal tutoring and how do you support your students?

## Introduction

This section on personal tutoring provides guidance and support to any member of staff who is required to undertake personal tutoring duties. It covers the operation, recording and administration of personal tutorials.

## What is a Personal Tutor?

A personal tutor is normally a member of the academic staff who provides pastoral care to students, and may provide support and guidance for a student's personal development planning as well as on welfare issues. An academic tutor is a member of academic staff from the Faculty to whom a student may turn with queries relating only to the academic side of the course. Academic tutors and personal tutors fulfill different roles within the education system and students should approach the appropriate member of staff according to the issue concerned.

A personal tutor is the first point of call for students to discuss issues affecting their well-being and/or progress at university. A personal tutor is also a referral point to University, Students' Union and other professional support services. Personal tutorials can operate on either an individual or a group basis or a mixture of the two.

## Primary objective of the personal tutorial

The primary objectives of this type of tutorial are to ensure that:

- All aspects of the individual student's welfare is catered for
- That every student is kept informed about important matters related to his / her course.

The welfare issues may vary and include such things as:

- Financial problems
- Health issues, learning difficulties
- Special educational needs
- Legal advice and help with accommodation arrangements etc.
- Careers advice

It should be emphasised that tutors are not expected to be specialists in any of these topics. Their role is to provide a point of first contact and to be able to guide the student by providing timely and appropriate help.

The nature of the guidance will vary considerably and will depend on such things as the student's age, experience and general needs.

## Relationships

It is essential that tutors build a close relationship with their group so that they can gain the students' trust. Each student must be made to feel that they can approach their tutor on any matter and that their concern will be treated sympathetically and in absolute confidence.

Effective counselling should always be non-judgemental. Tutors should, at all times, display the utmost probity and avoid allowing their personal affinity towards particular students or their natural likes and dislikes from hindering their professional judgement.

When dealing with students it is essential that the tutor remembers that many students will have different value systems to their own and a lack of sensitivity to this may well deter the student from using the personal tutorial system.

## Counselling Skills

The tutor's counselling skills should, at all times, be directed at helping the students to achieve their aims and objectives and to facilitate the learning process.

Tutors should recognise that they are not trained counsellors and that they might well have limited skills in many areas. When faced with issues that lie outside their area of expertise or experience they should refer the student to the appropriate specialist and give a full explanation as to why they are recommending this. You can find a list of the appropriate specialists in this handbook.

## Language

Care should always be taken with the choice of language that is adopted. Tutors should never underestimate the power of the language that they use and should be aware that the student will often listen intently to every word. Misunderstandings and misinterpretations can easily occur and could have very damaging and lasting consequences.

## Quality

The maintenance of the highest quality of guidance is vital. A key feature related to this is in the tutor's understanding of certain basic facts. These will include a full appreciation of the individual student's needs and how realistic or otherwise these are, and their knowledge of the professional services, support facilities and associations available. This knowledge should extend to support available both within and outside the University.

## The Tutorial Session (General)

In some schools, tutorial sessions form part of the students' weekly timetable and are treated in the same way as other timetabled activities. Where a school operates a scheme such as this, students must be advised accordingly and reminded that attendance will be monitored in the same way as for module tutorials and laboratory sessions. The importance of the personal tutorial system should be emphasised and the structure fully explained and understood. It is vital that the students understand the benefits of full participation.

It is important that tutors draw a clear distinction between Academic and Pastoral tutorials.

## Structure and Operation of the Tutorial Session

The following format can be used when conducting the tutorial session.

- Students firstly convene as a group.
- An attendance sheet can be circulated and a head count taken.
- The basic information can then be recorded on the Group Tutorial Form if you want to check attendance. (Group, Date, Room, etc.)
- The first Ten to Fifteen minutes of the tutorial should be used to discuss attendance issues and to facilitate, two-way, group discussion or the general exchange of information. (Examples being: special activities, seminars, changes to lectures or venues etc.)
- The remaining time can be used to conduct personal interviews with group members. The exact apportionment of time depending on the number of students within the particular tutor group and any special requests for appointments.
- Individual Student Interview Record forms can be completed for each student and retained by the tutor. Record forms should contain a brief précis of the meeting and be signed by both the tutor and student.

## Individual Interviews (General)

When conducting individual interviews tutors should:

- Establish if the student has any problems, either academic or otherwise, and discuss attendance records and any available achievement data.
- Ask how the student is coping with the workload and living away from home.
- Ask if their expectations have been realised and if not how this might be corrected.
- Explain that this sort of general, non-confidential, information will be fed back to the senior management group for action.
- Discuss degree fit and career options.

## Confidentiality

Tutors need to ensure that appropriate confidentiality is maintained, and that each student is made aware of the limits appertaining. If a disclosure is made that could affect the health or welfare of others or of an unlawful activity then the tutor **MUST** advise the student that confidentiality cannot be maintained. If such a case were to arise the tutor should immediately seek advice from their Head of Section or in their absence, the appointed deputy.

## Keeping of Records

If group and individual record sheets are kept by each tutor they should be kept in a secure place by the personal tutor. The personal tutor should develop their own recording sheet. The type of information to be recorded should include: the nature of the problem, how long it has been going on, advice provided, action plan, and re-evaluation date. At the end of the session, the tutor and tutee should both sign the record sheet.

*Source: Adapted from D Marchant 2006*

# How to be a good personal tutor?

- **Listen to the student**
- **Discuss with the student how to best meet their needs**
- **Refer to the necessary specialist agencies where appropriate**
- **If in doubt ask**
- **Ring any member of the Counselling Service on 020 8417 2172 or internally on 62172**
- **Or email [healthandcounselling@kingston.ac.uk](mailto:healthandcounselling@kingston.ac.uk)**



# Accessing your personal tutorial group photo list

## Student lists with photographs



The screenshot shows the Classlists application homepage. At the top left is the Classlists logo, a stylized 'C' made of blue dots. To its right is the text 'Classlists'. Below the logo are three navigation links: 'Home', 'SITS selection criteria', and 'Import class lists from a file'. The main heading is 'Welcome to Classlists Application'. Below this, it says 'Using this application you can do the following:' followed by two bullet points: 'Print Classlists using SITS selection criteria' and 'Print Classlists using a pre formatted excel, text or csv file'. Below the bullet points is a link: 'Please click here to download the Classlists User Guide'. On the right side, there is a 'Guidance' section with several paragraphs of text. At the bottom left, there are links for 'Disclaimer', 'Copyright', 'Freedom of Information', and 'Privacy Policy'. At the bottom right, there is a link for 'For more details download the User Guide.'

Welcome, Mohamad(KU02698)

## Classlists

Home SITS selection criteria Import class lists from a file

### Welcome to Classlists Application

Using this application you can do the following:

- Print Classlists using SITS selection criteria
- Print Classlists using a pre formatted excel, text or csv file

[Please click here to download the Classlists User Guide](#)

[Disclaimer](#) | [Copyright](#) | [Freedom of Information](#) | [Privacy Policy](#)

#### Guidance

To find a course, programme, route or module please enter the full code in the appropriate fields below and then click on the Search button. If the full code is unknown, one or more wildcards can be used with part of a code to perform a match on any characters by using '%' and/or by using underscores '\_' to match on a single specific character.

The All Courses and Short Courses radio buttons can be used to return all courses or only short courses when performing a search using a course code. The Level radio buttons can be used to return students that are only studying at the level selected when searching using any additional criteria.

After searching, please then select a course, programme, route or module from a drop-down list to generate and display a classlist.

Classlist is now integrated with the ORAC (Online Resources Availability Check) system. Clicking on a student number, which is displayed above each image on the Results sub-tab, will open a new browser and display further information about that student within the ORAC system.

It is recommended that the Classlists application is accessed using the University's standard web browser - Internet Explorer 7 (IE7) to ensure full compatibility and functionality. However, the application should be usable with any web browser using either Windows or Mac OS.

[For more details download the User Guide.](#)



The screenshot shows the 'Generating Classlists' page of the Classlists application. At the top left is the Classlists logo, a stylized 'C' made of blue dots. To its right is the text 'Classlists'. Below the logo are three navigation links: 'Home', 'SITS selection criteria', and 'Import class lists from a file'. The main heading is 'Generating Classlists'. Below this, there are three tabs: 'Course', 'Module', and 'Results'. The 'Course' tab is selected. Below the tabs, it says 'Select for Students'. There are five input fields: 'Course range' (a dropdown menu with 'All Courses' selected), 'Course' (a text box), 'Programme' (a text box), 'Route' (a text box), and 'Level' (a dropdown menu with '--Select--' selected). At the bottom right, there is a 'Submit' button. On the right side, there is a 'Guidance' section with several paragraphs of text. At the bottom right, there is a link for 'For more details download the User Guide.'

Welcome, Mohamad (KU02698)

## Classlists

Home SITS selection criteria Import class lists from a file

### Generating Classlists

Course Module Results

Select for Students

Course range All Courses

Course

Programme

Route

Level --Select--

Submit

#### Guidance

To find a course, programme, route or module please enter the full code in the appropriate fields below and then click on the Search button. If the full code is unknown, one or more wildcards can be used with part of a code to perform a match on any characters by using '%' and/or by using underscores '\_' to match on a single specific character.

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[For more details download the User Guide.](#)







## Generating Classlists

[Course](#)[Module](#)[Results](#)

Classlist Name

(Maximum 40 characters long)



<p>K0901092 M</p>  <p>ACQUAVIVA GENNARO CHRISTOPHER Level: 5 Route: NFMEE</p>	<p>K0947630 M</p>  <p>BLAKE ANTHONY HOWARD Level: 5 Route: NFMEE</p>	<p>K0850969 M</p>  <p>CHOUDHARY ALI Level: 5 Route: NFMEE</p>	<p>K1026438 F</p>  <p>DIAMANTOGIANNI THEODORA Level: 5 Route: NFMEE</p>
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# Ice breaker activities for the first few weeks of Personal Tutoring sessions

These activities can be used in personal tutoring sessions. They are designed to act as ice breaking sessions at the start of the academic year as well as starting student reflection.

