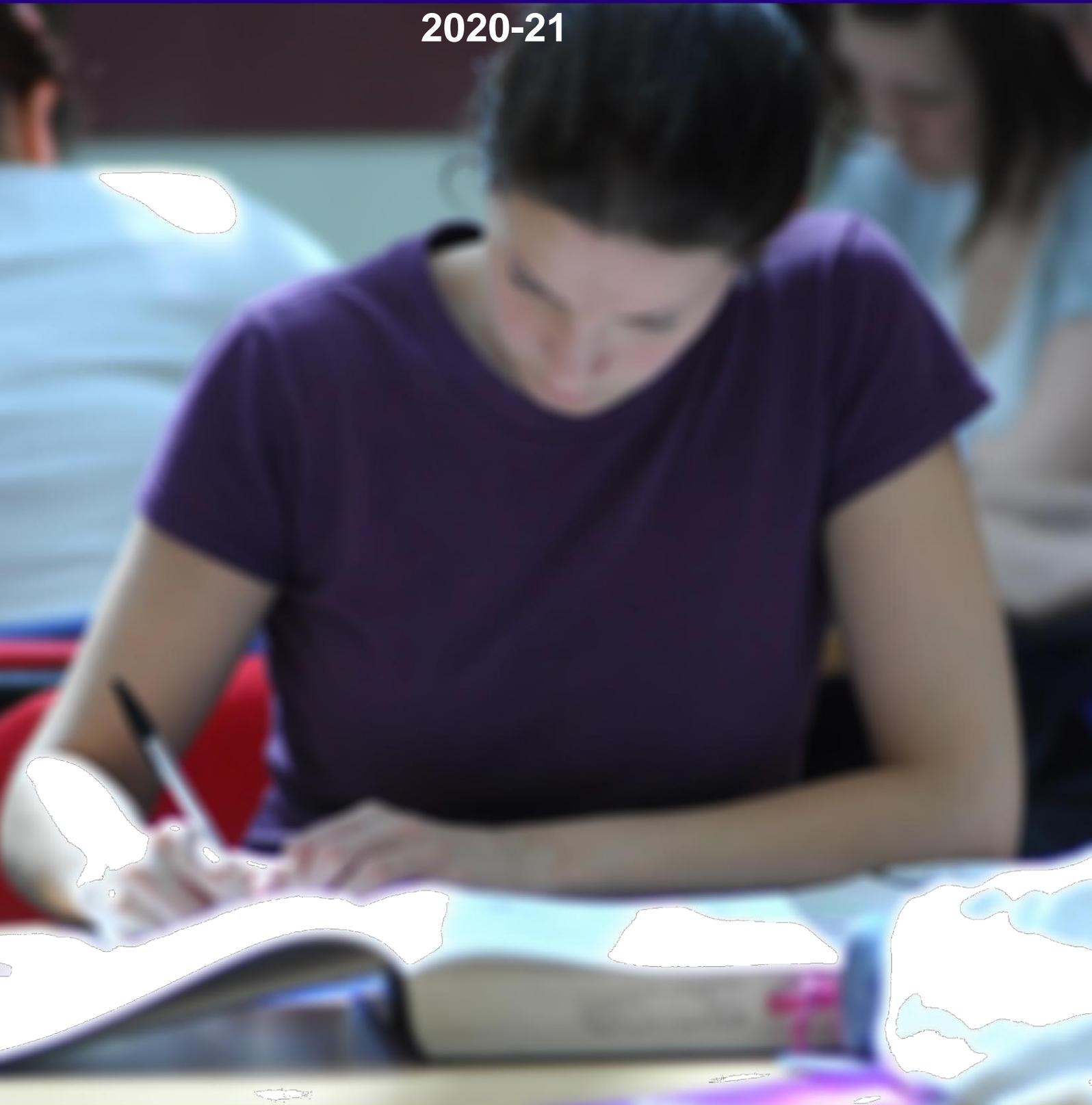


Higher Education
BA (HONS) COUNSELLING STUDIES (TOP-UP)
STUDENTS' HANDBOOK
2020-21



BA (Hons) Counselling Studies (Top-up)

Higher Education
**Programme Handbook for
Students**
September 2020

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Welcome to NESCOL from the Principal

On behalf of the staff at the college I hope you enjoy your studies at Nescot. We are delighted to be working in partnership with the Open University on this and other higher education programmes at NESCOL. I hope the information contained in this Handbook will help you settle into the college quickly and will be a useful guide during your stay. Our mission is to ensure that all who join the College experience a quality learning programme that ensures success but is also fun.

