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University Centre Hastings  
Handbook for Academic Year 2021-2022



# BSc (Hons) Computing and Systems Development (Top up)

## Student Handbook 2021-22

Station Plaza Campus  
5th Floor Sussex Coast College Hastings  
Station Approach,  
Hastings,  
East Sussex,  
TN34 1BA  
Phone: +44 (0)30 300 39400  
Email: [helloHE@escg.ac.uk](mailto:helloHE@escg.ac.uk)

Ore Valley Campus  
Sussex Coast College Hastings,  
Parker Road  
Hastings  
East Sussex  
TN34 3TT  
Phone: +44 (0)30 300 39400  
Email: [helloHE@escg.ac.uk](mailto:helloHE@escg.ac.uk)

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## INTRODUCTION

Welcome to the  
University Centre Hastings

It is a real pleasure to welcome you to our Degree level study at the new University Centre Hastings. You are now a member of the flourishing and successful higher education community of this Institution.

It is hoped that your educational experience will be enjoyable and rewarding. The success of your programme is largely dependent on the contribution and partnership between staff and students. We see your education as best served in the affirming atmosphere of tolerance and openness where differences of opinion and values are mutually respected. It is the diversity and exchange of ideas that gives the University Centre such richness and vitality. In this we can all make a contribution.

We wish you every success in your forthcoming course and career and an enjoyable year.

David Fowler  
Head of Higher Education

# Part 1: Student General Information

## About being a student in the University Centre or Higher Education

Your first week as a student here will be hectic and may appear to be a round of registrations, inductions, welcomes and meetings. Please refer to the outline induction programme given to you by your tutors, which lists key events that should not be missed during week one of your course. Please make sure that you have activated your email on Student Portal via the website (<https://www.escg.ac.uk>) or direct to (<https://www.myescportal.co.uk/>). The New Student Guide and this Student Handbook are also invaluable for more general information and are available on Sussex Coast College Hastings Student Portal. Tutors will provide you with further details of subject-based classes, talks and tours.

If by chance you miss a session or find that you are in difficulties of any kind, please let your tutor or the faculty administrator know - we will do our best to assist you in sorting out any problem.

The University Centre current HE portfolio includes the following courses (delivered at Campus sties Plaza and Ore Valley)

- BA (Hons) Designer Maker
- BA (Hons) Fine Art Practice
- BA (Hons) Animation Art & Practice
- BA (Hons) Visual Communication (Graphic Design)
- BA (Hons) Visual Communication (Illustration)
- BA (Hons) Visual Communication (Photography)
- PGCE /Cert Ed Full-time & Part time options
- BSc (Hons) Business Top-up
- BSc (Hons) Computing & Systems Development Top-up
- BSc (Hons) Engineering (Mechanical and Manufacturing) Top-up
- FdA Early Years Care and Education
- BA (Hons) Early Years Care and Education Top up
- BSc (Hons) Health and Social Care Management Top Up

### Pearson

- HND/C Health & Social Care
- HND/C Business studies
- HND/C Computing & Systems Development
- HNC Engineering (Electrical & Electronic)
- HND/C Engineering (Mechanical & Manufacturing)
- HND Music Production and Sound Design
- HND Digital Media Production and Film.

Other awarding bodies delivered in respective departments

- AAT (Association of Accounting Technicians)
- C&G level 4 Diploma in Catering Management
- Level 4 Diploma in Advanced Beauty Therapy
- Trinity - Cert Tesol)
- ATHE Level 6 Health Care Management
- CMI Level 5 Chartered Management Institute (Level 5 & 7)

## East Sussex College Hastings University Centre Staff

Principal and CEO	Rebecca Conroy
Executive Director Strategic Partnerships & Engagement	Dan Shelley
Head of Higher Education	David Fowler <a href="mailto:david.fowler@escg.ac.uk">david.fowler@escg.ac.uk</a>
	01424 458456
HE Operational Lead	Ashley Heminway <a href="mailto:ashley.heminway@escg.ac.uk">ashley.heminway@escg.ac.uk</a>
	01424 458336

## University Centre Hastings Course Leaders

HNC/D & BSc (Hons) Computing & System Dev.	Malcolm Levon	<a href="mailto:malcolm.levon@escg.ac.uk">malcolm.levon@escg.ac.uk</a>
HND Digital Media Production	Malcolm Levon	<a href="mailto:malcolm.levon@escg.ac.uk">malcolm.levon@escg.ac.uk</a>
HND Creative Media Production	Malcolm Levon	<a href="mailto:malcolm.levon@escg.ac.uk">malcolm.levon@escg.ac.uk</a>

## Useful contacts:

East Sussex College Hastings Switchboard	030 300 39400	
University Centre	<a href="mailto:helloHE@escg.ac.uk">helloHE@escg.ac.uk</a>	
Senior LRC Co-ordinator	Megan Bedwell	<a href="mailto:megan.bedwell@escg.ac.uk">megan.bedwell@escg.ac.uk</a>
HE Admission Co-ordinator	Jordon Vibert	<a href="mailto:jordan.vibert@escg.ac.uk">jordan.vibert@escg.ac.uk</a>
HE Mentor	Sharon Haward	<a href="mailto:sharon.haward@escg.ac.uk">sharon.haward@escg.ac.uk</a>
HE Administrator	Katie Kent	<a href="mailto:katie.kent@escg.ac.uk">katie.kent@escg.ac.uk</a>

## University Centre Hastings Map Location & Address



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5th Floor Sussex Coast College Hastings  
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Hastings,  
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Email: [helloHE@escg.ac.uk](mailto:helloHE@escg.ac.uk)

## Handbook Structure

The first section describes the elements and basic information that all students in the centre's academic programmes need to know about and understand. In this section you will find definitions of terms such as modules and credits, descriptions of common principles of assessment, health and safety rules, etc.

The second section contains information about your course and curriculum. It shows how the principles of the first section actually work in practice. You are advised to keep safe this section of the handbook and attach supplementary information to it as the course progresses. You are also encouraged to revisit the handbook on a regular basis to ensure understanding of the requirements of your course.

The third section contains detailed descriptions of the modules on your course. The modules are divided into Levels of Study and include information on who the module leaders are, what the module is about, how the module is assessed, and gives a reading list.

At first sight the academic framework may appear to be complex and much of its detail complicated. As you read the handbook, you will realise your programme has been designed to emphasise the specialist nature of the discipline you have chosen to study. If you bear this in mind when you read the handbook the structure will make sense and become clear.

## East Sussex College Group Health & Safety Code of Practice

### HEALTH & SAFETY POLICY STATEMENT

Following nearly six months of lockdown, we have finally started to reopen and welcome students back to campus life. Our first priority is to ensure the safety, mental and physical wellbeing of our students, and to enable them to get back to site-based learning. This is vital in supporting our students' life chances and ensuring the long-term prosperity of our local communities. We have put in place formal risk assessments and management protocols to safeguard students, and will continue to review this following government advice.

Please check the link for the most up-to-date information.

<https://www.escg.ac.uk/coronavirus-information/>

Here are our top 10 top tips for a safe start to college:

1. Only attend college for lessons or booked slots in libraries or with meetings with staff.
2. Wash your hands regularly during the day following the posters in toilets.
3. In addition regularly use the hand sanitiser stations at entrances and in all classrooms.
4. Work with your teacher to use sanitiser wipes at the start of each session and remain at the same desk during lessons.
5. Wear face coverings in corridors, coffee shops, refectories and indoor social spaces.
6. Protective, disposable gloves will be available for all students using practical equipment (ie construction, hair and beauty, art, engineering, motor vehicle, catering, science labs). Please wear them and dispose of them at the end of each session.
7. Follow the one way systems and maintain social distances wherever possible, including refraining from physical contact e.g. hugging or embracing your friends.
8. Make sure you have your ID card with you every day. This will help the College 'track and trace' should a further break-out occur.
9. If you do have COVID symptoms, report it immediately to your tutor and go home and follow the government guidance on self-isolation.
10. Avoid being in large groups of friends and remain vigilant. If something doesn't look right, please tell us.

