



# **Higher Education Student Handbook 2017-18**

<b>1</b> Welcome from the Principal	4
<b>2</b> Introduction	5
2.1) University of Bolton	
2.2) University of West London	
2.3) CMA link	
<b>3</b> Travelling to College	5
<b>4</b> College Calendar	6
<b>5</b> Primary Religious Festivals 2017 – 2018	6
<b>6</b> Useful telephone Contacts	7
<b>7</b> College Mission	7
7.1) Our Values	7
7.2) College Charter for Higher Education Students	7
<b>8</b> Important information we collect about you	9
8.1) When you leave college - things you MUST keep permanently	9
8.2) Bolton College Privacy Notice	10
8.3) Accuracy of Information	10
8.4) Privacy – how we handle enquiries from others about you	11
<b>9</b> Enrichment	12
9.1) National Union of Students (NUS)	12
<b>10</b> What we will provide for you	12
10.1) Induction Activities and Induction Checklist	12
10.2) Careers Information Advice and Guidance	16
10.3) Support for students applying to university and HE providers	16
10.4) Employment including Work Experience and Volunteering Opportunities	16
10.5) Counselling	17
10.6) Multi Faith Chaplaincy	17
10.7) Quiet Room	17
10.8) Food and Refreshments, and more!	17
10.9) The Atom – The College Shop	18
10.10) Cash machine	18
10.11) Student printing	18
<b>11</b> Financial Help	18
11.1) Support for students with disabilities	18
11.2) Access to HE course at the college - important information –	19
11.3) £500 Progression Award	19
11.4) Council Tax Exemption Certificate	19
11.5) Childcare	20
11.6) Student Loans (Student Finance England)	20
11.7) Withdrawing or suspending your studies	20
<b>12</b> The Learning Process and You	20
12.1) Your contribution	20
12.2) Making Complaints and Comments	21
12.3) Making an Appeal Against an Assessment Decision	24

12.4) Help with Learning – Student Support	26
12.5) Mentors	27
12.6) Specific course mentors	27
12.7) HE Student Attendance process	28
<b>13 Library and Learning Resource Centres (LRCs)</b>	<b>29</b>
13.1) LRC inductions	29
13.2) HE Study room	30
13.3) Social media	30
13.4) Asking for help and support	30
13.5) Where else can I study?	30
13.6) Borrowing books	31
13.7) Renewals	31
13.8) Reservations	32
13.9) Access to local University Libraries for access and HE students	32
13.10) SiD and study skills support	33
<b>14 Policies, Procedures and, Documents</b>	<b>33</b>
14.1) Moodle access to documents and committee information	34
<b>15 Student Representation</b>	<b>34</b>
15.1) Become a Student representative	34
Course Committee	
HE Student Forum	
HE Committee	
College Forum	
<b>16 Personal Tutoring – your named personal tutor</b>	<b>35</b>
16.1) Tutorials	35
16.2) How soon can you expect a reply to an email you send to your tutor?	35
16.3) Full time students	36
16.4) Part time students	36
16.5) Alumni / Progression	36
<b>17 Temporary suspension of studies</b>	<b>36</b>
<b>18 Feedback on assessment</b>	<b>36</b>
<b>19 Referencing</b>	<b>37</b>
19.1) Advice about avoiding plagiarism	37
<b>20 If you get into difficulties</b>	<b>39</b>
20.1) Mitigating Circumstances	39
20.2) Checklist for Mitigating Circumstances application	41
<b>21 Quality Assurance</b>	<b>42</b>
<b>22 Fire and Emergency Procedures</b>	<b>43</b>
<b>23 HE Student Rep Handbook</b>	<b>45</b>

## **1. Welcome and Hello from the Principal**

### **A message from the Principal**

Welcome to Bolton College and congratulations on gaining a place on one of our wide range of courses. Our aim is to provide you with a learning experience that you will hopefully enjoy and remember forever.

Our friendly, professional and highly-skilled staff will encourage and support you to perform to the best of your ability. Higher education in Bolton College has received an excellent grading from the Quality Assurance Agency (QAA). We pride ourselves on being able to provide the quality and educational standards that you would expect from a University, but with the personal care and support we provide as a College.

Students at our Deane Road campus are better placed than ever to benefit from the many opportunities available to them. Our Teaching and Support staff will help you to achieve your learning goals and our Student Services Team are on hand at all times to offer advice on courses, progression and career paths. The Learning Resource Centres offer free access to IT facilities.

The HE Student Handbook is essential reading as it provides important information on College policies and guidelines. It sets out 'what we will expect from you' and 'what you can expect from us', so please familiarise yourself with it and ask your tutor or a member of the Student Services Team if you have any questions. We'll be more than happy to assist you.

The College is a large community that is proud of its diversity and we hope you'll find it a great environment to build new friendships and make the most of your time here.

Bill Webster  
Bolton College Principal

## 1. Introduction

The College Higher Education (HE) provision comprises a diverse range of academic and vocational areas that includes: Computing and Systems Development (Including Gaming), Civil Engineering and Construction, Healthcare Play Specialism, Public Services, Electrical Engineering and General Engineering, and Teacher Education. In each of our curriculum and programme areas, we have a simple aim – and that is to give you the opportunity to study for qualifications which will equip you for the best jobs in your field. We can be confident in meeting this aim, because each of our programmes provides current academic perspectives alongside experience-based insights from the professional field.

## 2. About the HE Student Handbook

The HE Student Handbook contains information such as term and semester dates, holidays, where student services are located, and other useful information covering many aspects of the college's organisation, health and safety, and how to log on to the college intranet. If you cannot find what you want from the HE Student Handbook, then please refer to the College Handbook or your course tutor. Just to give you a feel of what's here, you will find coverage of things like:

- ❖ What to do if something bad like illness or accidents prevents you from doing your assessment properly
- ❖ How to get to grips with the basics of referencing and bibliography
- ❖ How to have your voice heard by having representation on the HE Course Committee and the HE Student Forum

**2.1** As a collaborative partner of the **University of Bolton** the academic rules, regulations and other policies and procedures of the University which apply to students form an essential part of the student contract. These are available at:

<http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>

**2.2** If you are on a course in partnership with the **University of West London** then for a full description of your entitlements and responsibilities please consult the Student Handbook.

<http://www.uwl.ac.uk/about-us/policies-and-regulations>

Or: [http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic\\_regulations\\_17-18.pdf](http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic_regulations_17-18.pdf)

**2.3** CMA Guidance (Higher Education) (Summary):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/411392/HE\\_providers\\_60ss.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/411392/HE_providers_60ss.pdf)

## 3. Travelling to College – Deane Road

Details of public transport services to and from the College are available on the following website: [www.tfgm.com/](http://www.tfgm.com/) Click onto the Journey Planning section.

Bolton Bus interchange and Trinity Street Rail Interchange are close by the Deane Road Campus.

**By Car – Parking** - Students are encouraged to use the NCP Wellington Road Car Park behind the main building to reduce illegal parking and causing inconvenience to our neighbours. The postcode of this car park is BL3 5DX. You can find out prices for car parking at Wellington Road by logging onto: [ncp.co.uk](http://ncp.co.uk) and click on to find a car park.

#### **4. College Calendar**

Here are our official term dates:

**Autumn Term:** Monday 11 September 2017 to Friday 22 December 2017

**Half Term:** Monday 23 October 2017 to Friday 27 October 2017 (1 week)

**Spring Term:** Monday 8 January 2018 to Friday 23 March 2018

**Half Term:** Monday 19 February 2018 to Friday 23 February 2018 (1 week)

**Summer Term:** Monday 9 April 2018 to Friday 6 July 2018

**Half Term:** Tuesday 29 May 2018 to Friday 1 June 2018 (1 week)

In addition to these holidays the College will be closed for a Bank Holiday on Monday 7 May 2018 and Monday 28 May 2018, and for some Staff Development Days – Thursday 19 October 2017 and Friday 9 February 2018 – please check with your tutors whether your class will take place on Staff Development Days.