We aim to provide a friendly and supportive environment in which to study and work, and a wide range of courses and support services to meet the individual needs of students and staff.

Good Luck with your studies!



Frances Rutter
Chief Executive & Principal

Welcome from your Course Team

A warm welcome on behalf of the Counselling Department at Nescot. We look forward to working with you on the BA (Hons) in Counselling Studies (Top-up). Our aim is to provide the specific expertise and support you require in order to fulfil your potential at Level 6.

We wish you well as you embark on this challenging, but hopefully enjoyable programme of study.

Programme Tutors:

Sarah Lloyd Jones

Jane Dudely

Jill Lopez

Margaret Mykura

Michael Broadbent

Isabelle Bell

Seidu Salifu

Course team details and contact numbers

Programme Leader

The Programme Leader, Michael Broadbent, has overall responsibility for the organisation and administration of the course. The programme leader and the rest of the course team are based on the West Wing Second Floor, W258.

Course Tutor Programme Leader	Michael Broadbent mbroadbent@nescot.ac.uk	02083943211
Course Co-ordinator	Isabelle Bell ibell@nescot.ac.uk	02083943211
Head of department and tutor	Seidu Salifu ssalifu@nescot.ac.uk	02083943314
Departmental administrator	Carole O'neill Coneill@nescot.ac.uk	02083943151
Subject librarian	Cristina Ruiz de Asua cruizdeasua@nescot.ac.uk	0208 394 3184

Term dates and important dates to remember 2020/2021

Thursday 3 th and Friday 4 th September 2020	HE induction (1 st year only)
Monday 7 th September 2020	Start of autumn term
Thursday to Saturday October TBC	Year 1 residential seminar
Thursday to Saturday November TBC	Year 2 residential seminar
Friday 18 th June 2021	End of summer term

College contact numbers

- Main Number 020 8394 1731
- LRC Help Desk 020 8394 3055

Safeguarding and the welfare of all our students is taken very seriously. If you have any concerns about yourself or a member of your group, whether in college or on placement, you can raise these with any member of staff or you can speak to a member of the safeguarding team, the phone number of the duty safeguarding officer is always prominently displayed in reception. In addition you can also email safeguarding@nescot.ac.uk where your concerns will be noted and responded to by the safeguarding team.

The Safeguarding Designated Lead is Cliff Shaw

Safeguarding staff can be found in N20 (North Corridor ground floor)

Please see the College [Safeguarding Policy](#) on the website for more information

PROGRAMME RATIONALE

The programme enables participating students to deepen their understanding of Counselling theory and practice. The rationale being that effective practice is based upon an awareness of the complex and contested nature of practical counselling issues rather than through uncritical acceptance of prescription.

The programme is designed to enable individual participants who have no first degree to gain bachelors of honours in Counselling. Counselling as a discipline is broad and continues to grow in reputation and in importance to diverse range of groups with counselling environment: education administration, community development, health and social care, early year's practitioners, human resources and the voluntary sector. For its scope, the programme draws on educational aspects of Psychology, Sociology and Philosophy to give students the appreciation of counselling as a field of study.

This programme provides the chance for students to explore key issues in education that influence debates about the type of education required for current socio-economic and Social and Mental Health needs of the world they live in. Students from different sections of local community provisions will gain immensely as the programme contextualises all the different segments together. In effect the programme seeks to provide an academic basis for practitioners in formal and informal contexts of education as well as a framework for understanding aspects of human social development and well being.

The programme aims to provide students with a range of insights into learning and teaching that they might develop their analytical and evaluative skills as well as their critical awareness of educational practice. It seeks to enable them to ground their theoretical explorations in the real life of their continuing teaching and learning, and come to understand the essential place of theory *in* practice. It also aims to support them in locating their own understanding of education and, in turn, their own educational practices, within the wider social, economic, political and moral context of which they are a part.

Course aims

The BA (Honours) in Counselling studies (Top-Up) is necessitated by the fact that existing Foundation degree programmes in Education, namely, Diploma in Counselling at levels 4 and 5 with a cumulative points of 240 credits each. Candidates do not necessarily need to be in employment but need to be in some form of practice.

The programme aims to:

- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the context within which it takes place
- Provide students with a broad and balanced knowledge and understanding of the principles features of counselling in a wide range of contexts
- Encourage students to engage with fundamental questions concerning the aims and values of counselling and its relationship to society
- Provide opportunities for students to appreciate the problematic nature of counselling theory, policy and practice
- Encourage the interrogation of educational process in a wide variety of contexts
- Develop in students the ability to construct and sustain a reasonable argument about counselling issues in a clear lucid and coherent manner
- Promote a range of qualities in students including intellectual independence and critical engagement with evidence.

