



OAKLANDS COLLEGE

**Higher National Certificate and Diploma in
Computing & Systems Development**

**Programme Handbook
2016-17**

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INTRODUCTION TO YOUR PROGRAMME

Welcome from Zoe Hancock (Principal)

To all of you that are joining us at Oaklands for the first year I would like to say welcome, to those of you returning for your second year, welcome back. At Oaklands we recognise that College Life is about maintaining a healthy balance between studying and socialising. As an Oaklands student you will be part of a vibrant, inclusive environment, you will meet new friends, gain new experiences, and a new found independence. But that's not where it ends here at Oaklands, which is why we've designed this student handbook; to provide you with key information on the College. It also answers some of the questions that you may have about services and support available to you and how to make the most of your time with us.

Welcome to Oaklands College

You are now enrolled on a Higher National Certificate or Diploma course in the Curriculum area of Business and Computing. This handbook is designed to help you through the induction process and enable you to understand what is expected of you as a student at Oaklands and the requirements of the Higher National Certificate or Diploma course in which you are about to undertake.

During your induction you will receive information on the course content and guidance on how you will be assessed and what is expected of you in terms of commitment to the programme. The type of course you are on is known as resourced based learning whereby you are responsible for your own learning, and part of your work will involve you, in finding out information by yourself. This may be from books/packages, trade literature and the internet etc. but with guidance from your lecturer.

With this type of course the more effort you put in the greater the reward. We, therefore, hope you will try your best to achieve your qualification in the timescale allocated. It will involve your full commitment to the course. If you are unsure of anything during your stay at the College please ask your tutors for help and guidance.

Best wishes and good luck with your studies/course.

College Mission & Values



PROGRAMME RATIONALE

This specification contains the units and associated guidance for the QCF Edexcel BTEC Level 4 HNC in Computing and Systems Development and the Edexcel BTEC Level 5 HND in Computing and Systems Development.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Edexcel's policies regarding access to its qualifications, the design of programmes of study and delivery modes.

STRUCTURE OF THE QUALIFICATION

Edexcel BTEC Level 4 HNC

The Edexcel BTEC Level 4 HNC in Computing and Systems Development is a qualification with a minimum of 120 credits of which 50 are mandatory core. (a typical unit is worth 15 credits)

The Edexcel BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

Edexcel BTEC Level 5 HND

The Edexcel BTEC Level 5 HND in Computing and Systems Development is a qualification with a minimum of 240 credits of which 65 are mandatory core.

The Edexcel BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.

COURSE AIMS

General

To produce qualified people who are capable of working to standards acceptable by their industry and their respective places of work.

Specific

The successful student will be able to:-

1. Demonstrate an understanding of the general and specific responsibilities of both employers and employees.
2. Demonstrate knowledge, understanding and skills needed to prepare for employment.
3. Explore career development opportunities for those already in work.
4. Apply knowledge in technical areas that are directly relevant to the changing needs of employees, employers and professions.
5. Enhance a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life and career development.

6. Demonstrate the ability to plan and organise tasks and resources, analyse and specify system requirements, design appropriate solutions, develop, implement and test systems, accurately evaluate successes and failures and identify improvements in tools, techniques and procedures.

BTEC qualifications are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment. The qualifications also provide career development opportunities for those already in work. Consequently they can provide a course of study for full-time or part-time learners in schools, colleges and training centres.

EDUCATIONAL AIMS OF THE PROGRAMME

Your programme has been devised in accordance with the Edexcel Programme Specification. This course will seek to adopt a learner-centred approach, developing and/or reinforcing in the students:

- a willingness to accept responsibility for their own learning, such that they are able to learn independently using initiative and self-discipline;
- a thorough understanding of, and enthusiasm for, the subjects they have studied; an active and enquiring attitude leading to a commitment to life-long learning; and the ability to adapt to and to manage change;
- academic and vocational aims and outcomes applicable to each course;
- intellectual and imaginative powers, including the ability to think logically; and to be reflective, critical, and creative;
- an ability to view the subjects they have studied in a broad intellectual context including, for example, ethical, economic, social, environmental and professional issues;
- a positive approach to learning technologies;
- a critical self-awareness; a sensitivity to the diversity of educational needs; and a regard for the points of view of others;
- a range of graduate skills appropriate to their programmes (including communication, self-management, interpersonal, intellectual and practical/applied skills) so that on graduation each student will have a known and identified set of skills which will equip them for continuing individual, social and economic development in the context of a learning society.

SELECTED UNITS

To obtain a copy of each unit specification and a full list of all the available units visit the Edexcel website.

[BTEC Higher Nationals Computing and Systems Development \(2010\)](#)

	HND Computing Year 1			HND Computing Year 2	
	Tuesday	Thursday		Tuesday	Thursday
Semester 1	Unit 1 Core	Unit 10		Unit 4 Core	Unit 19
	Business Skills for e-Commerce	Human Computer Interaction		Game Project/Web Project	OO Programming
	Unit 3 Core	Unit 14		Unit 8	Unit 41
	Professional Development	Website Design		Project Management	Java Programming
Semester 2	Unit 2 Core	Unit 17/33		Unit 38	Unit 35
	Computer Systems	Database Analysis & Design		3D Modelling and Animation	Web Applications Development
	Unit 20	Unit 21		Unit 39	Unit 42
	Event Driven Programming	Software Applications Testing		Games Design and Develop	Programming in .NET

	HNC Computing Year 1			HNC Computing Year 2	
	Tuesday	Thursday		Monday	Wednesday
Semester 1	Unit 1 Core				Unit 10
	Business Skills for e-Commerce				Human Computer Interaction
	Unit 3 Core				Unit 14
	Professional Development				Website Design
Semester 2	Unit 2 Core				Unit 17/33
	Computer Systems				Database Analysis & Design
	Unit 20				Unit 21
	Event Driven Programming				Software Applications Testing

INTEGRATED ASSESSMENTS

Students are divided into small teams and during the year they will work primarily on one or more projects. Each project will be as realistic as it can be of a typical work based scenario, with all tasks identified, planned and allocated to individual students. Students will also be required to identify and undergo an individual continuous professional development programme which will be assessed to ensure that each student has the required skills and knowledge to contribute productively in the team projects. Year one will involve two main projects both of which are based on creating and publishing a web site. One website will be an e-commerce web site with an SQL Server database back end, using Visual Studio 2015 and ASP.NET Web Forms with C#. This would cover units 1, 10, 14, 17, 33 and 42

The other project would be a website to assist home users, or small business people who want to build, maintain and setup computer systems and small home or business networks. This project would include units 2, 3, 26

In year two there will be two main website projects, one based on ASP.NET MVC which would be a business oriented website with an SQL Server database backend. MVC is an object-oriented design pattern that underlies the whole of the Java and other languages. The other project will be a website documenting the design and development of a 3D Game based on Unity 3D and Visual Studio in C#. Both projects will use Object-Oriented Analysis, Design and Implementation, however students can choose to complete just one of the two projects.

ADDITIONAL UNITS

There is a large choice of units available from BTEC, and it is possible for students to have some choice of which units to complete. Other units which could be based on the two projects are:-

- Unit 8: Management of Projects
- Unit 18: Procedural Programming
- Unit 20: Event Driven Programming
- Unit 34: Data Structures & Algorithms
- Unit 50: Work-based Experience
- Unit 24: Networking Technologies

ASSESSMENT EVIDENCE

All the evidence required for passing each unit will be submitted by the student electronically. Some assessments may integrate assessment criteria from more than one unit in order to allow more complex tasks to be completed which are more realistic and more similar to those currently found in common employment situations.

Self-assessment and peer-assessment will be used on occasions to ensure that students develop the skills of critical evaluation and self-reflection. One team may provide feedback on the other teams work.

There is an **80% minimum attendance** requirement, which will be strictly enforced as poor attendance impacts greatly on performance.

Students with relevant IT work experience can be accredited with prior learning (**APL**) if they are working (or have worked recently) in related IT areas and can provide evidence that meets the assessment criteria for the selected units.

ASSESSMENT

The assessment of units is all by coursework. Units will be graded as Pass, Merit or Distinction.

Grading Higher National units

The grading of Edexcel BTEC Higher National qualifications is at the unit and the qualification level. Each successfully completed unit will be graded as a pass, merit or distinction. A pass is awarded for meeting the specified assessment criteria. Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors can be found in appendix 3, and are used for grading the evidence produced for each unit and describe the student's performance over and above that for a pass grade. .

Coursework

All course work should be electronic and backup copies **MUST** be kept by the student at home or in the clouds. This is essential in case there is a dispute over whether a piece of work has been submitted or not. Keeping copies of your work is also very important in case of problems with your computer. Please note that if your computer or printer breaks this cannot be accepted as a reason for a late hand-in.

Lateness penalties for assignments

Assignments handed in up to one calendar week will be subject to penalty.

However, if you have mitigating circumstances you would like taking into account you should contact your Programme Manager (preferably **BEFORE** the hand in date) to ask for an extension of the submission deadline, and you should arrange to complete an extension request form.

Extensions to coursework deadlines

If you are unable to meet any final deadline because of significant medical or personal reasons you must make your tutor aware of these as soon as possible **before** the final deadline. Extensions to deadlines can only be granted by the relevant Head of Department. All extensions must be formally recorded by the Head of Department.

You may apply in advance for an extension to a coursework deadline in exceptional circumstances only, and you **MUST** complete the request form in appendix 6. Reasons for requesting an extension may include illness and other forms of extenuating circumstances. You will need to provide evidence of these circumstances to present to the Exam Boards at the end of the semester (e.g. a medical note, brief descriptive letter, etc). Only your Programme Manager may grant an extension and they **MUST** sign your extension request form.

Handing in of Work

We will provide you with an assignment/assessment schedule at the start of the year and all assignments will have a final submission deadline. **This will take into account the opportunity for you to get feedback from your tutors for which you may get other deadlines.** It is important that you adhere to all deadlines as this is a good skill to develop for when you start university or work and helps your course to run smoothly. We will ensure that we will mark **(and internally verify)** and return your work within 10 working days. If you do not hand work in on time you may be subject to the college's disciplinary procedure.

Assignment moderation

For fairness and consistency a sample of assessed work from your class will be checked by another member of staff to make sure that the teacher's marking is consistent with National standards. All courses are also subject to awarding body rules and procedures about how we assess students to ensure we are marking to national standards.

Appeals

If for any reason you disagree with an assessment decision you can appeal – please speak to your personal tutor who will explain the process to you.

If you have any queries about the formal procedures of appeals, behaviour or malpractice, please speak to your personal tutor or Head of Department.

GENERIC GRADING CRITERIA

Merit In order to achieve a merit the student must:	Distinction In order to achieve a distinction the student must:
<ol style="list-style-type: none"> 1. Identify and apply strategies to find appropriate solutions 2. Select, design and apply appropriate methods/techniques 3. Present and communicate appropriate findings 	<ol style="list-style-type: none"> 1. Use critical reflection to evaluate own work and justify valid conclusions 2. Take responsibilities to managing and organising activities 3. Demonstrate convergent lateral and creative thinking

Each Unit will have grading criteria defined for achieving Merit and Distinction. To achieve a Merit all three Merit criteria have to be met, and for a Distinction all the Merit criteria and all the distinction criteria need to be met. The above table shows the generic criteria for M and D, however in practice these criteria are contextualised in a way appropriate for that unit.

