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**Higher Education**

**Student Handbook**

**2022 - 23**

**https://sites.google.com/chrome.escg.ac.uk/hellohe/home**

**Contents**

|  |  |
| --- | --- |
| **Part 1**  | **3** |
| 1.1 Welcome and General Information |  |
| 1.2 Health and Safety |  |
| 1.3 Being a student at East Sussex College Group |  |
|  |  |
|  |  |
|  |  |
| **Part 2 -**  |  |
| 2.1 Academic Programmes |  |
| 2.2 Assessment |  |
|  |  |
|  |  |
| **Part 3**  |  |
| 3.1 Programme Specification and Modules |  |
|  |  |
|  |  |
|  |  |
| Appendix |  |

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
|  |  |

**Part 1**

**Welcome and General Information**

Dear Student,

I would like to extend a very warm welcome to you and congratulations for gaining a place on one of our Higher Education courses. East Sussex College Group has many years’ experience of delivering higher education and has consistently attracted positive feedback from internal and external reviews. The College provides HE programmes that blend academic and work-related learning and aims to equip you with the knowledge and skills to pursue your career and/or further study. The College’s location also provides an ideal base for engaging with employers and industry, whether you are studying at either our Lewes, Eastbourne, Hastings or Ore campus.

The College will support you through the different stages of your course and for further advice and guidance please contact your course leader or visit the HE Office for advice and support.

We wish you a successful and enjoyable time at the College.

**David Fowler**

Higher Education Manager

**HE Staff Contacts Eastbourne and Lewes**

East Sussex College Group

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**General Information**

**College main reception telephone number:**

* Lewes campus 030 300 39200
* Eastbourne campus 030 300 39300
* Hastings Station Plaza 01424 442222
* Ore Valley 1424 442222

If you know the telephone extension number of the person to whom you wish to speak, you may dial that number when instructed. Alternatively, you may wait until the receptionist answers.

|  |  |
| --- | --- |
| Eastbourne | Lewes |
| Higher Education Centre (GH218)East Sussex College GroupCross Levels WayEastbourne East Sussex BN21 2UFTel: 030 300 39300helloHE@escg.ac.uk | Higher Education Centre (FH410)East Sussex College GroupMountfield RoadLewesEast SussexBN7 2XHTel: 030 300 39200helloHE@escg.ac.uk |

**Higher Education courses at East Sussex College Group, Eastbourne & Lewes**

East Sussex College Group offers a range of Foundation Degree programmes, Higher National Certificates and Diplomas (HNC/D) and BA (Top- Up) degrees in Eastbourne (E) and Lewes (L).

* FdSc Complementary Healthcare (E)
* FdA Digital Media Design
* BA (Hons) Top-up Degree Digital Media Design (E)
* FdA Music Production and Creative Recording Foundation Degree (E)
* BA (Hons) Top-up Degree Music Production and Creative Recording (E)
* FdSc Person-Centred Counselling (E) (L)
* Person-Centred Counselling BSc (Hons) Top-up Degree (E)
* HNC/D Construction and the Built Environment (E)
* PGCE/Cert Ed Further Education and Training (E)

**We also have many Higher Education courses at our Hastings (H) and Ore (O) sites including;**

HNC/D Mechanical Engineering (O)

HNC/D Electrical and Electronic Engineering (O);

HNC/D Health & Social Care (H); HNC/D Computing (O);

HNC/D Diploma in Business (H);

BA (Hons) Graphic Design (H); BA (Hons) Photography (H);

BA (Hons) Illustration (H); BA (Hons) Animation and Arts (H);

BA (Hons) Fine Art practice (H); BA (Hons) Designer Maker (H);

FdA Early Years Care and Education (H);

Certificate In Education (H);

Post Graduate Certificate In Education

**Location of Study Eastbourne and Lewes**

East Sussex College Group, Eastbourne



**Coming by train**

Lewes campus is a 2 minute walk from Lewes Railway Station, and Eastbourne is 10 minutes from Hampden Park Railway Station.

**Coming by Bus**

There are regular busses to both campuses.

**Car parking at East Sussex College Group**

Parking is currently free in the campus car parks, Students **must** obtain a student car parking permit from the main reception of either campus, and display this in their windscreen at all times to avoid a fine.

The car parks are regularly patrolled. In addition to displaying a permit, students must also ensure that they park in a designated white lined parking space. Please do not park on red hatching or double yellow lines, across two bays and do not park on grass verges or pavements.

Please use a disabled bay if you hold (and display) a Local Authority issued blue disabled parking badge.

East Sussex College Group, Lewes



**Health and Safety**

CORONAVIRUS UPDATE; the situation with covid 19 regulations is changing constantly. Please see updates on the college website https://www.escg.ac.uk/coronavirus-information/

East Sussex College Group places great importance on the health, safety and welfare of learners. The following is the college’s health and safety legal responsibilities:-

*The Health and Safety Act (1974) places duties on the College in respect of the safety, health and welfare of students. Equally, students have health and safety duties to themselves and others. Safety in the College is a matter of close cooperation with all learners playing an active part. Duties are owed to students by the Corporation, but ultimate responsibility for all safety organisation and activities within the college rests with the Principal. This responsibility is delegated not only to the staff referred to under the College Safety guidelines, but to all staff, both teaching and non – teaching, and any member of staff would be correct in advising a student of any hazard or any dangerous act at any time. The College has a duty in respect of the premises, the plant and machinery, the tools and materials used, the working methods and rules applied to them including the general supervision of students.*

*Students must accept personal responsibility for safety, standards of behaviour and dress appropriately to the work situation, observation of safety rules and the proper treatment of anything provided for safety generally. Students who commit serious breaches of College health and safety procedures may be suspended by the Head of Higher Education or Executive Director pending a full investigation.*

**Emergency Procedures**

In the event of an emergency evacuation, follow the green Running Person signs to the nearest exit. Continue to the assembly point.