				Presentation and Q&A	Week 19 (w/c 22 March)	Week 23 w/c 10 May 2021
				Report (1500-2000 word)	Week 29 (w/c 26 June 2021)	Post Assessment Board August 21
Week 13 w/c 1 Feb	Relation Thinking in Therapy	PSYC 1202	M.Mykuwa S.L.Jones	Essay (1500- 2000 word)	Week 22(w/c 3 May 2021)	Week 26 (w/c 4 June 2021)TBC
				Essay (2000- 2500 word)	Week 28 (w/c 19 June 2021)	Post Assessment Board August 21

PROGRAMME TEACHING METHODS

The teaching methodology of the course is based on a mixture of constructivist approach recognising the diversity and breadth of experiences of the participants. The sessions are delivered in a manner that promotes active learning and a range of teaching and learning strategies are modelled throughout. The significance of the role of Information Learning Technology (ILT) is recognised and practiced, as is the importance of embedding functional skills in vocational and academic areas. Throughout the course, emphasis is placed on formative assessment to support and develop students' knowledge and skills related to teaching and learning, prior to course summative assessments.

The course commences with an induction that aims to familiarise students with each other, the course requirements, the college environment, learner support, policies and practices and academic writing conventions. Within induction there will be opportunities for students to meet the course team, their tutor and college support staff.

It is the course team's intention to adopt flexible and adaptable teaching and learning strategies which can accommodate the range of learners and satisfy the requirements of the QAA and personal aspirations of the students.

In order for students to experience a range of teaching strategies each course will involve a variety of methods depending on the learning outcomes, the needs of the students and the resources available. These strategies will include:

- Case studies and simulations,
- Group work
- Presentations
- Debate
- Question and answer
- Interactive activities using ILT
- "Jigsawing" & "snowballing"
- Reflection and reflective writing

- Peer-to-peer teaching
- Discussion groups
- “Buzz” groups
- Observations
- Role play

Teaching and Learning strategies

The teaching and learning strategies to be adopted will be determined by the context of the subject and the needs of the students.

In addition to subject specific skills and knowledge the teaching and learning strategies of the programme are designed to promote;

- a flexible approach to the learning experience
- an independent and investigative approach to learning
- the development of higher level and transferable skills
- a emphasis on enhancing employability skills such as presentation and communication
- a supportive environment in complementary to Nescot's strategy of widening participation and lifelong learning

A range of learning strategies are employed throughout the programme. Methods used may include; formal teacher centred delivery including lectures, tutorials, seminars, practical, workshop, case studies, self directed, group based discussion and interaction, individual research and study.

Lectures

Tutor-led presentations are used to introduce new topics, convey content or give overview of subject matter to be developed further through individual student work.

Practical

Practical sessions are designed to contextualise theoretical concepts and facilitate the development of practical skills. Practical sessions may involve individual or group work and may include following a series of instructions or using a problem solving approach in response to an assignment brief.

Seminars and Presentations

These sessions are likely to be student-led and chaired by either a member of staff or a student. Taking the form of a short talk followed by informal discussion the opportunity for exchange of thoughts on topics under investigation is valuable in developing subject

knowledge. This method is also valuable in developing critical, analytical and investigative skills and in building communication skills and confident presentation skills.

Case Studies

Case studies may form the basis of seminars, group discussions or written assignments and may be used to consolidate aspects of learning. The development of analytical skills together with the requirement to apply subject knowledge to unfamiliar scenarios is valuable in developing confidence in the application of theoretical concepts.

Group Discussion

These sessions may involve review of assignment work produced, a problem solving scenario, or ideas generation related to a specified task. Group discussion is valuable in the development of critical thinking, facilitating interactive group working, interpersonal skills, team work and.

Tutorials

Students will have one-to-one and group sessions which provide opportunity for reflection, target setting and action planning of study and career targets. Group tutorials may also be organised to increase understanding of previously covered practical or theoretical concepts.

NesComms

As part of your induction you will be asked to download the NesComms App onto your phone this is a communication tool that will enable us to communicate with you using the latest technologies. If you don't have a smart device then a PC can be used. (More info from your tutor during induction)

On-line learning materials

Where appropriate materials will be available on-line to support learning, in some cases these may be interactive and involve assessment opportunities. Access to such materials provides flexibility enabling students to learn at any time they choose.

Individual Research/Self-directed Study

All students will be expected to undertake self directed study as this is an essential part of their learning process. Students will be expected to undertake all the necessary background study from the reading lists and references provided for each unit.