For example M2 for Unit 14 could be contextualised as

The web pages should use responsive design and make good use of HTML5 semantic markup. The code should be fully validated according to the W3C validator, should be formatted following an agreed house style, and have a clear separation of content, style and functionality.

In most cases there will be two opportunities to obtain each grading criteria for each unit. Each grading criteria can be obtained in references to a single task, group of tasks, or the whole assessment.

There is an overall grade for both the HNC and the HND Qualifications in which 30 points is awarded for obtaining a Distinction in a 15 Credit Level 5 unit. To get a D overall for an HND, 150 or more points is required at level 5, thus an overall D can be achieved with Ds in 5 or more level 5 Units. The HND must contain at least 8 level 5 units and a minimum of 16 units in total.

A Distinction cannot be achieved if work is submitted after the agreed deadline as means D2 (managing and organising activities) has not been met. Similarly a Merit cannot be achieved if work is submitted after the deadline as the student has failed to *identify and apply good strategies*.

REFERRALS

A Student who submits work that is largely complete but is missing evidence required for the Pass criteria, may be given one further week to supply the missing elements.

Any work submitted that fails to meet the Pass criteria can be **Referred**, and the student will be given one further week to correct the supplied evidence

Only the evidence supplied in the first submission will be examined for Merit and Distinction

KEY STAFF

Director of Faculty: Caroline Turner

Head of Department: Raj Dhillon

HE Programme Manager: Dr Derek Peacock
derek.peacock@oaklands.ac.uk

Lecturers on your programme:

- Dr Derek Peacock derek.peacock@oaklands.ac.uk
- New Appointment some.one@oaklands.ac.uk

Contact number for reporting absence: 01727 737000

SAFETY CODE

1. General

It is the duty of every student while working in the college to:

- (i) Take care at all times and ensure that his or her actions do not put at 'risk' himself or herself, workmates or any other person.
- (ii) Co-operate with his or her lecturer to enable them to fulfil the College Health and Safety duties.
- (iii) Use the equipment provided by the College correctly and safely.
- (iv) Never misuse or interfere with anything provided for Health and Safety.
- (v) On no account must students tamper with or attempt to repair electrical or mechanical equipment.
- (vi) Any defects observed with tools, equipment, appliances, machines, etc., must be brought to the attention of the lecturer.
- (vii) Work areas to be kept tidy at all times and projects and/or surplus materials to be tidied away at end of each session, any litter, waste material etc, shall be placed in the waste bins provided.. Failure to do any part of this will result in non-assessment of any projects that are being worked on.
- (viii) Safe working practices as specified by the lecturer must be adhered to at all times, this to encompass the use of all tools, equipment, materials and work processes.

2. First Aid Facilities

A First Aid Box is located in the general office for the treatment of minor cuts and injuries.

If such an injury occurs, report it immediately to your lecturer, who will advise you on the correct course of action to be taken.

For a more serious injury you may be referred to a fully trained First Aider.

3. Fire Action Summary Procedure for All Staff and Students

If you hear the fire alarm:

- Get out of the building by the nearest exist
- Go to the assembly point

Always

- Close doors and windows as you leave
- Leave lights on
- Keep service roads clear
- Act quickly and calmly
- Remain at the assembly point until all clear given

Never

- Stop to collect belongings
- Stop to save computer data
- Use a lift
- Re-enter a building until advised that it is safe to do so

No Hats, Mobile Phones, Smoking, Eating or Drinking in any learning area ie; classrooms, learning resources, computer rooms or workshops.

IMPORTANT DATES

DATES OF TERMS

AUTUMN	MONDAY 12 SEPTEMBER 2016 - FRIDAY 16 DECEMBER 2016 (Term 13 weeks) (Half term Study week – Monday 24 th October to Friday 28 th October) (Christmas vacation 3 weeks)
SPRING	MONDAY 9 JANUARY 2017 – THURSDAY 31 st March 2017 (Term 11 weeks) (Half term – Monday 13 th to Friday 17 th February) (Easter vacation 2 weeks)
SUMMER	MONDAY 18 APRIL 2016 – FRIDAY 30 JUNE 2016 (Term 10 weeks) (Half term – Monday 29 th to Friday 2nd June)

DATES OF SEMESTERS

SEMESTER A	MONDAY 12 SEPTEMBER 2016 - FRIDAY 29 JANUARY 2017 (17 weeks) (Half term Study week – Monday 24 th October to Friday 28 th October) (Christmas vacation 3 weeks)
SEMESTER B	MONDAY 6 FEBRUARY 2017 – FRIDAY 30 JUNE 2017 (17 weeks) (Half term – Monday 13 th to Friday 17 th February) (Half term – Monday 29 th to Friday 2nd June) (Easter vacation 2 weeks)

PUBLIC HOLIDAYS

Christmas	Tuesday 27 December 2016 Monday 26 December 2016
New Year	Monday 2 January 2017
Easter	Friday 14 April 2017 Monday 17 April 2017
May Day	Monday 1 May 2017
Spring Bank Holiday	Monday 29 May 2017
Summer Bank Holiday	Monday 28 August 2017

Term dates for the academic year are shown on “The Box” oaklearn.oaklands.ac.uk

Glossary

Here you will find some of the terms and expressions that we use on your higher education programme that may be unfamiliar to you. Please feel free to talk to your programme manager or personal tutor about anything on the programme that you are unsure about or would like to know more about.

Blog	A shortened version of weblog, an online diary or journal
Unit Specification	A description of each of the unit that you will study that gives the detail of what learning should be achieved during the unit
Extenuating circumstances	(now called Serious Adverse Circumstances – see appendix 6) Something that has affected your ability to perform on the programme that is beyond your control, also called mitigation
Learning outcome	A phrase expressing a precise point of learning you should achieve by studying a module or taking a piece of assessment
Scheme of Work	Detail of delivery topics and assessments (per module)
Reading List	List of reading material
Student Rep	Programmes elected student representative who meets with the Programme Manager at least three times a year and looks at ways of improving the programme for future groups of students
Mitigation	Something that has affected your ability to perform on the programme that is beyond your control, also called extenuation
Unit	A self-contained unit of study, described by a Unit Specification
Programme Manager	This is a tutor at the College who is in charge of the programme you are studying on. You should see the Programme Manager if you have any issues with your studies
Project	A substantial piece of independent work particularly designed to develop your higher level learning skills
Semester	The division of the academic year
Work based learning	Learning which is for, from and in the workplace

StudyNet & Oaklearn

StudyNet is the University's Managed Learning Environment (MLE) and Oaklearn is the college's Virtual Learning Environment (VLE) which provides a simple interface through a web browser to a personal account for every student and member of staff. You will be told how to use these and how it will aid your learning during Induction and the next few weeks.

You receive your StudyNet login during the Induction process and if you lose or forget it during your programme you can speak with the staff in your College Learning Resource Centre as they will be able to help you get a new one.

Oaklearn logins will be issued at enrolment and are the same as your college network login.

Self help guides and tutorials on Learning and Information Services are available on StudyNet under Student Support.

Being a successful student

Workload and Commitment

Each unit has a requirement of 150 hours study – that is **4.5 hours per week per unit**.

As part of this 150 hours study you will have lectures, workshops, projects, etc. But in addition to time spent in college, you are expected to study and work on these modules on your own preparing for classes by reading and researching, completing assignments and doing revision.

This means that you will have an overall workload of about **22 hours per week**. You will need to devote a substantial amount of time to your studies to be successful.

Attendance

Making sure that you attend all your classes is essential to you completing your course and succeeding. We expect 100% attendance and you need to be on time and ready for the start of every lesson. When you leave Oaklands College and move into employment, attendance and punctuality are a minimum requirement of any employer and it is these good habits that will stand you in good stead for the future.

It is clear from our experience that students who attend regularly generally get the best grades. Students who do not attend regularly often fail or do not achieve the results that will allow them to progress to a degree scheme of their choice.

Regular attendance is expected and will be monitored by the College and University, particularly as it is required if you are to receive the College Award.

If you cannot attend College for whatever reason (e.g. doctor/dentist appointment, etc) please let the College know before your absence as this allows for accurate record keeping. If you are having a longer term issue with attendance then it is important to keep your Programme Manager fully informed of the situation as they may be able to help you.

Contact number for reporting absence: 01727 737000

Treating everyone with respect

Students, staff and visitors are all entitled to be treated with respect, and Oaklands expects all students to meet the standards laid out in the Code of Conduct. The Colleges also have a set of standards for behaviour on college premises.

Anyone not behaving in an appropriate way is at risk of disciplinary action.

Achieving your full potential

Whilst you are with us we want you to achieve your full potential. To support you on your programme you will have timetabled Personal Development Review sessions which will include one-to-one meetings with your personal tutor to support your development. We will continuously meet with you to review your progress and set challenging targets that stretch and challenge you on your programme. We expect you to work independently at home or at college in addition to your taught hours throughout the year; this will increase significantly leading up to final deadlines and will be additional to any homework set by subject tutors. Therefore in order for you to be successful on your programme we recommend that any part time jobs undertaken do not negatively impact on your study. We keep in contact with your parents/carers to keep them informed of your progress or if we have any concerns such as poor attendance or punctuality, standards of work, submission of work on time or behavioural issues.

Study Skills

Learning “How to Study” can be one of the best investments of your time in terms of preparing to get the best out of being at college. The best part is that anyone that truly wants to improve their learning can do so by following a few basic principles of time management, organisation and prioritisation. Having a set place and time to study can make all the difference. Students who don’t practice this technique tend to be more stressed about homework and studying because they are never sure how or where they are going to study. Often, they also won’t know if they will have enough time to complete the assignments and review the material. Having a set time and place to study alleviates all of those “stressors” and allows you to focus on the material you need to cover. No matter how much you might wish differently, there are only so many hours in a day you can devote to studying. So it’s important that you prioritise your time before you start studying each and every study session. Start with the more difficult tasks and material you have in front of you for the study session. Nothing makes a class more enjoyable then walking in with a good understanding of the material before the tutor even opens their mouth to speak. Accessing the course oakLEARN pages and reading the material ahead of time also gives you the opportunity to make some notes before class and make sure any questions you have get addressed in class. Bring your reading notes to class to support any areas the tutor highlights or spends lots of time on that you missed in your notes. Sooner or later everyone runs into a topic that they just struggle with. Don’t let the frustration, anger or fear of failure stop you from getting help. Seek out your tutor and ask for some one-to-one time. Chances are help is within reach if you simply ask for it!

oakLEARN

oakLEARN is our Virtual Learning Environment (VLE) where you will find many of your essential learning resources and learning activities. Some of you may have used Moodle or something similar at school or as part of your education elsewhere. OakLEARN is our version of this VLE. Your tutors may use it as part of your course and you will use it beyond the classroom to find essential information and participate in your studies. You will also be able to submit your assignments online in oakLEARN. Your tutors will tell you more about this.