### What you must do:

It is the responsibility of every person whilst on University/College premises, or engaged in University/College business, to ensure that they:

- Take reasonable care of your own health and safety and that of others who may be affected by what you do or do not do.
- Cooperate with the University/College on matters relating to health and safety.
- Do not interfere with or misuse any item provided for health, safety or welfare purposes.
- Report any hazard or concern about health and safety.

### General

Observe and obey all instructions given by staff and official notices displayed in the workshop/ teaching areas

Familiarise yourself with fire evacuation procedure this information can be found adjacent to exits, or from your tutor/ technical demonstrator.

Escape routes and corridors must not be obstructed.

The physical fabric of the building, fixtures, fittings and services **MUST NOT BE TAMPERED WITH OR ABUSED IN ANY WAY.**

In case of an accident, injury or first aid emergency, if possible inform your Tutor, if unavailable ring Reception 030 300 39400 to obtain the nearest first aider.

All accidents and/or injuries must be reported to your supervising staff member; if they are unavailable report to the estates & facilities via Main Reception or your administrator in the faculty office on the 5th floor.

You must take reasonable care of your own health and safety and that of others who may be affected by what you do or do not do.

You must use all work items provided correctly; in accordance with the training and the instructions you received to use them safely.

Smoking is not permitted in any area of the College grounds.

Do not enter any studio, workshop or other teaching area if you are feeling unwell, under the influence of alcohol, medicines or drugs.

### Workshops/Machine Safety

In workshop/service environments, wear protective clothing, gloves and footwear as appropriate, eye and hearing protection must be worn where stipulated. Long hair and loose clothing that may catch in machinery must be tied back.

Do not eat and drink in workshops, ensure you wash your hands after workshop activities.

Do not distract others using equipment, or hand tools, and do not work if being distracted. It is your sole responsibility to leave your work area tidy; all studio spaces, desks, workbenches and machines should be left in a clean condition and tools, equipment and materials returned to their proper place. Leave it how you would expect to find it

Damage or defects in the workplace, workshops, studios, offices, or machinery and equipment must be reported immediately to the supervising staff member.

No person may use any item of equipment unless they have been fully instructed and are competent in the operation of the equipment or technical process. No persons are allowed to use equipment classified as a safety risk without the authorisation or supervision of the relevant staff member.

### Working Alone

No student or member of staff may work alone in any working environment or studio, with or on any equipment. This means someone must be within vocal range.

### Electricity

All portable electrical equipment (plugs into the wall) must be checked and tested before use. If you are bringing your own electrical equipment into the college a member of your Facilities Team must check the equipment before it can be used.

Do not tamper with the college's electrical fixtures or fittings. Only authorised, certified electricians are allowed to work on electrical systems.

### Working at Height

Working at height must only be attempted using registered ladders steps and tower scaffolding.

Ensure you have been instructed to use the ladder, steps or tower scaffolding safely before use.

NEVER use furniture to assist climbing above ground.

There will be further specific safe working guidelines provided in the subject area and workshops.

## Badges & Lanyards

You will be issued with a photo badge and lanyard. You must wear these at all times on University Centre/College premises. You may be denied entry to the site if you do not have your badge. The badge will also allow you to access photocopiers / printers and to borrow books, DVDs from the LRC.

## Libraries

Students may use the college library for: full text e-journals, journal indexes/abstracts and databases (including film, image and sound databases) subscribed to by Information Services are accessible via the 'LRC' at <https://www.escg.ac.uk/support/libraries/>

East Sussex College Hastings library staff offer new students an introduction to library services and facilities, and advise students on learning resources (books and e-books, print and e-journals, media, databases, websites) for their studies throughout their career, both informally and through more formal group sessions.

## Photocopiers and printers

Photocopiers are located around the College and in the LRC. To use a photocopier or printer, you will need to log in using your UCH/college student number as your username and your password.

## Student Services

The Colleges UCH Student Portal is a central department that provides a range of services to support you through university, and to help you get the most from your student experience.

Our experienced and supportive staff offer advice on a range of issues, including:

- Advice about money worries and how to live on a budget.
- Support in finding jobs and volunteering opportunities.
- Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
- One to one support for students with worries or concerns in a safe, confidential space.

Here for you, whatever the issue

Below is an outline of some of the ways in which we can help you during your time here.

## Career development

Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

## Facilities

- HE Common Room  
Station Plaza Common Room is located on the 5th floor room SP5142.  
Ore Valley Common Room is a dedicated area for the HE students.
- Car Parking
  - Station Plaza - Students are unable to park at Station Plaza.
  - Ore Valley - Parking at Ore Valley is available between 7am – 9pm, Monday to Friday. Ore Valley has 147 parking bays, 22 of which are set aside for disabled and visitors. Students are able to park in the Ore Valley car park. There is no guarantee that visitor spaces will be available as they are subject to availability.
  - Bicycle - Ore Valley Staff and Student bicycle parking racks are available in front of the campus. This is operated on a first come first served basis.
- Station Plaza Gym - If you happen to be looking for more personal, one-to-one training, Station Plaza Fitness also have on-site personal trainers who will assist you throughout your workout as well as provide nutritional information and support. You will also receive a tailored fitness and nutrition plan specific to your goals. If you are interested in finding out more information about personal training sessions at Station Plaza Fitness please contact: Gilberto Da Palma on [gilberto.palma@escg.ac.uk](mailto:gilberto.palma@escg.ac.uk) or [gym.hastings@escg.ac.uk](mailto:gym.hastings@escg.ac.uk)
- Coast Coffee - Quality coffee at competitive prices.  
Term open time: Monday - Friday: 8:00am – 4:30pm
- Subway - Opening Times (Monday – Saturday: 8am – 8.30pm / Sunday: CLOSED
- Coast Restaurant - The restaurant is staffed by hospitality and culinary art students, therefore our trade is limited to school term-time during following service sessions;  
Lunch: Monday - Friday, 12.30-3.30pm /  
Dinner: Thursday, 6.30-10pm
- Dine Restaurant – The restaurant serves healthy and affordable meals for all the students and staff. Opening Hours – Term Time only Monday to Friday 8:30 am to 3:00 pm

## Lost property

Lost property is located at the main Reception of each Campus.

## I.T. Facilities

The College's IT Network Services are here to help with a range of IT queries including WIFI connectivity, file storage advice, college web applications support and with the student mail system. They can be contacted on 030 300 38666 or by email on [itservices@escg.ac.uk](mailto:itservices@escg.ac.uk) Every student has a personalized homepage



## Childcare

Recently awarded outstanding by Ofsted, Jigsaw Nursery is open to children of staff, students and the local community. It is an excellent choice for high quality, affordable and flexible childcare. [www.jigsawnurseries.co.uk](http://www.jigsawnurseries.co.uk)

## Counselling

Please contact our HE Mentor Sharon Haward [sharon.haward@escg.ac.uk](mailto:sharon.haward@escg.ac.uk) or your tutor if you would have any concern. You will be introduced to Sharon as part of your induction to the college.

### Disability and Dyslexia Support

If you've got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dyslexia team, you'll discover the wide range of academic and personal support available in <http://www.escg.ac.uk/support/additional-learning-support/>

### Health and Wellbeing

Looking after yourself whilst at university helps you to get the most of your experience. It is essential that you register with a doctor which you can do at the Station Plaza Centre located next to East Sussex College Hastings.

### Student Advice Service

When it comes to your finances at college it pays to be money wise; so for financial help look on line at: <http://www.escg.ac.uk/study/degree-level/student-support/>

### Learning Support Plans (LSPs)

The University Centre is committed to ensuring that all enrolled students have an equal opportunity to succeed on their course. This includes ensuring that the university's teaching and assessment processes are as inclusive as possible for disabled students and students who are experiencing temporary conditions (such as pregnancy), to minimize any adverse impact on their access to learning. Recommendations for adjustments to teaching, assessment and examinations are made by the university's Disability and Dyslexia Team.