**Please check with your course tutors if there are any other significant dates you need to know about.**

#### **5. Primary Religious Festivals 2017 - 2018**

##### **September 2017**

2 -4 Eid al Adha - Islam

21 -22 Rosh Hashanah – Jewish

21-29 Navaratri - Hindu

30 Dusserah – Hindu

30 Yom Kippur – Jewish

##### **October 2017**

19 Diwali – Hindu & Sikh

##### **November 2017**

4 Birthday of Guru Nanak – Sikh

##### **December 2017**

13-20 - Hanukkah - Jewish

25 Christmas Day – Christian

##### **January 2018**

2-4 Theravada New Year - Buddhist

6 Epiphany - Christian

##### **February 2018**

13 Shrove Tuesday - Christian

14 Ash Wednesday - Christian

16 Chinese New Year

### **March 2018**

18 Hindu New Year - Hindu  
30 Good Friday – Christian  
31 – 7 April Passover -Jewish

### **April 2018**

1 – Easter Sunday - Christian  
14 Vaisakhi – Sikh  
29 Buddha Day – Visakha Puja - Buddhist

### **May 2018**

16 May -15 June Ramadan -Islam  
20 -21 Shavuot -Jewish  
20 Pentecost - Christian

### **June 2018**

15-17 Eid al Fitr - Islam

### **July 2018**

27 Asalha Puja – Buddhist

### **August 2018**

22-25 Eid-al-Adha –Islam

## **6. Useful Telephone Contacts within College**

Student Services: 01204 482182

Customer Support Team: 01204 482000

## **7. College Mission**

Bolton College will enable individuals, businesses and communities within Bolton and the region to realise their potential through Education and Training that is inclusive, inspiring, innovative and responsive to their needs.

### **7.1 Our Values**

As an organisation we have many values, and they are summarised as follows:

- ❖ Excellence in all we do
- ❖ Ensuring learning and the student are at the heart of everything we do
- ❖ Equality of opportunity and celebration of diversity
- ❖ Serving our community
- ❖ Honesty and Integrity
- ❖ Caring for the environment and the communities we serve

### **7.2 The College Charter for Higher Education Students (Approved by HE Student Forum)**

1. Before your course we will provide:
2. Details and information about each HE course
3. Entry requirements needed for each HE course

4. Information regarding student achievement and student satisfaction in previous years (unless the course is new)
5. Honest, open and impartial advice and guidance to help you make the right decisions about the course
6. Information about fees and any financial support that might be available, including additional financial support
7. Extra help if you need additional support

At the start of your course, we will:

1. Give you an induction onto the course and College and explain clearly your rights and responsibilities as a member of the College community
2. Show you round the College and familiarise you with the buildings and facilities
3. Give you a Programme Handbook and module handbooks
4. Discuss with you any additional support you may need

During your course, you can expect:

1. A high quality learning programme delivered by well qualified and experienced staff
2. Regular meetings with your tutor to discuss your progress
3. Opportunities to express your views about your course and College
4. Your written work and assignments to be returned promptly, with written feedback that can help you in your studies
5. Opportunities to take part in enrichment activities
6. Help with careers information advice and guidance
7. Access to confidential counselling and welfare services e.g. housing, finance, health issues

We expect you to:

1. Work hard, achieve your goals and fulfil your potential
2. Attend regularly and punctually and to notify College of any absence immediately
3. Wear your Student ID Card at all times and understand that to ensure the safety of yourself and others, staff may approach you to confirm your identity as a member of our College community
4. Be prepared for your classes and bring the required equipment to College
5. Show respect to others (staff, students and visitors) at all times, regardless of their ethnic background, gender, sexuality, age, religion or other personal circumstance



6. Use respectful language in and around College
7. Show respect for the College buildings, facilities and property as well as the property of others and to participate in ensuring the College environment remains in the best possible condition
8. Uphold the College's No Smoking Policy. Smoking is prohibited in all College Centres and for a distance of up to 20 metres from all College buildings. Only designated shelters can be used as smoking areas.
9. Respect the College's "Gum Free" status
10. Comply with the requirement to eat and drink only in designated areas
11. Comply with the College's positive approach to sustainability e.g. by ensuring that you dispose of litter responsibly and recycle resources wherever possible
12. Be fully compliant with the College's zero tolerance approach to drugs and alcohol

## **8. Important information we collect about you**

### **Unique Learner Number - What is a ULN?**

The ULN is a unique 10-digit number. It is designed to help you when you register or enrol on a course. It helps you prove all your learning and achievements from secondary school onwards by allowing education institutions access to your Personal Learning Record (PLR). The ULN is the education equivalent of your National Insurance number.

### **Where will you find your own ULN?**

Your ULN may already be printed on your exam results slip or certificate from your awarding body. It is a 10 digit numerical number and not to be confused with any Candidate, Exam, or Centre Number that your awarding body may have provided to you separately. If you have not received a ULN already, you can ask your school, college, university or training provider to give you one directly. Keep your ULN in a safe place. Just like your National Insurance number you may need to use your ULN for the rest of your life. It makes life easier for you by reducing the need to use paper.

### **8.1 When you leave college - things you MUST keep permanently**

We know from experience that it is very important *to you* that you keep:

- ❖ Your own *full* copy of *all* your written assessments;
- ❖ All your assessment results and written feedback, etc.;
- ❖ Any result transcripts you are provided with;
- ❖ Your final award certificate (and any interim award certificates if applicable).

It is also advisable to save your copy of your programme handbooks/guides in case you need to supply details of the curriculum in the future.

### **Why keep things? - read on!**

To illustrate why this is so important, we have had lots of requests from people who were with us a long time ago who want to emigrate to Australia or New Zealand. Suddenly they

find they need lots of information they did have before, but don't have any more, e.g. they want to teach out there and the authorities need information about their teaching qualification and syllabus here. Often, we can't help them, because we can't keep papers beyond a certain amount of time.

## **8.2 Bolton College Privacy Notice**

We understand that some people worry about giving information in case it should fall into the wrong hands. There are very strict laws to make sure that we protect these details and deal with them responsibly.

Bolton College will use the information you provide to manage your education and training, produce reports and references and to inform you about opportunities for progression and skills.

From time to time the College may take photographs or produce film of student activity and these digital images may be used for promotional purposes. If you do not wish your image to be included, it is your responsibilities to let the photographer / filmmaker know at the time.

Bolton College creates a Microsoft Office 365 account for all students. If you wish to opt out of using a Microsoft Office 365 account please contact IT Services. You are free to stop using your Microsoft Office 365 account whenever you wish.

The personal information you provide is passed to the Chief Executive of Skills Funding ("the Agency") and, when needed, the Department for Education, including the Education Funding Agency to meet legal responsibilities under the Apprenticeships, Skills, Children and Learning Act 2009, and for the Agency's Learning Records Service (LRS) to create and maintain a unique learner number (ULN) and a Personal Learning Record (PLR). The information you provide may be shared with other organisations for education, training, employment and well-being-related purposes, including for research.

Further information about use of and access to your personal data, and details of organisations whom we regularly share data are available at: <https://www.gov.uk/government/publications/sfa-privacy-notice> .

Further information about use of and access to your personal data, and details of partner organisations are available at: <http://www.hefce.ac.uk/contact/inforequest/foi/>

Also: <https://www.gov.uk/government/publications/lrs-privacy-notice>

Our Privacy Notice is shown on Enrolment Forms and Learning Agreements and options are given for how people may contact you regarding surveys and opportunities.

## **8.3 Accuracy of Information**

Obviously we want to make sure that the information we do hold about you is accurate and up- to- date, so if you do move house or you change any of your personal details, such as your name or contact details, then visit one of our enrolment centres or main offices to update us.

## What you should do if you change your personal details?

If you change your name, address or contact number after you have enrolled you need to update your student record. You can do this by completing a Learner Agreement Amendment Form available from Reception. You'll need to sign the form to give us permission to change your details and you keep a copy of the form for your records. It is really important that you do this because letters and exam certificates will be sent to the address we have for you on our records.

### 8.4 Privacy – how we handle enquiries from others about you

Please read this section carefully and make sure the people close to you know about it.

Consider this:

*“My Mum’s furious – she rang college because she needed to contact me about my daughter and college wouldn’t tell them anything, not even which classroom I was in!”*

Or how about this:

*“Yes, he’s my Dad, but you had no right to give him my address and mobile number even if he said it was urgent! As a result of this, they will all start harassing me again and I’ll have to find somewhere else to live AGAIN!”*

These two examples are based on real cases.

If someone gets in touch with us and asks for personal information about you, we will refuse to provide it unless we have written authority from you giving us permission to do so. This is so even if the person claims to be a close family member, or claims the matter is very urgent.

We will, however, contact a person you have designated as to be contacted in an emergency if such an emergency arises and we will do so without requesting your permission.

As a result, we cannot give out information of any kind about you to any other people without your permission, including:

- ❖ Whether or not you are a student at this college.
- ❖ Who your tutors are.
- ❖ What course you are on.
- ❖ Your whereabouts in the college or elsewhere (e.g. where you live).
- ❖ Your timetable.
- ❖ Your phone numbers or college email address.
- ❖ Your grades or assessment feedback.
- ❖ Your state of health.
- ❖ Anything related to a disability you may have.
- ❖ Any financial information including debt.