ILP/Markbook & Progress Monitoring

The College's electronic individual learning plan (ILP) aims to give students ownership over the planning of their own learning, progress and positive future outcomes. The ILP is a valuable document which helps to ensure that you can take ownership during the review and target setting process. The ILP is part of the process whereby teachers engage in a meaningful, two way communication with the students to set high expectations. It is an effective way to capture what you need to do to improve and how you are going to do it.

Ultimately, it is the process and document that helps the tutor and student to plan:

- Where are you now?
- Where are you trying to get to?
- How are you going to get there?

Personal Development Review (PDR)

At Oaklands College we believe that every student is unique and our approach to teaching, learning and assessment reflects the importance we place on supporting you as an individual in order for you to reach your full potential. Personal development reviews are scheduled weekly and are a vital part of your Study Programme. You will be provided with a Personal Tutor who will play a crucial role in helping you to use the Individual Learning Plan and ProMonitor to ensure that you are able to track your own progress, identify goals and set realistic but challenging targets leading you to a success outcome. Personal development reviews provide you with an opportunity to get to know yourself and your fellow students better through exploring topics such as confidence building, human rights and financial awareness; all the topics covered will provide you with the skills you need to take the next step to further or higher education, employment and independence.

Independent Learning support (ILS)

The Independent Learning Support team are a cross college service helping students with a range of academic support needs including: Dyslexia, Dyspraxia, Asperger Syndrome, ADHD and many other difficulties. We support students in and outside the classroom, loan equipment and offer advice and guidance about their studies, assess students for special exam arrangements .g extra time, separate rooms, readers etc. we work with students to develop their study skills so they can be more independent in their college work. To get help from the ILS team please talk to your tutor or go to the LRC Helpdesk where they will be able to refer you.

Learning Resource Centre (LRC)

Our Learning Resource Centres are here for you, with all the tools you need to enable you succeed and achieve during your time at Oaklands. We hope you truly make the most of these spaces and staff as they are here to help you in whatever way we can. You can visit the LRC to access our wide range of workshops or even some 1:1 help with an assignment or task. Our staff are trained to be able to help support you on your learning journey.

In the Learning Resource Centres, along with our staff you will find PCs, tablets, quiet study spaces, laptops you can loan, printing facilities, books, e-books and e-journals, quiet study spaces and small group working areas.

The Edge – Work Experience



Whilst studying at college you will be required to undertake work experience. The Edge team will work with you and your tutor to find a placement for you to give you a taste of your chosen industry and improve your chances of employment after you have completed your studies.

We will make sure you have the resources and support needed to help you in your journey before, during and after work experience. We won't throw you in at the deep end, but we also know that college promotes an independence schools can't offer. We will encourage you to find your own work placement, with our guidance, so that you are placed in an organisation that is relevant and suitable to you and your end career goals. There are many reasons why you should do work experience and these include improving your chances of successful job hunting, opportunity to sample career options and what qualifications you will need to land your dream job, applying what you are learning at college into a real working environment, it shows employers that you are motivated to get into a chosen career, work experience is a great way of networking and building contacts and also gives you something good to put on your CV which will increase your chances of gaining a place at university or employment.

Outside The Box (OTB)



Outside the Box is a collection of workshops and activities that will help equip you with skills that you might not gain through your college course alone but will add fun and value to your time here. There are four main categories including: Life Skills (such as nutrition and time management), Personal Skills (such as applying to university and cyber safety), Give it a Go (such as cookery and sport), Life After College (such as business boot camp and interview skills).

For further details visit www.theboxoaklands.co.uk

Oaklands Student Union (OSU)



Oaklands Students' Union represents all students and works with the college to provide students' views and ideas on all aspects of their experience to help improve teaching and learning, facilities and services. Current members of the Students' Union will be available during enrolment and induction talks to answer any questions you may have. Elections will take place throughout September and students can nominate themselves to be part of the Students' Union, with elections and campaigning taking place early October. There are a variety of roles available to support students and details of what the roles will involve are available at the Oaklands Student Union Desk in the student lounges or at www.theboxoaklands.co.uk/students-union/. There are a number of benefits to being part of the OSU including; being at the heart of the student voice, getting involved in

campaigns and events, free NUS card*, reduced rates on college trips, valuable experience and good to put on your CV or personal statement and loads more.

*subject to terms and conditions which can be found in www.theboxoaklands.co.uk/students-union/.

Student Services /advice

Student Advisers are available to offer you a range of support to help you while you are at college. They can offer a range of advice and guidance including financial support at college, course options, access to work and further learning, higher education advice and welfare support to help you with any personal issues you may have. They can also refer you to external agencies for specialist services and counselling. If you need any support you can find the student advisors in the Student Centre at the St Albans Campus or main reception at Welwyn Garden City.

Safeguarding

The College is committed to creating and maintaining a safe environment for all our students and ensuring that action is taken to support them if abuse is suspected. The College has a legal responsibility to assist local safeguarding services. The college also has a pastoral responsibility towards its students and recognise that all students have a fundamental right to be protected from harm.

Safeguarding team:

- Dawn Brown
- Gayle Brown
- Hilary O'Cuanachain
- Sarah Furley
- Stephanie Golby
- Telsa Gillborn
- Caroline carter
- Rob Reynolds
- Richard Howcutt
- Rosemary Turley

Student code of conduct

Oaklands is a student-focussed, multi-ethnic community of students and staff that work and study in close proximity to each other. It is a thriving community that contributes a great deal to Hatfield and the surrounding area. Students represent a significant proportion of our community and this Code of Conduct is intended to help students understand the University's expectation of behaviour. Further details are provided in our Vision, Mission and Values and in the Student Charter. In return, you become a welcome member of our community, entitled to all of the rights and privileges associated with that membership.

As a student we expect you to:

- commit to all elements of your programme of study, recognising that your course requires the equivalent of a minimum 8 hours per week study time outside of your day at college;

- be punctual in your attendance and to meet deadlines;
- be attentive in class and switch off your mobile phone during every academic session;
- ensure that you do not behave in a disruptive manner either on or off campus;
- be responsible for your behaviour;
- be respectful and polite to fellow students, staff and others visiting or working on campus;
- recognise the cultural diversity of the College and University and take no actions that may undermine the principles of cultural tolerance within our community;
- uphold the good name of the College and University in your campus activities, exercising respect and tolerance in the wider community;
- wear your Oaklands Identity Card at all times when you are on the college campus (individuals without cards may be asked to leave campus);
- comply with all College Regulations, including this Code of Conduct (the College may take disciplinary action should you fail to do so);
- comply with the law at all times and report to the relevant authorities any incidents that you may witness.

Equality & Diversity

Oaklands College is committed to promoting equality and diversity and a culture that actively values difference and recognises that people from different backgrounds and experiences can bring valuable insights to the workplace and enhance the way we work.

The College aims to be an inclusive organisation, where diversity is valued, respected and built upon, where students, staff, and other stakeholders are expected to behave in a way which makes people feel accepted, comfortable and safe.

Equal opportunities

Oaklands College are committed to being equal opportunities organisations that ensure fair treatment. As inclusive organisations with a commitment to equality in provision, assignment briefs are usually written with the ability to flexibly meet the needs of the diverse student body. Where a reasonable adjustment is required to accommodate the needs of a student with a disability, appropriate arrangements for the completion and submission of work for assessment will be put in place. If you need to raise any equal opportunities issues contact your College Programme Manager in the first instance.

Student representatives and feedback

It is very important that the views of the students on your programme are represented. Each programme should have a representative who will attend the Programme meetings with your Programme Manager. Please think about putting your name forward to represent the thoughts of you and your colleagues. You may also wish to consider putting your name forward to participate on the Colleges Student Council – your Programme Manager will talk to you about this early in the academic year.

At the end of each semester students are asked to complete an anonymous questionnaire. You will be asked questions about the college and your programme. This information is then used to inform the Programme Log that is produced by the Programme Manager and highlights the major events of the previous academic year.

Student Behaviour Policy

The College is committed to providing a uniform, fair and impartial system for dealing with breaches of student discipline within the College or during off site College activities. The main aim of the Student Disciplinary Policy is to support students in changing their behaviour and enabling them to succeed. In applying the Disciplinary Policy and Procedures the College will consider the safeguarding of wellbeing of all students, within the College, and this will assume priority in terms of determining the most appropriate course of action for individuals who have breached the College's Code of Conduct or committed gross misconduct.

Further details can be found in appendix 2.

EQUIPMENT

Essential Hardware

1. A USB 3.0/2.0 Memory Stick, at least 16G Byte capacity, target price £6.
2. Alternatively a USB 3.0/2.0 Mobile 2.5" Hard Drive with 500GB or 1TB capacity can now be found starting at £40. Please check that it does not require a power supply, and simply plugs into a USB socket.

Essential Software

1. Microsoft Office 365 for education or Office 2016 including Access 2016
2. [Visual Studio 2015](#), can be downloaded for free from the Microsoft web site as the community edition, or other versions can be obtained free via DreamSpark. Details will be posted on Oaklearn when available
3. Visual Paradigm Version 13.2 (downloadable free from the Visual-Paradigm website. A licence key will be provided by the College
4. Git Extensions for Windows
5. Adobe Acrobat Reader (downloadable for free from Adobe)
6. Unit 5 available as a free download from <https://unity3d.com/>

Recommended Hardware

1. A home PC with at least 16GB of RAM, 1TB of hard disc space, running Windows 10.

Recommended Software

1. Microsoft Project 2016 (available from DreamSpark)
2. Microsoft Visio 2016 (available from DreamSpark)
3. Microsoft SQL Server 2016 (available from DreamSpark)
4. AllwaySync free software to synchronise and backup your files from college to home. <http://allwaysync.com/>

In order to carry out some of your classroom/workshop activities effectively, you are also required to provide the following equipment and materials.

1. A4 plain paper
2. Graph Paper
3. Pencils: H, 2H, HB
4. Pen
5. Eraser

What happens if things go wrong?

SERIOUS ADVERSE CIRCUMSTANCES

1. What are 'serious adverse circumstances'?

'Serious adverse circumstances' are significant circumstances beyond a student's control that would have affected the student's ability to perform to their full potential if they were to submit or attend assessments at the appointed time. Your Programme Manager will be able to give you guidance as to the possible types of circumstance that the College considers to be sufficiently serious, along with some examples of what would not be sufficient. This would then be considered at the end of semester Programme Boards.

2. Process for submission of serious adverse circumstances in relation to assessed work

If there is a serious adverse circumstance that has affected an assessment(s) of a student, the student must communicate details to the College, using the form provided, with appropriate evidence. All Faculties/Schools should have a system of recording the receipt of such forms and evidence, and acknowledging receipt to the student. The details must be submitted to the Module Board, normally through the designated programme administrative office or Programme Administrator, prior to any meeting of the Board. Students are informed that submission should be no later than **10** working days before the meeting of the Board.