* DO NOT stop to collect personal belongings.
* DO NOT use the lifts.
* DO NOT re-enter the building until authorised.

**On discovering a fire:**

* Sound the nearest fire alarm and leave the building immediately.
* Go to the appropriate assembly point.
* On the way inform a member of the College staff of the location of the fire.

**Emergencies other than fire:**

All accidents must be drawn to the attention of a member of staff. If you see something unsafe then it is your responsibility to inform a member of staff immediately. In an emergency other than Fire, report the situation to the nearest member of College staff.

**Accidents, Incidents and First Aid**

First aid assistance is available from reception

**Health and Safety. What you must do:**

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

* 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/salon/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, or any member of staff 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 estates & facilities via Main Reception.

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, or under the influence of alcohol, medicines or drugs.

**Workshops/Machine Safety**

In workshop/service/salon 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 or chemicals 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 please.

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 and printers, and to borrow books, DVDs from the LRC.

**Learning Centres**

East Sussex College Group has several Learning Centres which all college students are welcome use.

Eastbourne Learning Centre is located on the 2nd floor in Grove House and has both lift and stair access.

Lewes Learning Centre is located on the ground floor in the Cliffe building.

**Purpose of the Learning Centres**

The purpose of the Learning Centres is to provide both a friendly and inviting place for study as well as the provision of learning resources.

**Opening Hours Eastbourne and Lewes**



The Learning Centre staff are here to help – please speak to them if you need assistance or have any questions.

**Contact information:**

Learning Centre Eastbourne 030 300 39161

Learning Centre Lewes 030 300 38311

Learning Centre Hastings 01424 442222

Email: learning.centre@eascg.ac.uk

**The Learning Centre Resources**

Each Learning Centre (LC) has a wide selection of books, newspapers and magazines and computers to support your study needs.

Please display your student card at all times in the LC. You will need your card to access the buildings, and to use the computers, take out items or change a forgotten password.

**Online Resources**

* The LC catalogue is available online and is accessible from within college and from home. See the LC’s Turing pages.
* Dedicated study and journal databases such as the JSTOR and EBSCO Vocational study database. Please ask LC staff for additional details.
* The Proquest newspaper article database
* Ebooks
* A search portal enabling a one stop search facility for many of the resources and the catalogue combined.

If you need books and cannot come in to the LC during opening hours:

* You can ask for items to be left at reception for you to collect
* Items can be returned to reception or to the drop boxes outside the Learning Centres

Books can also be requested from both sites should you have need of an item located at a particular LC.

**The LC space & environment**

In order to maintain a study environment which is welcoming and supportive to study we ask that students adhere to the following:

* Please work quietly even when doing group work
* Please keep the use of mobile phones to a minimum or keep them on silent.
* Please do not talk loudly on the phone.
* Eating and drinking is not permitted in the LC although bottled water is permitted.

Please be aware that you may be asked to leave the Learning Centre if you ignore the guidelines above.

Different students have differing study needs the Learning Centres are divided into zones.

* Yellow = for small group work where you can work together and talk quietly about work
* Green = individual study for working on your own where talking must be kept to a minimum
* Blue = for silent study where talking is not permitted.

**Using a computer in the LC**

The LC computers are provided on a drop-in basis but it is possible to book online should you wish to do so.

LC computers are provided for coursework only. Use of social networking sites should be kept to a minimum and game playing is not permitted at any time.

The Learning Centre has an online PC booking system which allows you to book a computer for a specific time slot. This can be refined to include specific computer programmes, specific study areas of the LC or for wheelchair access computers. The length of time computers can be booked is limited to 2 hours to ensure that regular breaks are taken and that they are used for work. It is possible to extend the time for an additional hour at Learning Centre staff discretion.

Please note that the booking system will be used to restrict the use of computers in the case of misuse or disruptive or unsocial behaviour. Students who have library books more than 1 month overdue, or fines of over £5.00, will be automatically blocked by the system from using the PCs until these are resolved.

**Frequently Asked Questions:**

**How many items may I take out?**

You are allowed to take up to eight items at a time.

**How long may I keep the items?**

Most items are issued for three weeks. Some books and DVDs are issued for only one week or overnight only.

**What happens if I need to keep an item for longer?**

As long as the items have not been reserved by someone else the item may be renewed at the Learning Centre desk. Renewals can also be made via email, telephone or online by logging in to the Learning Centre catalogue. Text books are not able to be renewed.

**How do I know when to return an item?**

The return date is stamped on the item you take out. You can also log into the LC catalogue to check your current loans.

**What happens if I am late returning an item?**

There is a fine of 10p per day per item for any late items. An email will be sent to you once an item is a week overdue.