Visiting Speakers

Guest lecturers are invited to complement the expertise of the established programme team and may provide current views of industry or subject specialist knowledge.

Project

Projects are supervised by a member of staff with knowledge and experience of the subject area. These may be College or industry based and may also involve industry supervisors. Each student will receive guidance in appropriate topic selection, research, planning and

presentation. The project is valuable in developing confidence and ability to carrying out a sustained piece of research, realise a product and communicate findings.

STUDENT RESPONSIBILITIES AND ENTITLEMENTS

Attendance and punctuality

Students are required to attend all classes on time and to take responsibility for their own learning. Attendance at classes is known to be a contributing factor to achievement and exemplary attendance is one of the professional behaviours which the College expects of all students in order to demonstrate their readiness for employment. In addition, as learning is a shared group experience all students are expected to play their part in the group in promoting a collective understanding and developing interpersonal and team skills.

Notification of absence

If you are planning to be absent please contact the programme coordinator or other agreed member of staff prior to the time of your absence. If you are unexpectedly absent please notify the agreed member of staff as soon as possible.

Support for learners

At Nescot we welcome students from a wide range of backgrounds, with a wide range of skills, experience and abilities. We encourage you to let us know about your disability and/or support needs.

There are different ways Learning Support Staff can support students: one-to-one support, group sessions, workshops and personal care. Please discuss any support you need with your programme coordinator or contact the Student Support Services directly. This team comprises of friendly specialist staff who are here to help you get the most possible from your time at Nescot.

The following services are provided:

Advice and Guidance

- For information, advice and guidance about courses and progression routes including careers or apprenticeships
- The College has a designated specialist HE support tutor who is able to support applications for DSA as well as provide study assistance whilst you are at Nescot.

Student Finance

- If you need help towards your college costs, please come and talk to us about the schemes available to you. We can also support you in dealing with financial or welfare emergencies and with immigration or visa issues. You can find us in LRC (L13a)

Looked After Students and Carers

- If you are in care or are a carer and are having trouble managing we work with Social Services and other agencies to help support you while you study. Special funds and bursaries may be available.

Medical Centre

- The College Nurse, Counsellor are all based in the Medical Centre. First Aid, and Family Planning services are available.

The Specialist Support Tutors

- These tutors help with exam access arrangements and some 1:1 learning support are based in L109 in the Skills ~Zone adjacent to the English and Maths teams.

Security Staff

- Security Staff are on site to keep you safe. They will get to know you and are here to help. If you are concerned about something or someone, just let them know. They also make sure that only valid people can access our site, so please remember to bring your student ID with you each day. Security staff can be located in RS3/4

Useful Contact Names and Numbers

Sharon Greenwood	Student Finance Manager	020 8394 3033	sgreenwood@nescot.ac.uk
Jacqui Kavanagh	Student Finance Advisor	020 8394 3186	jkavanagh@nescot.ac.uk

Health & Safety

You have a duty of care to ensure that whilst on the premises you conduct yourself in a manner which is safe to yourself, other students and to staff. If you see something which you consider to be a hazard to health you have a duty of care to report the matter to your Programme Coordinator/Leader.

Fire Safety

- If you hear the fire alarm immediately leave the building by the nearest exit and go to the assembly point.
- If you discover a fire sound the alarm by activating the nearest red call point and then leave the building by the nearest exit.

Please note that the alarms will be tested on Friday afternoons.

Safeguarding and the welfare of all our students is taken very seriously. If you have any concerns about yourself or a member of your group whether in college or on placement you can raise these with any member of staff or you can speak to a member of the safeguarding team, the phone number of the duty safeguarding officer is always prominently displayed in reception. In addition you can also email – safeguarding@nescot.ac.uk

The **Safeguarding Designated Lead** is **Cliff Shaw**

Safeguarding staff can be found in N18/17 (North Corridor ground floor)

Please see the College [Safeguarding Policy](#) on the website for more information

Personal and academic tutorial support

Nescot is committed to providing tutorial support for all learners. The aim of the tutorial is to support you to pass your programme, to provide an opportunity for you to comment on how things are going at College and help you progress to the next step in your education or career. You will be entitled to a one-to-one tutorial each semester/term where your progress will be discussed. If you feel you need more support please ask your programme coordinator or contact Student Support Services directly.