3. Serious adverse circumstances and attendance at lectures/seminars etc.

If students are *required* to attend a timetabled class and they are unable to do so due to illness, they must self-certify to this effect. If, however, the illness extends beyond *7 successive* working days and attendance is required, students should obtain a medical certificate verifying that they are not fit to attend.

4. Serious adverse circumstances and non-attendance at an examination/in class test

If a student is not sufficiently fit to attend a class test they should notify the appropriate staff in their School before the scheduled start time, and their doctor or other registered medical professional/counsellor (where appropriate) as soon as possible. It is important to note that Medical Practices are not prepared to give retrospective certification after the date of the class test. Certification can only be provided if a doctor or nurse has actively consulted a person during their illness.

5. Serious adverse circumstances and failure to submit coursework by the due date

If a student is unable to submit coursework by the due date, in the first instance, they should apply to the designated member of staff for the programme, for an extension (if available). Once the period for extensions has expired, students must complete a serious adverse circumstances form following the procedure set out in para 2 above.

6. Serious adverse circumstances and attendance at an examination/in class test or the submission of coursework

Except in the two circumstances outlined below, students who sit/submit an assessment deem themselves to be sufficiently able to undertake the assessment and cannot later claim to have suffered 'serious adverse circumstances' that explain poor performance.

Exceptions:

- (i) where at the time of sitting/submitting the relevant assessment, it is established that the student is not capable of understanding that their performance was likely to be affected seriously by ill health and/or its treatment and this view is supported by a doctor or psychiatric practitioner.

This ground will be a very rare occurrence as in most circumstances students will be in a position to decide whether their serious adverse circumstances are likely to affect their performance in assessments. Examples may include, death of a close family member within a day or so of the examination/in class test etc; being involved in a serious car accident on the way to an examination and suffering post-traumatic stress; or being unaware of the likely effect of a serious mental illness on assessment performance.

The student will be required to lodge a claim of serious adverse circumstances using the normal procedures (para 2 above)

If the claim is upheld **the original mark will be null and void**. If the claim is not upheld the mark recorded will stand.

- (ii) where a student suddenly becomes unwell during an examination or in-class test and they decide to leave without completing the assessment. In this event, they must notify the invigilator before leaving the examination room of the serious adverse circumstances which necessitate their leaving unless it is impractical to do so e.g. the student is unconscious, being violently sick etc).

If, having left the examination room, the student decides to rely on serious adverse circumstances and they submit a form requesting a deferral, and their circumstances are approved, **the original mark will be null and void**. If the claim is not upheld the mark recorded will stand.

Guidelines to students on submission of serious adverse circumstances

The first step will be for you to complete the extension request form at appendix 6 – this will alert your Programme Manager to your intention to submit evidence for extenuation.

If there is an extenuating circumstance that has affected one or a number of your assessments, you must communicate the details to the University, in writing, with appropriate evidence.

Completion of the request form is not enough; you must later submit your evidence in good time for it to be considered by the Exam Board. It should be submitted through your Link Tutor.

This should be done well in advance of the meeting of the Board of Examiners, but **no later than 10 working days before the meeting**. Your Link Tutor will have a system of recording the receipt of such evidence, and acknowledging receipt to yourself.

Academic misconduct

The tutors on the programme will do all they can to help you understand how to include your reading and research in your assignments without committing academic misconduct offences. Sometimes we will ask you to work in groups to develop your team work skills but you will still be responsible for making sure the work that you submit is your own. This is taken very seriously by the College and it is important that you understand what academic misconduct is so that you can make sure that you do not break the regulations.

Academic misconduct is a wide reaching term. We will play particular attention on the programme to the following:

- **Cheating**

This is when you attempt to gain, or gain, an unfair, improper or dishonest advantage in the assessment process. It is a deliberate act or the intention of a deliberate act.

It also includes offences such as impersonation, unauthorised access to exam papers, copying another candidate in an exam, unauthorised aids or concealed information in an exam room, leaving an exam room to gain access to information, giving false statements with regards to additional time or extenuation, and assisting, or attempting to assist another student in cheating.

Plagiarism & Malpractice

It is really important that all of your work is your own and you will be asked to sign a declaration that it is. Submitting work which is not your own is referred to as plagiarism or malpractice. For example, you must always reference other people's work that you include in your assignments. If you have any doubts talk to your tutor about it before you submit your work. Malpractice also includes such things as:

- Collusion with others to produce a piece of work
- Copying from another person's work or from another source such as the internet or a book.
- Deliberate destruction of another student's work
- Impersonation of another person

If any student is suspected of plagiarism or malpractice we are required to investigate and if appropriate the Student Behaviour Procedure will be followed. If it is proved that you have broken the rules around plagiarism and malpractice we will need to follow awarding body regulations- **which may result in you not achieving the qualification.**

- **Collusion**

This is when there is evidence of the representation by an individual of work which he or she has undertaken jointly with another person as having been undertaken independently of that person. This could be copying, or using another person's data.

All academic misconduct is taken seriously and other forms of academic misconduct are:

- **Falsification of data, statistics, quotations and references**
- **Duplication of assessed work**
- **Permitting or assisting another to present their own work as that of the other without attribution**
- **Unauthorised books (including dictionaries, notes etc) in an exam room**

- **Unauthorised calculators, PDA or similar in an exam room**
- **Removal of answer books from exam rooms**
- **Failure to comply with the instructions of an invigilator**

Cheating and Plagiarism are defined in the Colleges References and Procedures and can be made available to you through your tutor upon request.

This programme uses the Harvard Referencing System. You will need to familiarise yourself with this from the very first module and a guide to referencing is included at Appendix 1.

In essence, any case of academic misconduct will be dealt with severely – ignorance of what it is cannot be a defence so you are advised to familiarise yourself with the regulations, the referencing system and to talk to your tutors if you do not understand any of these.

Finding out about your results and progression

Exam boards

Each semester an Exam Board meets to discuss the results of the assessment period and to ensure that all students are treated in an equitable manner. Exam boards meet at the end of each semester and module by module, looks at comparability and performance of the whole student body, as part of this it takes on board recommendations about cases of extenuation and cheating or plagiarism and makes final awards and decisions about progression.

Calculation of the qualification grade

Pass qualification grade

Students who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for the Edexcel BTEC Levels 4 and 5 Higher National qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units.

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below).

Qualification grades

Points available per credit at specified unit grades

Pass	Merit	Distinction
0	1	2

Edexcel BTEC Level 4/5 HNC & HND

0-74	Pass	P
75-149	Merit	M
150+	Distinction	D

External Examiners

The Awarding Body appoints External Examiners (experienced academics from other Colleges) to be part of the quality assurance process.

They will usually visit the college once per academic year to look at the colleges QA processes, the students work and meet with the students to discuss their work on the programme.

All external examiners then have to write a formal report every year to the College which the programme team is required to respond to.

Results

Results are approved by the exam board for submission to the awarding body.

Grievances and appeals

If you wish to complain about an issue with the College you should talk about this with your Tutor in the first instance. They will give you advice and information how to proceed and who else you may need to contact. If you wish to appeal against an academic matter there are rules and regulations which your Programme Manager can explain to you.

Refer to the Assessment and Appeals procedure 43 which is available on request through your tutor.

Progression

There will be regular opportunities throughout the year to discuss your progression on the programme and after the programme with your Programme Manager.

We hope you have a very successful year – if in doubt about any issue contained in this handbook please ask your Programme Manager.

Appendix 1

REFERENCING

Harvard Referencing System

The Harvard Referencing System was developed in the USA - at Harvard University hence the name. Its use became more common during the 1950's and 1960's, and it has been particularly adopted in the sciences and social sciences subject areas. However it is now the most commonly used referencing system internationally and it is the standard format of referencing expected by most UK Universities.

Whilst it may appear daunting at first, the Harvard Referencing System (HRS) is simple to use once you have mastered the rules of how you present your information. HRS is sometimes also referred to as the "Author Date" method, and this is a good description of it as it reminds you of what you are supposed to directly cite in the text.

First some definitions:

References This is the full and detailed description about the source of the information which is given in a list at the end of the piece of work. Details that are usually included in a reference are; author, date title, published location, publisher. It may also include edition number and editors names if appropriate. Electronic sources would also include information on where they are accessed, e.g. a URL and the date on which they were accessed.

To Cite / Citation This is the basic information which you state in the text of what you are writing and is usually limited to the author name, date and page number. This means that you are formally recognising where your information came from and saying so in your work. You might "cite" an individual piece of work, or you may give a "citation" to a particular author.

Bibliography This is a list of sources, often used in more *general* ways i.e. books that you had a look at but that were not used for anything specific. This is **not** what we would expect in referencing at this level so it should be **avoided**.

So for example...

If I had been writing a piece about leadership, and I wanted to use information from a book called *Communicating in Groups and Teams, Sharing Leadership* that was written by Donald and Gay Lumsden, I would **cite** like this *in the text*...

.....Lumsden & Lumsden (2000) consider that developing credibility is one of the single most important influencing factors when it comes to leadership ability....

And when it comes to the reference list at the end of the essay, I would **reference** like this...

LUMSDEN, D & LUMSDEN, G (2000) *Communicating in Groups and Teams: Sharing Leadership*, 3rd edition, Stamford USA, Wadsworth/Thompson Learning.

Writing drafts and getting feedback on the way you have cited your references in the text is the best way of learning how to use HRS properly. Leaving your referencing to the end of a piece of work is often tempting but sorting out your references from scratch can take much longer than you think – it is better to do them as you go along. Once you have had enough practice you will be able to write your references without referring back to the rules.

Quoting and Citing

One of the commonest problems that you have when you first start to write in an academic style, and you need to quote a source, is how you go about including it in the paragraph you are writing.

Using Quotations

As a general rule you should only have minimal quotes from another source, as we are interested in your ability to apply another's opinion to your own work, not your ability to copy chunks from books or websites. Large sections of quotations which are not relevant to your work and not commented on within your writing are a waste of time – and your word count.

The length of the quote will affect the way which you display it on the page. For quotes which are about *one line* in length it is normal to include them in the main text in quotation marks, for example if you wanted to include a statement on project tutors you could use this quote “No book can take the place of a good supervisor” (Bell, 1999). This is the appropriate way to present, or include, a short quotation. However if you wanted to, with good reason, include a quotation of greater length it is more usual to do so as an *indented paragraph* like the quotation shown below;

No book can take the place of a good supervisor, but good supervisors are in great demand, and if you can familiarise yourself with basic approaches and techniques, you will be able to make full use of your tutorial time for priority issues (Bell, 1999).

Note – when you use the indented paragraph to show your quotation it is *not necessary* to use quotation marks, but you must still give the author and date.

Students often ask how much they can quote other people, how many lines or words. Please bear in mind that you are given marks for your own work, *not* for just including lots of quotes. What you will pick up marks for is the inclusion of **referenced, applicable and commented upon** quotes which are **highly relevant** to the topic you are discussing. It is your comment on the quote that will be marked not the quote itself.

Citing in the Text

When you are writing your paragraph there are three main ways to include the citation in the text.