**HE Common Rooms**

We have four HE Common Rooms;

Eastbourne GH 230 – close to the HE Office GH 218

Lewes FH 411 – close to the HE Office FH 418

Hastings Station Plaza SP5142 – fifth floor

Ore Valley – ground floor

The Common Rooms are dedicated areas for the HE and Access to HE students only, and are space to meet, socialise and study. The common rooms will be one of the locations where you can attend informal feedback sessions, meet with the Student Union representatives and access information and activities for HE students.

**Reprographics service**

We have a reprographics service at Eastbourne where printing up to A0 can be done at competitive prices.

**Catering Facilities**

Eastbourne:

* The Café, Grove House (ground floor)
* Kings Bistro and Restaurant
* Refectory, Tyler House (ground floor)

Lewes:

* Amigo, Cliffe Building
* Refectory, Cliffe Building
* Firle House Café

**Station Plaza Gym**

If you are looking for personal, one-to-one training, Station Plaza Fitness 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 gdpalma@sussexcoast.ac.uk or gym@sussexcoast.ac.uk

**Lewes Gym**

If you are looking for personal, one-to-one training, Station Plaza Fitness 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 gdpalma@sussexcoast.ac.uk or gym@sussexcoast.ac.uk

**Lost property**

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

**IT 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 helpdesk@escg.ac.uk. Every student has a personalised homepage called MyDay with direct course related links and Office365 account access (enabling Microsoft software to be installed for free on personal devices). Office365 includes free ‘cloud’ storage on OneDrive. Please be advised that Internet connections are monitored for inappropriate use - see the East Sussex College Group acceptable use policy, for more information.

The first time you use a computer on campus, your password will be your six digit date of birth. You should change this straight away to something that only you will know. If you forget your password, your tutor, the Learning Centre staff and Network Services can reset passwords. You will need your College student card in order to have your password reset.

**E-mail**

All students are given an East Sussex College Group email address at enrolment. Your username and password provided will allow you to access your emails. Your lecturer(s) will need to contact you regularly with important information on timetabling, work preparation and general notifications so please check your email regularly. Failing to do this could mean that you miss important information relating to your academic work.

Due to GDPR, we are no longer able to contact you using your personal, or to reply to you if you have used your personal email to contact us. **Please always use your college email address.**

**Google Classroom**

The East Sussex College Group uses Google Classroom as the Virtual Learning Environment. The system will help you to:

* Access information, tools and resources for the course you are enrolled on. This is provided by your lecturer to help support your studies.
* Use the discussion forums, chat room or blogging facility in the online community area if needed.
* Find links to other useful online resources.

**Google Drive and gmail**

We also use google drive and gmail. Your logon for both will be your user name followed by @chrome.escg.ac.uk (123456@chrome.escg.ac.uk) and your password will be the same as the one you use to log on to the college network

**Photocopiers and printers**

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

**HE Student services**

The Higher Education team provides a dedicated information service to HE students. Please contact your local HE office for support.

**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/>

**Additional Learning Support**

If you’ve got a disability, specific learning difficulty or long term-health condition please consider applying to the DSA for funding to assist your learning. <https://www.gov.uk/disabled-students-allowance-dsa> If you need help applying for the DSA, please discuss with your tutor in the first instance if at all possible, or email helloHE@escg.ac.uk

**Learning Support Plans (LSPs)**

ESCG is committed to ensuring that all enrolled students have an equal opportunity to succeed on their course. This includes ensuring that the teaching and assessment processes are as inclusive as possible for disabled students and students who are experiencing temporary conditions (such as pregnancy), to minimise any adverse impact on their access to learning. Recommendations for adjustments to teaching, assessment and examinations are made by the college’s ALS 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 Portal VLE.

**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 ask your tutor to make a referral on your behalf.

The ALS 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 the College.

**The process of implementing a Learning Support Plan can sometimes take time and so it is recommended that you ask your tutor to refer you to the ALS team as soon as possible. Adjustments for examinations cannot be guaranteed if information is received within 6 weeks of the assessment date.**

When you meet with the ALS 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 ALS 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. Adjustments to assessment processes may be possible, or you may need to apply for Mitigating Circumstances. Please talk to your course tutor in the first instance.

**What other support is available from the ALS team?**

As well as helping with Learning Support Plans, the ALS 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/>

**Medical centres**

It is recommended that all students register with a local GP. For information about local NHS services, including other GP surgeries and dentists, visit the NHS website: www.nhs.uk

**Financial assistance and advice**

All home and EU higher education students can access assistance with applications for additional financial support (including grants, loans, bursaries, state benefits, debt counselling etc.) where appropriate.

All students are eligible for information, advice and support on a wider range of finance and welfare issues for HE students (including personal support, fees, consumer issues, housing, international issues and immigration, children etc). 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/>

**Being a student at East Sussex College Group**

East Sussex College Group is a diverse and dynamic environment, where study at all levels and in all subjects supports students to achieve, to gain the skills required to enter employment and the confidence and knowledge to continue to further study.

The Higher Education Centre is an academic community within the College for those studying Higher National Diplomas, Foundation Degrees and BA/BSc (Hons) Degrees and Top-ups; a community which has a vocational spirit at heart and encourages collaborative and professional development. We pride ourselves on the professional and supportive environment at the College, which promotes confidence, independence and academic excellence.

The College fosters links with industry, the community and professionals to provide a stimulating and relevant learning experience, which puts your learning into context and gives you opportunities to gain valuable experience in your chosen field as part of your course.