Personal development planning (PDP)

Personal Development Planning (PDP) is a process that enhances and supports you in reviewing, building and reflecting on your personal and educational development. The PDP is undertaken during tutorials or may form part of an accredited module such as work experience. The process encourages structured reflection of achievement to date, clear identification of future goals and planning the steps along the way. By planning, developing and reviewing your personal and academic goals, the PDP process will help you to:

- be clear about what you have learnt, what you can do and how you can communicate this effectively to others.
- identify areas for development (anything from academic referencing to giving a presentation).
- identify resources and support needed to develop specific skills.
- increase your effectiveness and confidence as a student and a graduate.
- improve your general transferable skills for study and career management.
- bring together your academic and non academic experience and achievements (jobs, sport, leisure, volunteering, representative roles etc).
- prepare CVs and applications.
- get more from your course.

The process aims to enhance the general relevance and application of the skills, knowledge and achievements gained at Nescot. By recognising your personal development and through consciously setting out specific targets and goals, you will enhance your educational and career prospects.

Student contribution to programme evaluation

Nescot programmes are constantly monitored as part of a process of continuous improvement. Gathering the views of students is a very important part of the monitoring and evaluation process. The information gathered is used by the programme team and other departments in the College to improve the learning experience for learners. The ways in which learners contribute to programme evaluation is as follows;

- Nescot surveys
- Nescot module reviews
- National student survey (NSS)
- Destination survey
- Board of Study
- Learner voice
- Student Council

Nescot Surveys: student feedback

Survey results are used to improve the quality of provision, these usually occur twice each year, generally early in the academic year and again towards the middle of the academic year. Your feedback is important to us and helps us continually improve the student experience. In addition to online surveys, we will also meet with you throughout the year as set out below to discuss your course face to face.

Nescot module reviews

These short questionnaires are generally undertaken at the end of each module. Module tutors use these to capture the views of learners and make adjustments to the delivery of future modules if appropriate.

National student survey (NSS)

The National Student Survey (NSS) is a census of students in their final year of a course leading to undergraduate credits or qualifications across the UK. The survey is managed externally by a market research company and learners are selected for inclusion in the survey by the market research company. Student feedback from this is used to compile year on year comparative data that is Published on <http://www.Unistats.com> where prospective

students and their advisors can use the results to help make informed choices of where and what to study. The information is also used by the College to enhance the student learning experience at Nescot.

Destination survey

Completed at the end of your programme and shows graduate intended progression routes to employment or education.

Staff Student Consultative Committee (SSCC)

The responsibility for the day-to-day monitoring and evaluation of the course rests with the programme co-ordinator under the guidance and direction of the Head of Department. The programme coordinator will arrange formal meetings (one per semester) which will provide a forum for regular review and assessment of the quality of a programme. Each SSCC meeting will include a student representative whose role is to present the views of their peers on the programme and feedback to their peers after the meeting.

HE Student Council

Nominated student representative from each programme meet formally as a group with senior management to discuss matters related to higher education. This structured forum enables students to propose and debate developments on their course and the wider College, identify and discuss matters that relate to the support for learning, share ideas and inform decision making

Board of Study

The responsibility for the day-to-day monitoring and evaluation of the course rests with the programme co-ordinator under the guidance and direction of the Head of Department. The programme coordinator will arrange formal meetings (one per semester) which will provide a forum for regular review and assessment of the quality of a programme. Each Board of Study meeting will include a student representative whose role is to present the views of their peers on the programme and feedback to their peers after the meeting.

HE Student Council

Nominated student representative from each programme meet formally as a group with senior management to discuss matters related to higher education. This structured forum enables students to propose and debate developments on their course and the wider

College, identify and discuss matters that relate to the support for learning, share ideas and inform decision making

Code of conduct (Disciplinary Policy)

All students at Nescot are expected to follow the College code of conduct. A copy of this is available electronically on Weblearn. The code of conduct includes a disciplinary policy and in essence the code of conduct expects that all learners will:

- Treat fellow learners and staff with courtesy and respect
- Attend all classes, be punctual and hand in work on time.
- Not plagiarise, cheat or copy work from other learners (see [also Academic Misconduct Policy](#))

Also that whilst on College premises learners will not:

- Use inappropriate, offensive language or behaviour.
- Use any form of discrimination or harassment.
- In appropriate use of a mobile phone in classrooms, the LRC, or any learning situations.
- Consume food or drinks in the class room

In order to ensure professional standards of conduct between College staff and students, students should be aware that staff will not:

- issue their personal details such as home/mobile phone numbers, personal e-mail address to students, or engage with students via personal social media sites (for example face book). Students should contact staff using College email and telephone numbers.
- provide treatment to students at their personal business premises. Treatment can only occur in College at student clinics and must be booked using normal clinic procedures.

Equality & Diversity

We are a diverse college that celebrates differences in race, disability, gender, gender reassignment, age, sexual orientation, faith, background or personal circumstance.