1. By giving the author name in the sentence, followed by the date and page number in parentheses; In her work on research methods Bell (1999, p90) suggests that the bulk of the background reading to any project should come at the beginning.

2. By giving the author name, date and page number in parentheses in the sentence; A recent publication on research methods (Bell 1999, p.90) suggest that the bulk of the background reading to any project should come at the beginning.

3. By giving the author name, date and page number in parentheses at the end of the sentence; A recent publication on research methods suggest that the bulk of the background reading to any project should come at the beginning (Bell 1999, p.90).

Of all these methods, the first is probably the most commonly used when you are paraphrasing, commenting on what you have read and stating how it is applicable to your work. The last method is more commonly used when you are including a direct quotation. This is one aspect of referencing that definitely improves with practice – don't be shy to ask your tutor for help with citing your references in the text.

Harvard Referencing System – General Rules

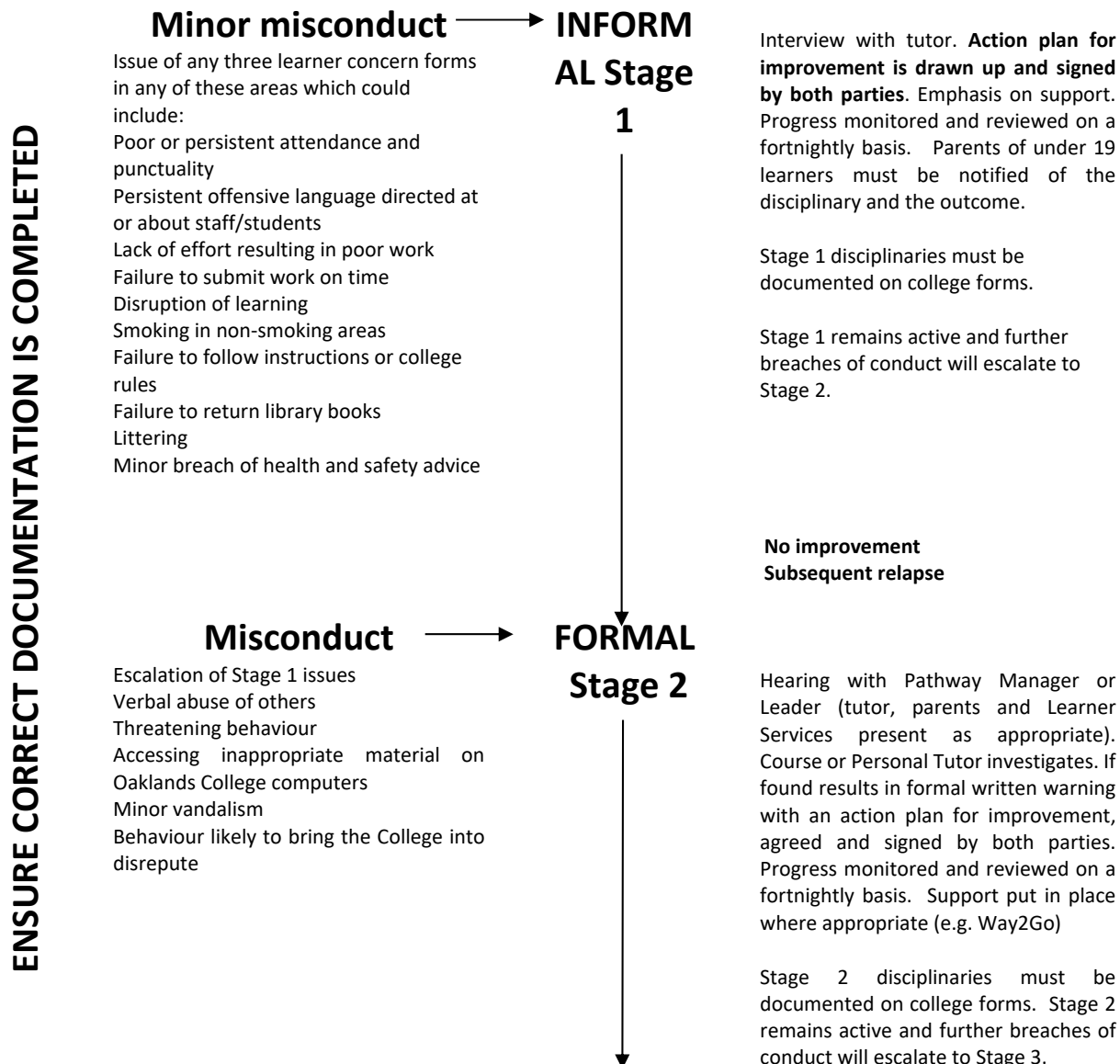
Source	General Rule
Reference to a book	AUTHOR'S SURNAME, INITIALS (Year of Publication) <i>Title of Source</i> , edition, place of publication, publisher name
Reference to a book with two authors	AUTHOR'S SURNAME, INITIALS & AUTHOR'S SURNAME, INITIALS (Year of Publication) <i>Title of Source</i> , edition, place of publication, publisher name
Reference to a book with multiple authors – <i>author names in same order as on book</i>	Author's surname, Initials, Author's surname, Initials, Author's surname, Initials & Author's surname, Initials (Year of Publication) <i>Title of Source</i> , edition, place of publication, publisher name)
Reference to a contribution in a book	CONTRIBUTING AUTHOR'S SURNAME, INITIALS (Year of publication) Title of contribution, chapter, <i>In</i> : SURNAME, INITIALS (editor) <i>Title of book</i> , place of publication, publisher, page number(s) of contribution
Reference to a journal article	AUTHOR'S SURNAME, INITIALS (Year of publication) Title of article, <i>Title of journal</i> , Volume number and part number, page numbers of contribution
Reference to a newspaper article	AUTHOR'S SURNAME, INITIALS (or NEWSPAPER TITLE) (Year of publication) Title of article, <i>Title of newspaper</i> , Day and month, page number/s and column number
Reference to a publication from a corporate body	NAME OF CORPORATE BODY (Year of publication) <i>Title of publication</i> , place of publication, publisher, report number (if relevant)
Reference to a television broadcast	<i>Title</i> , (Year) Episode name and number if known, Series title, channel, broadcast date
Reference to a web page	AUTHOR'S SURNAME, INITIALS (Year) <i>Title</i> [online] (Edition), place of publication, publisher (if known). Available from: URL [Accessed: date]
Reference to an electronic journal	AUTHOR'S SURNAME, INITIALS (Year) Title, <i>Journal title [online]</i> , volume (issue), location, Available from: URL [Accessed: date]
Reference to a personal email	SENDER'S SURNAME, INITIALS (Sender's email address), Day Month Year, <i>Subject of message</i> , Email to RECIPIENT'S SURNAME, INITIALS (Recipient's email address)

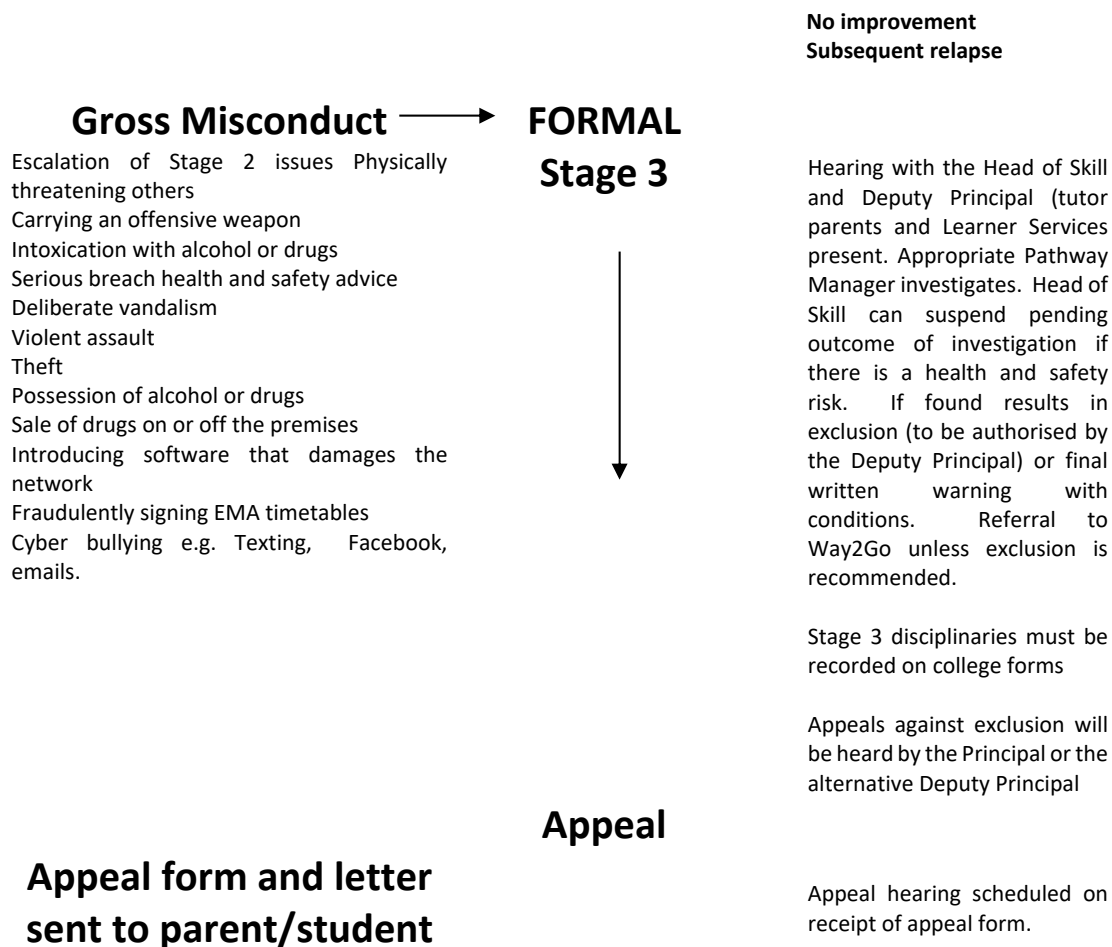
***The references should be written in the same formatting shown above i.e. using capitals, italics and the correct parentheses where shown above

Appendix 2

DISCIPLINARY PROCEDURES

For an act of misconduct, the disciplinary procedures do not need to begin at Stage 1. The starting point for the disciplinary procedures will depend on the severity of the act of misconduct. The informal stage of the procedures (Stage 1) should be a supportive process, used early on to get the learner back on track.





In the case of an incident involving residential students, which occurs outside college hours, the Residential Student Officer will be involved in the disciplinary process (see detailed guidelines).

All disciplinary hearings will be heard in absence of the learner unless the college has been notified in advance of inability to attend.

Appendix 3

GRADE DESCRIPTORS

For further guidance refer to the HNC-D Merit-Distinction guide on Oaklearn.