In other words all personal information about you will be withheld.

We understand that this may sometimes be very frustrating for people who genuinely care about you and wish you no harm. However we do not know who is and who is not acting in your best interests and we are legally obliged to protect your privacy in this way. People with malicious intent towards you might contact us and claim to be close to you and acting in your best interests, or claim they have your permission, when in fact they are trying to find out about you without your permission perhaps to do you harm or act against your interests.

These restrictions cover all forms of communication: face-to-face verbal or by telephone, email and written correspondence etc.

If you want to give us permission to communicate with another person about you and discuss personal information about you, you must put this in writing to:

Management Information Service  
Bolton College  
Deane Road  
Bolton BL3 5BG

In your letter you must give:

- ❖ the full name
- ❖ the address
- ❖ the phone number
- ❖ the date of birth
- ❖ the relationship to you

of each person you want to authorise us to discuss your personal information with, as well as what limits (if any) you want to put on that authorisation. We will do our best to respect your request. We will do our best to check the identity of any such person, for example by asking them questions based on the information you provide and asking them about things we think they should know about you (without providing them with the answers).

## **9. Enrichment**

College isn't all about study – there is also time and opportunities for sport, social events, trips and competitions. In college there are events like Fresher's Fair, Black History Month, and International Women's Day, Health Week, Finance Week and the Annual Football Tournament as well as the weekly sports enrichment programme. There are also organised trips and activities outside of college, organised by your course tutor.

If you have some ideas about the kind of enrichment activities you would like to see at the College, if you would like to organise an event with some friends or if you would like to take part in some activities, contact your HE Student Representative, who will be able to feedback your request to the Director of HE or the HE Co-ordinator.

### **9.1 National Union of Students (NUS)**

The NUS is an organisation which has been established to look after the rights of students. They campaign for a fair deal for students. Membership is on a voluntary basis.

The NUS Extra Card costs students approximately £12 for one year and provides students with "significant extra benefits" including discounts and concessionary rates of entry for

many facilities e.g. shops, travel schemes, leisure activities. The NUS Extra Card is not compulsory for students. If you want an NUS Extra Card – apply on line at: <https://www.nus.org.uk/en/nus-extra/>

## 10. What we will provide for you

### 10.1 Induction Activities and Induction Checklist

At the start of your course you will have a College Induction and a Course Induction. You will no doubt be involved in some induction activities that will enable you to become familiar with your peers, tutors, and college life. You will be given lots of information regarding your time at College and on your chosen course. The Induction Checklist is designed to make sure that you know all about the College and your course. You will be given this checklist at the start of your induction in the first week, and you will be asked to check and sign, and then hand to your Course Leader for signing off .If you are not familiar with any of the content of the checklist, please speak to your Course Leader or Personal Tutor.



### Student Induction Checklist

Item	Content	Responsibility	Timescale	Yes/No
1	Bolton College Welcome: <ul style="list-style-type: none"> <li>About the College</li> <li>What is expected of students and the College</li> <li>The HE Student Charter</li> <li>Induction checklist</li> </ul>	College Principal/ Director of Adult and HE/ HE Co- ordinator/Course Leader	Start of week 1	
2	Timetable: <ul style="list-style-type: none"> <li>The timetable and classrooms</li> </ul>	Course Leader	Start of week 1	
3	Course Aims and Structure: <ul style="list-style-type: none"> <li>Course aims</li> <li>Overview of course structure</li> <li>Number and duration of modules per week</li> <li>Teaching methods</li> </ul>	Course Leader	Start of week 1	
4	Key Personnel and explanation of roles: <ul style="list-style-type: none"> <li>Course Leader – contact details</li> <li>Personal Tutor – contact details</li> <li>Module tutors – contact details</li> <li>Student Services (Learner Support) and personnel</li> <li>Student Support and services provided</li> </ul>	Course Leader Module tutors Student Services Student Support (Learner Support)	Start of week 1	
5	Health and Safety: <ul style="list-style-type: none"> <li>HE Student Handbook</li> <li>Course Handbook</li> </ul>	Course Leader Name and location of First- aiders	Start of week 1	

	<ul style="list-style-type: none"> <li>• College website - Moodle</li> <li>• First-aiders</li> </ul>			
6	<p>Location of key facilities:</p> <ul style="list-style-type: none"> <li>• Tour of facilities (e.g. classrooms, student services centre, library and HE resource room, cafes)</li> </ul>	Course Leader	Start of week 1	
7	<p>Key documents:</p> <ul style="list-style-type: none"> <li>• Course Handbook</li> <li>• Module Handbooks</li> <li>• HE Student Handbook</li> <li>• Timetable</li> <li>• HE Student Charter</li> <li>• HE Student Rep Handbook</li> <li>• Refer to College HE web site for all key policies</li> <li>• Refer to SiD Moodle and the HE intranet site for all policies, forms, minutes of meetings in HE</li> </ul>	Course Leader	week 1	
8	<p>Communication:</p> <ul style="list-style-type: none"> <li>• Email contact / telephone contact</li> <li>• College website</li> <li>• Moodle</li> <li>• Staff room</li> <li>• Visual display board in Atrium</li> <li>• HE site</li> <li>• Always inform Course Leader, Student Centre and HE Administrator of any change to personal details</li> </ul>	Course Leader	week 1	
9	<p>Personal Tutor:</p> <ul style="list-style-type: none"> <li>• The personal tutoring system (e.g. the personal tutor's role, the personal tutoring schedule of meetings, ad-hoc meetings)</li> <li>• How to contact your personal tutor, the student's role in personal tutoring</li> <li>• What is expected of students and what support is available from the personal tutor, Student Services, the Student Liaison Officer, and Student Support</li> </ul>	Personal Tutor	Week 2	
10	<p>Attendance:</p> <ul style="list-style-type: none"> <li>• The importance of attendance for your studies</li> <li>• Informing your tutor of absence</li> </ul>	Course Leader	Week 2	
11	<p>Assessments:</p> <ul style="list-style-type: none"> <li>• Assessments (forms of assessment, handing in assignments, unfair means,</li> </ul>	Course Leader Module Tutors	Week 2	

	extensions and Mitigating Circumstances) <ul style="list-style-type: none"> <li>• Assignment hand in dates</li> <li>• Assessment grading and feedback</li> </ul>			
12	Time Management: <ul style="list-style-type: none"> <li>• Need to plan to dedicate an additional 9 hours per week per module (for full time), and 4/5 hours per week (for part time)</li> <li>• Importance of background reading – weekly</li> <li>• Research for assignments (library tour etc.)</li> <li>• Production of assignments (use of ICT, and practical applications)</li> <li>• Drawing up own planning schedule to aid with time management</li> </ul>	Course Leader Module Tutors	Week 2	
13	Student Representation: <ul style="list-style-type: none"> <li>• Electing a student representative for Course Committee and HE Student Forum</li> <li>• HE Student Rep Handbook and additional guidance</li> </ul>	Course Leader Module Tutors	Week 2	
14	Study Skills: <ul style="list-style-type: none"> <li>• Library tour and resources available for study skills</li> <li>• HE Student Handbook (referencing and using unfair means)</li> </ul>	Library staff Module Tutor/s	Week 2-3	
15	Informal feedback from students on induction process and activities. What can be improved or added to the process?	Course Leader to feedback to students on any actions at the first course committee meeting. Actions to be minuted	Week 3	

I confirm that I have completed the induction programme.

Print student number and name:

Date:

Signature:

Course name:

Course Leader name/signature:

- ❖ Please note that you will also have the opportunity to have a Partner University Induction where you will gain important information regarding the partner access to learning resources and important University regulations, policies and signposting to relevant services.
- ❖ As a collaborative partner of the **University of Bolton** the academic rules, regulations and other policies and procedures of the University which apply to students form an essential part of the student contract. These are available at: <http://www.bolton.ac.uk/studentinformation-policyzone/Student-Information-Policy-Zone-2017-18.aspx>
- ❖ If you are on a course in partnership with the **University of West London** then for a full description of your entitlements and responsibilities please consult the Student Handbook. <http://www.uwl.ac.uk/about-us/policies-and-regulations>  
Or: [http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic\\_regulations\\_17-18.pdf](http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic_regulations_17-18.pdf)
- ❖ If you require information regarding what you should expect from your course information then a quick summary can be found at: CMA Guidance (Higher Education) (Summary): [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/411392/HE\\_providers\\_60ss.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/411392/HE_providers_60ss.pdf)

## 10.2 Careers Information Advice and Guidance

Throughout your time at College you will be given the opportunity to gain information, advice and guidance from the College Career Advisers, Emma Horrocks, Ann Beaver, and Karen Harrison. Emma, Ann, and Karen, who are based within the Student Services team, also host the College HE Convention Fair at the end of each September, and can also provide one-to-one advice, and drop-in sessions that the team will provide throughout the academic year. Course tutors keep abreast of current and future trends in particular employment sectors, so they too are able to inform you of employment and HE opportunities. Careers Support also includes the following: UCAS Applications, Employment opportunities including part time work, Work experience and Volunteering opportunities.