# **Week 0 – initial induction week**

## **“Getting to know me” session**

Get the tutees to complete the form in the tutorial session. Then ask them to pass their completed form to another tutee in the group. That tutee will introduce their fellow student to the rest of the group and read out their form. You can download copies of this form from the SEC website.

# “Getting to know me”

What is your name?

What is your nationality?

Where is your home?

Where are you staying while studying at KU (eg halls, home etc)?

What were you doing before you came to KU?

What are your hobbies/interests?

What are three interesting things about yourself?

1

2

3

Why are you studying your subject?

What are your career ambitions?

# Week 1 – first teaching week

Reflection on general induction issues, the need for study skills, the usefulness of pastoral support and how to study at university.

The aim of this session is to talk to the tutees about their first 2 weeks and identify any problems. The questions overleaf are for guidance. Questions 1 to 3 can be group discussion with question 4 undertaken on a one to one basis.

# **Guidance notes on general induction issues, the need for study skills, the usefulness of pastoral support and how to study at university**

- 1. How did induction go?**
- 2. Do you understand the differences in study styles between school and university?**
- 3. Do you understand the importance of study skills and professional development?**
- 4. Are you experiencing any problems or not understanding anything?**



## Week 2 – second teaching week

This exercise encourages tutees to undertake an initial Skills Self Assessment exercise so they can start their learning reflection process.

Please encourage tutees to retain this document as it could be included in a Personal Development Portfolio. Tutees should be encouraged to talk about what they have written during the tutorial session. The exercise is not about tutees criticising themselves but them understanding why they are at university, their strengths and weakness and what they want to achieve.

You can download copies of this form from the SEC website.

# Initial Skills Self Assessment

This documentation is a reflective personal development guide which should be updated as an ongoing process. The process of reflection should enable students to analyse their studies and practical progress within their course.

## Section 1 Initial Reflection

How have I learned most effectively in the past?

What different learning methods help me study? (*eg lecture, tutorial, self directed, small group working, hands on, rote learning*)

What are my long term plans by doing the degree I am undertaking?

How do I see the modules I am undertaking this year contributing to this plan?

Why am I undertaking this degree?

What do I expect to achieve from this degree?

## Section 2

### Self Rating

What are my strongest skills that I can currently offer?

How can I put these to best practice for this degree?

What skills do I need to develop?

What types of improvement would I like to attain?

How will I review these improvements?

What type of help would I like available?

Do I know who to ask for help?

What are my main concerns regarding my degree?

# Semester 2 Activities

## First week of teaching

### Reflection on academic learning

Tutees should be encouraged to undertake the End of Year Study Skills Assessment exercise. It is similar to the exercise undertaken at the start of the year but is designed to get tutees to reflect on what they have achieved in their first year of study at University.

Please encourage tutees to retain this document as it could be included in any Personal Development Portfolio. These forms can be downloaded from the SEC website.

# Skills Self Assessment

## End of Year 1

This documentation is a reflective personal development guide which should be updated as an ongoing process. The process of reflection should enable you to analyse your studies and practical progress within your course.

### Section 1

#### Initial Reflection

How have I changed over this year?

What skills have I achieved?



What skills haven't gone well?

Looking at your assignment assessment sheets, what improvements have gone well?

Looking at your assignment assessment sheets which skills do you need to work on?

## Section 2

### Reflection of Participation

Please explore how you have participated in the following within your course

Responsiveness to questions in lectures and tutorials

Appropriate preparation for lectures and tutorials

Involvement in group exercises

Support mechanisms within group work

Time Management

Effective implementation of self study or independent study time allocated to each module undertaken in this year

Appropriate preparation for workshops

Full participation in workshops

Which books (if any) have I identified as being useful?

Which websites (if any) have I identified as being useful?

Have I resolved any concerns I had about my degree?  
If so, how? If not, why?

What action points do I need to take forward in order to participate more fully and more proactively next year?

# QUICK GUIDES

# Quick guide to SEC Student Support

## Student Support Team

Student Support Team (SST) are available to provide all SEC students with advice and support during their studies.

## Student Support Team

- Yvonne Amthor 62474 Disability & Dyslexia
- Catherine Cole 62955
- Nebojsa Durovic 62592

SECstudentsupport@kingston.ac.uk

The SST will see students from the following offices:

- Penrhyn Road – interview room, next to the Student Office, Sopwith Building (drop in times 10am–2pm). PR interview room 62678.
- Roehampton Vale – interview room, Student Office, Hawker Wing (drop in times 10am–4pm). RV interview room 64881

All drop in times will be advertised to students and staff before the start of semester.

## Student Office Hours

### Roehampton Vale campus

The Hawker Wing

Monday to Friday 10.00am–4.00pm

Except Wednesday 10am–1pm

School Office Tel: 020 8417 4901

### Penrhyn Road campus

The Sopwith Building, ground floor

Monday to Friday 9.30am–5.30pm

School Office Tel: 020 8417 2809

Office email:

secugstudentoffice@kingston.ac.uk

## Academic Skills Centre

SEC Study Skills centre (S3) is available for all levels of students enrolled on courses within the Faculty of Science, Engineering and Computing. A group of trained staff and students are available to help you with your academic skills such as report writing, presentations, note taking, time management, exam revision, referencing and mathematical skills. The centre provides assistance and advice on draft assignments prior to hand in.

### Penrhyn Road campus

Drop-in sessions run during term time from Monday to Friday 11–3pm in PRJG0004 with a reduced service throughout vacations (sss@kingston.ac.uk).

### Roehampton Vale campus

Drop-in sessions run during term time on Tuesdays and Thursdays from 11–3pm in the Learning Resource Centre (LRC) (sss@kingston.ac.uk).

# English Language Development for Science Engineering and Computing

## ENGINEERING POSTGRADUATES

**Classes:** Tuesdays, 5.30 pm–6.45pm, Room MB18, Roehampton Vale (until 25 October).

Tutorials: Tuesdays, 5.30 pm–6.45pm, (from 1 November) Roehampton Vale LRC

**Classes:** Thursdays (with CISM): 20 October, 27 October, 10 November, 17 November, 24 November 2011, 4pm–5.45pm, Room JG4009, Penrhyn Road.

Tutorials: Thursdays 1, 8 & 15 December, 4pm–5.45pm, Penrhyn Road JG0004

## ENGINEERING UNDERGRADUATES

**Classes:** Wednesdays, 1.30pm–3.30pm, Room RV004, Roehampton Vale (until 26 October)

Tutorials Tuesdays, 5.30 pm–6.45pm, (from 1 November) Roehampton Vale LRC

## SCIENCE POSTGRADUATES

**Classes:** Mondays, 1pm–3pm, Room JG4001 (weeks 1, 2, 3, & 5) and JG4005 (week 4)

Tutorials (from 7 November) Mondays, 3pm–4pm, JG0004 (weeks 6–11)

## SCIENCE UNDERGRADUATES

**Classes:** Wednesdays, 4.00pm–6.00pm, Room JG 5006 (weeks 1–5)

Tutorials: Wednesdays, 4.00pm–6.00pm, (from 2 November) Room JG 0004 (weeks 6–11)

## COMPUTING, INFORMATION SYSTEMS AND MATHEMATICS POSTGRADUATES

**Classes:** Thursdays, 4.00pm–6.00pm (Weeks 4, 5, 6, 7, 8) 20 October, 27 October, 10 November, 17 November, 24 November, Room JG4009

Tutorials Thursdays, 4.00pm–6.00pm (Weeks 9, 10, 11) 1, 8 & 15 December, Room JG004

## COMPUTING UNDERGRADUATES

**Classes:** Wednesdays, 4.00pm–6.00pm, Room JG 5006 (weeks 1–5)

Tutorials: Wednesdays, 4.00pm–6.00pm, (from 2 November) Room JG 0004 (weeks 6–11)



# Quick guide to warning signs

There are many symptoms which can indicate that someone has a mental health difficulty. It may be useful to consider some of the following questions:

- Have there been any significant changes in the student's appearance (eg weight loss/gain, decline in personal hygiene)?
- Does the student smell any different (eg can you smell alcohol or cannabis)?
- How does the student sound (eg flat, agitated, very quiet, very loud)?
- Has the mood of the student recently changed a lot from your previous experiences with them (eg moods very up and down, miserable, sad, anxious, tired a lot)?
- Have others (house mates, friends, other colleagues) expressed concern about the student?
- Have there been recent changes in the student's behaviour, course work, and/or sociability (eg doing too much work, not socialising as much as usual. Have they started to withdraw from social contact? Are they behaving oddly, unpredictably?
- How long has the student been feeling or behaving like this? Everyone can have bad days but it is when the difficulty lasts for weeks and months that there may be a problem.

The above list is not prescriptive, however, and many individuals can present with different symptoms and different behaviours while having the same mental health difficulty. Two individuals with a diagnosis of schizophrenia, for example, may present and behave in two very different ways when experiencing symptoms. And of course, some of the above symptoms may be caused by other factors which are not related to a person's mental health.

Staff should not therefore feel it is their role to diagnose a student's mental health difficulty, but be aware that some of the above signs or significant changes to a student's mood, behaviour or appearance mean it could be appropriate to try and offer the student some form of support.

*Taken from the Mental Health Protocol. Available on StaffSpace at:  
<http://staff.kingston.ac.uk/C19/C9/Health%20and%20Counselling/default.aspx>*

# Quick guide to making an assessment

Points to consider are:

- What seems to be the main issue?
- Is it having a major impact upon the student's wellbeing?
- Is the student at risk in some way?
- How long has the student been feeling or behaving like this?