Merit descriptors

In order to achieve a merit for a unit you must achieve M1, M2 & M3

- M1 identify and apply strategies to find appropriate solutions
- M2 select/design and apply appropriate methods techniques
- M3 present and communicate appropriate findings

Indicative descriptors

M1 *identify and apply strategies to find appropriate solutions*

- effective judgments have been made
- complex problems with more than one variable have been explored
- an effective approach to study and research has been applied

M2 *select/design and apply appropriate methods techniques*

- relevant theories and techniques have been applied
- a range of methods and techniques have been applied
- a range of sources of information has been used
- the selection of methods and techniques/sources has been justified
- the design of methods/techniques has been justified
- complex information/data has been synthesised and processed
- appropriate learning methods/techniques have been applied

M3 *present and communicate appropriate findings*

- the appropriate structure and approach has been used
- coherent, logical development of principles/concepts for the intended audience
- a range of methods of presentation have been used and technical language has been accurately used
- communication has taken place in familiar and unfamiliar contexts
- the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used

Distinction descriptors

In order to achieve a distinction for a unit you must achieve D1, D2 & D3 as well as M1, M2 and M3.

D1 use critical reflection to evaluate own work and justify valid conclusions

D2 take responsibility for managing and organising activities

D3 demonstrate convergent/lateral creative thinking

Indicative descriptors

D1 use critical reflection to evaluate own work and justify valid conclusions

- conclusions have been arrived at through synthesis of ideas and have been justified
- the validity of results has been evaluated using defined criteria
- self-criticism of approach has taken place
- realistic improvements have been proposed against defined characteristics for success

D2 take responsibility for managing and organising activities

- autonomy/independence has been demonstrated
- substantial activities, projects or investigations have been planned, managed and organised
- activities have been managed
- the unforeseen has been accommodated
- the importance of interdependence has been recognised and achieved

D3 demonstrate convergent/lateral creative thinking

- ideas have been generated and decisions taken
- self-evaluation has taken place
- convergent and lateral thinking have been applied
- problems have been solved
- innovation and creative thought have been applied
- receptiveness to new ideas is evident
- effective thinking has taken place in unfamiliar contexts

Appendix 4

Oaklands College Charter

WHAT YOU CAN EXPECT ABOUT COLLEGE

- Information about the college and college life
- Impartial information, advice and guidance on choices available to you
- Help to decide what you want to do at college and the support you might need
- Information about what it costs to study at college and where you may be able to get help
- Information in a variety of formats to suit people with disabilities

WHAT YOU CAN EXPECT AT COLLEGE

- equality of opportunity and treatment
- Help to access the course of your choice if you have a disability or learning difficulty
- A safe and suitable environment
- Flexible teaching & learning
- Help and support with your learning
- Personal support and a range of student activities
- The chance to talk about your college work and how you are getting on
- Access to PC's, multi media, books, magazines and support in your learning centre
- A fair assessment of your work within clear guidelines
- Clear information on examination arrangements
- Help to decide what to do next

IN RETURN WE EXPECT YOU

- Treat everybody and everything with respect
- Follow college policies and procedures
- Be responsible for your own learning and make use of college services and resources
- Attend regularly and on-time
- Work hard and complete all work within deadlines
- Talk regularly to your tutor about your college work and how you are getting on
- Act safely so that you do not put yourself or others at risk
- Talk to us and let us know how we can improve

The College has a complaints system
Details are available from the Campus Reception Centre

Appendix 5

A Student Guide to Feedback

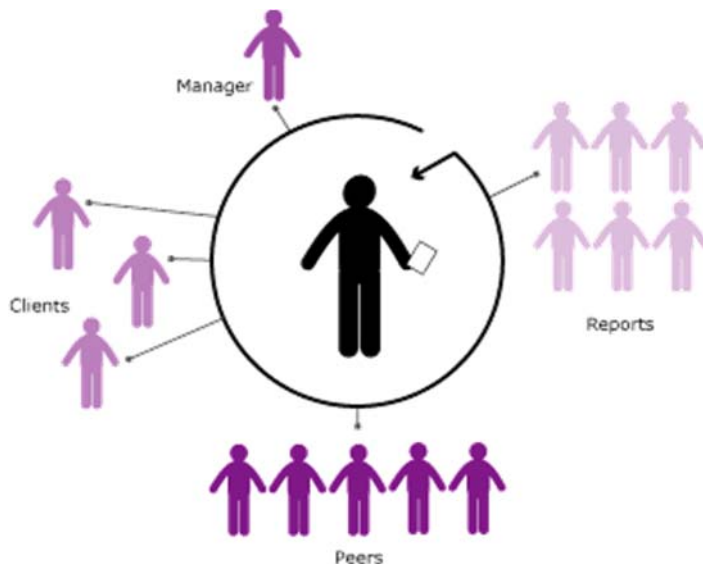
Introduction to this Guide

This student guide to feedback is for all students studying for a University of Hertfordshire higher education award in a College which is part of the Hertfordshire Higher Education Consortium. We want you to have a successful and productive time studying for your award and understanding feedback is an important part of this.

This guide will give you information on:

- What is feedback?
- Where do you get feedback?
- When do you get feedback?
- Who gives you feedback?
- How can you ask for feedback?
- What about drafts?
- Using feedback to succeed on your programme

What is feedback?



Feedback is an essential part of your education. It helps you to maximise your potential at different stages of the programme, raise your awareness of your strengths and areas for improvement, and gives you an opportunity to identify actions you need to take to improve your performance.

Feedback can be **informal**, for example in day to day conversation between tutors and students or within groups of students or **formal**, for example as part of written or verbal comment on assessment.

Feedback should not be one-way communication, every time you receive feedback you should see it as a chance to talk to your tutor about how you are getting on with the programme.

Students are also given opportunities to give us feedback on what they think of their course through the:

- Programme Manager, and informal communications
- Link Tutor, either through visits or informal communications
- Programme Committee, and the student representatives

- Student Feedback Questionnaires, at the end of each module
- National Student Survey, at the end of your programme

With this Guide is a short video from the Higher Education Academy about student feedback; you might want to take the time to watch what other students think of feedback before you form your own ideas, <http://www.heacademy.ac.uk/resources/audioandvideo/assessment>

Alternatively, you may just like to download the MP3 file and listen to the audio version.

Where do you get feedback?

Feedback comes in a variety of formats; **formal** and **informal**, **written**, **verbal** and **non-verbal**

Formal types of feedback are often after you have completed an assignment and may take the form of:

- Handwritten comments on the assignment coversheet and actually written on the assignment
- Marking grids showing how you performed against each of the criteria
- Word-processed overall comments attached to your submission
- Model answers or solutions, often attached to your work pointing out errors
- Electronic feedback, such as the StudyNet feedback sheet
- Verbal comments on assignments to groups or individuals

Informal types of feedback are often harder to recognise but they are just as valuable and may include:

- Emailed comments on draft work or an assignment plan
- Email or conversation about your ideas / understanding
- Tutor response in class when you ask or answer a question

Many students focus on the grade they are given on an assignment and forget to read the rest of the written feedback. Often it is easy to forget that verbal and non-verbal feedback, such as tutor body language during a presentation is also valuable in understanding how you are performing on your course.

Written feedback includes the assignment coversheets, what is written on the actual assignment, marking grids, emails, individual learning plans, action planning done in tutorial. It is important that you keep a record of all the written feedback you receive, so that you can review it next time you have an assignment to prepare for.

Verbal feedback can be hard to capture but don't be afraid of taking notes, or even asking if you can make a recording of any verbal feedback you receive. It might be face-to-face feedback in class as a whole group, or in a one-to-one tutorial. It might even be from another student rather than a tutor; remember the diagram under "what is feedback" – it comes from many directions.

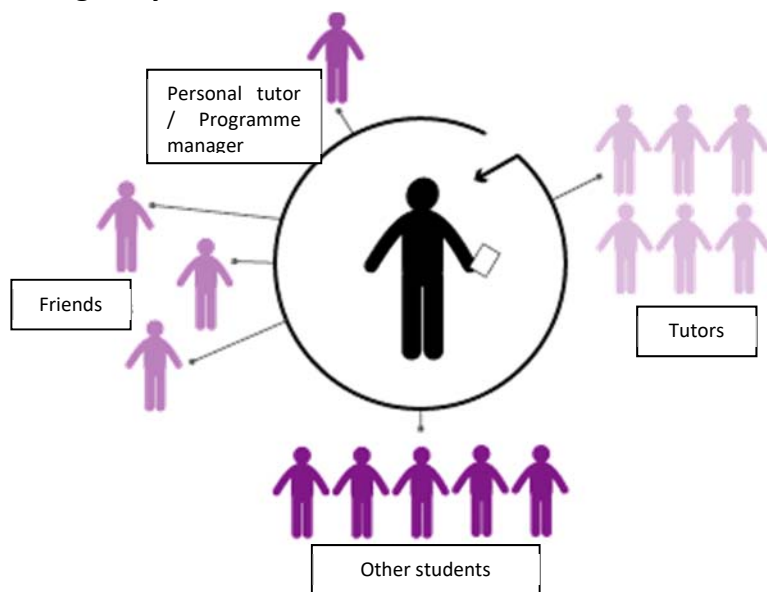
Non verbal feedback is really valuable in understanding whether or not you are communicating your ideas clearly. Watch people's faces when you are giving a presentation, demonstration or making a comment in a seminar – do they look confused, bored, lost, enthusiastic, as though they want to ask a question? Watching for this non-verbal feedback can allow you to make changes as you go along to try and really engage with your audience.

When do you get feedback?

The obvious answer is when an assignment is returned to you, but there are lots of opportunities before that:

- **In-class** – ask questions, make comments and speak to the tutor at the end about your understanding of the topic of the class and take the opportunity to check that you got everything
- **Before an assignment** – make sure you clarify that you understand what is being asked of you, take opportunities to get feedback on a draft or an assignment plan and talk to your tutor about how the assignment preparation is going. Asking for feedback at this stage allows you to correct any mistakes you might be making and to make sure that you are doing your best to achieve your highest potential mark.
- **After an assignment** – this is the one you are familiar with, but don't just focus on the grade. Make sure you talk to the tutor about how you could have done better on your assignment, what suggestions they have for you to work on for the next assignment - even if it is in another module!
- **At the end of the semester/year** – Take the opportunity to talk to the Programme Manager or your personal tutor about all the feedback you have had from the semester/year across all your modules. They will help you to identify any common issues and make suggestions about how you move forward.

Who gives you feedback?



Lots of people you meet during your studies will give you feedback on how you are doing. The obvious ones are your tutors; programme, module and personal tutors will talk to you regularly about your progress.

Some feedback will come from the students on your programme too – both your friends and students that you don't know very well. This feedback is valuable but you must remember to be constructive as well as critical if you are asked to give feedback on another student – you will appreciate this when they give you feedback!

Very occasionally you will get feedback from the University – both formally when you get your results, and perhaps informally from the Link Tutor.

How can you ask for feedback?

General questions are hard for a tutor to answer, but if you pinpoint what things you understand and what you are finding harder, you can get help more effectively.

The art of asking questions is one of the skills you will learn as part of your higher education studies. Asking questions allows you to reinforce your knowledge and awareness in order to become a more effective learner, and to reach new levels of thinking. Remember, learning to be more effective in how you ask questions will help your tutor to better answer your enquiry and less likely to leave you confused.