You can find further information about groups that may be eligible for Learning Support Plans in Section G of the General Examination and Assessment Regulations, on Course google classroom.

### What sort of adjustments are included in a Learning Support Plan?

Each Learning Support Plan is tailored to the individual needs of a student that arise because of their disability or other condition. For example, it may include recommendations to teaching practices, assessments and examinations.

In some cases, more significant Variations to Assessment can be recommended. In these cases, the academic Learning Objectives of your course are fundamental to the decision as to what individual adjustments can be made.

### How can I get a Learning Support Plan?

If you have a condition that you think might entitle you to a Learning Support Plan, you should contact the Disability and Dyslexia Team in Student Services either in person, by visiting your local Student Services office, or by telephoning 01424 458332 or emailing [hastings.als@escg.ac.uk](mailto:hastings.als@escg.ac.uk)

The Disability and Dyslexia Team will ask you to provide evidence of your circumstances, such as a

note from your doctor or an Educational Psychologist (EP) Report. They can provide guidance and help you to obtain this evidence if you do not already have it.

Once you have this evidence, you should then book an appointment with a Learning Support Coordinator in the team, who will discuss what individual recommendations can be included in your Learning Support Plan and share this information with your College.

The process of implementing a Learning Support Plan can sometimes take time and so it is recommended that you contact the Disability and Dyslexia Team as soon as possible to discuss your requirements. Adjustments for examinations cannot be guaranteed if information is received within 6 weeks of the assessment date.

When you meet with the Disability and Dyslexia Team, they will also provide you with information about other elements of disability support – such as funding that is available through the Disabled Students Allowance (DSA) and 1-2-1 support services.

"I've told the University Centre about a disability when I applied. Do I need to do anything else?"

Even if you disclosed a disability as part of your application, you will still need to contact the Disability and Dyslexia Team to provide evidence and so that your personal Learning Support Plan can be drawn up.

### Temporary Conditions

These are usually quite sudden and normally result from physical injury. If time permits, you should make an appointment through your Faculty Administrator to see the Disability and Dyslexia Team, and take your written evidence (e.g. medical certificate). If there is insufficient time to do this, take the documentary evidence to the Faculty Office, where the administrator will be able to check with the Disability and Dyslexia Team. While every effort will be made to help, obviously the closer to the assessment period the more difficult it will be to make alternative arrangements.

### What other support is available from the Disability and Dyslexia Team?

As well as helping with Learning Support Plans, the Disability and Dyslexia Team can also help with applications for Disabled Students Allowances and other disability funding. This can help to finance 1:2:1 support such as (but not limited to) note takers, scribes, mentoring and/or learning support tuition. The type of support provided will depend on the impact that your disability has on your studies. More information about the support that the team provides can be found at <http://www.escg.ac.uk/support/additional-learning-support/>

## Employability

Work experience of any kind can enable you to broaden your experience, develop confidence, gain skills, maximise your potential, acquire business experience and learn to sell yourself. It is also an opportunity to find out what a job or occupation is really like before you commit to working in it.

It has always been crucial in helping you get ahead in competitive industries, but in the current climate work experience is crucial in giving you the advantage over other applicants – your qualification is only part of the package employers are looking for.

There are many opportunities to get involved in different paid and unpaid activities, both across the university and beyond.

### Volunteering

Volunteering can equip you with invaluable work-related skills such as teamwork, communication and being able to demonstrate initiative and commitment.

My student life <https://www.mystudentlife.co.uk/volunteering-fundraising> provides you with a wealth of information on local and national volunteering opportunities.

#### Work Placements

Our courses are designed to include compulsory professional placements as part of the curriculum. Employer and graduate feedback consistently suggests that these choices offer a real chance to improve your employability, your confidence and to start linking up your academic skills within the professional environment.

#### Get Involved in the Students' Union

The student union offer a range of activities and opportunities that can help you to develop different skills such as team-working, confidence and self-management. This includes opportunities for part-time work and volunteering, the chance to stand for election as a student-representative and through getting involved in the hundreds of student union societies, clubs and activities. For more information please contact our student union officer Bruno Batista [bruno.batista@escg.ac.uk](mailto:bruno.batista@escg.ac.uk)

The Student Union Office (Room SP5143) is situated in the HE Common Room on the fifth floor at Station Plaza and in the University Centre Wing at Ore Valley. A campus officer is present three days a week. Please see the front of each office for details.

## Section 1.1: What You Can Expect From Us

### Guidance and Support

There are many different ways to access the help and support you need whilst at university. This may relate to your academic studies and, depending upon the way in which your Individual Campus is organised, will come from a variety of sources and this will include course leader, course tutors or an allocated personal tutor.

### Changing, Intermitting or Leaving your Course

If you are thinking about transferring to another course, taking some time out (intermitting) or withdrawing from university - for whatever reason – it is important to weigh up your options and seek advice before rushing into a decision. We would recommend you discuss your situation with a member of staff – this could be your personal tutor or your course tutor.

If you are not sure where to start, talk to your tutor and then an informal meeting with the HE Operational Lead who may be able to help.

There are complicated rules surrounding future student loan or local authority funding, as well as University Fees so it is best to consider all of your options and any financial implications beforehand. Contact the University Centre HE Admission Coordinator Jordan Vibert [jordan.vibert@escg.ac.uk](mailto:jordan.vibert@escg.ac.uk)

If you are an international student residing in the UK with a student visa and are considering changing or leaving your course, you are strongly advised to contact the University Centre HE Admission Coordinator Jordan Vibert before committing to a decision.

### Voicing your opinion

The university respects and values the opinions of its students and you have the right to express your views about your course or other services you receive. Sometimes problems get worse if they are not addressed quickly and it is advisable to let the relevant person know as soon as possible. You can do this in a number of ways, depending on the nature of the issue.

#### General Comments and Issues Relating to your Course

If you want to raise general issues about your course you should contact your Course Leader, year tutor, personal tutor or the HE Operational Lead. Each course also holds Course Boards. These meetings are held regularly (usually once per term) to discuss the general running of courses.

Representatives will be elected from among the students on your course, to attend the Course Board and contribute the views and concerns of the student group. You should feel free to approach your Student Representative with items that you would like considered. We will contact you with details of elections for student representatives, usually in the first two weeks of the new term.

#### Getting your Views on your Learning Experience

There are a variety of other ways in which your views on your learning experience might be sought by your course tutors. These might include questionnaires and evaluation forms provided for you to comment on particular elements of your course; regular meetings for you to discuss issues with staff; and for you to discuss your experience of learning and how you feel it could be improved.

## What to do if things go wrong

We recognise that students face many new experiences when they start university. The transition to university life can be exciting and daunting and bring new challenges, especially if you are living away from home. You may question whether you have chosen the right course or university or wonder whether study is right for you at the moment. Maybe it is not what you expected. These feelings are common, especially during the first term, but most students stay and graduate successfully, while a few change course and some leave.

If you are not satisfied with an aspect of your course or some part of university life, which is within our control, you should inform your personal tutor or course leader. Not all such problems can be resolved, but you are entitled to ask the University Centre, through your tutor, whether any steps can be taken to resolve the situation. We hope that in the rare cases where there is a major problem it can be resolved with the minimum of fuss, as quickly as possible and to the satisfaction of the student, where reasonable. In almost all cases informal discussion can resolve problems.