**Student Voice**

East Sussex College Group we are committed to providing a quality environment with the very best in education. An important part of this is giving the opportunity for you to provide feedback on your experience at the college and this forms part of our quality assurance procedures.

You are always encouraged to talk to members of staff about the courses and their delivery, your experience and satisfaction; there are several formal methods of providing feedback:

**Course Board meetings** - Course Board meetings are normally held three times a year. This is the opportunity for the course team and Course Representatives to meet and discuss the health of the course. Course Reps are invited to provide feedback and make suggestions.

**Higher Education Board** - The Higher Education Board meets three times a year. Course reps are invited to provide feedback about their learning experience to the board. The Board is made up of Higher Education management and teaching staff and colleagues at the University of Brighton, representatives of Brighton Students’ Union and Course Representatives.

**Module surveys** - You are asked to complete surveys during and at the end of each module. Module reports are produced from these and other sources of information, in order to improve the quality of your courses.

**Drop in sessions** - Representatives of the College Management team will hold regular, informal drop-in sessions in the HE Common rooms, to hear your feedback, ideas and concerns

**Student Forum** – The Student Forum is an opportunity for students from all courses to come together to discuss academic issues and other experiences they encounter on their course during their time as a student at East Sussex College Group. The Student Forum aims to:

* Provide representation of the student body at the HE Board
* Contribute to the review of course quality
* Enhance the student experience at the College, now and in the future
* Work with the Student Union to support the student voice
* Present opportunity for student engagement with College quality processes
* Your lecturers will introduce you to the Student Forum, participation is open to all students, not just Student Representatives.

**National Student Survey** The NSS is a census of students in their final year of course. Students get the chance to have their say about what they liked and didn’t like about their student learning experience. The results of the Student Survey are published on Unistats.com where prospective students can make informed choices about what course to study. Also, it helps the College to facilitate best practice and enhance the student learning experience. A survey which replicates the NSS will be held by the College for all first and third year students, to enable us to further improve the quality of your experience.

**Course Representatives**

Course Reps are an essential link between students, staff and the Students’ Union, enabling the collective view of the students on a course to be heard by those in a position to effect change. The Students’ Union, University of Brighton and East Sussex College Group all believe that student representation at course level is fundamental to shaping and improving the student experience.

Every year of every course needs to have a course representative who is elected at the start of the academic year.

**Why we have Course Representatives:**

* They are an essential link between students, staff and the students’ union
* They ensure the student voice is heard and by doing so improve the learning experience for all students on the course.
* Canvases the opinions of their fellow students
* Reports the outcome of meetings back to other students

One of the most important tasks of being a Course Representative is attending Course Boards each term, where they are able to provide feedback to course tutors about any thoughts / issues they or their peers may have in regards to the learning experience. Additionally, they will have the opportunity to contribute to the Higher Education Board held once a term.

**Benefits:**

* Make a positive contribution towards your fellow students learning experience.
* Be an active part of the University.
* Develop new skills – negotiation, problem solving, communication (They all look good on your CV).
* Socially it is a great way of getting to know other students and staff.

**How to become a Course Rep:**

Let your Course Leader know you are interested. If more than one student would like to stand it is usual to hold an informal election. If you become Course Rep it is essential that you provide the HE office with your contact details, so you can be notified of meetings and invited to Course Rep training sessions.

**Students’ Union**

All higher education (HE) students at East Sussex College Group are automatically members of our HE Students' Union.

One of the perks is the ability to get hold of an NUS Extra card for £14.99 for the year (or just £24.99 for 2 years or £34.99 for 3 years), delivered direct to your home address. This is THE student discount card giving you access to discounts with over 160 different organisations - in store or online. Visit [www.nus.org.uk/en/nus-extra/](http://www.nus.org.uk/en/nus-extra/) to order yours today (select University of Brighton Students' Union as your Students’ Union).

The Students' Union employs a dedicated member of SU staff for all HE students studying at East Sussex College Group and they will be working with you to ensure that you make the most of your time as a student.

**Good Advice**

The Brighton Students' Union runs a SU Support Service (SUSS), independent of ESCG - so in the unlikely event that you encounter problems on your course, we will be there to support you. Email: bsuacademic@brighton.ac.uk

They can provide advice on any issues that impact on your study and progression at Brighton University. 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.

[**Unizone**](http://www.southernrailway.com/tickets-and-fares/ticket-types/16/)

Unizone is a unique season ticket available for students in the Eastbourne, Brighton or Worthing areas which offers unlimited travel within the Unizone area.

www.southernrailway.com/tickets/discounts-and-railcards/unizone

**Equal opportunities**

East Sussex College Group is committed to ensuring that the talents and resources of all students are used to the full and to ensuring equality of opportunity and promoting positive attitudes toward all people regardless of age, disability, gender, gender identity, race, religion or belief, sexual orientation, pregnancy and maternity or marriage and civil partnership. We embrace, celebrate and promote diversity of all and aim to be truly inclusive where individual differences are respected and where all students have fair opportunities to fulfil their potential.

Within this framework, it is the individual responsibility of everyone, users or students to comply with the College’s Equal Opportunities Policy.

Wherever possible, the College will assist people with disabilities or learning difficulties to take up opportunities for education and training, and provide the support you need. The College's commitment is reflected in the following policies and documents, copies of which are available on request.