When do you ask a question? Don't always wait until you are lost and you can't work out where you got lost. Questions are good for reinforcing that you understand as well as seeking clarification when you don't. Sometimes it is necessary and appropriate to ask in the middle of a class, other times it might be better to wait to the end and speak to the tutor individually. Other questions arise when you have had a chance to reflect on the class and you might need to ask by email, or in the class the following week. Often one of the best times to ask questions is if you arrange to see your tutor with a plan for your assignment or your revision – you can ask questions to help you check that you are working in the right direction, that you are covering everything you need to, and that you can get advice about those things that you are not sure about.

Try never to say "I don't understand" as it doesn't point out exactly what you don't understand or help the tutor respond to you. Try to pinpoint the last piece of information you did understand; i.e. "I think I followed how the calculation worked until you multiplied by x, but I think I got lost after that". You may

also be asked questions in class. Tutors ask questions for a variety of reasons, and therefore use different types of questions. The types are based on the thinking skills that you will develop as you become a more effective learner and have six stages;

- Knowledge
- Comprehension
- Application
- Analyse
- Synthesis
- Evaluate

You can use these stages to ask the right type of questions of your tutor. Don't worry if these words are not familiar to you, they are relatively easy to understand and doing so will help you to ask better questions.

What type of question?

- **Knowledge**
A point of clarification, asking the tutor to repeat something or tell you a fact.
- **Comprehension**
Questions that tend to start with "why", the purpose being for you to better understand something that the tutor has been explaining.
- **Application**
Questions that tend to be "when 'xyz' happens, then what comes next", the purpose being for you to see how one situation can be related to another.
- **Analyse**
A more complicated question, like the application type above but often with multiple potential answers so used when discussing opinions rather than fact; "when 'xyz' happens, is 'ab' more like to happen than 'cd' if you did 'f'"
- **Synthesis**
This is question type when the person being asked it needs to draw both on the facts and their opinions to get an answer, and often will need to make a judgement as there may not be a right answer.
- **Evaluate**
This is the type of question that will give a long answer, as the person being asked the question will need to come to some conclusions before responding. It would not be common to ask these types of questions in a lecture but more common in a tutorial or seminar.

What about drafts?

Getting feedback at a drafting stage is helpful even if you are not able to, or do not want to hand in a full draft. It is really helpful to talk to your tutor when you are producing your assignment but you must do it in a structured way in order to make the most out of the time, and in order for the final assignment to still be your own work. For example, meet with your tutor with a set of notes, list of precise questions or an assignment plan / mind map to guide your discussions.

To help you plan your draft try using some of the questions above – or at a more basic level make sure that you are answering:

- Who
- When
- What
- Where
- Why
- How

And that you are citing a reference with every opinion that you have!

If you have trouble writing assignment plans or constructing a mind map, try looking at the techniques suggested on the following websites:

i-Spy tutorials on StudyNet:

Introduction to Learning Resources: the Know how guide

<http://www.studynet1.herts.ac.uk/ptl/common/LIS.nsf/lis/induction>

Wikipedia article on Mind Maps: http://en.wikipedia.org/wiki/Mind_map

University of Hull, excellent study skills advice:

<http://www.hull.ac.uk/studyadvice/LearningResources/MindMaps/index.html>

If you prefer to access a multimedia site on mind mapping, Birmingham City University have produced a simple but useful web page:

<http://www.ssdd.bcu.ac.uk/learner/Study%20Skills%20Guides/11%20Mind%20Maps.htm>

Using feedback to succeed on your programme

Take a balanced view of written feedback – you are looking for what was good about what you did in your assignment and ideas about how you can improve those parts that were less good. You need to understand what you did on one assignment to be able to do better in your next assignment. For example, many students could improve their writing style, structuring, citation and referencing from one assignment to the next if they study their feedback carefully – just because you are doing a different assignment, there are still lessons to be learnt.

Make a plan following any written feedback – make sure you keep a note of what you did well in the assignment so that you can do it again on your next assignment, and that you start to identify ways in which you can tackle things differently for those sections that you didn't do so well.

Following an assignment or an opportunity to get feedback on your progress, you may find it useful to make notes in a format like this one below – to help you in getting more feedback, and to understand how to use that feedback

- Read the feedback on your assignment carefully, then re-read the piece of work to see the areas that the feedback refers to.
- You might use a highlighter pen to cross-reference the feedback to your work, it is a good idea to use two different colour highlighter pens – one to mark up the positive feedback and another to mark up those areas that you need to improve on.
- Make a note of what you think the comments written by you tutor mean and start to make suggestions about what you might do as an action on those comments.
- Arrange to talk to your tutor and consider using a simple table such as the one below:

Feedback that I understand	Actions I've planned to discuss with my tutor
Feedback I don't understand	Fill this box in during the tutorial

Many students need help in improving their abilities to complete assignments. Some of this help can be provided from textbooks on study skills and some is available from individuals within the College.

Area to develop:	Where to go for help:
Study Skills	<p>Cottrell, S. (2003) <i>Skills for Success – The Personal Development Planning Handbook</i>, Palgrave Study Guides, Basingstoke Palgrave Macmillan</p> <p>Cottrell, S. (2003) <i>The Study Skills Handbook</i>, Palgrave Study Guides, Basingstoke, Palgrave Macmillan</p> <p>Drew, S. & Bingham, R (2001) <i>The Student Skills Guide</i>, 2nd Edition, Aldershot, Gower</p> <p>Van Emden, J. & Becker, L. (2004) <i>Presentation Skills for Students</i>, Palgrave Study Guides, Basingstoke, Palgrave Macmillan</p>
Academic writing	<p>Peck, J & Coyle M (2005) <i>The Student's Guide to Writing: Grammar, Punctuation & Spelling</i>, 2nd Edition, Palgrave Study Guides, Basingstoke, Palgrave Macmillan</p> <p>Peck, J & Coyle M (2005) <i>Write it Right</i>, Palgrave Study Guides, Basingstoke, Palgrave Macmillan</p>
Citation and referencing	Student Handbook guide to referencing, available on StudyNet under programme homepage – programme information
Extend your reading base: to find appropriate sources for your work: books, journals, electronic data-bases, internet	Each module has a reading list, these are the first sources you should turn too. If you need help in finding resources please speak to your College LRC staff. Remember that Voyager on StudyNet links to the University LRC stock which you are welcome to use.
Coping with stress: not able to focus on your work, worrying about failure, how to develop your confidence.	Learner Services in the College can find you someone to talk to about difficulties that you might be having, either speak to your Programme Manager or contact them directly

Appendix 6

Guidance on Serious Adverse Circumstances

1. Guidance on Serious Adverse Circumstances is laid out on the table below and includes the main types of Serious Adverse Circumstance reported, Evidence required and Action levels.
2. Serious Adverse Circumstances Request Form.

	Main types of Serious Adverse Circumstance (SAC) reported	Evidence required	Action (levels 0,4,5)	Action (levels 6, 7) (if level 6 referral is allowed, the Board can use advice for levels 0,4 and 5)
1	<p>Medical (serious – not a recognised disability). Examples: broken limb, problem with eyesight, influenza, vomiting or migraine <u>at time of assessment</u>, infectious condition.</p> <p>Notes:</p> <p>a. Influenza ('flu') does not refer to the common cold or conditions with similar symptoms.</p> <p>b. Some conditions <u>may</u> be able to be accommodated by Faculty arrangements (eg. the use of an amanuensis for those with broken arms)</p>	Medical certificate (self-certification for the first 7 days of illness only of the policy of the GP practice is not to issue medical certificates), or evidence from the Invigilator's log.	Deferral	<p>Deferral.</p> <p>If, however, the student has acceptable serious adverse circumstances which prevent him/her from sitting the deferral until the same time in the following academic session, the Programme Board has discretion to offer Final Compensatory Credit with or without penalty (for a total of 30 credits)subject to the limitations set out in UPR AS14 D.4.1. NB the option of awarding Final Compensatory Credit does not apply to the award of a University Certificate.</p>
2	<p>Medical (minor). The following conditions are considered to be minor (unless, in the case of an examination/in class test, the symptoms are so bad on the relevant day that the student is too unwell to attend when the condition will be treated as serious as in 1 above):</p> <ul style="list-style-type: none"> • Self limiting respiratory infections, e.g. Cold, sore throat, earache, cough, sinusitis. • Other short term infections, e.g. Cystitis, gastroenteritis. • Asthma. • Mechanical pain such as low back pain, sprains and tendonitis e.g. Writer's cramp / RSI • Tension type headaches. • Period pains. • Irritable bowel syndrome. • Hay fever. • Stress or anxiety when this is exclusively related to examinations. 	Not applicable	Not an acceptable SAC	

	Main types of Serious Adverse Circumstance (SAC) reported	Evidence required	Action (levels 0,4,5)	Action (levels 6, 7) (if level 6 referral is allowed, the Board can use advice for levels 0,4 and 5)
3	<p>Disabled students</p> <p>(i) A reasonable adjustment, agreed through a Study Needs Agreement (SNA) more than 4 weeks prior to the exam period is not an acceptable SAC.</p> <p>(ii) Late disclosure of a disability with valid reason /request for disability adjustment (in the 4 weeks prior to an exam period). Adjustments will only be made if failure to do so would disturb other candidates and/or endanger themselves if left in the main exam room. Extra time will not be given. The student has the choice of whether or not to sit/submit; but if they decide to sit/submit they cannot claim to have serious adverse circumstances.</p> <p>(iii) Unforeseen effect of a disability – when the effect of a disability is not anticipated or a reasonable adjustment agreed through a SNA e.g. an epileptic seizure, unexpected episode of ill mental health</p>	<p>(i) Not applicable</p> <p>(ii) Faculty's DSC (Disabled Students Co-ordinator) or University's Disability Officer report, confirming that the SAC is valid.</p> <p>(iii) Faculty's DSC or University's Disability Officer report, confirming that the SAC is valid.</p>	<p>(i) Not an acceptable SAC</p> <p>(ii) Deferral</p> <p>(iii) Deferral</p>	<p>(i) Not an acceptable SAC</p> <p>(ii) As circumstance 1; the Module/Programme Board will consider the seriousness of the condition and the extent of the student's control.</p> <p>(iii) As circumstance 1; the Module/Programme Board will consider the seriousness of the condition and the extent of the student's control.</p>
4	Death in immediate family (grandparent, parent, sibling, child, grandchild, first cousin, aunt, uncle, spouse, partner, parent-in-law) or close friend within the semester (or for an extended time period in exceptional circumstances).	Death certificate, additional information (location of funeral, any religious observance requirements for mourning, etc.)	Deferral	As circumstance 1; the Module/Programme Board will consider the timing of the death, the responsibilities of the student and the closeness of the relationship.
5	Attendance at a funeral at the time of the assessment.	Death certificate, additional information (location of funeral, any religious observance requirements for mourning, etc.)	Deferral	As circumstance 1; the Module/Programme Board will consider the timing of the death, the responsibilities of the student and the closeness of the relationship.
6	Death of a relative or friend outside the semester, or the funeral is not at same time of assessment.	Not applicable	Not an acceptable SAC.	
7	Serious illness in family (particularly where the student has duty of care, "family" defined as circumstance 4)	Medical certificate	Deferral	As circumstance 1; the Module/Programme Board will consider the timing of the illness, the responsibilities of the student and the closeness of the relationship.