When to refer:

- When problem needs specialist help
- When problem is complex or serious
- Situation needs more time than you can offer

Symptoms	Possible reasons	What to do
Withdrawal, denial, shock, anger, Irritability, short fuse, short tempered, Non attendance, withdrawal, fear, pain, ignoring emails.	Depression Bereavement Anger Alcohol & drug use PTSD	Raise your concern with the student if you feel able to do so. Be prepared to listen. Encourage them to access support services if appropriate. In particular their GP, drop-in and counselling service at the university (Penrhyn Road or Kingston Hill campus)
Procrastination, work block, difficulty coping with exams, difficulty with concentration, Insomnia, difficulty relaxing, avoiding meetings, lack of eye contact, sarcasm, ignoring emails.	Anxiety, low self esteem lack of confidence/ assertiveness depression panic attacks phobias	Raise your concern with the student if you feel able to do so. Be prepared to listen. Encourage them to access support services if appropriate. Possibly GP [anxiety, panic attacks, insomnia], counselling service [low self esteem, depression, assertiveness], mental health advisor [anxiety, panic attacks] either drop-ins or assessment. Student union advocacy service [avoiding meetings, lack of eye contact, sarcasm, ignoring emails].
Demanding, not wanting to leave Parental role/objectification, Tearful, wanting to leave course.	Parental, Separation Homesickness, Low self esteem, Anxiousness Loneliness	Raise your concern with the student if you feel able to do so. Be prepared to listen. Encourage them to access support services if appropriate, such as counselling, student union mentoring scheme, topical groups run at Health & counselling.
Evidence through written work eg poor grammar and spelling, confused or 'jumbled' writing, a marked difference between verbal and written ability. Reporting reading difficulty, headaches.	Dyslexia Eyesight	If you feel that a student is showing signs of dyslexia, please refer them to the DDSS by suggesting they come to one of our drop-in sessions or contacting us by e-mail or telephone to make an appointment. We offer screening appointments where students may then be referred to an educational psychologist or suitably qualified professional for a full assessment. The University can provide funding for this.
Defensiveness, lack of confidence Avoiding eye contact, Avoiding meetings, secrecy, evasiveness, vagueness, meaningless, pointless, too difficult.	Self esteem, Appearance Eating disorder, Self injury Suicidal thinking	Raise your concern with the student if you feel able to do so. Be prepared to listen. Encourage them to access support services if appropriate. GP [Eating disorder, Self injury Suicidal thinking], counselling [all], mental health advisor.
Secrecy, evasiveness, embarrassment.	Sexuality Sexual health issues	Raise your concern with the student if you feel able to do so. Be prepared to listen. Encourage them to access support services if appropriate. Such as counselling, GP especially Monday clinic [sexual health issues] If the student does not want help, respect the student's right not to discuss their problems. Offer an open invitation to come back if they want to.

# Quick guide to key points about mental illness and its dangers

- More than half of all news reports on mental illness relates to violence. But the vast majority of violent crime is committed by people who do not have mental health problems.
- People with mental health problems are more dangerous to themselves than to others.
- Alcohol & drug misuse is a major contributing factor in violent crime.

On an occasion where you may have to manage a situation where a student with mental health difficulties is an immediate risk to themselves, and the **very rare** occasion where they may be a risk to others, the first thing to do is call **emergency services – 999, or via Security Ext: 66666**.

**In managing the emergency there are some key points to remember:**

1. Forget job in hand – **focus on your own safety**
2. Keep communication simple – use your name and their name
3. Talk in clear, steady, firm voice
4. Don't get caught up in talking about the person's inner world, or in arguments
5. Don't refute their reality
6. Acknowledge their distress
7. Avoid concentrating on any one part of the client's body
8. Keep out of arm's length
9. Don't react with sudden movements or shouting
10. Reassure but avoid physical contact
11. Concentrate on what the person is doing rather than saying
12. If you need to take action, tell the person what you're doing (unless they're suicidal and you need to call emergency services. You may need to do it discreetly so as not to alarm them)
13. Get help/leave

# Quick guide to responding to students in distress

From time to time staff may be called on to deal with a student who is agitated, angry or upset. Drugs or alcohol may be a factor or the student may have made an attempt at harming him/herself.

## Key Points:

- If there is any injury, ensure that the student receives appropriate medical attention. If he/she refuses, a judgement will have to be made as to the seriousness of the situation ie. whether to override the student's refusal and call for an ambulance.
- Allow the student space to discuss what is distressing him/her. If there is only limited time available, there may be a need to provide a brief intervention and offer more time later. Offer support to any other students who may have been affected by the situation.
- Plan with the student where he/she can access support in the future to help to avert further crises.
- If the student is agitated or angry, it will help to try to appear to be calm and in control of the situation, even if you don't feel that way. It may help to sit down and persuade the student to do likewise.
- When the student is under the influence of alcohol or drugs it will not be possible to resolve any problems. It will be helpful to encourage him/her to come back and talk to you or another member of staff when calmer. If the student is creating a disturbance, or if you are concerned about your personal safety, contact Security.
- It should not be necessary to spend hours sitting with a student. Giving the student some time and then following this up later can often be more useful as it is giving a message that the anxiety/ distress can be managed.
- If you think the student is at risk, the GP/Emergency services can be contacted with or without the student's consent.
- Ensure that relevant colleagues are informed about the situation. Where possible, it may be helpful to involve someone else in helping you to deal with the situation. Problems occurring at night can be particularly difficult as there are fewer resources available to call on for support and events can often seem worse at night.

# Quick guide to useful telephone numbers

## Counselling Service

Counselling, Stress Management  
Stop Smoking, Complimentary Therapies  
External: 020 8417 2172  
Internal: 62712  
Email: [healthandcounselling@kingston.ac.uk](mailto:healthandcounselling@kingston.ac.uk)

## Health Centre

Fairhill Medical Practice  
In term time: 020 8417 7204  
Vacation time: 020 8546 1771

## Accident and Emergency

Kingston Hospital  
Galsworthy Road  
Kingston upon Thames  
Telephone: 020 8546 7711

## Disability and Dyslexia Service

Disability Support  
Telephone: 020 8417 4282  
Email: [disability@kingston.ac.uk](mailto:disability@kingston.ac.uk)

Dyslexia Support  
Telephone: 020 8547 7752  
Email: [dyslexia@kingston.ac.uk](mailto:dyslexia@kingston.ac.uk)  
minicom: 020 8417 4447

## Useful Support Lines

**Addiction Support and Care Agency:** 020 8339 9899

(Advice and counselling, [www.addictionsupport.co.uk](http://www.addictionsupport.co.uk))

**Autism Helpline:** 0808 800 4104 (Advice and information, [www.nas.org.uk](http://www.nas.org.uk))

**Community Drug and Alcohol Team:** 020 8336 8911 (Advice and treatment)

[cdat@rbk.kingston.gov.uk](mailto:cdat@rbk.kingston.gov.uk)

**Cruse:** 0844 477 9400

(National bereavement care helpline, [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk))

**Dental Services:** 020 839 8000

(Lists of local NHS dentists can be obtained from the Kingston Primary Care Agency.)

**Drinkline:** 0800 917 8282

(National helpline Re. alcohol issues, [www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk))

**Beat Eating Disorders Association:** 0845 634 1414

(Advice and support, [www.b-eat.co.uk](http://www.b-eat.co.uk))

**Everyman Helpline:** 020 7263 884 [www.everymanproject.co.uk](http://www.everymanproject.co.uk)

(Counselling for men who are worried about their anger, aggression or violence)

**Gender Trust:** 01273 234024

(Advice and support for transsexuals and people with gender issues,  
[www.gendertrust.org.uk](http://www.gendertrust.org.uk))

**Info about Drugs:** 0800 776 600 ([www.talktofrank.com](http://www.talktofrank.com))

**Kaleidoscope:** 0845 450 6307 (Advice, treatment and counselling Re. drug use)

**Kingston Bereavement Service:** 020 8547 1552 (Counselling for bereavement)

**Kingston Health on Call:** 08456 010 909 (Out-of-hours medical advice)

**Kingston Women's Centre:** 020 8541 1941

(Advice and Counselling)

**London Gay and Lesbian Switchboard:** 0300 330 0630 (10am – 11pm)

(Advice and information, [www.llgs.org.uk](http://www.llgs.org.uk))

**London Women's Aid:** General enquiries: 0117 944 4411

(Domestic violence helpline, refuge, 0808 200 0247 [www.womensaid.org.uk](http://www.womensaid.org.uk))

**The Mankind Initiative:** 01823 334244 (Support for men being abused and support for female abusers, [www.mankind.org.uk](http://www.mankind.org.uk))

**MIND:** 020 8255 3939  
(Information and advice around mental health, [www.mindinkingston.org.uk](http://www.mindinkingston.org.uk))

**Muslim Women's Helpline:** 020 8904 8193  
(Confidential service for all Muslim Women [www.muslimcommunityhelpline.org.uk](http://www.muslimcommunityhelpline.org.uk))

**National AIDS Trust:** 020 7814 6767 [www.nat.org.uk](http://www.nat.org.uk)  
(Advice and information)

**National Debt Line:** 0808 808 4000  
(Advice on dealing with debt problems, [www.nationaldebtline.co.uk](http://www.nationaldebtline.co.uk))

**National Self Harm Network** 0800 622 6000 7–11pm Thurs–Sat, 6–10.30pm Sunday  
([www.NSHN.co.uk](http://www.NSHN.co.uk), email [info@NSHN.co.uk](mailto:info@NSHN.co.uk))

**NHS Direct:** 08 45 46 47  
(For health advice, [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk))

**Police Community Safety Unit, Kingston:** 020 8247 5165  
(Re. domestic violence, racial crimes, homophobic crimes)

**RASASC:** Freephone 0808 802 9999 12–2.30pm, 7–9pm only  
(Help and support for women who have been sexually abused or assaulted, [www.rasasc.org.uk](http://www.rasasc.org.uk))