Go to <http://www.boltoncollege.ac.uk/content/careers-iaq> for further information on your future options and plans

For help and advice also go to <http://www.boltoncollege.ac.uk/content/employment-support>

## 10.3 Support for students applying to University and HE providers

- ❖ Advice on degree and top-up degree courses and career routes
- ❖ Higher Education Convention (at the start of the Autumn Term)
- ❖ Organised visits to Universities and HE Providers
- ❖ Access to the UCAS website and support with completing UCAS applications including your personal statement (workshops and drop in sessions are available to all students)
- ❖ Student Finance (workshops and drop in sessions are available to all students)
- ❖ Help with interview techniques and presentation skills



- ❖ Master classes with University and Industry specialists

#### **10.4 Employment including Work Experience and Volunteering Opportunities**

- ❖ Support with compiling and developing a CV and covering letters
- ❖ Searching for vacancies including developing knowledge of useful job websites and useful resources
- ❖ Completion of job application forms
- ❖ Interview skills and techniques
- ❖ Access to up to date career packages
- ❖ Weekly Job Shop Drop In including access to latest vacancies

For further information or to book an appointment contact Student Services on 01204 482182 or call into Student Services based on the ground floor at the Deane Road Campus or alternatively email [advice@boltoncc.ac.uk](mailto:advice@boltoncc.ac.uk)

#### **10.5 Counselling**

- ❖ Do you have a problem that is affecting you, your home /personal life or your course work?
- ❖ Are you being bullied or harassed?
- ❖ Are you feeling confused, anxious or generally not coping as normal?

Counselling gives you the opportunity to talk privately to someone who will listen to you, value you as the person you are and who will not make judgements. College Counsellors are friendly people experienced in helping people with problems they might be facing.

The service is free, confidential and no one need know about the appointment unless you choose to tell them .The counselling room is a private, quiet place, with a comfortable and relaxed environment.

To access the Counselling Service ask for an appointment at the Student Services Centre at the Deane Road Campus on 01204 482182. You can make arrangements with the Counselling Service to be seen at any Centre.

There is also a Student Liaison Officer (01204 482192) based within the college who can speak to students in confidence, offering information, advice and guidance.

#### **10.6 Multi Faith Chaplaincies**

Chaplains representing a number of faiths, churches and places of worship are available to support you if you wish. Contact the Student Services Centre at the Deane Road Campus and they will be happy to put you in touch with one of our Chaplains.

#### **10.7 Quiet Room**

There is a Quiet Room (Room A1.61 just near the gym) at the Deane Road Campus for staff and students to use for prayer or quiet contemplation/meditation. There is key pad access to this room, and staff and students can collect the code from main reception. At our other campuses, please ask at the main reception if you require a place for quiet reflection /prayer.

## **10.8 Food and Refreshments, and more!**

Students at Deane Road Campus have plenty of choices of where to eat in College:

**Diversity** (on the ground floor), is the main student food court offering hot food including halal options, healthy choices and food from around the globe from breakfast at 8.30am until 5.00pm Monday-Thursday.

**Infusion** (on the first floor), is the College's coffee bar which offers a relaxed environment where students can drink fresh coffee and eat sandwiches and muffins at breakfast, lunch or tea-time. The Infusion opening times are: 8.30am until 8.00pm (Monday-Friday).

**Foundation** is the Construction and Arts food court, offering a range of food served for breakfast and lunch time with vegetarian or halal options open from 8.00am-2.00pm (Monday-Thursday), and 8.00am-11.00am (Friday).

Vending machines are also available to supplement what's on offer in the food outlets and for out of hours catering. This service is maintained by external companies.

At **Signature** (on the first floor), the College's luxurious restaurant you can book excellent meals for special occasions at really low prices.

## **10.9 The Atom – The College Shop**

The Atom shop is open from 8.40am until 3.20pm on a daily basis during term time and sells a range of stationery, art supplies, students' work, confectionery, drinks, jewellery, cards, gifts and College clothing.

## **10.10 Cash Machine**

The main campus at Deane Road has a cash machine installed on the Floor 1 landing. There is no charge for your cash if you a bank card which is part of the "Link" scheme. We would advise you to keep your money securely and not carry around large amounts of cash with you for your own safety.

## **10.11 Student Printing**

Each student is awarded a termly £5 purse attached to their ID card for printing. Print charges are as follows: 5p per black and white sheet and 10p per colour sheet. If you use up your £5 allowance, you can purchase additional credits via IT Services.

## **11. Financial Help**

### **11.1 Support for students with disabilities**

If you have declared that you have a disability on your application form, then please contact Student Support on 01204 482669 to find out what you may be entitled to in order to undertake your studies at college. If you have not told the college that you have a disability, then you should consider advising Student Support so that the college can offer you support with your studies. It is important that we support you in your studies so please seek advice as soon as possible.

If you are unsure about your entitlement to Disabled Students' Allowances (DSA), or if you need advice then contact Student Support to arrange an appointment with Janet Bishop: [janet.bishop@boltoncc.ac.uk](mailto:janet.bishop@boltoncc.ac.uk)

**If you need clarification on what financial support you may be entitled to then go to:**

<https://www.gov.uk/disabled-students-allowances-dsas/eligibility>

<https://www.gov.uk/disabled-students-allowances-dsas/what-youll-get>

[http://media.slc.co.uk/sfe/1718/ft/sfe\\_dsa\\_guide\\_1718\\_d.pdf](http://media.slc.co.uk/sfe/1718/ft/sfe_dsa_guide_1718_d.pdf)

## **11.2 Access to HE course at the college - important information**

If you have successfully completed an Access to HE course at the college, and have successfully completed a degree, you won't have to repay your 24+ Advanced Learning Loan for your Access to HE course fees. Please contact the Student Finance Team on 01204 482182 for more information, and also visit [www.gov.uk/student-finance/who-qualifies](http://www.gov.uk/student-finance/who-qualifies) or <http://www.boltoncollege.ac.uk/content/511/842/24-advanced-learning-loans>

## **11.3 £500 towards your HNC/HND**

### **Progression Award**

#### **What is the Progression Award?**

If you're a student who has just completed a Level 3 course with us, you could benefit from up to £500 towards the costs incurred on your HNC or HND course. Students studying part-time courses will receive a pro rata amount.

#### **Am I eligible?**

The award is available to students progressing onto an HNC or HND at the College. To qualify you will need to attend regularly and complete your course.

#### **Will you give me £500\* for enrolling?**

The £500\* will be paid in instalments by cheque. You'll receive £200\* on successful completion of your first year, with the remaining £300\* paid on successful completion of your second year.

#### **What do I do next?**

If you want to apply to be considered for a HNC or HND then apply as normal for any of our courses by using the HE Application Form:

<https://www.boltoncc.ac.uk/applications/he.php>

*Please note, whilst all information on this page is correct at the time of publication, Bolton College reserves the right to amend or withdraw this offer to new applicants at any point.*

*\* £500 is the value of the award for full-time HND students. Students studying a part-time course will receive a pro rata sum.*

## **11.4 Council Tax Exemption Certificate**

If you require a Council Tax Exemption Certificate as proof that you are a student you need to complete a request form available from the main reception.

If you are over 18 years old you must be studying for a total of 21 hours per week for 24 weeks per year. These hours can be made up of time you spend in class, work placements or study you do outside of the classroom. You will need to get your tutor's signature to confirm you are studying for the required number of hours during the year.

Completed request forms need to be returned to Reception at our Deane Road Campus. We will then send the Certificate to your home address as it appears on your student record. Please remember to tell us if you change your address after you have enrolled.

### **11.5 Childcare**

Ofsted registered childcare facilities are provided at our Deane Road Campus for children aged 6 weeks to 5 years. There is a charge for using the College childcare facilities but you may be entitled to receive help towards these costs. Ask the Nursery Manager at the Centre if you wish to place your child or at the Student Services Centre, for details.