### Complaints

To find our complaints procedure, please go to Course google classroom

### Students' Union

The Students' Union offer information, advice and support on issues that may affect your university experience or your relationship with the university, such as: mitigating circumstances, misconduct, plagiarism, appeals or complaints. For further information contact Bruno Batista [bruno.batista@escg.ac.uk](mailto:bruno.batista@escg.ac.uk)

## Term Dates and Attendance

Autumn Term: 20/9/21-17/12/21 Spring Term: 5/1/22-1/4/22 Summer Term: 19/4/22-24/6/22

It is a condition of enrolment on the course that you are available to attend during term dates. You may not leave before the end of term or take periods away from the course without prior permission. Any absence during term time other than illness or family crisis must be agreed by your Subject Leader. It is unacceptable therefore to make holiday arrangements, organise work abroad or book flights that clash with term dates without prior agreement.

Any absence should be communicated without delay to the reception 030 300 39400, HE Administrator 030 300 38592 or your Course Leader.

NB: Eligibility for assessment depends upon having satisfactorily completed the learning outcomes and evidence of study for that module. You are unlikely to satisfy these criteria if you have not attended for the module. Course hours are generally between 9.30am to 5pm from Monday to Friday. Students are expected to attend during normal course hours unless they have permission to do otherwise. Registers will be taken on a regular basis and for all lectures, project briefings, crits and tutorials. It is in your interest to develop good habits of attendance and the studio/workshop environment depends upon this. We expect students to be flexible according to the timetable of the day - sometimes crits and reviews of work take longer than anticipated. If this is problematic, perhaps due to other regular or special commitments, please talk to the tutor and other students involved.

## Site Opening and Closing Times

You will be informed of your site's term-time opening and closing hours as these may vary across the campuses. Workshop opening times may be restricted according to staff supervision but are generally open during normal course hours. You should check on Saturday and vacation opening times before making plans and follow any sign-in procedure that is in place.

Some sites have an access control system and you will be informed accordingly.

## Academic Structure and School Management

The management of all programmes of study in the University Centre Hastings is considered by a structure of committees. Students in the school actively contribute to, and participate in this process by means of student representation on a number of these committees.

## The University Centre HE Board

This is in the main chaired by the Director of HE on which students are represented. It meets at least three times a year and is responsible for monitoring and overseeing the running of all the programmes of study in the University Centre Hastings. It is a formal part of the committee structure along with other committees and it reports directly to the University of Brighton / Pearson Academic Management. Minutes are fed into the annual Governors HE Report and to the college's Senior Management Team.

## Your Rights and Responsibilities and Consultation

Your views on the programme of study and indeed on other more general matters to do with being a student here are very important to us. There will be a number of opportunities for you to either express your own view or represent those of other students in your group. Formal and informal methods of gaining student feedback are in operation ranging from representation at committees and consultative meetings, to questionnaires and informal discussion. We are always interested in your ideas and suggestions for improvement - remember changes come about through communication and constructive thinking, so let us know your thoughts!

Initiative and independence are essential qualities for students in Higher Education, and in moving towards more student-centred learning such qualities become even more vital. Being a student involves both rights and responsibilities; your rights and obligations as a student are described in our college policy, as are the full set of student regulations and disciplinary procedures. <http://www.escg.ac.uk/about/college-policies/>

## Good Practice in Research Ethics

Any research that involves other people, even if it is just a matter of asking them to fill in questionnaires, and/or interviewing them, requires that you take into account the ethical issues this involves. For example, making sure participants have all the information they need about your project so that they can properly decide whether or not to help you; taking care not to make them feel pressured; and ensuring that issues of confidentiality and anonymity are dealt with. In brief, you need to make sure you are respecting the people whose help you enlist. Normally this will be straightforward, and your tutor will give you appropriate advice. However, if you are planning to do anything that involves physical contact, or want to involve children or any particularly vulnerable people, you will have to obtain ethical approval from the Research Ethics and Governance Committee chaired by the HE Manager. Again, your tutor will advise you. Bear in mind, though, that you need to leave plenty of time for getting such approval: you cannot start your project until you have it.

## Plagiarism

It is important to make yourself aware of the regulations around plagiarism. Plagiarism is defined as, the submission of work originated in sum or in part by someone else with or without their consent but without acknowledgement. The UCH Plagiarism Policy is available at the University Centre Student google classroom.

Plagiarism is an example of academic misconduct and will be dealt with accordingly. For more information please see Academic Misconduct Policy on UCH Student Portal VLE.

## General Information

### Addresses and Telephone Numbers

Please ensure that your term-time and home addresses, telephone numbers and e-mail address are registered and up-to-date with your faculty administrator, and that they are notified of any changes.

### Working Environment

The teaching spaces, studios, workshops and offices in the faculty are working environments and must be treated as such at all times. Please be respectful of other people's personal belongings and personal space.

## Learning Agreements

Students are encouraged to engage in a process of reciprocal communication supporting the concept of "reflective practice" and to gain confidence in critical evaluation. This is done by including a student self-assessment part of project reviews, by reviewing programme requirements and requesting either "presentation statements / statements of intent" or "research plans of work" at appropriate stages. An individual ability to plan and carry out a programme of work is fostered by these means, and forms a key element of final year assessment.

## Expectations and Responsibilities

### Information and Communication

You will all have a College email.

It is your responsibility to ensure you are receiving the emails that we send you so that you receive the relevant advice including Student Union information.

End of year results will normally be sent to you within 10 working days of the Examination Board. You are reminded that it is your responsibility to inform the admin office where your end of year results should be sent to, to determine whether you may progress or not to the next level of study. Any student failing an assessment will not progress; this includes failure of any referral work set following assessment for each level.

## Deadlines

Deadlines for assessment purposes are indicated on timetables and assignment briefs for your level and course. These dates and special arrangements for collection of work, feedback etc., will also appear in project and assignment hand-outs.

Meeting deadlines is vitally important. You must submit all work for assessment in the manner it has been requested (e.g. if a hard copy has been specified an emailed copy will not be acceptable), and by the deadline given.

## Late Submissions

Assessed work submitted after the published submission deadline will be considered a late submission and will be subject to a standard penalty, unless an extension to deadline has been granted (see below). Work submitted within two weeks of the deadline will receive feedback, and the work will be marked but capped at the pass mark (40% for undergraduate and 50% for postgraduate). If there are no valid Mitigating Circumstances then a non-submission and mark of 0% will be recorded, and in accordance with the Exam Regulation (refer to the UCH Student Portal, GEAR for UoB and BTEC Centre Guide to Quality Assurance and Assessment for Pearson) you will be asked by the exam board to re-submit or retake the module with or without attendance as specified.

## Extensions to Deadlines

There will be occasions when you are unable to meet deadlines through no fault of your own, perhaps because of illness, accident or bereavement. The University Centre has procedures to take these situations into account when assessing your work. However, the responsibility for keeping us informed and providing documentary evidence of your circumstance rests with you.

If you are unable to complete an assessment task by the deadline due to serious, unavoidable circumstances, you must apply for an extension to deadline by completing the appropriate form, available from the Admin Office/ Course Administrator. You should submit this form at least one day in advance of the assessment deadline. Third party supporting documentary evidence will be required e.g. a doctor's note, counsellor's letter etc. Supporting evidence will be treated as confidential.

The following are indicative of the kinds of circumstance that would normally be considered valid, where the evidence and timing support the claim:

- serious personal illness
- serious personal accident or injury or hospitalisation
- death or serious illness of family member or close friend
- significant adverse personal or family circumstance or psychological problem

The following do NOT constitute grounds for the granting of extensions;

- computer or printer failure resulting in the loss of data
- paid employment commitments
- poor time management/pressure of work in other modules
- minor illnesses e.g. a cold
- financial issues
- avoidable personal circumstances or commitments e.g. holiday arrangements.
- The decision as to whether an extension is to be granted is by the Module / Subject Leader and must be requested before the deadline

## Mitigating Circumstances

Mitigating circumstances are unforeseen and unavoidable circumstances outside your control that may have prevented you from meeting the learning outcomes of a module. If there are occasions when you are absent from an assessment, have failed to submit work, have submitted work late, or your performance was unrepresentative in your assessment, then you should make a claim for mitigating circumstances by completing the appropriate form, available from the Admin Office/ Course Administrator. Third party supporting documentary evidence will be required e.g. a doctor's note, counsellor's letter etc. Supporting evidence will be treated as confidential. The Mitigating Circumstances Board will sit 3 times a year and will only consider cases of mitigating circumstances where evidence has been provided.