**Rethink Natural Advice Line:** 020 7840 3188 [www.rethink.org](http://www.rethink.org) email: [advice@rethink.org](mailto:advice@rethink.org)  
(Mental health advice, Mon–Fri, 10–3)

**Samaritans Kingston:** 020 8399 6676 (24-hour crisis counselling,  
National 08457 909 090 [www.samaritans.org](http://www.samaritans.org))

**Saneline:** 08457 678 000  
(Emotional support and information, 2pm to midnight, [www.sane.org.uk](http://www.sane.org.uk))

**Students Against Depression:** ([www.studentdepression.org](http://www.studentdepression.org))

**University Counselling Service:** 020 8547 7172  
[healthandcounselling@kingston.ac.uk](mailto:healthandcounselling@kingston.ac.uk)

**Victim Support:** 0845 30 30 900  
(Advice and emotional support for victims of crime, [www.victimsupport.com](http://www.victimsupport.com))

**The Wolverton Clinic:** 020 8974 9331  
(Sexual health advice and treatment, emergency contraception,  
[www.sexualhealthkingston.co.uk](http://www.sexualhealthkingston.co.uk))



# Semester and term dates for 2011/12 and 2012/13

# Standard undergraduate term dates 2011/2012 and 2012/2013

## 2011/2012

### AUTUMN TERM

Monday 26 September 2011 – Friday 16 December 2011  
(New students from Monday 19 September 2011)

### SPRING TERM

Monday 2 January 2012 – Friday 30 March 2012

### SUMMER TERM

Monday 16 April 2012 – Friday 6 July 2012

## 2012/2013

### AUTUMN TERM

Monday 24 September 2012 – Friday 14 December 2012  
(New students from Monday 17 September 2012)

### SPRING TERM

Monday 31 December 2012 – Friday 22 March 2013

### SUMMER TERM

Monday 15 April 2013 – Friday 5 July 2013

Detailed information about attendance patterns, and any changes to the standard term dates by programmes of study, should be obtained from the relevant School Office.

# Standard Undergraduate Semester Dates 2011/12

	2011-2012 dates wk begin	KU weeks Academic Year ACYR	Sem 1/2	Teaching Year TCYR	Activity	
August	1	1				
	8	2				
	15	3				
	22	4			Retakes	
September	29	5			Retakes	
	5	6				
	12	7				
	19	8			Induction week	
October	26	9	1	1	TW1	
	3	10	2	2	TW2	
	10	11	3	3	TW3	
	17	12	4	4	TW4	
November	24	13	5	5	TW5	
	31	14				EAW
	7	15	6	6	TW6	
	14	16	7	7	TW7	
December	21	17	8	8	TW8	
	28	18	9	9	TW9	
	5	19	10	10	TW10	
	12	20	11	11	TW11	
January	19	21			Vac	
	26	22			Vac	Christmas Vac
	2	23	12	12	Assessment/ Study*	Wks 12, 13, 14 used to record mit circs
	9	24	13	13		Inter-
February	16	25	14	14	Mkg	Semester
	23	26				
	30	27	1	15	TW1	
	6	28	2	16	TW2	
March	13	29	3	17	TW3	
	20	30	4	18	TW4	
	27	31	5	19	TW5	
	5	32	6	20	TW6	
April	12	33	7	21	TW7	
	19	34	8	22	TW8	
	26	35	9	23	TW9	
	2	36			vac	Easter Vac
May	9	37			vac	
	16	38				EAW
	23	39	10	24	TW10	
	30	40	11	25	TW11	
June	7	41			Rev	
	14	42	12	26	Assessment/ Study*	Wks 12, 13, 14 used to record mit circs
	21	43	13	27		
	28	44	14	28		
July	4	45			Assessment/Mkg	
	11	46			Mkg	
	18	47			Mkg	
	25	48			M bds	
August	2	49			P bds	
	9	50				
	16	51				
	23	52				

## Notes

\*Assessment may include formal examinations

Issue Date:  
01-Sep-10

## Key

TW: Teaching Week  
EAW: Enrichment Activity Week  
Mkg: Marking  
M bds: Module Boards  
P bds: Programme Boards  
Rev: Revision

# Standard Undergraduate Semester Dates 2012/13

	2012-2013 dates wk begin	KU weeks Academic Year ACYR	Sem 1/2	Teaching Year TCYR	Activity
July	30	1			
August	6	2			
	13	3			
	20	4			Retakes
	27	5			Retakes
September	3	6			
	10	7			
	17	8			Induction week
	24	9	1	1	TW1
Oct	1	10	2	2	TW2
	8	11	3	3	TW3
	15	12	4	4	TW4
	22	13	5	5	TW5
	29	14			EAW
Nov	5	15	6	6	TW6
	12	16	7	7	TW7
	19	17	8	8	TW8
	26	18	9	9	TW9
December	3	19	10	10	TW10
	10	20	11	11	TW11
	17	21			Vac
	24	22			Vac
	31	23	12	12	Assessment/ Study*
January	7	24	13	13	
	14	25	14	14	
	21	26			Mkg
	28	27	1	15	TW1
February	4	28	2	16	TW2
	11	29	3	17	TW3
	18	30	4	18	TW4
	25	31	5	19	TW5
March	4	32	6	20	TW6
	11	33	7	21	TW7
	18	34	8	22	TW8
	25	35			vac
April	1	36			vac
	8	37			EAW
	15	38	9	23	TW9
	22	39	10	24	TW10
	29	40	11	25	TW11
May	6	41			Rev
	13	42	12	26	Assessment/ Study*
	20	43	13	27	
	27	44	14	28	
June	3	45			Assessment/Mkg
	10	46			Mkg
	17	47			Mkg
	24	48			M bds
July	1	49			P bds
	8	50			
	15	51			
	22	52			

## Notes

\*Assessment may include formal examinations

## Issue Date

01-Sep-10

## Key

TW: Teaching Week  
EAW: Enrichment Activity Week  
Mkg: Marking  
M bds: Module Boards  
P bds: Programme Boards  
Rev: Revision

# FURTHER DETAILED INFORMATION

# Health and Counselling Service Information

## COUNSELLING SERVICE

Counselling, Stress Management  
Stop Smoking, Complimentary  
Therapies

External: 020 8417 2172

Internal: 62712

Email: [healthandcounselling@kingston.ac.uk](mailto:healthandcounselling@kingston.ac.uk)

## Drop in Sessions

Penrhyn Road Health Centre  
Monday 3 – 4, Tuesday 3 – 4, Wednesday 3 – 4,  
Thursday 3 – 4, Friday 3 – 4

Kingston Hill Counselling & Health Advice Centre  
Monday 12 – 1, Tuesday 12 – 1, Wednesday 12 – 1,  
Thursday 12 – 1, Friday 3 – 4

## Counselling Service

Appointments are available Monday to Friday during term time. If you think that counselling may help book an assessment by ringing our office or calling into the Health Centre at Penrhyn Road campus. To make an appointment, please telephone 020 8417 2172 internal extension 62712 or email [healthandcounselling@kingston.ac.uk](mailto:healthandcounselling@kingston.ac.uk)

## What is Counselling?

Counselling provides a confidential, non-judgemental setting intended to facilitate exploration of thoughts and feelings with the aim of developing a fuller, more rewarding life.

## What you need to know about Counselling at Kingston University

After an initial consultation the student may be offered brief focussed counselling, normally ten sessions of 50 minutes each. Counselling is offered at Kingston Hill and Penrhyn Road. Before coming the student will be asked to provide contact details and to fill in the first section of a Counselling 'Front' sheet. In an initial consultation the student will be able to discuss why they have come for counselling at this time and what they want to get from it.

Sometimes it may be that this Service is not the most appropriate for particular needs. An onward referral to another service will be provided where possible. If allocated to a counsellor within the Service the student will be given an appointment time, date and location. The student should bring their diary and timetable with them to the initial consultation. For more information see StudentSpace.

The Health & Counselling Drop-ins are available to you for crisis counselling or health advice. These sessions are confidential.

## STRESS MANAGEMENT

The Health & Counselling Service runs stress groups and can provide a self-help manual.

Topical groups are held monthly, including anger management and relaxation techniques. For more information telephone 020 8417 7172, email [health@kingston.ac.uk](mailto:health@kingston.ac.uk) or see StudentSpace.

Students can obtain advice and support on self development, personal performance, coaching and drugs, alcohol and contraception advice by contacting [healthandcounselling@kingston.ac.uk](mailto:healthandcounselling@kingston.ac.uk)

## COMPLIMENTARY THERAPIES

To make an appointment for any of the complimentary therapies call 020 8417 7172 or email [healthandcounselling@kingston.ac.uk](mailto:healthandcounselling@kingston.ac.uk). For more information about any of the complimentary therapies see StudentSpace

### Massage Therapy

Appointments are available at the Penrhyn Road Health Centre on Thursdays. Fee per session, 40 minutes for £26 for students £28 for staff.

### Chiropody Clinic

Appointments are available on Mondays between 11am and 2pm. Fee per session £22 for students £28 for staff.

### Osteopathy Clinic

Appointments are available at the Penrhyn Road Health Centre on Wednesdays and Fridays. Fee per session £20 for students and staff.

### Reflexology

Appointments are available at the Penrhyn Road Health Centre on Tuesdays between 9.30 and 2.15. Fee per 40 minutes session £26 for students £28 for staff.

### Reiki

Appointments are available at the Penrhyn Road Health Centre on Thursdays. Fee per 40 minutes session £26 for students £28 for staff.