Everyone has a responsibility to ensure that Nescot is a College where all are respected and no one experiences harassment and bullying.

We expect anyone who is upset by thoughtless comments, jokes or actions, or who experiences or witnesses any form of discrimination to tell us. You can talk to your tutor, the college counsellor, someone from student services or a member of the teaching or support staff. See our leaflet on bullying and harassment for further information.

Harassment policy

Nescot takes any allegation of harassment or bullying very seriously and a guide for learners is available electronically on Weblearn. Essentially the College is committed to creating a culture and environment for learners and staff to be treated equally regardless of their sex, nationality, race, gender reassignment, disability, sexual orientation, age, religious or political belief or for any other reason. It is the right of every learner and staff member to study at the College without fear of harassment, bullying or victimisation. The college recognises that what one person may find acceptable, another may find totally unacceptable. Any allegation of harassment or bullying will be taken seriously and investigated.

Complements, suggestions and complaints

Nescot sets high standards and is committed to achieving excellence in the delivery of education and training services. Therefore feedback from students and members of the public is welcome and encouraged because feedback is used to make improvements to services. A guide is available electronically on Weblearn.

NESCOT HE Terms and Condition (HE Students)

Students' attention is drawn to the NESCOT Terms and Conditions for Higher Education students which is available on the College website - <http://www.nescot.ac.uk/policies> . It is a requirement of study that students gives their assent to the terms and conditions set out in that document.

Assessment Regulations

Assessment procedures for all Higher Education qualifications delivered at or on behalf of Nescot will be in accordance with the regulations of the awarding/validating body and Nescot HE Quality policies and procedures. Below is a general guide to assessment regulations. You should refer to the University's specific assessment regulations described in the section on the Open University student regulations.

Assessment deadlines and submissions

Each assignment will have a submission deadline by which formal submission should take place, this will be a date and may also specify a time of day. All assessment submissions must be submitted formally. The declaration of authenticity and fitness to participate must be completed and the assessment submission must be submitted electronically using Weblearn or 'signed in' and date stamped. Unless an extension has been granted or there is

evidence of extenuating circumstances, work not formally submitted by the deadline will be penalised.

Late submissions

The College believes that handing work in on time is a valuable discipline which helps to develop the ability to plan and organise time effectively in preparation for jobs which include a need for time management. In all cases of late submission the regulations of the awarding body will be followed.

The awarding body regulations specifying the penalties for late submission or non-submission of coursework and non-attendance for in-module tests are available on the University website.

Extensions for assignment submission

Failure to complete or submit an assessment on time is usually penalised, extensions to assessment deadlines are not normally provided. A claim for an authorised extension to an assessment deadline is a request for recognition that serious circumstances are preventing you from meeting your deadlines. The college understands that exceptional circumstances may occur and in such cases you may wish to make a formal claim for an authorised extension to your programme coordinator. Further information about the type of circumstances considered, together with the claim form, are available to you in the 'Authorised Extension to Assessment Deadline student guide' available on college website. Claims for an authorised extension to an assessment deadline must normally be made no later than two working days in advance of the submission deadline.

Fitness to participate

To confirm you are fit to take an assessment the College requires you to sign a declaration ('fit to sit') when submitting work and/or sitting examinations. If you are taken ill or are affected by unforeseen circumstances during or immediately prior to an examination but choose to continue, you must sign the declaration accordingly and advise the invigilator of your circumstances, the invigilator will endorse the fit to sit declaration.

Extenuating Circumstances

The College wants all students to participate in all parts of their programme, pass their assessments at the first attempt and make good progress throughout. However the College understands there may be serious and significant situations, which may be considered to be extenuating circumstances, and that these may inhibit you from completing your assessments or participating fully. If you consider your performance has been affected by extenuating circumstances you may wish to make an extenuating circumstances claim.

Please refer to the extenuating circumstances policy on the Open University regulations webpages.

Procedure in the event of illness

If a learner fails to sit or submit all or part of an assessment due to medically certified illness or other valid cause, s/he may be permitted to sit/resubmit the failed assessment(s) as if for the first time by a date to be determined in accordance with the Exenuating Circumstances policy. This is only permitted if application has been made in accordance with the Extenuating Circumstances policy.

Access arrangements for students with learning difficulties or disabilities

Students are entitled to special access arrangements in all examinations, internal and external, so that they are not at a disadvantage due to a learning difficulty or disability. Examples of access arrangements include extra time, use of a reader, scribe or laptop.

Students are encouraged to inform the college at an early stage if they believe they need access arrangements. Referral to Learning Support in the early stage of the programme enables full benefit to be derived from learning support and enables any applications for access arrangements to be made at the appropriate time to the relevant examination board.