### **11.6 Student Loan Company**

Student loans are available for all HE courses. The loan pays for your tuition fees, and tuition fee loans will be paid to the College in three instalments. The payment schedule is based upon the course start date, for autumn starters payments are made to the College in the third week in October (25%), first week in February (25%), and first week in May (50%). You must be in attendance at the College throughout the year for the college to receive the full tuition fee payment. If you do not inform your tutor that you are ill and don't attend classes then your student loan is in jeopardy and you may be withdrawn from your course. Please ensure that you inform your tutor if you have to miss any classes as we do not want to withdraw you because you have not informed anyone. If you need further advice about your student loan then contact: <http://www.slc.co.uk/>

### **11.7 Withdrawing or suspending your studies**

If you need to suspend your studies because of personal or medical reasons then please speak with your course leader in the first instance as they may be able to advise or support you in staying on the course or what to do next. If you want to withdraw from your course then again please speak with your course leader in the first instance. Withdrawing or suspending your studies could have financial implications for you so it is advisable to speak with your course leader or contact the HE Co-ordinator, Lesley Groom, for further advice: [Lesley.groom@boltoncc.ac.uk](mailto:Lesley.groom@boltoncc.ac.uk) or 01204 482300.

## **12. The Learning Process and You**

### **12.1 Your contribution**

Your contribution is vital to the success of the course, for you and your peers. Many of the activities you will undertake will involve you in working with other students, in pairs, subgroups or as a whole class or cohort group. These activities succeed because of the range of ideas, experiences, knowledge and motivation that students bring to them. We therefore ask for and require your fullest constructive co-operation and active participation. Some further points are:

- ❖ Engage fully in activities, even if at first sight they do not seem particularly relevant. Often the significance is not apparent at the outset, and can only emerge if the group approach the activities positively.
- ❖ Reflect upon your experiences on the course, identifying your own contribution and those of others. Keep a log book/reflective journal in which you can record your reflections, even if your course does not require you to. Some programmes require this, but whether yours does or not, it can be very useful and helpful to you.
- ❖ You will often be exposed to views and ideas that challenge your own. We ask that you respect the views of others and be prepared to listen to them, consider them, and analyse them objectively. You must avoid racist, sexist or ageist remarks and other offensive language or behaviour.
- ❖ As a secular institution the College expects its students and staff to display tolerance and respect toward each other regardless of their religious beliefs including those who have no religious beliefs.

## 12.2 Making Complaints and Comments

Complaints from higher education students are referred to the Higher Education Co-ordinator in conjunction with the relevant Head of Area. The HE Co-ordinator is charged with ensuring that the complaint is managed in accordance with the requirements of the Competitions and Market Authority (CMA), and the Office of Independent Adjudicator (OIA) and the UK Quality Code. If you wish to make a complaint then please refer to the Higher Education Student Complaints Policy and Procedure, the Higher Education Student Complaints Guidance Notes, and the Higher Education Student Complaint Application Form. These documents can be accessed via the HE site and on your Homepage menu on SiD/Moodle.

If you are dissatisfied with the service you have received, you should in the first instance complain to the person who has day-to-day responsibility for the area in which the complaint arises for example your tutor. Complaints should be made as soon as possible after the event which led to the cause of dissatisfaction. If you feel the complaint is not resolved satisfactorily at this stage, you may make a formal complaint. You can do this by completing a Complaint Form, speaking to any member of staff or by contacting the College at: [susan.clarkson@boltoncc.ac.uk](mailto:susan.clarkson@boltoncc.ac.uk) or on 01204 482012.

**Complaint Forms are available from via our website:**

<https://www.boltoncollege.ac.uk/content/55/79/making-a-complaint>

Or: <https://www.boltoncollege.ac.uk/content/3/681/higher-education-key-strategies-amp-frameworks>

You can also access all policies and procedures regarding appeals and complaints via your SiD Moodle page.

If you are unsure about how to proceed with a complaints issue, contact Student Services on 01204 482182 and a member of the Team will help you. You can also contact Lesley Groom, HE Co-ordinator: [Lesley.groom@boltoncc.ac.uk](mailto:Lesley.groom@boltoncc.ac.uk) or telephone: 01204 482300.

## Higher Education Student Complaints – Guidance Notes for Students

These notes offer guidance as to what to do if you wish to complain about courses or services provided by the College or about certain other College-related matters. They tell you who to contact and how to seek further advice. Information is available separately about other specific procedures (e.g. on harassment, academic appeals).

To access the detailed description of the *Student Complaints Policy and Procedures* and the formal *Student Complaint Application Form* please use the following link:

<https://www.boltoncollege.ac.uk/content/3/681/higher-education-key-strategies-amp-frameworks>

**It is really important that you read the HE Student Complaints Policy and Procedure as it will give you a more detailed description of what you need to do and what to expect.**

Before you decide to make a formal complaint you should bear in mind:

- (1) **Informal** resolution of the complaint should always be the preferred option.
  - Matters can frequently be sorted out quickly and informally by talking directly to the person providing the service. If this is not possible or if you fail to receive a satisfactory response, then discuss the issue(s) with the person with overall responsibility for the service concerned (usually a Head of Area or Head of Service or Office.)
- (2) If you decide to submit a **formal** complaint it must be submitted in writing and signed either by the person making the complaint or on their behalf by a person recognised as having a legitimate interest.
  - A frivolous, malicious, libellous or vexatious complaint can jeopardise the effective use of the procedure and may not be considered. Nor may a complaint be considered if it is in, or accompanied by, an unacceptable form of behaviour.
  - If after reading these notes you are still unsure about how to make your views known, please consult staff in Student Services, or the HE Co-ordinator for further advice.

### Who can submit a complaint under these Procedures?

- If the course is delivered by the College but is in partnership with a university, then student **complaints need to be directed to the College in the first instance**, if the complaint is directly related to the College.
- If the complaint is directly related to the partner university then please inform your course leader that you have a complaint against the university, as they may be able to help or advise. **In the first instance, speak with the Course Leader to try and resolve the matter informally.**

For the **University of Bolton**, please refer to their Policy and Procedures:

<http://www.bolton.ac.uk/studentinformation-policyzone/Student-Information-Policy-Zone-2017-18.aspx> ;

For the **University of West London**, please refer to their Policy and Procedures:

<http://www.uwl.ac.uk/about-us/policies-and-regulations>

Or:[http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic\\_regulations\\_17-18.pdf](http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic_regulations_17-18.pdf)

- ❖ ***If your complaint is about services provided by the College, you should complain to the College using its procedures. If your complaint is about services provided by the partner University, you should submit a complaint using the partner university's procedures.***

### **How may I make a complaint?**

Whilst we always welcome comments and suggestions about how things might be improved, we also recognise that students and others with a legitimate interest have a right to complain if they feel that something is wrong.

Please remember that circumstances are sometimes determined outside the College by the Government, legal provisions or other regulations – you should receive an explanation if this is the case. Similarly, there can sometimes be a problem because the resources available to the College are restricted – you should be told how these constraints relate to your comment or complaint.

Student Services or/and the HE Co-ordinator can help advise you on the procedure for making a formal complaint, including whether other procedures are more appropriate.

The HE Co-ordinator and the Director of Adult and HE will maintain a confidential record of all formal complaints on the College's behalf to monitor their handling and to record the outcomes. The HE Co-ordinator's Annual Report will highlight anonymously any major issues for the College.

You can also seek advice from the Office of Independent Adjudicators for Higher Education (OIA):

OIA, Third Floor, Kings Reach, 38-50 Kings Road, Reading, RG1 3AA  
Telephone No. 0118 959 9813  
e-mail: [enquiries@oiahe.org.uk](mailto:enquiries@oiahe.org.uk)  
[www.oiahe.org.uk](http://www.oiahe.org.uk)

The OIA provides examples of student complaints and outcomes at:  
[www.oiahe.org.uk/decisions/recent.aspx](http://www.oiahe.org.uk/decisions/recent.aspx)

For further guidance go to: <http://www.oiahe.org.uk/making-a-complaint-to-the-oia/guidance-for-students.aspx>

### **Am I risking my results or services by complaining?**

No - Please be reassured that you will not be disadvantaged in any way. The College welcomes complaints as a positive aspect of service monitoring and improvement and as an important aspect of student welfare.

### **Making Comments:**

The Customer Comments Scheme is part of our Learner Voice Strategy and has been developed to enable our students to influence the way the College operates, to ensure their needs are met.