## CANCELLATION POLICY:

It is important to cancel your appointment if you cannot make it. Each therapist has a limited number of slots and someone else may be waiting to make an appointment. A cancellation fee, up to the full amount of the treatment fee, will be charged to any client not turning up or cancelling with less than 24 hours notice.

## NHS MEDICAL SERVICES

Provided by the Fairhill Medical Practice onsite at the Penrhyn Road Health Centre in term-time. The Practice offers by appointment: Medical consultations, Well Person Clinic, Asthma / diabetes / epilepsy advice and treatment, vaccinations – routine and travel, 48-hour prescriptions. GP surgeries are held at the Penrhyn Road Health Centre every morning and afternoon. To book an appointment telephone 020 8417 7204

## VACATION AND EMERGENCY OUT-OF-HOURS MEDICAL SERVICES

During the vacation NHS medical services are not available onsite at the Penrhyn Road Health Centre. Students registered with the Fairhill Medical Practice may be seen at our other surgeries in Kingston:

14 Fairfield South  
Kingston upon Thames  
KT1 2UJ  
Tel 020 8546 1771

81 Kingston Hill  
Kingston upon Thames  
KT2 7PX  
Tel 020 8546 1407

An alternative source of health information or advice is NHS Direct, a 24-hour nurse-led advice line available on Tel 08 45 46 47.

The nearest Accident and Emergency Department is at:

Kingston Hospital  
Galsworthy Road  
Kingston upon Thames  
KT2 7QB  
Tel 020 8546 7711

There are also minor injuries units at:

Queen Mary's Hospital  
Roehampton Lane  
London  
SW15 5PN  
Tel 020 8355 2450

Teddington Memorial Hospital  
Hampton Road  
Teddington  
Middlesex TW11 0LJ  
Tel 020 8977 2212

## MONDAY CLINIC FOR SEXUAL HEALTH

(Wolverton Centre Outpatient Clinic)

No Appointment necessary\* 12.30 – 2.30 Screening and treatment for sexually transmitted infection, HIV testing, advice around sexual problems and difficulties, safer sex advice. All services are free and confidential.

\*Please note: There are 7 slots available on the day which can be reserved from 9am onwards.

The Wolverton Centre for Sexual Health holds clinics at Kingston Hospital, Wolverton Avenue, near Norbiton Station. Contact the clinic on 020 8674 9331 for times. For more information about the Monday Clinic see StudentSpace.

## MEDICAL MITIGATING CIRCUMSTANCES

There is a new Procedure for Mitigating Circumstances. This procedure refers to medical mitigating circumstances from your GP (Fairhill Practice or other GP surgery) only; as before, it is not possible to obtain mitigating circumstances for counselling/drop-ins from Health & Counselling.

1. The student obtains a copy of the Mitigating Circumstances Request Form from your faculty.
2. They complete the form as far as possible, including the dates for which you require certification.
3. They then take the form to your GP for completion by a health professional. PLEASE NOTE some GP's may charge an administration fee for this service. This is usually in the range of £10 – £20.
4. Evidence (if appropriate) is provided on sight of the form (by the GP/Nurse Practitioner).
5. They then take the completed form and return it to their faculty for the attention of the student support team.

Students can download a copy of the mitigating circumstances form for student space or get a copy from their faculty.

# Disability and Dyslexia Support Service (DDSS)

## DISABILITY AND DYSLEXIA SUPPORT SERVICE (DDSS)

The following is a brief introduction to the DDSS to highlight key areas of work of the service. Further and more detailed information can be found through Staff Space or by contacting us direct by phone or e-mail. The DDSS is based in 53 Portland Road, behind the Knight's Park campus, but offers a range of services across all four campuses. The service comprises specialist advisors in Disability, Dyslexia and Mental Health who are available to advise and support both staff and students.

Our service co-ordinates support across the University for students with disabilities, dyslexia and additional support needs. Students using the service include those with physical impairments, sensory impairments (eg Deaf), mental health difficulties, Aspergers Syndrome, specific learning differences (eg dyslexia and dyspraxia) and hidden/unseen disabilities (eg asthma).

### SUPPORT FOR STUDENTS WITH DISABILITIES IN HEIS

The Equality Act identifies disability as a protected characteristic and requires that all HEIs ensure that disabled people do not experience discrimination. In addition, HEIs have an anticipatory duty to make reasonable adjustments to ensure that disabled students are not less favourably treated. As a University we are required to make reasonable and practical adjustments to ensure that students with differences can access their studies and all other aspects of University life.

### HOW SUPPORT IS PUT IN PLACE?

Students can be identified at either the admission stage, through a declaration on the UCAS form, or post admission. In order for support to be put in place, it is crucial that students make contact with us at an early stage. Following consultation with the student and receipt of relevant evidence (see below), recommendations for support and adjustments will be made to Courses and Departments in the form of a Summary of Support Needs report (SOSN). This report will be sent to the Faculty Disability Contact whose responsibility it is to disseminate to the appropriate Faculty Staff. A copy is also sent to the student. If you are aware that a student in your faculty/lecture has a disability/mental health need/specific learning difference, you should first check if the Course Leader has received a copy of a Summary of Support Needs and that recommendations are being put in place as required. The type of recommendations that would be relevant to you as a member of teaching staff are, for example, permitted use of a recording device in lectures, use of note-takers, exam allowances for in-class tests,

handouts in advance and/or put on Blackboard. If students are involved in placements, consideration will need to be given to ensure they are accessible and that reasonable adjustments are made. Please note that the current audio recording policy enables all students to record lectures.

Academic allowances for formal examinations are made by the DDSS advisors directly to the Examinations Department. These can include, for example, extra time allowances, use of a reader/scribe and use of a PC. This information will also be included in the Summary of Support Needs report.

### WHAT SUPPORT IS AVAILABLE?

The type of support varies according to individual need but may include:

- confidential appointments and drop-in advice and support sessions
- adapted accommodation
- disabled parking on campus
- reasonable adjustments to students' course of study
- arrangements for exams/assessments including academic allowances
- use of specialist software and equipment in our Adaptive Technology Resource Centres and ICT training sessions
- one-to-one learning support (including note-takers, lab assistants and mentors)
- extended lending rights in the Learning Resource Centres

And additionally for those with dyslexia/dyspraxia:

- screening appointments
- one-to-one study support sessions with specialist dyslexia tutors
- study skills groups/workshops

### WHAT FUNDING IS AVAILABLE?

Students may be eligible to apply for the Disabled Students' Allowance (DSA). This is to help pay for any specialist equipment and support, such as note-takers or learning support tutors. The DDSS can advise and assist students with their application.

Overseas and international students are not eligible to apply for the Disabled Students' Allowance. However, the University will make reasonable adjustments to facilities and services. Additionally, the DDSS can access a fund, which can help towards the cost of support.



### **WHAT EVIDENCE DO STUDENTS NEED TO SUPPLY?**

If students have a disability, medical condition or mental health difficulty, they will need to provide up-to-date medical evidence to support their request for support or adjustments from the University. This could be a doctor's letter or hospital letter. The service does not accept self certification certificates.

For students who have dyslexia/dyspraxia, a current diagnostic assessment (ie done in the last three years) is required before we can put academic allowances in place. If students are in any doubt or have not had an assessment, they should contact the Dyslexia Advisor who will be happy to offer advice.

### **WHAT DO I DO IF I SUSPECT A STUDENT HAS DYSLEXIA?**

If you feel that a student is showing signs of dyslexia, for example through their written work (eg poor grammar and spelling, confused or 'jumbled' writing, a marked difference between verbal and written ability), please refer them to the DDSS by suggesting they come to one of our drop-in sessions or contacting us by e-mail or telephone to make an appointment. We offer screening appointments where students may then be referred to an educational psychologist or suitably qualified professional for a full assessment. We are happy to discuss any difficulty the student may be having and offer advice on how to get an assessment. Alternatively, students can just email us at [disability@kingston.ac.uk](mailto:disability@kingston.ac.uk). The University may provide funding for this.

Additional information to support academic staff is available on the ADC website.  
[www.kingston.ac.uk/academic-development-centre/learning-and-teaching/supporting-students](http://www.kingston.ac.uk/academic-development-centre/learning-and-teaching/supporting-students)

### **WHERE CAN I FIND OUT MORE?**

For further information, please contact the disability, mental health and dyslexia advisors (details below). They will be happy to provide more information and guidance. Details of our appointment and drop-in times will be available on the website and up-to-date information is sent periodically to student support offices.

#### **Disability/mental health support**

Tel +44 (0)20 8547 8682  
Fax +44 (0)20 8547 7019  
minicom +44 (0)20 8547 8847  
email [disability@kingston.ac.uk](mailto:disability@kingston.ac.uk)

#### **Dyslexia support**

Tel +44 (0)20 8547 7752  
Fax +44 (0)20 8547 8443  
minicom +44 (0) 20 8547 8847  
email [dyslexia@kingston.ac.uk](mailto:dyslexia@kingston.ac.uk)

# Plagiarism Information

## Plagiarism: saying no is not enough

### A STAFF GUIDE

#### ACADEMIC DEVELOPMENT CENTRE

#### INTRODUCTION

This guide has been prepared by the Academic Development Centre to assist staff in preventing and detecting plagiarism.

Before 1995 there was little attention paid to plagiarism in the U.K literature on higher education. Since then there has been growing interest and concern. A number of news reports have highlighted high profile instances of plagiarism and various surveys of academic staff indicate that instances of plagiarism are widespread, increasing and may often go undetected (students report significantly higher levels than staff).

The growth in instances of plagiarism and interest has been in parallel with growth of the Internet. Indeed, issues have been transformed by the Internet and there are fears that plagiarism will continue to increase even faster than hitherto.