* Student Charter
* Equality and Diversity Policy
* Quality Assurance Policy

**British Values**

British values underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our community and celebrating the diversity of the UK. We are committed to promoting, celebrating and embodying British Values across all aspects of the College.

These values are: **Democracy, Individual Liberty, The Rule of Law** and **Respect & Tolerance.**

**Staying safe at College**

**Prevent**

Your safety and wellbeing is important to us. In past surveys 93% of students agreed that they feel safe at college and we aim to do even better this year. For example, everyone must wear their identity badges in a college lanyard around campus. This goes for students, staff and visitors. Unfortunately, we live in a world where we are seeing an increase in terrorist attacks. We know that people who develop extreme views do so gradually and intervening at an early stage in the best way form of prevention. The wellbeing team is always on hand if you’re concerned about anything, and the **“stay safe”** button on your MyDay account is there for you to use in case you need to contact us. Contact details are also printed on the back of your identity badge.

If you feel that someone is trying to force their views and opinions on you or you feel confused about something you have seen or read on social media or YouTube for example, please talk to us. We can offer advice and support.

If you are worried about another student then please talk to us in confidence. Help us to keep them and the college community safe

**What to do if things go wrong**

We recognise that students face many new experiences when they start college. The transition to Higher Education 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 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.

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 College, 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**

Please start by trying to find a solution with your Course Leader. To find our complaints procedure, please go to <http://www.escg.ac.uk/about/college-policies/>

**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.

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 HE Admission Coordinator before committing to a decision.

**Term Dates and Attendance**

|  |  |  |
| --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** |
| Teaching starts w/b **Monday 19th September 2022** | Teaching finishes **Friday 9th December 2022** | Teaching starts w/b **Wed 4th January 2023** | Teaching finishes **Friday 31st March 2023** | Teaching starts w/b **Monday 17th April 2023** | Teaching finishes **Friday 9th June 2023**  |
| Reading week w/b**Monday 24th October 2022** | Reading week w/b**Monday 13th February 2023** | Reading week w/b**Monday 29th May 2023**  |

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. Please do not 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 Course Leader. Attendance is recorded both on a daily basis and for particular classes, lectures and crits.

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 the module. 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 specific 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.

**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 pressurised; 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 vulnerable people, you will have to obtain ethical approval from the Research Ethics Committee <https://sites.google.com/chrome.escg.ac.uk/hellohe/procedures-and-policies/ethics>

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 ESCG Plagiarism Policy is available here <https://sites.google.com/chrome.escg.ac.uk/hellohe/home>

Plagiarism is an example of academic misconduct and will be dealt with accordingly. For more information please see Academic Misconduct Policy at escg.ac.uk.

**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). After this, work will not be accepted. If there is no valid Additional Consideration then a non-submission and mark of 0% will be recorded, and in accordance with the Exam Regulation (refer to the Student Portal VLE) 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 a 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 Course Leader and must be requested before the deadline

**Additional Consideration**

Additional Consideration can be applied when unforeseen and unavoidable circumstances outside your control 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 can make a claim for Additional Consideration by completing the appropriate form, <https://sites.google.com/chrome.escg.ac.uk/hellohe/procedures-and-policies/additional-consideration>

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 Additional Consideration panel at the UoB and can only consider cases of Additional Consideration 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 Additional Consideration 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.

**Part 2:**

**Course Information**

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| **Section 2.1 : The Academic Programmes** |

**Introduction: Duration and Shape of the Academic Framework**

Full-time courses operate over one, two or three academic years: Foundation Degrees for two years, BA/BSc (Hons) top-up for one year, BA/BSc (Hons) Degrees for three years, and HNC/HND’s each one year full time. Part-time routes tend to take double the length of time.

* Year one, Level 4, Foundation degree year 1, HNC
* Year two, Level 5, Foundation degree, year 2, HND
* Year three, Level 6, BA/BSc Top up
* Level 7. Post-graduate

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.

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 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 in most level all modules must be passed to progress. **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 a vital arena of articulation and understanding, bringing 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 tutor. It is the arena where students discover ways of comprehending and talking about their own work and 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.

**Google classroom**

Google classroom (GC) VLE is a student intranet for the ESC; it is a one-stop-shop for everything students need while studying. Course details, assignments, all hand out materials, bibliographies, etc are lodged on here. The site gives you access to academic and other resources wherever you have Internet access - at home, abroad or from any university computer.

GC includes pages for your course and your individual modules. In your course and module areas you will find handbooks, timetables, course announcements, course material and reading lists.

You can also link to the online library (see Reading lists and Learning Resources <http://library.sussexcoast.ac.uk/#!dashboard>) and the local student mail service. You can e-mail members of the same modules, set up online discussions, communicate in real time and share files within small groups.

**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. 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 is to ensure the safe use of workshops and processes in the college. The amount and depth of such instruction will vary depending on the particular area and its needs but the aim is 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, workshops and clinics that are deemed necessary for their particular personal work and development as agreed by their tutor
* should be computer literate and have appropriate learning and communication skills

**Transferable Skills**

During 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**

The QAA, The Quality Assurance Agency, has objectives of students moving through their course from 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 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 will become familiar with learning resources such as the library and the media section of learning resources during induction 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.

**Academic Counselling**

Academic counselling and advice programme is provided to students by the tutor, or 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.