To make a comment or suggestion, you can complete a comments form, available from all our Reception points or our website, and return it to the Customer Services Manager. You can also e-mail our Customer Services Manager directly via:

[customer.services@boltoncc.ac.uk](mailto:customer.services@boltoncc.ac.uk)

You can also use our comment cards if you wish to compliment a member of staff or the College for anything which you feel has been outstanding e.g. someone going the extra mile for you or providing an outstanding service. You can also email your compliment to [customer.services@boltoncc.ac.uk](mailto:customer.services@boltoncc.ac.uk)

There may be times when students and customers of the College wish to complain or make a comment about the service they have received. The College will use this feedback to improve College services and procedures with the resources available.

### **Why should I want to make my views known?**

As part of its quality assurance processes, the College is keen to ensure that the courses, information, services and facilities which it provides meet the needs of students and other interested parties, e.g. employers and members of the general public. We welcome comments and suggestions about how things can be improved.

### **How can I make my views known?**

If you wish to comment about any general aspect of the College's activities, please make contact with the appropriate part of the College:

- By telephone (01204 482000)
- In person, with the Student Centre
- By letter (Student Services, Deane Road, Bolton, BL3 5BG)
- E-mail: [info@boltoncc.ac.uk](mailto:info@boltoncc.ac.uk)

If you do not know the relevant part of the College please ask for Student Services, which is located in the Atrium, Deane Road.

## **12.3 Making an Appeal against an Assessment Decision**

### **Higher Education Academic Appeal Form Guidance for Students**

1. Before you consider making a formal appeal you should always have made serious attempts to resolve the matter informally through the relevant member(s) of staff. Note that appeals can only be made against the published decisions of **final awards or assessment boards** of the College and/or partner university, and not against any provisional marks, grades, results or other feedback made available to you, by your tutors or by any other means, for individual assessments, examinations, or modules. All such outcomes are provisional until confirmed by a final awards or assessment board.
2. This guidance applies to all Higher Education (HE) students who are studying a **Higher National BTEC** course at the College. The related procedures are relevant to these HE students and to the College staff administering them. Refer to: <http://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html#tab=Appeals>

**Edexcel Appeals Office**  
**One90 High Holborn**  
**London**  
**WC1V 7BH**



3. If the course is delivered by the College but is in partnership with a university, then academic appeals need to be directed to the partner university. **In the first instance, speak with the Course Leader to try and resolve the matter informally.**
4. For the **University of Bolton**, please refer to their Academic Appeals Policy and Procedures: <http://www.bolton.ac.uk/studentinformation-policyzone/Student-Information-Policy-Zone-2017-18.aspx>
5. For the **University of West London**, please refer to their Academic Appeals Policy and Procedures:  
<http://www.uwl.ac.uk/about-us/policies-and-regulations>  
Or: [http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic\\_regulations\\_17-18.pdf](http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic_regulations_17-18.pdf)

Before completing the Higher Education Academic Appeal Form you should read the following permissible grounds for appeal very carefully. **Note that you are not normally permitted to appeal on any other grounds. In particular, appeals will not be accepted simply because you are dissatisfied with an assessment mark or grade.**

This document should be read in conjunction with the Higher Education Framework for Assessments, and The Higher Education Student Appeals Policy, Regulations and Procedures Policy. These documents can be found on the college web site in the HE section, or the HE site via Moodle.

You are strongly advised to read all the above documents and their procedures before making an appeal and to seek appropriate advice.

### **Grounds for submitting a written Academic Appeal**

Students may submit an Academic Appeal on the following grounds:

1. That circumstances affected the student's performance of which, for good reason, the Assessment Board may not have been made aware when the decision was taken and which might have had a material effect on the decision (Note: **if students wish to appeal on such grounds, they must give adequate reasons with supporting documentation why this information was not made available prior to the decision being made**);
2. That there was a material administrative error or procedural irregularity in the assessment process;
3. That there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners/assessors.

An appeal which questions the academic or professional judgement of those with the responsibility for assessing a student's academic performance or professional competence may not necessarily be accepted; however, if there are circumstances beyond the control of the student, that they want taking into account, then a student can appeal.

Students should submit Academic Appeals on the forms provided by the College and within **7 working days of receiving assessment results**. Academic Appeals that are submitted after 7 days will not normally be considered. However, if there are circumstances beyond the control of the student, that they want taking into account, then a student can appeal.

You are entitled to contact Pearson BTEC for advice and guidance via:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html#tab-Appeals>

The procedure is as follows:

#### STAGE 1

##### **Informal Academic Appeal**

1. The student should first consult with the tutor in an attempt to resolve the problem informally.
2. If the situation is not resolved informally the student is entitled to submit a written appeal.

#### STAGE 2

##### **Consideration of a written Academic Appeal**

1. A formal written academic appeal should be submitted electronically or handed in to the HE Coordinator. Where official documents form part of the evidence, the originals should normally be submitted in hard-copy. Students are advised to take copies of all documentation prior to submission.
2. The HE Coordinator (or a nominee) will normally acknowledge receipt of the Academic Appeal **within five working days**.
3. On receipt of the Academic Appeal, the HE Coordinator (or a nominee) will consider whether the appeal is made on one or more of the grounds specified in section 5 above. The student will normally be notified **within ten working days of the appeal being received and the outcome of the appeal application**.
4. If the appeal is considered 'not eligible' the student will receive this outcome with reasons given.
5. The HE Coordinator (or nominee) will contact Pearson BTEC of the outcome. All relevant documentation and data will be sent to Pearson BTEC. The student will be informed that further correspondence regarding the appeal should be directed to Pearson BTEC.

#### STAGE 3

##### **Pearson BTEC Appeal outcome**

1. Pearson will carry out its own appeals process and report back to the college and the student with the outcome.

### **12.4 Help with Learning - Student Support**

We want you to get the most out of your course and have the best chance of gaining qualifications.

We aim to give you any support we can with your college work. We offer:

- ❖ Supportive individual or group work. Advice on the best way to get help or help yourself
- ❖ Help with planning and organising your work and study skills
- ❖ Help with English as a second language

- ❖ Help with English and Maths

For students in receipt of DSA we can help organise support for:

- ❖ Special assessment of your needs – (There will be a contributory charge for this)
- ❖ Technical equipment support
- ❖ Communicator support
- ❖ Dyslexia Support
- ❖ Support with exam access arrangements like extra time or a reader and advice on how to use them

Please note that if you are not sure if you are entitled to Disability Student Allowance (DSA) then please contact Student Support.

Many students need some extra help at some point in their studies. We will try to identify this but it is helpful if you talk regularly to your individual tutor.

In addition you can:

- ❖ Indicate your support needs on the College Application Form
- ❖ Ask when you receive guidance, at interview or enrolment
- ❖ Ask at the Student Services Centre or reception at other centres
- ❖ Ask your tutor to contact Student Support at any point in your course
- ❖ The Student Support Team is based in Room AG 18a at Deane Campus.

## **12.5 Mentors**

Mentors are friendly and experienced staff and students in the College. Their role is to assist you if you are experiencing any personal problems which prevent you from attending College. Mentors will listen to you and work with you and your tutor to identify why you are having problems and will help you get back on track as soon as possible.

## **12.6 Specific course mentors**

HND Public Services use a system of peer mentorships. For example, post qualified students mentor year 2 students and year 2 students mentor year 1. Students on this course made a preference for this system and any feedback on this system can be relayed back at course committee.

HNC / HND Civil Engineering and Construction use a system of tutor mentors from the courses. You will find the tutors very approachable if you require any advice and support regarding any aspect of your course of study.

HND Computing and Systems Development (Including Gaming) student mentor is the course leader. You can bring any issue to your course leader, who will be only too happy to support and advise you.

HNC / HND General and Electrical Engineering use a system of tutor mentors from your course. You will find that tutors very approachable if you require any advice and support regarding any aspect of your course of study.

PGCE/ Cert Ed students on Teacher Training courses mentoring are a key feature. Trainee teachers will have mentors in their teaching placements and will be mentored by their tutor through the observations process. Trainee teachers are also encouraged to peer mentor each other to support and grow their professional practice.

Foundation Degree (FdA) Healthcare Play Specialism also use a system of tutor mentors. You will find the tutors very approachable if you require any advice and support regarding any aspect of your course of study. You can bring any issue to your personal tutor who will be your assigned mentor.

BA (Hons) Working in Integrated Services with Children and Young People also use a system of tutor mentors. You will find the tutors very approachable if you require any advice and support regarding any aspect of your course of study. You can bring any issue to your personal tutor who will be your assigned mentor.