In considering claims for mitigating circumstances, the Mitigating Circumstances Board will take into account:

- the severity of the mitigating circumstances, and the reasonableness of a claim that such circumstances might have affected performance
- the documentary evidence
- the time period affected, and the likelihood that performance may have been affected
- whether it is reasonable to suppose that the circumstances should have been foreseen by the student or were avoidable.

The following are indicative of the kinds of circumstance that would normally be considered valid, where the evidence and timing support the claim:

- serious personal illness
- serious personal accident or injury or hospitalisation
- evidence of long term health condition worsening
- death or serious illness of family member or close friend
- significant adverse personal or family circumstance or psychological problem.

The following do NOT constitute grounds for mitigating circumstances, even where they can be supported by independent documentary evidence:

- paid employment commitments for full-time students
- any on-going situation known to the student e.g. long term medical condition for which the student is already receiving reasonable or appropriate adjustments
- non-serious domestic or personal disruptions e.g. car breakdown, lateness of lift to University, missing a bus or train, oversleeping; moving house, job interview/change of job, holidays, financial issues, minor illnesses (e.g. a cold);
- study related circumstance e.g. misunderstanding examination timetable, or not knowing about the assessment; computer/printer/equipment problems, other University deadlines/poor time management
- other circumstances, which it is reasonable to suppose, might have been foreseeable or preventable.

If the mitigation is accepted, the Examination Board may decide to defer the assessment and allow the work to be submitted for assessment as if for the first time. The deferred assessment is not capped at the pass mark and no further fees will be raised. Exceptionally, the Examination Board may allow a student's overall performance to compensate for failure or unrepresentative performance in the affected module.

## Section 1.2: Students' Union

### Site Offices

Our offices handle general enquiries and is also an information point for clubs and societies, provides local information and distributes SU publications and related literature.

### University Centre Hastings

The NUS Union Office is located on the 5th Floor Site Administrators: Bruno Batista

E: [bruno.batista@escg.ac.uk](mailto:bruno.batista@escg.ac.uk)

Opening times: Tuesday & Thursday from 9.30 am – 2.30 pm during term time

### Students' Union Support Service

We are a friendly and supportive service for you to speak freely, honestly and confidentially to, without judgement or repercussions. Our role is to inform you of all the options open to you and provide you with any relevant information you need to make informed choices to resolve your issues. We are here to support and ensure you have the knowledge to take responsibility for your issues and move forward.

We can provide advice on any issues that impact on your study and progression at University Centre Hastings. This can include but is not limited to:

- Academic Appeals and Mitigating Circumstances
- Fitness to Practice Hearings
- Academic Misconduct Allegations
- Issues surrounding assessment and feedback
- Complaints against the university and/or staff
- Issues with student fees
- Bullying and harassment
- Disciplinary hearings
- Many other issues that may cause you distress or uncertainty in your time here

If you have any other issues not listed please feel free to contact us. We work closely with other services and where we are unable to help directly we will be able to signpost you to the relevant department or support you in contacting external organisations.

### Student Societies and Fundraising

Societies are groups of students who come together around a shared interest. Societies can be a useful way to start fundraising for artistic projects and many students form academic societies based around their course to allow them to fundraise and access money towards putting on events relevant to their course.

If setting up your own society sounds a bit daunting you might want to look at our 'Make It Happen' funding. We can help you put together an event that will add to the value of your degree. We provide the support, the services, and the funding – while you provide the inspiration. If you want to do something a little out of the ordinary – if you've got a fantastic idea and want to see where it could go – then together we can Make it Happen!

# Part 2: Course Information

## Section 2.1 : The Academic Programmes

### Introduction

Academic Programmes form the core of the College's academic provision, and the principal focus of its academic structure. Each academic programme is composed of a number of related disciplines, practices or subject areas, whose combination establishes a strong sense of academic identity and the opportunity for creative interaction between them. Each programme provides a flexible and stable environment for sustained learning and individual, personal development, and aim to do this in the context of full and equal opportunity for all students.

### Duration and Shape of the Academic Framework

Full-time courses operate over one, two or three academic years: BSc (Hons) top-up for one year, Foundation Degrees for two years, BA (Hons) Degrees for three years, and HND/HNC's over and 2 years.

Many of the course also run part time programmes, which differ, depending on subject please enquire for more information, [jordan.vibert@escg.ac.uk](mailto:jordan.vibert@escg.ac.uk)

In all of the levels (or years), the studies have been set out in blocks called modules, for UoB, or units, for Pearson. These can last for up to a term or may run for the entire academic year. Each module or unit has a title and a code number for ease of reference and administration, and these are listed in the third section of the handbook describing each specialism.

Each module or unit carries with it a number of credits. The credit value varies depending on the nature of the module or unit. To gain these credits, students must satisfy the requirements of that module or unit in attendance and submission of work, and at least achieve a pass standard at assessment. The assessments, if passed, are graded from A to D, with E or F indicating a fail, for UoB and Pass, Merit or Distinction for Pearson. Grades give a profile of achievement on the course and credits record satisfactory progression. As you complete these modules or units the credits accumulate. This system is known as CATS, Credit Accumulation Transfer System. To proceed from one year to the next a minimum of 120 credits, must be accumulated in each academic year.

### Compulsory Modules

Compulsory modules are those that must be taken, but may be compensated for or may be carried forward under conditional progression.

However, it should be borne in mind that in most levels, all modules must be passed to progress. The general rule to remember is that 120 credits are required to progress from one year to the next.

## Teaching & Learning

### Group Tutorial

Group tutorial is primarily used within the context of students presenting and discussing their practical/theoretical work in groups. It is therefore a vital arena of articulation and understanding, which brings together critical/technical and verbal/visual skills. This situation is commonly referred to as the studio/group critique/seminar and is usually overseen or led by a single tutor. It is the arena where students discover ways of comprehending and talking about not only their own work but also the work of others. In addition the group critique/seminar may also be the main context in which assessment of certain modules would occur particularly in Levels 4 and 5.

Other contexts for a seminar beyond student work/critique sessions are used. An issue-based presentation/paper by a tutor or a student to stimulate discussion and debate within a particular seminar group would be one example of a seminar situation of this sort. Students are also encouraged to facilitate student-led seminars.

### UCH google classroom

Google classroom is a portal for students at the University Centre Hastings; it is a one-stop-shop for everything students need while studying at the University Centre Hastings. Generally, all hand out materials, bibliographies, written summaries of the lecture given to students are lodged on google classroom. The personalised home page gives you access to academic and other resources wherever you have Internet access - at home, abroad or from any university computer.

Google classroom includes pages for your course and your individual modules. In your stream and class work areas you will find handbooks, timetables, course announcements, course material and reading lists.

You can e-mail members of the same modules, set up online discussions, communicate in real time and share files within small groups.

Google classroom provides an easy way for staff to make teaching material available on the internet. Course material can include text, downloadable files, images, or even multimedia such as audio or video files.

### The Individual Tutorial

For the individual student this form of one to one teaching will occur less frequently than the seminar, but it is an important form of teaching which provides a more personal, less public forum for students to engage with their on-going practices/projects and to seek individual/academic advice about it with a tutor. Its main function is to assist the student with the on-going process of producing work and developing its direction rather than presenting work formally as in a seminar. Particular use of tutorial teaching in the programme would, for example, be made in the undergraduate final year for certain aspects of personally directed work and written research essay work.