**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 academic, 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, protected through application to the patent office in the countries where you seek to protect your idea.
* Copyright and design rights, 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 ESCG**

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 (UoB) accredited courses all assessment and progression information is set out in conjunction with the UoB’s General Examination and Assessment Regulations (GEAR), which is available to you on the VLE, in the office and teaching room. An important part of this document outlines the overall approach taken to assessment in the university.

For Pearson accredited courses all assessment and progression information is set out in BTEC Centre Guide to Quality Assurance and Assessment.

**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 Tasks**

The following 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;

**Assessment Feedback**

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 cannot be accepted and a non-submission recorded (0%). For further details, please refer to GEAR on Turing VLE. 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.

For Pearson courses;

● Only one opportunity for reassessment of the unit will be permitted.

● Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.

● For examinations, reassessment shall involve completion of a new task.

● A student who undertakes a reassessment will have their grade capped at a Pass for that unit.

● A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

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 the Turing VLE.

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| **Section 2.2:** |

**Assessment and Verification**

**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.

**Internal and External Verification**

All final assessment work is internally marked and internally verified, before being moderated by an external examiner

End of year results will normally be sent to you within 11 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. Please check VLE for guidance on your courses.

**ESCG and UoB Grade Descriptors**

**Undergraduate Grade 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 resulting in 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

**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

**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

The letter grades 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

**HNC/D Pearson Grading and Assessment Information**

**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 will be assessed as Unclassified.

**Summary of Grades**

|  |  |
| --- | --- |
| **In order to achieve a****pass in a unit** | ● all learning outcomes and associated assessment criteria have been met |
| **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● all merit and all distinction grade descriptors are achieved |

**Calculation of the final qualification grade**

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;

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;

**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



**Part 3:**

**Programme Specification and Module Information**

*Academic Year Planner*

|  |  |  |
| --- | --- | --- |
| **Week Number** | **Date** |  |
| 1 | 19/09/2022 | Semester 1 |
| 2 | 26/09/2022 | Semester 1 |
|  3 | 03/10/2022 | Semester 1 |
|  4 | 10/10/2022 | Semester 1 |
|  5 | 17/10/2022 |  |
|  | 24/10/2022 | HALF TERM  |
| 6 | 31/10/2022 | Semester 1 |
| 7 | 07/11/2022 | Semester 1 |
| 8 | 14/11/2022 | Semester 1 |
| 9 | 21/11/2022 | Semester 1 |
| 10 | 28/11/2022 | Semester 1 |
| 11 | 05/12/2022 | Semester 1 |
| 12 | 12/12/2022 | Semester 1 |
|  | 19/12/2022 | Christmas Break (last day 19/12/2019) |
|  | 26/12/2022 | Christmas Break |
| 13 | 02/01/2023 | **Start of Term Wed 4th January** |
| 14 | 09/01/2023 | **Semester 1****Presentation / Viva / Reading Week** |
| 15 | 16/01/2023 | **Semester 1****Presentation / Viva / Reading Week** |
| 16 | 16/01/2023 | Semester 2 |
| 17 | 30/01/2023 | Semester 2 |
|  18 | 06/01/2023 | Semester 2 |
|  | 13/02/2023 | HALF TERM |

**Module Structure**

|  |  |
| --- | --- |
| **SEMESTER 1** | **SEMESTER 2** |
| **Unit 16 – Computing Research Project** |
| **Unit 17 – Business Process Support** |
| **Unit 20 – Applied Programming & Design Principles** |
| **Unit 21 – Application Program Interfaces** |
| **Unit 22 – Application Development** |
| **Unit 41 – Database Management Systems** |
| **Unit 43 – Games Development** |

**Learning Objectives**

**Unit 16 Computing Research Project**

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO1** Examine appropriate research methodologies and approaches as part of the research process | **D1** Critically evaluate research methodologies and processes in application to a computing research project to justify chosen research methods and analysis. |
| **P1** Produce a research proposal that clearly defines a research question or hypothesis, supported by a literature review.**P2** Examine appropriate research methods and approaches to primary and secondary research. | **M1** Analyse different research approaches and methodology and make justifications for the choice of methods selected based on philosophical/theoretical frameworks. |
| **LO2** Conduct and analyse research relevant to a computing research project |
| **P3** Conduct primary and secondary research using appropriate methods for a computing research project that consider costs,access and ethical issues. | **M2** Discuss merits, limitations and pitfalls of approaches to data collection and analysis. |
| **P4** Apply appropriate analytical tools, analyse research findings and data. |

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| **Pass** | **Merit** | **Distinction** |
| **LO3** Communicate the outcomes of a research project to |  |
| identified stakeholders |  |
| **P5** Communicate research | **M3** Analyse the extent to | **D2** Evaluate outcomes and |
| outcomes in an | which outcomes meet set | make valid, justified |
| appropriate manner for | research objectives and | recommendations. |
| the intended audience. | communicate judgements |  |
|  | effectively for the intended |  |
|  | audience |  |
| **LO4** Reflect on the application of research |  |
| methodologies and concepts |  |
| **P6** Discuss the | **M4** Analyse results in | **D3** Demonstrate reflection |
| effectiveness of research | recommended actions for | and engagement in the |
| methods applied, for | improvements and future | resource process, leading |
| meeting objectives of the | research considerations. | to recommended actions |
| computing research |  | for future improvement. |
| project. |  |  |
| **P7** Discuss alternative |  |  |
| research methodologies |  |  |
| and lessons learnt in view |  |  |
| of the outcomes. |  |  |