Learning Support staff will assess students' access arrangement needs, if this assessment has not been carried out previously, and will inform the programme leader of the arrangements the to which the student is entitled.

Assessment returns

The date by which assessed work will be returned to learners is identified on the assessment schedule included in this handbook. This is usually expected to be within 20 working days.

Feedback arrangements

Most often feedback will be written, however feedback about your work may also be verbal or may take place in informal/formal work in progress meetings. Any questions about any assessment decisions should be raised in the first instance with the module tutor concerned.

Assessment and classification

Assessment of each module will be by methods which reflect the specific aims, learning outcomes, content and teaching/learning strategies of that module. Assessment of each module will normally be completed by the end of the semester in which the module has been studied. A variety of assessment methods will normally be employed, for example coursework and end of module examination. Assignments will be marked against the specified criteria and the University's generic criteria which can be found in the Regulations. The following table shows the percentage bands for each grade.

University assignment grading system

	%	Honours degree
1	70-100	Outstanding work showing synthesis of information and ideas, critical analysis of data and argument and an awareness of the context within which the work is set. Demonstrates originality, creativity and clarity of expression free from misunderstandings and errors of reasoning or fact. Demonstrates extensive use of appropriate literature.
2 i	60-69	Demonstrates good understanding of the subject with all essential principles and much relevant information. Evidence of wide reading and an ability to integrate and organise information in a coherent account and/or apply it to the analysis and solution of problems.
2 ii	50-59	Satisfactory work with relevant information integrated into a structured account but lacking sufficient depth or breadth or with significant aspects omitted. Demonstrates an understanding of the essentials of the subject and an ability to solve some limited problems.
3	40-49	Just adequate, shows general understanding with a minimum of relevant information but is very limited in breadth or depth; contains deficiencies but none so serious as to require the student to re-sit the assessment.
Fail	0-39	Little or no evidence of understanding. Major errors and omissions and little or no correct and relevant information or coherent ideas. Fail grade with reassessment not normally permitted without course being repeated, all assessment being retaken and the attendance requirement fulfilled.

Module grading

Module results will be derived using the weightings described in the module specification document.

Module failure

The regulations of the College will be adhered to where a learner fails to satisfactorily complete assessments.

Early Exit may be taken: this being a BA Ordinary Degree (60 credits at level 6) This may comprise of any combination of modules except PSYCH 1203 Research Methods and Project.

Quality assurance

All programmes at Nescot are involved in a process of review and monitoring to assure and improve quality of provision. Below are some of the key processes by which academic standards and quality are assured.

Internal verification/moderation, double marking and second marking

The internal verification, moderation, double marking and second marking are part of the quality assurance process which ensures a consistent approach to assessment. Verification and/or moderation include checking assignment briefs, assessment decisions are also subject to either double marking, second marking or verification, or moderation.

External examination

The external examiner appointed to each programme, has responsibility for assuring the academic standards are appropriate for the level of the programme. The external examiner makes comment about the quality of the learning opportunities on the programme, for example the assessments and resources used to enable students to demonstrate they have met the intended learning outcomes for each module. The external examiner will have experience of the programme specialism and of the quality of programmes in other institutions.

The external examiner for this programme is;

- External examiner name; *TBC*
- External examiner position; *TBC*
- External examiner institution; *TBC*

Assessment boards

The purpose of an Assessment Board is to consider and agree learners' achievement at the end of each semester. Assessors meet formally in Assessment Boards to agree marks or grades. For those programmes which do not have units/modules completed at the end of semester 1 the Assessment Board will be a formal review of assessment progress.

Examination Boards

The purpose of an Examination Boards is to oversee the assessment of awards, formally agree the progression status of learners and confirm final award classification or grades. Assessors will meet formally once each year in an Examination Board. For University partner validated programmes an external examiner and a member of the Open University will be present.

Malpractice and plagiarism

The College regards academic misconduct very seriously. Academic misconduct can be considered to be any act whereby a candidate seeks to obtain an unfair advantage for themselves or another candidate. As such these are acts which undermine the integrity and validity of assessment. It is important that learners are aware of the seriousness of

academic misconduct and the procedures in place for any case of suspected academic misconduct. Academic misconduct can be considered to include;

- Impersonation
- Misrepresentation
- Collusion
- Fabrication
- Communicating
- Unauthorised material/objects
- Plagiarism (intentional or otherwise)

For any case of suspected academic misconduct there is a staged investigation procedure. For complete details of the policy for academic misconduct HE please refer to Weblearn.