### Technical Demonstration

This form of teaching delivered by an academic or technical member of staff has as its primary emphasis on not so much the question 'what to do' but the question 'how to do it'. The range of technical demonstration and induction would be as diverse as the practices within the programme. One main function of such demonstration is to ensure the safe use of workshops and processes in the school. The amount and depth of such instruction will vary depending on the particular area and its needs but the aim is also to ensure that all students:

- have a level of technical knowledge and experience that is appropriate to their chosen discipline
- have as individuals access to particular processes and workshops that are deemed necessary for their particular personal work and development as agreed by their course leader/tutor/ academic programme leader
- should be computer literate and have appropriate learning and communication skills

#### Transferable Skills

As appropriate to each element of their course, students will have the opportunity to practice and improve on the following transferable skills: self-management skills, critical skills/ability, interpersonal and social skills, and in communication verbally, visually and written. They will also include the opportunity to develop information management skills, which include information technology.

#### Independent Learning and Study Skills

These are also important methods of learning that the programme recognises and encourages. This is in line with the QAA, The Quality Assurance Agency, objectives of students moving through their course from cohort directed dependent learning to independent and individually motivated and self-directed forms of learning. The main forms of independent learning are as follows:

- Students in the programme will be expected to engage in their practice in whatever form that their particular discipline prescribes and to make use of the available time and in some cases facilities (studios, workshops, etc.) provided to produce their work for activities outlined above;
- Students will be made aware of and familiar with learning resources such as the library and the media section of learning resources. The mechanism for this is the induction process established at the start of the year;
- Students will also be made aware of the Study Support sessions available to improve study skills such as essay writing and communication skills.

#### The System of Academic Counselling

Generally, academic counselling and advice in the programme is provided to students by the tutor, year co-ordinator or in some cases the course leader. Their primary responsibility is to the academic and organisational welfare of a year/cohort within a course. Duties may vary across courses and programmes but typically the tutor will be involved with some or all of the following. They will timetable the year programme of seminars, tutorials and lectures, take a primary role in delivering teaching to that cohort and liaise as appropriate with the course team. The tutor will therefore normally be the first person approached by a student in difficulty. Students also have access to our HE Mentor who can assist with academic difficulties.

#### Learning Agreements

The learning agreement is part of the student file and commences at the beginning of the academic year at enrolment. Students receive a simple form at the start of the academic year, which in most circumstances, they will complete, sign and return. (For students commencing a course, this document simply signals their agreement to undertake the modules of that level and to abide by university, school and programme regulations).

#### Intellectual Property

What is Intellectual Property?

Intellectual Property (IP) is the term used to describe the outputs of your creative and intellectual endeavour, such as inventing a new process or product, composing a new piece of music or writing new software. There are two types of IP:

Patents, registered trademarks and registered designs are protected through application to the patent office in the countries where you seek to protect your idea.

Copyright and design right are known as unregistered rights where your legal rights arise automatically upon creation of the work. There is no need to file an application for protection.

Intellectual property (IP) can allow you to own things you create in a similar way to owning a physical property. You can control the use of your IP, use it to gain financial reward and prevent others from using your IP without your permission. The four main types of IP are:

Copyright - protects material such as literature, art, music, sound recordings, films and broadcasts.

Designs - protect the visual appearance or eye-appeal of products.

Patents - protect the technical and functional aspects of products and processes.

Trade Marks - protect signs that can distinguish the goods and services of one trader from those of another.

Often, more than one type of IP may apply to the same creation.

Ownership of Intellectual Property generated by students at the University Centre Hastings Any intellectual property created during your course of studies belongs to you unless otherwise agreed in writing between you and the university. All students, however, hereby grant the university permission to use and reproduce their work and/or copies of the work including but not limited to images, film, sound files or text work in any medium for academic, teaching and marketing purposes during and after your time as a student at the university. The reproduction of your work may be sampled or cropped but will not be altered in any way that would compromise or misrepresent its integrity. In return, when information is available, due credit will be given to you as the creator of the work.

#### Assessment - Principles and Process

For University of Brighton accredited courses all assessment and progression information is set out in conjunction with the University of Brighton's General Examination and Assessment Regulations (GEAR), which is available to you on google classroom and in the office. An important part of this document outlines the overall approach taken to assessment in the university.

#### Assessment Requirements of a Course

The following information on the assessment requirements of a course will be made available to students before commencing on it:

- all the elements that will be assessed during a programme of study, including any assessed work experience;
- an annual schedule of assessment activities, including the timing of submissions, which allows students to review and plan their workload throughout the year.



## Information on Assessment Task

The following minimum level of information will be provided on each assessment task, i.e. coursework and examination.

- the assessment task/title and expected learning outcomes from that task as per the module descriptor;
- the name of the module leader and contact in case of queries about requesting extensions;
- the date the assessment task was set and the submission date (deadline) of the assessment task.
- the grading criteria that set out the different levels of attainment can be found in the handbook
- the pass mark and weighting of the assessment task within the module, including any threshold information;
- the word range for the assessment;

## Timing

Coursework should normally be marked and made available to students with feedback comments (using whatever media is appropriate) within 20 working days of the deadline for submission of the assessment, subject to the requirements of internal moderation. There is no expectation that work handed in after the date set for submission will be returned within this specified time.

Where the norm cannot be achieved, either because the task itself is such that it is not appropriate or where there is a delay in the marking of the work, students will be informed of the revised date for the return of work.

Assessed work submitted after the published submission deadline will be considered a late submission and will be subject to a standard penalty (unless mitigating circumstances are upheld). For UoB courses students submitting work within two weeks after the submission deadline\* can be provided with feedback. Beyond this date assessed work should not be accepted and a non-submission recorded (0%). For further details, please refer to GEAR. For Pearson courses students submitting work within two weeks after the submission deadline\* can be provided with feedback. All late work will be capped at a pass.

\* (this includes a new submission deadline following an agreed extension to deadline)

The minimum requirement for feedback on coursework will be a provisional mark and comments that will be:

- Related to the learning outcomes and marking criteria/assessment task of the assessment, to indicate the extent to which the work has met the requirements of the assessment task;
- Constructive, indicating both strengths and areas for improvement which enable the student to take action to improve their learning;
- Provided in clear, accessible language and in an accessible format for the student.

## Progressions through, and Exit from, the Academic Programme

All of the levels in the undergraduate programme require a minimum of 120 credits to successfully complete that stage and progress in the normal way. The standard unconditional progression into the next level requires a student to have passed all compulsory modules in that year/level and to have acquired 120 credits by the time of the final examination/progress board in June/July.

Where the student has not achieved 120 credits or has failed compulsory modules by the time of the final exam/progress board, the board will take a view of the credit shortfall; the reasons for failure including mitigating circumstances and offer either:

- an opportunity for referral(s) over the summer vacation to expunge the failure by further examination of set work which, if passed, would allow progression into the next stage with 120 credits and complete passes of all mandatory modules;
- 
- an opportunity to repeat the failed module as a part-time student the following year;
- 
- a recommendation that a student withdraws or terminates the course;
- a recommendation in certain circumstances if the shortfall of credits is 20 or less that a student conditionally progresses into the next stage provided the conditions for making up this shortfall are clearly set out and adhered to.

## Number of Attempts

For UoB courses following a first attempt, a maximum of two further re-assessment attempts are potentially available. All re-assessment attempts remain at the discretion of Examination Boards. Further detail on assessment is available in section B of the University of Brighton General Examination and Assessment Regulations (GEAR), or BTEC Centre Guide to Quality Assurance and Assessment, which can be found on your google classroom.

## Section 2.2:

### University Centre Hastings/University of Brighton Marking/Grading Descriptors

University-level marking/grading descriptors are available at both undergraduate and at postgraduate level. The undergraduate descriptors are applicable to students' work at all levels 4, 5 and 6. The descriptors have been developed with reference to the FHEQ and SEEC credit level descriptors.