**Unit 17 Business Process Support**

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO1** Discuss the use of data and information to support business processes and the value they have for an identified organisation |  |
| **P1** Discuss how data and information support business processes and the value they have for organisations.**P2** Discuss how data is generated and the tools used to manipulate it to form meaningful data to support business operations. | **M1** Assess the value of data and information to individuals and organisations in relation to real-world business processes. | **D1** Evaluate the wider implications of using data and information to support business processes in an identified organisation. |
| **LO2** Discuss the implications of the use of data and information to support business processes in a real- world scenario |  |
| **P3** Discuss the social legal and ethical implications of using data and informationto support business processes. | **M2** Analyse the impact of using data and information to support business real- world business processes. |  |
| **P4** Describe common threats to data and how they can be mitigated at on a personal and organisational level. |  |  |

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| **Pass** | **Merit** | **Distinction** |
| **LO3** Explore the tools and technologies associated with data science and how it supports business processes | **D2** Evaluate the use of data science techniques against user and business requirements of an identified organisation. |
| **P5** Discuss how tools and technologies associated with data science are used to support business processes and inform decisions. | **M3** Assess the benefits of using data science to solve problems in real-world scenarios. |
| **LO4** Demonstrate the use of data science techniques to make recommendations to support real-world business problems |
| **P6** Design a data science solution to support decision making related to a real-world problem.**P7** Implement a data science solution to support decision making related to a real-world problem. | **M4** Make justified recommendations that support decision making related to a real-world problem. |

**Unit 20: Applied Programming & Design Principles**

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| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO1** Investigate the impact of SOLID development principles on the OOP paradigm |  |
| **P1** Investigate the characteristics of the object- orientated paradigm, including class relationshipsand SOLID principles. | **M1** Analyse, with examples, each of the creational, structural and behavioural design pattern types. | **D1** Evaluate the impact of SOLID development principles on object- orientated applicationdevelopment. |
| **P2** Explain how clean coding techniques can impact on the use of data structures and operations when writing algorithms. |  |  |
| **LO2** Design a large dataset processing application using SOLID principles and clean coding techniques |  |
| **P3** Design a large data set processing application, utilising SOLID principles, clean coding techniques anda design pattern. | **M2** Refine the design to include multiple design patterns. |  |
| **P4** Design a suitable testing regime for the application, including provision for automated testing. |  |  |

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| **Pass** | **Merit** | **Distinction** |
| **LO3** Build a data processing application based on a developed design | **D2** Analyse the benefits and drawbacks of different forms of automatic testing of applications and software systems, with examples from the developed application. |
| **P5** Build a large dataset processing application based on the design produced. | **M3** Assess the effectiveness of using SOLID principles, clean coding techniques and programming patterns on the application developed. |
| **LO4** Perform automatic testing on a data processing application |
| **P6** Examine the different methods of implementing automatic testing as designed in the test plan.**P7** Implement automatic testing of the developed application. | **M4** Discuss the differences between developer- produced and vendor- provided automatic testing tools for applications and software systems. |

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| **Pass** | **Merit** | **Distinction** |
| **LO1** Examine the role of an API and its suitability for a given scenario |  |
| **P1** Examine the relationship between anAPI and a software development kit (SDK). | **M1** Assess a range of APIs that covers a variety of uses,suitable for a given scenario. | **D1** Evaluate a selected API for a given scenario, including potential security issues. |
| **P2** Review a range of APIs for different platforms. |  |  |
| **LO2** Design a solution that extends an existing | **D2** Critically review the designed solution to inform improvements, including utilising a range of APIs. |
| application using relevant APIs for a given scenario |
| **P3** Investigate an existing | **M2** Design a solution that |
| application that could be | extends the existing |
| extended with a suitable | application using an API for |
| API. | a given purpose. |
| **LO3** Implement an application in a suitable development |  |
| environment based on a designed solution |  |
|  | **D3** Evaluate the APIs used in the application developed, based on the test results, including a data securityreport of the application. |
| **P4** Build on an existing application framework to implement an API. | **M3** Refine an application framework, utilising multiple APIs based on a designed solution. |
| **LO4** Test an API developed for a given scenario to |  |
| determine security vulnerabilities |  |
| **P5** Conduct ‘white box’ | **M4** Refine the application |  |
| and ‘black box’ testing of | based on the results of |  |
| the application, recording | testing. |  |
| the results. |  |  |

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO1** Examine the role of an API and its suitability for a given scenario |  |
| **P1** Examine the relationship between anAPI and a software development kit (SDK). | **M1** Assess a range of APIs that covers a variety of uses,suitable for a given scenario. | **D1** Evaluate a selected API for a given scenario, including potential security issues. |
| **P2** Review a range of APIs for different platforms. |  |  |
| **LO2** Design a solution that extends an existing | **D2** Critically review the designed solution to inform improvements, including utilising a range of APIs. |
| application using relevant APIs for a given scenario |
| **P3** Investigate an existing | **M2** Design a solution that |
| application that could be | extends the existing |
| extended with a suitable | application using an API for |
| API. | a given purpose. |
| **LO3** Implement an application in a suitable development |  |
| environment based on a designed solution |  |
|  | **D3** Evaluate the APIs used in the application developed, based on the test results, including a data securityreport of the application. |
| **P4** Build on an existing application framework to implement an API. | **M3** Refine an application framework, utilising multiple APIs based on a designed solution. |
| **LO4** Test an API developed for a given scenario to |  |
| determine security vulnerabilities |  |
| **P5** Conduct ‘white box’ | **M4** Refine the application |  |
| and ‘black box’ testing of | based on the results of |  |
| the application, recording | testing. |  |
| the results. |  |  |