Academic appeals

Before making a formal appeal you are encouraged to speak with your module tutor, programme coordinator or Director of Faculty. Full information about the academic appeals procedure is available on Weblearn, or you may contact the Quality office for further information.

Subject-Specific Resources

Hard copy texts, e-books and access to a wide range of academic and periodic journals are available in the LRC. Please see either the module tutor or the Subject librarian for advice and guidance in using these resources.

Resources

All relevant materials and additional research articles are uploaded onto the Programme Weblearn site.

Learning Resources Centre (LRC)

The LRC is an excellent place to research your projects, you will be helped

there by the subject librarian and other librarians who will understand the research requirements for your projects and will assist you wherever possible.

The LRC is open Monday to Thursday from 08:30 to 19:00 and on Friday from 08:30 to 17:00 during term-time and 09:00 to 16:00 during college vacations.

There are separate areas for group, individual and silent study including an HE Study Room.

The LRC features both a Welcome desk and a Help Desk. Staff at both desks assist users to locate information and to use the facilities and equipment effectively. The LRC staff help

students search the catalogue and online databases, to help them identify information for assignments and research projects. The Academic Librarian and Information Literacy Skills Advisor will understand the research requirements for your projects and will assist you. LRC staff are available to support students using computers and printers and provide frontline assistance.

The LRC offers a comprehensive collection of print and e-books, online journal collections and databases and other resources including video streaming. Links to subject specific online resources can be found on all courses within Weblearn, the College's virtual learning environment. Students are able to access online resources on and off campus by using ATHENS accounts.

Students may borrow up to ten items. Books and DVDs can be borrowed for up to three weeks. Copies of titles in high demand can be borrowed for one week or 24 hours at a time. Most items may be renewed or reserved.

There are 100 PCs available for student use. All PCs are equipped with Windows 10, Microsoft Office 2016 and Adobe CC, which includes Photoshop 2015. There is excellent access to the Internet and Wi-Fi is available across the entire campus so students can use our or their own laptops and mobile devices wherever they may be in the college. All PCs are connected to printers, with colour and black and white printing and photocopying available.

For students with disabilities, there are 2 adjustable desks for use with wheelchairs, a disabled toilet, document magnifiers and software packages available from the Learning Support Tutors based in the LRC.

VLE

Please enter information about the subject specific resources available to the programme

Futher Information

For further information on policies and procedures of the awarding body for your course:

Open University Academic Regulations

Details of the University's student regulations and policies and procedures are published on the website

https://www.nescot.ac.uk/assets/images/assets/uploads/The_Open_University_Regulations_for_Validated_Awards.pdf

These pages include details of policies and procedures relating to:

- Academic Appeals
- Academic Misconduct
- Admissions Policies and Procedures
- Alcohol and Drugs Policy
- Attendance and Engagement Policy
- Authorised Absence
- Bullying and Harassment Policy
- Extenuating Circumstances Policy and Procedure
- Final Review Policy and Procedure
- Fitness to Practise Policy and Procedure
- Pregnancy and Maternity Policy for Students
- Principal Conditions of Registration
- Student Complaints Procedure
- Student Disciplinary Policy and Procedure
- Student Withdrawal and Interruption of Study Policy and Procedure

NESCOT REGULATIONS

Terms and Conditions (Higher Education Students)

Students' attention is drawn to the NESCOT Terms and Conditions for Higher Education students which is available on the College website - <http://www.nescot.ac.uk/policies> . It is a requirement of study that students gives their assent to the terms and conditions set out in that document.

Parking

Nescot has a good sized car park

If you are going to drive your car or motor bike / moped to college, you must register your vehicle with our security staff. They will require you to display a Nescot Student Sticker in your car. You will be given the following terms and conditions to follow:

- a) Have a valid tax, insurance and MOT certificate for your vehicle and be authorised to drive it.
- b) Display your Vehicle Sticker in your windscreen at all times (motorbikes must have their details registered but are not required to display a sticker).
- c) Drive carefully and considerately, observing all directional signage and speed limits at all times.
- d) Do not park your vehicle anywhere that could cause obstruction to other car park users whether this be by blocking the entrance/exit or by causing an obstruction inside the car park.
- e) Do not park in any bays marked up for specific use, for example visitor parking.
- f) Do not park in the disabled bays unless you have permission to do so.
- g) Only park in the student car park. You are not permitted to park in any other area of the Campus.
- h) Only have permission to park in the student car park when attending the College.
- i) Vehicles and their contents are left entirely at the owner's risk. NESCOL do not accept responsibility whatsoever for any loss or damage to vehicles or their contents.

Failure to display a Nescot car park sticker will result in your vehicle being ticketed

Campus Map