### **12.7 HE Student attendance process**

The following are indicators of students who may be at risk of not completing their studies. It is important that the College does all it can to make sure that your learning experience is as positive as possible. If you are experiencing academic or personal difficulties then your Tutors are there to help and support you. For you to achieve the learning outcomes of each module/unit, and for you to successfully pass and complete your modules/units, attendance of classes and work based practice experience are crucial. If you do not attend regularly we see this as an indicator that you may need additional help and support with your learning experience. Your Tutor will then take steps to ensure that you are made aware of the College requirements of attendance and how they can help and support you.

#### **Indicators of a student at risk of non-completion of course:**

1. Non-attendance of classes for 2 weeks of study
2. Non-attendance of work-based learning for 2 weeks of study
3. Little engagement with peers/colleagues in work-based learning
4. Lack of engagement with HE Moodle, and learning resources on HE Moodle
5. Non-submission of assessments
6. Low achievement in summative assessments
7. Non-attendance of personal tutor sessions
8. None or little engagement in group activities in class

It is crucial that your module tutor should report to the course leader and personal tutor, any of the above indicators, especially if there has been non-attendance. The tutor will make a judgement as to whether they think sufficient indicators have been breached; if they have then they will follow procedures to avoid a negative outcome.

#### **Procedures:**

1. Module tutor to contact course leader and personal tutor about the student
2. Discuss which indicators have been identified and arrange a meeting with the student
3. Personal Tutor should meet with the student and discuss the concerns identified from the indicators

4. Identify the issues/concerns the student has and take these into account when advising/supporting them
5. If the concerns are academic then arrange for additional support from module tutor or personal tutor
6. If the concerns are personal then signpost the student to the relevant service for advice
7. If the student will not discuss concerns then signpost the student to relevant service, e.g. counselling, finance, student support. Arrange for a meeting between student and the service identified, if the student is agreeable to this
8. Draw up a plan of action and agreement with the student. Set deadline dates for each action to be taken. Arrange future date and times to meet with the student
9. Monitor the student's activity against the indicators for a further period of no shorter than 4 weeks
10. If the outcome of any meeting with the student is negative, and the student refuses help and support, then advise the student that they may be on the wrong course and advise them about other courses. If the student still does not engage, then the student should be withdrawn from the course, and a report should be written as to the reasons for withdrawal.

### **13. Library and Learning Resource Centres (LRCs)**

What you might think of as the 'Library' is also called the LRC at Bolton College. You will hear these names interchanged a lot but essentially, they are the same thing. This is because we provide you with much more than just traditional, paper-based books.

We give you access to all different types of learning resources specific to your course and have friendly, experienced and helpful staff to hand. The LRC team is here to support you - whatever your course and wherever you are based - so please ask us for more information about any college facilities and we will point you in the right direction.

#### **13.1 LRC inductions**

Your tutor will arrange an LRC induction at the beginning of your course. This will be a friendly interactive experience that aims to get you logged on, show you the Library catalogue, make sure your college email is working, and demonstrate how to use the printer, laptop cabinets and self-issue machines. We will also show you what resources are available specifically for your course. If anything is not covered in your induction, or you have not had one, just ask a member of the LRC team for one-to-one help.

Our learning resources include:

- ❖ **Online eBooks and eJournals** that you can read anywhere there is an Internet connection
- ❖ **Paper-based books** that you can check out and take home

- ❖ **Free access to educational websites and apps** recommended for your course by your tutor and the library team
- ❖ **Help tutorials and one-to-one assistance** online and in any LRC
- ❖ **Newspapers & specialist magazines** for your subject area
- ❖ **Videos and TV programmes**

### 13.2 As a HE student, you have an independent study room just for you in room A3.43

The room has a seating area where you can socialise (quietly of course), notice boards, magazines, information leaflets and prospectuses, a number of PCs, and an area to use lap top computers. Lap tops can be obtained from the 'Red Cabinet' on A3 floor.

### 13.3 Social media

Talk to us on social media! Get updates on our services, ask for help, get involved with local events and find interesting topics for discussion.

- ❖ **Facebook.com/boltoncollegelrc** - Like our page
- ❖ **Twitter.com/BCLRC** - Tweet us @BCLRC and follow our tweets
- ❖ **Pinterest.com/BCLRC** - Find hundreds of images and links useful for your course
- ❖ **Instagram.com/BCLRC** – find out what's new and what the team have been up to
- ❖ **Wordpress blog** - <http://www.boltoncc.ac.uk/library/> - more from the cybrarian

### 13.4 Asking for help and support

Whether you are a beginner or a confident I.T. user, the LRC team will be able to help or point you in the right direction. Common requests we can help you with include:

- ❖ Accessing SiD ([www.boltoncc.ac.uk](http://www.boltoncc.ac.uk))
- ❖ Interactive learning packages and other online resources recommended by your tutor
- ❖ Finding good information for your assignments
- ❖ Using your college email address
- ❖ Microsoft Office: Word, PowerPoint and Excel
- ❖ Printing and scanning
- ❖ Searching the Internet
- ❖ Referencing your work and copyright information
- ❖ Information and digital literacy tutorials
- ❖ Log in issues including forgotten passwords and 'I can't access SiD / Moodle from home'
- ❖ Working between college computers and your home computer including making files work on both
- ❖ Accessibility problems such as reading and writing aids to overcome audio and visual impairment, dyslexia and other learning difficulties

### 13.5 Where else can I study?

The LRCs at Deane Road Campus are designed with you and your study needs in mind. They provide quiet, safe, and comfortable areas for you to study in. If you feel your study needs are not being met at any point, please talk to a member of staff. All students are warmly invited to use any or all of these spaces:

## **Deane Road Campus First Floor LRC**

- Drop-in access to 14 desk-based computers and 4 Apple iMac computers
- Our largest collection of books, newspapers and magazines

*Subjects: Anatomy & Physiology, Beauty Therapy & Nails, Biology, Catering & Hospitality, Chemistry, Childcare & Early Years, Complementary Therapies, Counselling, Criminology, Driving Theory, Hairdressing & Barbering, Health Professionals & Midwifery, Health & Social Care, Hospital Play, Mathematics, Media Makeup, Music, Public Services, Psychology, Science, Sign Language, Sociology, Sports.*

- ❖ Self-issue machine for borrowing, renewing and returning your books
- ❖ Printer & scanner
- ❖ Headphones and laptops
- ❖ Interactive Smart board for practising presentations and quiet group work

## **Second Floor LRC – Desk based computers - Apple iMac suite**

- ❖ Drop-in access to computers and Apple iMacs
- ❖ Our second largest collection of books, newspapers and magazines

*Subjects: Accounting & Book Keeping, Visual Arts (Animation, Artists & Techniques, Fashion, Graphic Design, Textiles), Business, Administration & Management, CELTA, Computing & I.T, Easy / Quick Reads, English (Advanced/GCSE), English Drama/Plays/Poetry, ESOL, IELTS, Life in the UK, Languages, Marketing, Performing Arts, Visual Arts (Ceramics, Jewellery, Photography, Sculpture).*

- ❖ Self-issue machine for borrowing, renewing and returning your books
- ❖ Printer, scanner, guillotine and laminator (bring your own pockets)
- ❖ Headphones
- ❖ Tables for independent study

## **Arts & Construction LRCs - B1.28 and B1.18**

- ❖ Drop-in access to 47 desktop computers
- ❖ Books

*Subjects: Professional Building, Brickwork, Carpentry & Joinery, Construction & Building Services, Electrical Installation, Painting & Decorating, Plastering, Plumbing & Heating, Roof Slating & Tiling.*

- ❖ Self-issue machine for borrowing, renewing and returning your books
- ❖ Printer / scanner
- ❖ Headphones

## **13.6 Borrowing books**

All books can be borrowed using our state of the art self-issue machines located in each LRC. Just ask a member of staff for help with finding or borrowing books. There's no need to worry about late fines if you go overdue as we won't charge you. All we ask is that you renew your books on time so as not to receive an overdue notice, which is issued after 30 days of being overdue.

## **13.7 Renewals**

- ❖ You can borrow up to 10 books at a time, mostly for 3 weeks before having to renew

- ❖ The self-issue machine can print out a receipt which will show when you need to renew or return your book.
- ❖ Renew online through the Library catalogue, on a self-issue machine, via email [library@boltoncc.ac.uk](mailto:library@boltoncc.ac.uk), social media, phone - 01204 482176 and at the desk in any LRC

### 13.8 Reservations

If you would like to reserve a book that is out on loan to someone else, you can do this online through the Library catalogue or at the service desk in any LRC. Remember other students may be waiting for your book to be returned so please only keep books for as long as you really need them. If you find the book which you would like is on loan please ask a member of the LRC team to order another copy for you.