	Main types of Serious Adverse Circumstance (SAC) reported	Evidence required	Action (levels 0,4,5)	Action (levels 6, 7) (if level 6 referral is allowed, the Board can use advice for levels 0,4 and 5)
8	Commitment outside of the student's control (e.g. emergencies, including unexpected loss of child care) on the date when the student is required to attend for an assessment.	As appropriate, (e.g. letter from employer or nursery).	Deferral	As circumstance 1; the Module/Programme Board will consider the seriousness of the event and the extent of the student's control.
9	Work commitments (part-time students only) (e.g. heavy workload at the time that an assessment is due)	As appropriate, (e.g. letter from employer).	Deferral	
10	Serious transport problem (i.e. exceptional circumstance such as a serious rail delay or road traffic accident)	As appropriate, (e.g. copy of ticket, compensation slip from rail company)	Deferral	As circumstance 1; the Module/Programme Board will consider the severity of the transport incident and the extent of the student's control.
11	Routine type, predictable or partly predictable transport problem (e.g. traffic jams, a late train or bus, tyre puncture etc)	Not applicable	Not an acceptable SAC	
12	Misunderstood examination timetable	Not applicable	Not an acceptable SAC	
13	Overslept	Not applicable	Not an acceptable SAC	
14	Religious reasons, where not working is a requirement (UPR GEN/A/5)	Requests must be notified to the University at least 2 weeks in advance, with appropriate evidence, or by the deadline published by the Examinations Office in the case of examinations.	The University will make reasonable attempts to make adjustments to the assessment timetable. Deferral is an option where work is proscribed on a particular day for a particular Faith Group. If there is doubt as to whether work is proscribed then the University will be guided by information given by the East of England Faiths Council and the current Festivals appendix to Multicultural Matters. In all cases the University's decision is final. Boards of Examiners should consult the University Chaplaincy for guidance on acceptable religious circumstances (Chaplain@herts.ac.uk). For the 2011/12 academic session, a calendar of recognised proscribed days has been issued.	
15	Serious personal problems not medical (e.g. separation from spouse/partner, victims of crime) within the semester.	As appropriate (letter from counsellor, landlord, crime reference number, etc.)	Deferral	Deferral. If, however, the student has further acceptable serious adverse circumstances which prevent him/her from sitting the deferral until the same time in the following academic session, the Programme Board has discretion to offer Final Compensatory Credit without or without penalty (for a total of 30 credits). NB the option of awarding Final Compensatory Credit does not apply to the award of a University Certificate.
16	Financial	Not applicable	Not an acceptable SAC	

	Main types of Serious Adverse Circumstance (SAC) reported	Evidence required	Action (levels 0,4,5)	Action (levels 6, 7) (if level 6 referral is allowed, the Board can use advice for levels 0,4 and 5)
17	Holidays	Booking information	Deferral. Only acceptable if the booking is made prior to acceptance of the UH offer	
18	Computer problems	As appropriate (e.g. memo from IH explaining the nature of the problem)	Not acceptable, unless experienced by a sufficiently large group of students	As circumstance 1; the Module/Programme Board will consider the seriousness of the event and the extent of the student's control.
19	Complaints about UH staff (e.g. supervision)	Various (diary of missed meetings or classes etc)	Dealt with as appeals procedure.	

Serious Adverse Circumstances Request Form

This form should be completed if any circumstance has affected all or part of your academic performance. All claims **MUST** be submitted with **ORIGINAL** documents – e.g. medical certificate, legal documents, etc. All information will be treated as confidential and only made available to relevant personnel. Once completed please submit without delay to your Programme Manager.

Please note that submission of this form does not guarantee your request will be granted

I wish to apply for [tick below as appropriate]:

Extension for my Coursework: [] Due Date: _____ Date Requested for Extension: _____

Serious Adverse Circumstances for the Exam Board to consider: []

Surname:	First Name:	Student Number:
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Programme:	Semester:
College:	Level:

Unit No:	Unit Title (and c/w title if appropriate)	Insert Code (see below*)	Date of Exam (if applicable)

*Codes for above:

Coursework	A – Request for Extension	B – Already submitted late
	C – Submitted but performance affected	D – Will not be submitted
Exam	E - Performance affected	F - Did no attend

Appendix 7

Guidelines on academic misconduct

Extracts from the Academic regulations on:

CHEATING, PLAGIARISM, COLLUSION AND OTHER ACADEMIC MISCONDUCT

2.1 Definitions

For the purposes of these and all other University regulations, the following definitions will apply:

2.1.1 'cheating':

to attempt to gain, or to gain, an unfair, improper or dishonest advantage in the assessment process including:

- a impersonation - either where a student allows any another person to take an assessment on their behalf or to present themselves as being that student or where a current University of Hertfordshire student takes an assessment on behalf of another University of Hertfordshire student;
- b obtaining or attempting to obtain unauthorised access to examination papers;
- c the copying of, or attempting to copy, the work of another candidate in the examination or other formal assessment, whether by overlooking what he or she has written or is writing, or by asking him or her for information in whatever form;
- d the introduction into an examination room (or any other room in which a formal assessment is taking place) of aids including books, notes, papers, computer disks or other devices of any kind other than those permitted in the rubric of the examination paper, with the intention of using such item, or in fact using such item. This includes, for example, unauthorised information stored in the memory of a pocket calculator, in a mobile telephone, personal organiser or any other device;
- e requesting a temporary absence from an examination room (or any other room in which a formal assessment is taking place) with the intention of gaining, or attempting to gain access to information that may be relevant to a formal assessment;
- f plagiarism, *as defined in section 2.1.2*; the falsification of data, *as defined in section 2.1.4*; the duplication of assessments *as defined in section 2.1.4*; and any other form of academic misconduct *as defined in section 2.1.4*, including where the Faculty Academic Conduct Officer is satisfied that on a balance of probabilities the student had an intention to attempt to gain an unfair, improper or dishonest advantage;
- g false statements made in order to receive special considerations by the Board of Examiners or to obtain extensions to deadlines or exemption from work;
- h assisting, or attempting to assist another University of Hertfordshire student to gain or attempt to gain an unfair, improper, or dishonest advantage in the assessment process;

2.1.2 'plagiarism':

evidence of the representation by an individual, whether intentionally or otherwise, of another person's work as their own or use of another person's work without acknowledgement including:

- a the importing of phrases from another person's work without using quotation marks and identifying the source;
- b making a copy of all or part of another person's work and presenting it as the student's own work by failure to disclose the source;
- c without acknowledgement of the source, making extensive use of another person's work, either by summarising or paraphrasing the work merely by

- d changing a few words or by altering the order in which the material is presented;
the use of the ideas of another person without acknowledgement of the source, or the presentation of work which substantially comprises the ideas of another person and which represents these as being the ideas of the candidate;

2.1.3 'collusion':

evidence of the representation by an individual of work which he or she has undertaken jointly with another person as having been undertaken independently of that person;

2.1.4 'other academic misconduct':

evidence that a student *failed* to comply with the Colleges assessment and examination regulations, other than those relating to cheating, plagiarism and collusion including:

- a the falsification of data including the creation of false written materials or statistical data or its alteration for example by the invention of the statistics presented or the invention of quotations or references;
- b the duplication of assessed work – the submission of broadly similar work completed by the student for academic credit as part of the same programme without express acknowledgement of the previous submission;
- c permitting or assisting another to present work that has been copied or paraphrased from a student's own work without attribution or as if it were the work of the other.
- d the introduction into an examination room (or any other room in which a formal assessment is taking place) whether intentionally or otherwise of books (including an unauthorised dictionary, notes, papers, disks or devices of any kind other than those permitted in the rubric of the examination paper (section 2.1.1, refers);
- e the introduction into an examination room (or any other room in which a formal assessment is taking place), whether intentionally or otherwise, of an unauthorised calculator (section 3.2, i, refers), personal organiser or similar device;
- f the removal of an answer book or examination stationery or other materials from the examination room (or any other room in which a formal assessment is taking place);
- g failure to comply with the instructions of an invigilator.

2.2 The following are regarded as offences:

- i cheating;
- ii plagiarism;
- iii collusion;
- iv *other academic misconduct.*

2.3 Allegations of cheating, plagiarism, collusion and other academic offences will be investigated in accordance with the procedures set out in section C3.6, UPR AS/C/5². Should such allegations be proven, the University reserves the right, at its sole discretion, to impose any of the penalties set out in section C3.6, UPR AS/C/5²."

Appendix 8

Equality & Diversity Procedures

The College will:

- Ensure the principles of equality and diversity are evident in all College policies, systems and practices and ensure that these do not unfairly disadvantage or discriminate individuals either directly or indirectly
- relate an environment which values differences, raises aspiration and provides an opportunity for everyone to achieve
- Value the different contributions made by learners and staff and make use of their diverse backgrounds and experiences to enhance the service provided
- Encourage and foster good relations between people from different groups
- Actively encourage the recruitment of staff and learners from all groups within the community
- Take positive action to promote equality of outcomes for learners and staff
- Develop an implementation plan with specific equality and diversity impact measures and targets that review progress annually
Carry out impact assessments to ensure that College policies or procedures do not have any adverse effect on learners and/or staff from particular groups or backgrounds
- Provide awareness raising, training and guidance for staff and learners on equality and diversity issues
- Take disciplinary action against learners or staff if the policy is deliberately or willfully breached.

Operational Outcomes

- All policies and procedures are reviewed annually to ensure that they support the aims within the Equality & Diversity policy and do not have an adverse impact on learners or staff from particular groups or background
- A promotional and communications strategy in place which promotes diversity and actively encourages participation and engagement from all sectors of the community the College serves
- A comprehensive implementation plan with specific targets and equality and diversity impact measures that are reviewed and reported on an annual basis
- Equality and diversity issues included in the staff development programme
- Equality and diversity actively promoted in the content and delivery of the curriculum
- Guidance notes on equality and diversity updated regularly and published in the staff and student handbooks
- Clear guidelines on the action to take (including disciplinary action) in the event of an act of discrimination or harassment.

Responsibility for Implementation

- All staff and learners have a responsibility for actively promoting equality of opportunity and diversity
- All managers have a responsibility for monitoring equality and diversity within their area and taking positive action to promote equality and eliminate discrimination
Equality and Diversity Champions have a responsibility to promote equality and diversity across the College and share good practice
- A member of the Senior Management Team (SMT) is responsible for the review, development promotion and implementation of equality and diversity policies, procedures and practices
- The SMT is responsible for monitoring the implementation of the equality and diversity policy and advising on actions that need to be taken by the College.
- The Corporation has a responsibility for monitoring the Equality & Diversity Policy.