**The guide describes the University's approach to dealing with plagiarism which has been approved by the Academic Board. It describes the various initiatives that course teams can take to educate students about plagiarism, what actions can be taken to reduce opportunities for plagiarism and prevent it happening. It is accompanied by a student guide which, amongst other things, describes the help students can expect in understanding the importance of avoiding plagiarism and how to avoid it. It is therefore important that course teams adopt the approaches outlined in this guide as students will expect help.**

#### WHAT IS PLAGIARISM?

Dictionary definitions emphasise the Greek routes *plagion* meaning kidnap. The Concise Oxford Dictionary (1980) defines *plagiarise* as "1. Take and use (the thoughts, writings, inventions etc. of another person) as one's own. 2. Pass off the thoughts etc. of (another person) as one's own."

The University has adopted the following definition of plagiarism:

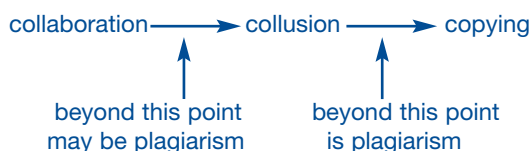
**Presenting the work of another as one's own without proper acknowledgement**

This definition encompasses direct quotations and summaries/paraphrases of other work **that are not acknowledged**. It includes published and unpublished sources, including the work of other students. It includes the need to cite the contribution of others to composite pieces of group work. It also includes reuse of one's own work. The definition incorporates a number of forms of academic misconduct which are separately defined; these include collusion, copying, syndication (sharing the workload), duplication (using the same work more than once). It applies to written material, for example, encompassing direct quotations and summaries/paraphrases and other forms of original work (copies or adaptations), for example, music, art and design works, images, drawings, diagrams, data, computer programme ideas and inventions. ***It must be emphasised that it is failure to acknowledge that constitutes plagiarism.***

It is therefore essential that staff and students have a shared understanding of what plagiarism is, why it is serious misconduct and how to prevent it. This guide addresses these issues.

Plagiarism is one form of cheating and the definition does not cover other forms of cheating such as in examinations with "crib" notes or unauthorised materials, impersonation of another student, unauthorised communication in examinations, invention of material, falsification of material etc.

As with all definitions deciding what is plagiarism and what is not, what is serious and what is not, are matters of judgement. The situation is often made worse by attempts to disguise plagiarism. The difficulty can be illustrated in the following example that might relate to group work.



In the cases of individual pieces of work there can be fine distinctions between the ideas, opinions, summaries and syntheses which are a student's own and those that are from attributable sources.

Detecting plagiarism is not easy especially with the growth in sources of information on the Internet. Typically features of work that lead to detection of plagiarism are:

- lack of references and citations in a piece of work, failure to provide a bibliography;
- terminology;
- sentence structure (syntax);
- sudden changes of style;
- written work different to that produced in class or unseen assessments;
- writing style above or below student's skill level;
- feeling of familiarity with the text.

(there has been a growth in electronic detection tools in recent years and these are considered briefly at the end of this paper).

**All of the above leads to two conclusions:**

- **prevention of plagiarism is much preferable to detection and punishment (this paper is primarily concerned with prevention);**
- **plagiarism is a very serious academic offence and must always be challenged where it is suspected (it may sometimes seem easier to ignore possible plagiarism, but we are aiming for a culture of no tolerance of cheating).**

### COMMON UNDERSTANDING OF PLAGIARISM

Various surveys and research on the views and attitudes of staff and students show a significant gap in the understanding of plagiarism and related forms of academic misconduct. Staff regard plagiarism as a very serious offence, amounting to theft and as such perhaps more serious than cheating in examinations. Whilst students regard cheating in examinations as a very serious matter\*, they have very different views on plagiarism from those of staff, regarding it as of relatively minor importance (\*although this does not prevent it happening!). There are a number of possible reasons for this difference of view between staff and students:

- pre-entry courses do not teach students citation and referencing skills, do not emphasise the importance of acknowledging sources and may positively encourage reproduction of "notes" as if the material was the student's own;
- mature students may not have been exposed to academic conventions, relating to ownership of intellectual property and acknowledging such ownership;
- students view quite differently the seriousness of sharing workloads with regard to course work compared to the views of staff;
- different cultural backgrounds from which our students come have wide-ranging views of the acceptability, or otherwise, of plagiarism as defined by the Western academic culture;
- students may feel that quoting a source/acknowledging the source is not acceptable, that everything should be in "their own words"

otherwise marks will be lost (rather than regarding citation and referencing as a positive feature of their work\*).

\* *this relates to students having a better understanding of what is being assessed: a demonstration of their learning and that it is the context, analysis, commentary on, opinion of, etc. the quote or citation that is important not the quote or citation itself (we should design assessments that encourages students to do this and that reduce the opportunities for plagiarism).*

All of this leads to the conclusion that we should take a holistic teaching and learning approach to plagiarism. In particular we must:

- teach students what plagiarism is and teach the skills needed to avoid plagiarism;
- design out opportunities for plagiarism;
- create a climate that discourages plagiarism, does not tolerate it and makes examples of those perpetrating serious instances of plagiarism.

### TEACH STUDENTS WHAT PLAGIARISM IS AND HOW TO AVOID IT

Students cannot fill the gap in citation skills and understanding the importance of acknowledging the intellectual property of others without help. However, there should be a balance between the University's responsibilities and those of the student. Once students have been provided with clear opportunities to understand the reasons for accurate citation and to develop the necessary skills, the University will apply rigorous and clear rules and penalties for dealing with instances of plagiarism. However, the time for students to develop an understanding and necessary skills should not be underestimated. Much can be done before students attempt their first summative assessment, but they will need feedback on it and further assessments before rigorous penalties are implemented. It is essential that students are provided with the details of the conventions used for citation of primary and secondary sources and bibliographies in the subject they are studying and time to practice them. A lenient and developmental approach should therefore be taken to level 1 of an undergraduate programme. By contrast, postgraduate students may be expected to have a better understanding of plagiarism and the consequent expectations the University has of them (however, all students should be provided with clear information about plagiarism, citation and referencing and course teams need to be sensitive to the support needs of all students, including postgraduate, in the light of their prior experience, backgrounds, entry qualifications etc.).

It is absolutely essential in dealing with prevention of plagiarism that we do not adopt the approach sometimes taken in UK education that clever people "pick things up: don't tell them". This is inefficient and in this case unfair to those who cannot be expected to understand the issues involved (probably the majority, exacerbated if there are cultural influences). In the case of plagiarism, as in other areas of education, the Chinese proverb "I hear and I forget, I see and I remember, I do and I understand" applies. Therefore written information in handbooks and a session in induction are not adequate. All course teams

should develop a programme integrated into their learning, teaching and assessment strategies to provide students with an understanding of plagiarism, the skills to avoid it and the serious consequences of plagiarising.

This should include:

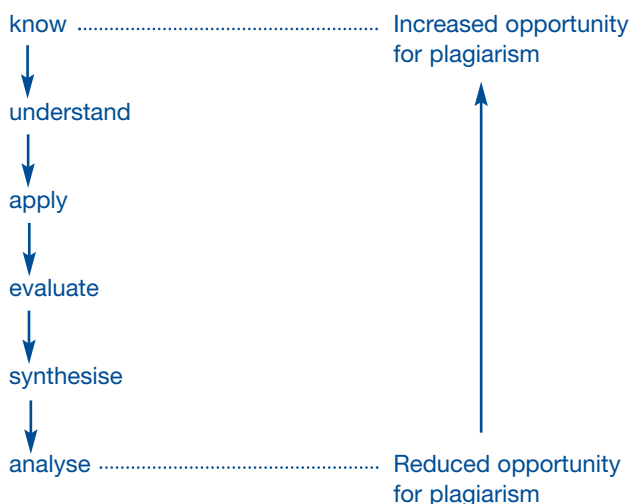
- defining plagiarism, collusion etc;
- teaching the academic conventions of citation and referencing for the subject(s) concerned (students need practice!);
- reinforce understanding for specific groups (eg. mature students, students from different cultural backgrounds);
- provide examples and illustrations;
- using active learning methods (eg. case studies where students consider what does, or does not, constitute plagiarism);
- repeat regularly;
- provide feedback to individual students on assessed work.

Basic information, including the University's standard definition is also contained in the student guide "Plagiarism: what is it and how to avoid it? A student guide" which can be included in student handbooks (available on the Academic Development Centre web site) and which is made available to all students. Other approaches clearly need to be subject contextualised but the Academic Development Centre (Learning & Teaching Development) will help course teams to devise programmes wherever possible. Remember that you can discuss your approach with your subject librarian and that Library Services provide information and help for all students. Working with colleagues from the library is likely to be productive.

## DESIGNING OUT THE OPPORTUNITIES TO PLAGIARISE

Reducing opportunities for plagiarism relates primarily to assessment and the nature of the assessment tasks we set students.

Learning outcomes that we assess in higher education are often described in a continuum from "low" level to "high" level as follows:



Therefore the more original students are required to be, the less chance there is to find a source to plagiarise. Testing, knowledge and understanding is best done in an environment where plagiarism is not possible (test, examination etc.).

Obviously, assessment methods are tailored to subjects. However, it is possible to provide generic guidelines for preventing plagiarism. Good practice might include:

- changing assessments (avoid using the same questions, case studies etc.);
- creating individual assessments requiring the use of personal examples;
- setting topics that integrate theory and examples;
- setting a variety of assessment tasks;
- asking for opinion, analysis etc. rather than description;
- using "meta-essays" written in class (ie write an essay about an essay);
- requiring submission of essay plans before final versions;
- using timed open book assignments;
- requiring electronic and hard copy submissions (electronic copies that might be checked using electronic detection tools);
- insisting on full bibliographies;
- requiring students to sign a cover sheet to assignments indicating they are aware of the University's plagiarism definition, that the work is their own with the work of other people acknowledged;
- requiring students to keep records of notes, first drafts, copies of sources etc.\*;
- ensuring that students are clear about rules for group work and contributions to group assessments (students can be very confused when on occasion a single group report is required and at other times, individual contributions are required).