#### Formative assessment

Formative assessment takes place throughout the module through discussion and feedback from peers and tutors on the work in progress. It does not contribute to the final mark of the module but instead supports the development of learning and prepares for summative assessment. Formative assessment will help to identify what is good in the work and how to improve it. Tutors will clearly indicate the points in the module when formative assessment is taking place and how it might prepare for. Feedback on formative assessment is typically, but not exclusively, linked to the learning outcomes of the module.

#### Summative assessment

Summative assessment is a final assessment decision on an assignment task in relation to the learning outcomes and assessment tasks of each unit. It is the definitive assessment and recording of achievement.

Students' will need to be familiar with the learning outcomes and assessment tasks to be able to understand the quality of what is required.

### UNDERGRADUATE GRADING DESCRIPTORS (levels 4, 5 and 6)

80-100 A+ (First class / Distinction)

All learning outcomes/ assessment criteria have been achieved to an exceptionally high level. An outstanding response to the task.

The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:

- Exceptional display of understanding, exploration, insight and/or research
- All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to
- The organisation, structure and standard of presentation of the work, including referencing where appropriate, are exemplary throughout
- The work has been approached and/or executed/performed in an original way
- Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/performance
- Evidence of very high quality analysis, synthesis, evaluation and critical appraisal
- Consistently displays very high levels of initiative, personal responsibility, decision-making and achievement

70-79 A A- (First class / Distinction)

All learning outcomes/assessment criteria have been achieved to a high standard and many at an exceptionally high level. An excellent response to the task.

- The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
- In-depth understanding, exploration, insight and/or research
- All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to
- The organisation, structure and standard of presentation of the work, including referencing where appropriate, are excellent throughout
- The work has been approached and/or executed/performed in an original way
- Insightful contextualisation, including relevant theory/ literature/ artefacts/ performance
- Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal
- Demonstrates high levels of initiative, personal responsibility, decision-making and achievement

#### 10-29 F+ F (Fail)

Most of the learning outcomes/assessment criteria have not been met. An unsatisfactory response to the task.

Any strengths of the work are heavily outweighed by many weak features in relation to the expectations for the given level of study within the discipline, such as:

- Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research
- Several significant inaccuracies and/or misunderstandings
- Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task
- The work is descriptive and the standard of presentation including referencing where appropriate is very poor
- The work has been approached and/or executed/performed inadequately
- Little evidence of analysis, synthesis, evaluation and critical appraisal
- Little to no evidence of initiative, personal responsibility, decision-making and achievement

#### 0-9 F- (Fail)

Almost none of the learning outcomes/ assessment criteria have been met. An unsatisfactory response to the task.

The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following:

- Almost no understanding and/or exploration of ideas
- Many serious inaccuracies and/or misunderstandings
- No attention paid to all or most of the assessment criteria and/or to the specifications for the assessment task
- Very poor standard of presentation including referencing where appropriate
- The work has been approached and/or executed/performed inadequately
- No evidence of analysis, synthesis, evaluation and critical appraisal
- No evidence of initiative, personal responsibility, decision-making and achievement

If you are unfamiliar with letter grades the table below gives the equivalent as used in the university:

A+ 80 -100%	B+ 67-69%	C+ 57-59%	D+ 47-49%	E+ 37-39%	
F+ 20-29%					
A 75-79%	B 64-66%	C 54-56%	D 44-46%	E 34-36%	F 10-19%
A- 70-74%	B- 60-63%	C- 50-53%	D- 40-43%	E- 30-33%	F- 1-9%

#### Award Classification:

A	=	First (1)
B	=	Upper Second (2:1)
C	=	Lower Second (2:2)
D	=	Third (3)
E/F	=	Fail

## University Centre Hastings/Pearson Grading and Assessment Information

### Formative Assessment

Students working at higher levels should be capable of undertaking independent study and research, developing strategies to improve their own performance, supported by teaching staff.

Formative assessment takes place prior to summative assessment. It involves the Assessor and student in discussions about progress and focuses on helping students to reflect on their learning and improve performance.

Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

### Summative Assessment

Summative assessment is a final assessment decision on an assignment task in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the student's achievement.

Students will need to be familiar with the assessment criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

### Grading Pearson BTEC Higher National Units

Assessment decisions for Pearson BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all of the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- To achieve a Pass, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- To achieve a Distinction, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

60-69 B+ B B- (Upper Second class / Merit)

All learning outcomes/assessment criteria have been met fully at a good or very good standard. A good to very good response to the task.

The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:

- Good to very good understanding and exploration, some insight and/or thorough research
- No significant inaccuracies, misunderstandings or errors
- The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to
- The work is well organised, coherent and the standard of presentation, including referencing where appropriate, is at least good
- The work has been approached and/or executed/performed in a comprehensive and appropriate way
- Appropriate contextualisation, including relevant theory/ literature/ artefacts/ performance
- Evidence of high quality analysis, synthesis, evaluation and critical appraisal
- Demonstrates good levels of initiative, personal responsibility, decision-making and achievement

50-59 C+ C C- (Lower Second class / Pass)

All learning outcomes/assessment criteria have been met and some may have been achieved at a good standard. A sound, competent response to the task.

The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:

- Sound understanding and exploration, some insight and/or appropriate research
- No significant inaccuracies and/or misunderstandings
- No significant aberrations from the specifications for the assessment task, including word limit/time limit where appropriate
- The work is suitably organised and the standard of presentation, including referencing where appropriate, is at least sound
- The work has been approached and/or executed/performed in a standard way
- Sound analysis, synthesis, evaluation and critical appraisal
- Demonstrates some levels of initiative, personal responsibility, decision-making and achievement

40-49 D+ D D- (Third class / Pass)

All learning outcomes/assessment criteria have just been met. An adequate, but weak response to the task.

The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:

- Adequate understanding and/or exploration of major ideas with little insight and/or minimal research
- Some minor inaccuracies and/or misunderstandings
- Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate
- The work is largely descriptive, some parts of the work are disorganised and the standard of presentation, including referencing where appropriate, is barely adequate
- The work has been approached and/or executed/performed in a basic and/or poor way
- Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal
- Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement

30-39 E+ E E- (Fail)

One or more of the learning outcomes/ assessment criteria have not been met. An unsatisfactory response to the task.

The work may display some strength but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:

- Limited understanding and/or exploration of major ideas with very little insight and/or minimal research
- Some significant inaccuracies and/or misunderstandings
- Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task
- The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing where appropriate, is poor
- The work has been approached and/or executed/performed in a poor way
- Insufficient evidence of analysis, synthesis, evaluation and critical appraisal
- Little evidence of initiative, personal responsibility, decision-making and achievement

## Summary of Grades

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In order to achieve a pass in a unit all learning outcomes and associated assessment criteria have been met

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In order to achieve a merit in a unit

- all learning outcomes and associated assessment criteria have been met
  - all merit grade descriptors are achieved
- 

In order to achieve a distinction in a unit

- all learning outcomes and associated assessment criteria have been met
- 

Calculation of the final qualification grade all merit and all distinction grade descriptors are achieved

### Conditions for the Award

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5;
- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4;

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4;

### Compensation Provisions HND

A student can still be awarded a HND if they have not achieved a minimum of a Pass in one of the 15 credit units at Level 4 and one of the 15 credit units at Level 5 but they have otherwise fulfilled all the above conditions.

### Compensation Provisions HNC

A student can still be awarded a HNC if they have not achieved a minimum of a Pass in one of the 15 credit units but they have otherwise fulfilled all the above conditions.

The calculation of the overall qualification grade is based on the student's performance in all units to the value of 120 credits. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits)
- At least 105 credits must be Pass or above
- All 120 credits count in calculating the grade
- the overall qualification grade is calculated in the same way for the HNC and for the HND
- the overall qualification grade for the HND will be calculated based on student performance in Level 5 units only

Grade	Points per Credit
Pass	4
Merit	6
Distinction	8

### Point Boundaries

Grade	Point boundaries
Pass	420-599
Merit	600-839
Distraction	840+

*(Quality code Expectations A2.1, A2.2, A3.2, B6)*

### Meeting Assessment Deadlines and Mitigating Circumstances

Students need to be aware of the importance of meeting deadlines. Providers need to have a policy on assessment regulations which includes completing assignments by the deadlines give to them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in accordance with the provider's policies. This means that students are all assessed according to the same conditions and that some are not advantaged by having additional time or opportunity to learn from others.