**Unit 21 Application Program Interface**

**Unit 22 Application Development**

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO1** Produce a software design document for a business- related problem based on requirements | **D1** Evaluate the solution to a business-related problem and the preferred software development methodology by comparing the various software development tools and techniques researched. |
| **P1** Produce a well-defined problem definition statement, supported by a set of user and system requirements for a business problem.**P2** Review areas of risk related to the successful development of a proposed application. | **M1** Analyse a business- related problem using appropriate methods to produce a well-structured software design document. |
| **LO2** Research design and development tools and methodologies for the creation of a business application |
| **P3** Research the use of software development tools and techniques for the development of a proposed application. | **M2** Justify the software development tools and development methodology selected. |

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| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO3** Plan and produce a functional business application with support documentation | **D2** Justify improvements to the business application system made because of feedback and also feedback which was not acted upon, including opportunities for improvement and further development. |
| **P4** Conduct a peer review of the problem definition statement, proposed solution and development strategy, documenting any feedback given.**P5** Develop a functional business application with support documentation based on a specified business problem. | **M3** Interpret peer-review feedback and identify opportunities not previously considered.**M4** Develop a functional business application based on a specific software design document, with supportive evidence of using the preferred tools, techniques and methodologies. |
| **LO4** Evaluate the performance of a business application against its software design document and initial requirements |
| **P6** Review the performance of the business application against the problem definition statement and initial requirements. | **M5** Critically review the design, development and testing stages of the application development process including risks. |

**Unit 41 Database Management Systems**

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO1** Analyse different types of database management |  |
| systems |  |
| **P1** Compare the different | **M1** Assess how relational | **D1** Evaluate different |
| types of database models. | database models and the | database management |
|  | process of normalisation | systems available in |
|  | can provide reliable and | relation to open source |
|  | efficient data structures. | and vendor-specific |
|  |  | platforms, justifying the |
|  |  | criteria used in the |
|  |  | evaluation. |
| **LO2** Design a database management system using a relational model to meet client requirements |  |
| **P2** Produce a design for a relational database management system to meet client requirements. | **M2** Analyse how the design will optimise system performance. | **D2** Evaluate the effectiveness of the system design and development against client and system requirements. |
| **LO3** Develop a database management system using a suitable platform |
| **P3** Develop a fully functional system that meets client and system requirements, using an open source language withan application software. | **M3** Implement effective features in the solution to handle concurrency, security, user authorisations and datarecovery. |  |
| **P4** Test the system for functionality and performance. |  |  |

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO4** Demonstrate the system administration and management tools available on the chosen platform | **D3** Analyse any future improvements that may be required to ensure the continued effectiveness of the database system. |
| **P5** Demonstrate the tools available in the system to monitor and optimise system performance and examine the audit logs.**P6** Demonstrate the tools available in the system to manage security and authorisations. | **M4** Assess the effectiveness of the system administration and management tools available on the platform, identifying any shortcomings of the tools. |

**Unit 43 Games Development**

|  |  |  |
| --- | --- | --- |
| **Pass** | **Merit** | **Distinction** |
| **LO1** Develop a Game Design Document by evaluating and synthesising game ideas into an original video game concept | **D1** Evaluate common game design elements and justify their use when designing a suitable Game Design Document. |
| **P1** Explore different game- based ideas, blending them into an original video game concept.**P2** Examine any areas of risk related to the successful completion of a video game. | **M1** Analyse common game design elements and combine with the original video game concept to create a suitable Game Design Document. |
| **LO2** Use different design and development methodologies with tools and techniques associated with the creation of a video game | **D2** Evaluate any new insight, ideas or potential improvements to the concept, methodology or use of tools and justify the reasons why they have been included (or not included) as part of the development. |
| **P3** Research the use of different design and development methodologies, tools and techniques, and determine which have been selected for the development of the video game. | **M2** Compare the differences between the various design and development methodologies, tools and techniques researched, and justify a preferred selection. |

**Appendices:**

* **OIA (Office of the Independent Adjudicator)**
* **HE 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/>

**Higher Education Induction Check list 2021**

**For all HE students 2021/2 (To be completed within the first two weeks of the course and forward to administrator at Eastbourne/Lewes)**

**Student Name:**

**Course:**

**Signed : Date:**

|  |  |  |
| --- | --- | --- |
|  | **General**  |  |
|  | Emergency procedures (fire evacuation) |  |
|  | ESCG Handbook  |  |
|  |  |  |
|  | **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 Melissa Hodges – arranged by your Course Leader |  |
|  | Station Plaza Lift Policy (Entrance to 5th floor by back entrance) |  |
|  | Badge/Lanyard policy |  |
|  | 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  |  |
|  | Gym opportunitiesReprographics/materials shop  |  |
|  | Introduction to HE Mentor (Sharon Haward and Bilal Muhammad Bilalanwar) |  |
|  | 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  |  |
|  |  |  |
|  | **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 |  |

**Any comments?** Please add any comments below to help us improve our enrolment and induction processes.