\* *it is a very good idea to teach students how to keep a log of roughwork, copies of references, draft notes etc. in order for them to be able to demonstrate the originality of their work and accuracy of citation. Making this a requirement can be invaluable if plagiarism is suspected with the onus on a student to be able to produce rough work, notes etc.*

## CREATE A CLIMATE THAT DISCOURAGES PLAGIARISM

Although the best ways of tackling plagiarism are to teach students what plagiarism is and how to avoid it, and to reduce opportunities for plagiarism, it is also essential to create an atmosphere that discourages plagiarism. This has two aspects:

- valuing academic integrity and knowledge, valuing the learning process and valuing students' work and showing positively that you value all these;
- after the initial learning period for students, showing that plagiarism will not be tolerated.

As noted above it is sometimes tempting to ignore possible instances of plagiarism and to create a climate of tolerance. This is not acceptable and suspected cases must be confronted, investigated and dealt with consistently and with the utmost seriousness. The University's procedures

for dealing with academic misconduct should be used ("Academic Misconduct – cheating in assessment"). All students should be referred to the procedures in course handbooks. Ensuring that students know that suspected cases of plagiarism are pursued rigorously and are aware of the penalties applied to proven cases can be very valuable. All admitted/proven cases of plagiarism must be recorded in student files. Local arrangements may be made for less formal notes where conversations about plagiarism have taken place with students, but evidence is inconclusive.

### USE OF ELECTRONIC DETECTION TOOLS

The University has not adopted a standard plagiarism detection tool. This is in part because different ones are suitable for different subjects and purposes (eg. linguistic analysis, textual comparison, Internet search etc.). Requiring students to submit work electronically with their awareness that detection tools might be used is a very useful deterrent.

Rather than develop our own service, colleagues are referred to the JISC – National Plagiarism Service at <http://www.jiscpas.ac.uk>.<sup>\*</sup> The service offers a help desk, advice and guidance facilities, reports and publications, good practice guides, information on workshops and events and education materials.

***\*Note: The JISC service requires that students should be aware that their work may be screened and, under the Data Protection Act, be able to opt out. The University includes a standard statement in its Student Regulations provided for all students at enrolment and registration indicating that assessed work may be screened. It is also essential to put a blanket statement in student handbooks "you are advised that you may be asked to submit assessed work electronically and that it may then be screened using plagiarism detection software". You should also clearly refer students to the student guide to avoiding plagiarism "Plagiarism: what it is and how to avoid it? A Student Guide". Alternatively, you can ask all students to sign a cover sheet to assessed work indicating that they have not plagiarised and noting that it may be screened. Be aware that, although it is unlikely to happen, students have the right to opt out of the JISC screening process. This should not be interpreted as evidence of plagiarism. For further advice contact: Dr Tim Linsey Associate Head, Academic Development who is the contact between the University and the JISC service.***

Two other useful methods are open to staff using standard internet search engines (eg. Google). Firstly, it is a good idea to run a search on any written assignment titles set for students (use the exact title wording). This will provide an indication of the material that students can find. Secondly, if you suspect plagiarism, enter the precise wording from the student's work in quotes. If the quote exists anywhere on the web, you will get a rapid return (note this only works if the student has copied a quote word for word).

### Further reading:

***This paper summarises the issues and offers a comprehensive series of hyperlinks to sites on detection of plagiarism, in correction, and prevention. A good starting point.***

"The New Plagiarism in Higher Education: From Selection to Reflection" Jim Evans, Centre for Academic Practice, University of Warwick

***This paper shows how differently students and teachers see plagiarism and why students choose to cheat.***

"Undergraduate Cheating: who does what and why" Arlene Franklin Stokes and Stephen Newstead in *Studies in Higher Education* Vol 20 no 2 1995 pp 159–72. This paper is one of the first to look at academic misconduct in Britain.

"Guilty in whose eyes? University students' perception perceptions of cheating and plagiarism in academic work" P Ashworth, P Bannister and P Thorne in *Studies in Higher Education* Vol 22 no 2 June, 1997 pp 187–203.

***This paper takes a more overtly staff development line, aimed at the academic reader.***

"Cut-and-Paste Plagiarism preventing detecting and tracking online plagiarism" Lisa Hinchcliffe, May 1998 [www.uregina.ca/tcdc/CutPastePlagiarism.htm](http://www.uregina.ca/tcdc/CutPastePlagiarism.htm)

Source: Academic Development Centre



# Dealing with student misconduct

## **GUIDANCE FOR STAFF ON DEALING WITH INAPPROPRIATE BEHAVIOUR**

**All staff have a responsibility for addressing inappropriate student behaviour by ensuring that students comply with rules and regulations within their areas of work and taking the appropriate action should students fail to comply.**

### **Proactive Strategies**

- Make students aware of how they are expected to behave and wherever possible involve them in this process (e.g. devising ground rules in lectures)
- Stress the benefits of behaving appropriately and complying with rules/regulation – e.g. create a productive learning environment
- Remind students periodically of rules and behavioural expectations (e.g. at the beginning of each term)

### **When confronted with inappropriate behaviour:**

- Remind the student(s) of the relevant regulations relating to behavioural expectations (e.g. ground rules). Set the limits by defining permissible behaviour and consequences
- Stay Calm – don't be drawn into an argument
- Recognise when to draw a line – don't take abuse.
- Be aware that the behaviour could be the result of a disability or mental health difficulty ( see guidance below)
- Minimise the opportunity for other students to get involved – maintain eye contact with the student involved and move the scene of conflict away from other students wherever possible. In lectures/tutorials, try and see the student after classes.
- If the student refuses to comply with a request to moderate his/her behaviour, seek the assistance of a colleague or ask the student to leave
- Call security if a student refuses to leave and/or continues to exhibit inappropriate behaviour despite warnings to desist from such conduct. Academic staff may consider suspending lectures
- If a student's behaviour is perceived to pose a threat to the health and safety of staff, other students in the vicinity or to him/herself then security should be called immediately on 66666. The staff member should move away from the area of conflict and await the arrival of security
- Make a factual record of events and actions taken
- Seek advice

### **Mental Health/Disability and Student Behaviour**

- If you are concerned about a student's behaviour but it does not pose any immediate health and safety concerns- contact Health and Counselling Service for advice and guidance on 0208 417 2172 or ext. 62172
- Where a student's behaviour poses a threat to the health and safety of others or him/herself- alert Security immediately on 0208 417 6666 or 66666
- Contact Health & Counselling Service for advice/guidance regarding the Mental Health Protocol

## **THE SEC AGREEMENT OF EXPECTATIONS OF STUDENTS AND STAFF**

### **As a SEC student you can expect to receive:**

- Clear information about the course you will be studying and the assessment requirements for each module and your degree
- A quality learning experience drawing on the skills and expertise of academic staff
- Feedback on your work in the agreed time
- Access to learning support services and resources to enhance your studies and support your course of study both within SEC and the University
- Access to a range of information technology facilities
- Access to a range of appropriate additional support within the University for students with specific learning needs
- The support of a pastoral tutor
- Access to a wide range of University welfare services
- A safe, pleasant and appropriate learning environment

### **As a SEC student your responsibilities are to:**

- Attend every session which makes up your learning programme
- Notify your lecturer in advance by email where an absence is unavoidable
- Be punctual to all sessions which make up your learning programme
- Be polite and considerate at all times to your peers and staff
- Avoid disruptions and noise in all learning sessions
- Submit all your work set on time and in the correct manner
- Submit work which is your own unless it contains the appropriate acknowledgements to others.
- Read your Kingston University email on a daily basis as this is the main method of communicating with you!
- Carry your ID card with you at all times and show it to staff if requested
- Develop the necessary skills to become an independent learner

### **Learning etiquette**

- 1 You are expected to attend all sessions which make up your learning programme.
- 2 You are required to turn your mobile phone OFF during all lectures, seminars, tutorials, workshops, site visits and field course sessions.
- 3 You must not cause a disturbance or breach health and safety rules of any kind during a lecture, seminar, tutorial or workshop or whilst working in one of the Silent Study Areas in the LRC. This could include inappropriate chatting to fellow students or talking on your mobile phone.
- 4 You will be expected to address your lecturer by title unless you are told otherwise.
- 5 You are required to turn up to lectures on time. Do not expect to be allowed access to the lecture if you are late.
- 6 Laptops should only be used for classwork.
- 7 You are expected to leave any study area as you found it. This means removing any rubbish and ensuring the furniture is put back in order.
- 8 You are expected to be polite to staff and students when expressing views or opinions in your learning environment.
- 9 Discourteous emails and emails which are not titled clearly will be ignored.
- 10 You are required to bring the correct safety equipment to all relevant classes. Failure to do so could result in non-admission.
- 11 You must not install third party software unless it has been provided via University supplied software application icons.
- 12 Laptop power supplies and mobile phone charges are not permitted in the classrooms or laboratories.
- 13 You are not permitted to bring food or drink in to classrooms or laboratories. Water is permitted in class.

# Dealing with bullying and harassment

Dignity involves treating employees and students with respect. It requires the elimination of harassment and bullying behaviour.

## What is bullying?

Bullying can be characterised as “offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient” (ACAS guidance)

## What is harassment?

Harassment is unwanted conduct affecting the dignity of all staff and students. It may be related to age, sex, sexual orientation, gender reassignment, race, colour, nationality, ethnic origin, disability, religion or belief or any personal characteristic of the individual. It may be persistent or an isolated incident. Generally, one important factor is that the action or comments are perceived as demeaning and unacceptable to the recipient. It is not the intention of the perpetrator that is key in deciding whether harassment has occurred but whether the behaviour is unacceptable by normal standards, is disadvantageous to the individual concerned and could reasonably be regarded as being so.