It is good practices for assessment regulations to be:

- made available to students as well as the programme team and for key regulations to be included in the programme specification; and
- presented in an accessible and easy-to-understand format.

*(Quality Code Expectation B6)*

# Appendices:

- OIA (Office of the Independent Adjudicator)
- UCH Student Induction Checklist

## OIA (Office of the Independent Adjudicator)

The college is a member of OIA; this is an organisation that deals with student complaints when a student is not satisfied with the process, possible outcome and action taken by the awarding body and / or college. Students will follow initially the usual complaints process at the college awarding body, which will be managed by the HE Manager and the college Quality Manager and Partnership Manager. They will try to work closely with their students to resolve any concerns, issues or appeals. For further and more detailed information <http://www.oiahe.org.uk/>

# Part 3: Programme Specification and Module Information

**Higher Education Induction Check list 2021**

For all HE students 2021-22 (To be completed within the first two weeks of the course and forward to administrator at Eastbourne/Hastings/Lewes)

Student Name:

Course:

Signed :

Date:

**General**

Emergency procedures (fire evacuation)  
UCH/ESCG Handbook


**UCH / ESCG College Services**

Library Resource Centre/s (Induction) Computer access  
Refectory / Food area consumption area polices HE Common Room  
Student Services / Finance / Student support  
Student Support info ALS / DSA process explained  
Student Union - Introduction by Bruno Batista – arranged by your Course Leader  
Station Plaza Lift Policy (Entrance to 5<sup>th</sup> floor by back entrance)  
College Behaviours  
Late policy  
Attendance  
Absence protocols  
Car parking / transport  
Security of college – lanyards visible  
Introduction to HE by HE Operational Lead, meet departmental Administrator  
Introduction to HE Mentor (Sharon Haward)  
Introduction to HE ALS (Additional Learning Support)


**University / provider (University of Brighton / Pearson)**

Student Services ESCG  
Student Services UoB where applicable dependent on group – PGCE / Top Up  
Business


**Course specific**

Tutors / course  
Course structure / modules explained Course Handbook  
Pearson / UoB/ Assessment policies  
Tutorial group / 1 to 1  
Complaints procedures / reporting of / process / appeals procedure  
OIA Policy for complaints  
VLE (ESCG/UoB / Course)  
Student Rep process & reporting


**Lastly**

Where did you hear about the course?.....

.....

How did you find the application process?.....

.....

### Semester Dates

Week Number	Date	
1	27/09/2021	Semester 1
2	04/10/2021	Semester 1
3	11/10/2021	Semester 1
4	18/10/2021	Semester 1
	25/10/2021	HALF TERM
5	01/11/2021	Semester 1
6	08/11/2021	Semester 1
7	15/11/2021	Semester 1
8	22/11/2021	Semester 1
9	29/12/2021	Semester 1
10	06/12/2021	Semester 1
11	13/12/2021	Semester 1
	20/12/2021	Christmas Break (last day 19/12/2019)
	27/12/2021	Christmas Break
12	03/01/2022	<b>Start of Term 5<sup>th</sup> January</b>
13	10/01/2022	<b>Semester 1 Presentation / Viva / Reading Week</b>
14	17/01/2022	<b>Semester 1 Presentation / Viva / Reading Week</b>
15	24/01/2022	Semester 2
16	31/01/2022	Semester 2
17	07/02/2022	Semester 2
	14/02/2022	HALF TERM

18	21/02/2022	Semester 2
19	28/02/2022	Semester 2
20	07/03/2022	Semester 2
21	14/03/2022	Easter Break
22	21/03/2022	Easter Break
23	28/03/2022	Semester 2
	04/04/2022	Easter Break
	11/04/2022	Easter Break
24	18/04/2022	Semester 2
25	25/04/2022	Semester 2
26	02/05/2022	Semester 2
27	09/05/2022	Semester 2
28	16/05/2022	Semester 2
29	23/05/2022	<b>Semester 2 Presentation / Viva / Reading Week</b>
	30/06/2022	Half Term
30	06/06/2022	<b>Semester 2 Presentation / Viva / Reading Week</b>



## Modules

Semester 1	Semester 2
<b>Individual Project (CSD301)</b>	
<b>Mobile Application Design (CSD302)</b>	
<b>Emerging Computing Technologies (CSD303)</b>	
<b>Web and Network Management (CSD304)</b>	
<b>Advanced Databases (CSD305)</b>	

## Learning Objectives

On successful completion of the first year of the HND/C programme you will possess the ability to:-

### *CSD301 (Individual Project)*

1. Produce a project proposal, justify the choice of the project and identify its relationship to their interests and to prior learning at Level 4 and 5.
2. Identify the methodological, organisational and technological challenges to the successful planning and carrying out of the project, and justify the approaches taken on these issues
3. Develop and work to a specification and set of requirements, document these appropriately and demonstrate the results of their work.
4. Demonstrate a capacity for self-management and sustained independent work, coordinate all the activities needed to produce the agreed deliverables.
5. Demonstrate an awareness of relevant professional, social, legal and ethical issues that need to be considered.
6. Critically appraise his or her own performance of the project and identify the lessons learned from undertaking it.

### *CSD302 (Mobile Application Design)*

1. Competently deploy technologies optimised for mobile clients.
2. Design content for mobile devices.
3. Analyse the usability and solve problems in designing for mobile devices.

### *CSD303 (Emerging Technologies)*

1. Identify and define a relevant emerging technology research topic.
2. Critically review appropriate research resources.
3. Develop a high-quality research report on their chosen approach/ emerging technology.
4. Produce a peer critique.

### *CSD304 (Web and Network Management)*

1. Undertake informed research into current and future Web developments.
2. Install and configure a Web-based server and associated software, both for static and dynamic delivery of Web content.
3. Effectively monitor and control the operations of a web server and network devices.
4. Design and implement a tool to help manage web server faults, security concerns and configuration.

### *CSD305 (Advanced Database)*

1. Choose appropriate database technology to support a range of business requirements
2. Critically evaluate the adoption/use of data warehouse systems and business intelligence practices for achieving organisational benefits.
3. Argue the emerging means of achieving database interoperability and argue the issues and trade-offs concerned with the distribution of data
4. Exploit enterprise data to gather business intelligence

### Module objectives

*In addition learners studying for BSc Hons in Computing and Systems Development will be expected to develop the following skills during the programme of study*

1. fundamental programming concepts, paradigms and programming languages. (LO1)
2. data analysis, database design and implementation (LO2)
3. professional, legal, social and ethical issues in the context of Computing (LO3)
4. functional components of computer systems and their organisation (LO4)
5. the human factors and issues relating to usability in mobile design systems (LO5)
6. Differentiate between key technical aspects of network development and security (LO6)
7. Interpret and understand a range of conceptual aspects relating to and emerging technologies. (LO7)
8. Comprehend key technical aspects of e-commerce solutions including web technologies (LO8)
9. project management and control (LO9)

*On successful completion of this course the students will be able to*

1. Think logically and imaginatively to develop creative solutions (SL01)
2. Adapt current skills to future demands (SL02)
3. Analyse and solve problems in the context of Computing (SL03)
4. Research information from a variety of sources (SL04)
5. Communicate effectively in writing and in oral presentations and to work effectively as part of a team (SL05)

### Assessment

Assessment is by coursework in all units.

Assessments are graded A, B, C, D and E as a referral, as fail mark  
The pass criteria are shown in the unit modules (appendixA)..