Harassing or bullying behaviour may be physical, verbal or non-verbal. Forms of unacceptable behaviour may include the following:

- Physical contact ranging from touching to serious assault.
- Verbal or written harassment through jokes, offensive language, email
- messages, mobile phone text messages, gossip, defamation, letters etc.
- Visual display of inappropriate materials, posters, graffiti, obscene gestures etc.
- Isolation or non co-operation whilst studying or working; and deliberate exclusion from social activities.
- Coercion ranging from pressure for sexual favours through to pressure to participate in political / religious groups.
- Intrusion by pestering, spying, stalking etc.
- Intimidating behaviour involving abuse of authority, power or coercion.

## Harassment, bullying and the law

Harassment and bullying behaviour will not be tolerated and this behaviour by students will be dealt with under the Student Disciplinary Procedure.

Source: Kingston University Dignity at Work Policy  
<http://dep.staff.kingston.ac.uk/C12/Dignity%20at%20work/default.aspx>



# Mitigating circumstances

We know that there may be circumstances beyond a student's control which may interfere with their studies. You can advise students to use the mitigating circumstances procedure if they cannot attend an exam, class test, presentation or submit a piece of assessed work. The mitigating circumstances procedure is **only** for assessments or examinations that a student has **not** taken. They **cannot** be used once a student has sat an exam or handed in a piece of work to alter disappointing marks.

You can help students determine whether they should complete and submit mitigating circumstances by following the procedure below.

Information on mitigating circumstances can be found on StudentSpace by going to "Your studies" > "Examinations and assessment" > "Mitigating circumstances".



It is the student's responsibility to decide whether or not they are fit enough to take an exam or test and/or submit a piece of work.

If the student is unable to submit work or sit an exam or test through no fault of their own, then they must submit a mitigating circumstances claim together with the required evidence. Claims submitted after the deadline date will not normally be accepted unless they have clear evidence to show why they were unable to meet the deadline.

If a student's claim is accepted by the mitigating circumstances panel, then their assessment will be deferred, where they may be given another opportunity to submit the work or take the exam without penalty.

However, please note that this additional opportunity may:

- be up to one year later;
- require a different type of assessment;
- require them to suspend your registration for a period of time; and
- require them to change their mode of attendance from full time to part time.

If their claim is rejected by the panel, their work will be graded with F0 for non-submission and any reassessment that they are permitted will be capped at 40%. All claims (with the required supporting evidence) must be submitted to the Student Support Team by the deadline date published on StudentSpace.

If a student wishes to discuss their circumstances confidentially **before** making an application, or to gain support in completing the forms you can advise them to speak to a member of the Student Support Team by contacting the School Office or [SECstudentsupport@kingston.ac.uk](mailto:SECstudentsupport@kingston.ac.uk).

Below are the guidelines of acceptable and unacceptable mitigation.

## GUIDELINES ON ACCEPTABLE/UNACCEPTABLE MITIGATION

Normally acceptable	Examples
1. Death certificate for recent (< month) death of someone close	"Close" can mean parents (& guardians), children and siblings, a spouse/partner and it may include friends, in-laws, grandparents and grandchildren if it can be shown that the relationship was very close etc.
2. Medical certification of illness or serious accident of the student	Illness, accident or severe trauma occurring at the time of an assessment. It should be an incapacitating illness, an unexpected deterioration in an ongoing illness or chronic medical condition. It can also be an assault where the student is the victim, breaks and serious sprains of the normal writing hand/arm. Retrospective certification is not acceptable. It is recognised that it can be difficult to get timely verification from hospitals, but you should submit your claim, pending confirmation.

*Continued overleaf*

## GUIDELINES ON ACCEPTABLE/UNACCEPTABLE MITIGATION

Normally acceptable	Examples
3. Medical certification of the serious illness of a close relative.	See notes above about the definition “close”. Again this must be an unforeseen accident or serious deterioration.
4. Independent verification of serious personal disruption.	Fire, burglary, requirement to appear in Court etc relevant to the date of the assessment event or the period leading up to it. Supporting third-party evidence must be provided. Travel problems are not normally accepted as students are expected to plan ahead.
5. Employer letter providing evidence of significant change of employment circumstances.	This will normally only be accepted for an extension to a submission date, not the deferral of the assignment or an examination event. NB: THIS IS NOT VALID FOR FULL TIME STUDENTS.
6. Corroboration from Dyslexia Co-ordinator or Disability Co-ordinator.	If evidence of special needs is provided too late to be taken into account in the delivery or assessment of the module.
Not normally acceptable	Examples
1. Social activities	Hectic social life, parties, visits by/to friends, sporting fixtures.
2. Temporary self-induced conditions	Hangovers, drug taking (unless possibly for a registered medical user influenced by the medical treatment involved). It may also include the taking of prescribed medication for certain conditions where it is known that there may be adverse reactions eg Drowsiness.
3. Minor ailments and other conditions	Coughs, colds, sore throats, sprains (other than in the writing hand/arm). Long-standing medical conditions for which special arrangements could have been made or treatment anticipated and taken. Accidents/illness affecting relatives or friends unless serious or the student is the sole carer.
4. Examination stress	Examination stress or stress in practice placement will not, by itself, be considered as a mitigating circumstance. It is expected that individuals in higher education will develop the ability to deal with this and produce satisfactory work whilst meeting deadlines.
5. Domestic or personal disruptions which could have been anticipated or planned	Moving house, holidays, weddings or other events where the student either has control over the date or may choose not to participate. Change of job or “normal” job pressure (exceptional crises at work might be acceptable), failed travel arrangements, illness of pets, oversleeping, misreading examinations timetable or other assessment details, taking the wrong examination.
6. Religious festivals	These are normally known in advance and do not meet the criteria for mitigating circumstances.
7. Study-related	Computer difficulties, losing work not backed up on computer disk, deadline congestion, examination congestion, missing books, examination rescheduling, late distribution of materials by the School, delays in printing, photocopying and/or binding of assessed work.
8. Examination conditions	Disruption in the examination room: poor lighting, ventilation or heating, excessive noise, illness or behaviour of other students, noise from invigilators. Normally such conditions will have been reported by the invigilators, who will pass reports on to the Faculty.

## EXAMPLE

### FACULTY OF SCIENCE, ENGINEERING & COMPUTING

#### Application for consideration of mitigating circumstances

Before completing this form, read the University's Mitigating Circumstances and Student Assessment policy (Student Version) which you can download from StudentSpace  
<http://student.kingston.ac.uk/default.aspx>

#### Section a: student and course details

KU number: \_\_\_\_\_ Course: \_\_\_\_\_ Level \_\_\_\_\_

Surname: \_\_\_\_\_ First name: \_\_\_\_\_

#### Section b: details of mitigating circumstances

##### Start and end dates for mitigating circumstances:

From: \_\_\_\_\_ To: \_\_\_\_\_

##### Brief description of mitigating circumstances (attach a separate sheet if needed):


##### What evidence are you submitting?


## EXAMPLE

If you are absent due to ill health you **must** complete the medical certificate and get it signed and stamped by your doctor.

### Please contact the Student Support Team to submit the form

[SECstudentsupport@kingston.ac.uk](mailto:SECstudentsupport@kingston.ac.uk)

020 8417 2955 / 020 8417 2592 / 07775 027 523 (call or text)

### Mitigating Circumstances Procedures for Assignments / Examinations

If you wish to request that an assignment deadline is deferred or you are unable to attend an examination or other form of assessment attempt, you must submit the required evidence before the scheduled submission date. Claims will not be accepted after this date unless there is evidence to show that you were prevented from submitting it by the required date eg you were seriously ill in hospital.

#### For office use only

Received: Date: \_\_\_\_\_

Date Stamp:

Time: \_\_\_\_\_

Name: \_\_\_\_\_

### Section c: mitigating circumstances for missed assessment

MODULE: Please enter below.....		ELEMENT OF ASSESSMENT			
CODE	NAME	ASSIGNMT	TEST/ PRAC	EXAM	DATE MISSED

## EXAMPLE

### Section d: request for deferred assignment (assignment deadline extension). This request **MUST** be completed before the submission date

Module code and name: \_\_\_\_\_

Assessment title: \_\_\_\_\_

Original submission date: \_\_\_\_\_

### To be completed by the Module Leader

Deferred assignment or test: request in section d accepted ☐

Agreed new submission date: \_\_\_\_\_

Deferred assignment or test: request in section d rejected ☐

Reason: \_\_\_\_\_

Request referred to the Mitigating Circumstances Panel for consideration: ☐

Reason: \_\_\_\_\_

Recommendation: \_\_\_\_\_

Module Leader's signature: \_\_\_\_\_

Module Leader's name (print): \_\_\_\_\_ Date: \_\_\_\_\_

### To be completed by the Field Leader / Course Director

Recommendation: \_\_\_\_\_

### Section e: student signature

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EXAMPLE**

<b>Medical Certificate for Mitigating Circumstances Relating to Academic Studies</b>		<b>Kingston University</b> London	
<b>Section 1 (To be completed by student):</b>			
Full Name		KU Number	
Tutor		Faculty	
GP's Name			
GP's Address			
First Date of Absence due to Ill Health			
Last Date of Absence due to Ill Health			
If current, expected duration of illness / likely return to study			
Brief Description of symptoms/conditions			
Authorisation: I agree to the doctor issuing confirmation of my attendance at the GP Surgery and any appropriate information being provided to my university tutor: _____			
-----			
Signed		Print Name	
Date			

# Notes

# Notes



# Notes

# Notes

# Author

Created, written and compiled by Michelle Morgan.

# Acknowledgements

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# Disclaimer

The information in this handbook is correct at the time of going to print. Every effort has been made to ensure the contents and statements are fair and accurate but the faculty can not accept responsibility for omissions, errors or subsequent changes that may occur.