### 13.9 Access to local University Libraries for Access and HE students University of Bolton

All students on Access courses at Bolton College can use some of the University library facilities. Students who are studying courses in partnership with the University of Bolton will have full access to the library.

These facilities include:

- ❖ Printed materials for reference
- ❖ Borrowing of up to 5 standard loan items
- ❖ Photocopying and study facilities

Access to computers and group study rooms is not permitted. Additionally the library must be accessed during staffed hours.

Please see link below on details for application.

<http://www.bolton.ac.uk/library/Borrowing/Access-Bolton-College.aspx>

### University of Manchester

Students can access the library at the University of Manchester by submitting the form below to the LRC in college. Your card can then be collected from the University library. Students will be afforded reference access to all printed resources and access to some e-resources within the library. Training with the University librarians can also be arranged through the college LRC.

Library access is 4-8pm Monday to Friday, Saturday 9am-5pm and Sunday 12pm-5pm.

There is no access during exam times and access during normal opening hours in University holidays. Application form: More information:

<http://www.library.manchester.ac.uk/using-the-library/visitors/visiting-staff-and-students/other-universities/>

<https://www.sconul.ac.uk/sconul-access>

### University of Bolton joint awarded students

Students who have University of Bolton student ID cards can join the SCONUL scheme. This scheme allows you to use the library at other participating universities for reference purposes.

Use the **SCONUL scheme for access to local university libraries** instead of other methods mentioned if you have a University of Bolton student ID. This scheme also gives you access to University Libraries countrywide.

Applications take place online via the link below. University of Bolton library will then email you to confirm your application has been successful. You can then print the email and take your University student ID to use other libraries. Only students who have no fines or overdue books can join the scheme.

<https://www.sconul.ac.uk/sconul-access>



**Any questions or queries please ask in the LRC.**

### **13.10 SiD - [www.boltoncc.ac.uk](http://www.boltoncc.ac.uk)**

SiD is the main portal website for all of Bolton College. It can be accessed at [www.boltoncc.ac.uk](http://www.boltoncc.ac.uk). In the top right corner you will see a drop down menu called 'Library'. Here you can access most resources available through the LRCs. Search the Library catalogue for a book, renew your books, read an eBook and find general information about the LRCs.

*You should make time to explore and use SiD and HE Moodle as they will greatly improve your learning experience at college. Any member of the LRC team can help with queries relating to both of these online areas.*

**BISSTO** (Bolton Interactive Study Skills Tutorials Online) at:

<http://www.bolton.ac.uk/bisstto/Home.aspx> is a great resource that contains tutorials on study skills, research skills, information skills and basic skills.

When you register with the College you will receive an identity card which will show your student number. You can then visit the following webpage and obtain your College computer username. You will be shown how to obtain your username and password. These "login credentials" will give you access to many vital facilities.

You can go to your Moodle Home page and click on key documents. The site contains information about your course and information about HE committees and other aspects of the College HE provision.

You must keep your login credentials secure and not give them to anybody else. Nobody must use your login other than you. This is to protect your safety and privacy, and to protect the College's systems.

### **Partner Universities**

Students in partner university courses will be provided with a username if their course is funded through a partner university, rather than directly from the government funding body to their college. The programme leader of the partner university programme will advise students whether or not they will be provided with a university username. Speak with your Course leader or tutor to find out if you need a username if your course is partnered with Bolton University, or the University of West London.

## **14. Policies, Procedures and, Documents**

The College has several key policies and procedures in place, which are designed to promote a positive and comfortable learning environment for all and to ensure that students, staff and visitors to the College remain safe at all times. You can access these policies via the college web site, for example:

- ❖ Equality and Diversity Policy
- ❖ Bullying and Harassment Policy

- ❖ Safeguarding Children and Vulnerable Adults Policies
- ❖ IT Responsible Use Policy
- ❖ Drugs and Alcohol Policy
- ❖ Smoke Free Policy

For the specific HE policies go to your SiD page and then to the 'Key Documents' link, or find key policies on the College web: <http://www.boltoncollege.ac.uk/content/3/681/key-strategies-amp-frameworks-he>

#### **14.1 Moodle access to documents and committee information**

Through your SiD Moodle menu link button to the 'Key Documents' then HE specific policies and various documents, you will be able to access:

- ❖ HE Strategy
- ❖ HE Learning, Teaching, and Assessment Strategy;
- ❖ HE Student Handbook;
- ❖ HE Course Committee minutes;
- ❖ HE Committee minutes;
- ❖ HE Learning, Teaching, and Enhancement Group minutes;
- ❖ HE Quality Assurance Committee minutes;
- ❖ HE Student Forum minutes;
- ❖ Reports and Frameworks related to Higher Education provision
- ❖ All module evaluation survey reports and end of course year survey reports

### **15. Student Representation**

#### **15.1 Become A Student Representative!**

Please take a look at the HE Student Rep Handbook at the end of this handbook. The College believes that student representatives play an important role in representing students and maintaining the quality of courses in the College. As a student representative you are in an excellent position to influence the College. You have the opportunity to express not just your own views, but to act as the spokesperson for all the students on your course. This gives you an opportunity to make a real impact and change the learning experience for students on your course. HE students are able to have representation on the following committees:

1. **Course Committee** – All Students who are taking a HE Course should be given the opportunity to nominate at least one student representative on their course. The Course Committee will meet once per term, and the agenda and minutes will be circulated via Moodle each term so that all students on the course receive them.
2. **HE Student Forum** – The HE Student Forum will meet once per term and will have at least one student representative from each HE course. The Forum will also include all HE Course Leaders, Director of Adult and HE, HE Co-ordinator, Innovation and Excellence Manager, and any relevant personnel from the College (when an agenda item requires their input). Student representatives will be able to feedback to students in addition to the minutes being placed on Moodle.

3. **College Forum** – The College Principal Chairs this Forum and it includes representation from all students within the College. HE students can sit on this Forum if they wish to.

## **16. Personal tutoring – your named personal tutor**

Every student must be told who their personal tutor is. If you have not been told who yours is, contact your programme leader. Your personal tutor will offer support and advice and provide a stable reference point and continuity of contact.

### **16.1 Tutorials**

During your time at college, if you are studying on a full or part time course, you will have tutorials with your personal tutor. Your personal tutor is there to be your critical friend and support and guide you along your journey through college. It is their responsibility to ensure you get the maximum benefit from your time in college.

In addition to acquiring vocational knowledge, we want you to make excellent progress, be enterprising, creative and confident, set and meet challenging targets, solve problems, be resourceful, know how to take care of yourself, make positive choices about your health, contribute to the community and steadily develop personal attributes that will enhance your employability and be proud to be learning at the college.

If you get into difficulties, the College may be able to help you. Please don't just leave your course if you find yourself in difficulties – give us a chance to listen to you to see what we can do to help.

If you have to leave us there are intermediate awards or transcripts that may be available to you, to recognise your completed work.

Your personal tutor can help either by advising and guiding you directly or by indicating College services like Student Services (which you can approach directly) where you may get professional help such as counselling for example. Students considering suspending studies should speak with their tutor as leaving a course early could result in financial implications for you.

### **16.2 How soon can you expect a reply to an email you send to your tutor?**

We would expect tutors' to respond within 48 hours (two working days) to students' emails, so this is what you can expect. If you feel you are frequently getting responses much later than this, raise your concern with the tutor in question. If the problem persists, raise your concern with your Course Leader, or the Curriculum Leader. However, please understand that a tutor cannot be expected to respond during weekends, bank holidays, during their own holidays, when on sick leave, or away on business, or on days when the College is closed. Also, some tutors work part-time for the college and this will sometimes affect the time it takes for them to respond.

In order to make a timely response more likely, please make your email requests short and to the point. Think carefully about what exactly you are asking of your tutor, so they stand a better chance of responding promptly and helpfully.

### 16.3 Full Time Students

Each week you will meet with your personal tutor. The meeting will be with the course group or on a one-to-one basis, and you will be given the opportunity to discuss your academic and / or practical work. In addition, you can make an appointment to discuss any personal issues that are concerning you with regard to your study progress at College.

### 16.4 Part- Time Students

If you are studying on a part time course, your course tutor will also be your personal tutor, and you will have the same opportunities as a full time student with regard to tutorials. Your personal tutor will guide you in producing an action plan to support you on the course by targeting areas where you can improve and develop.

### 16.5 Alumni / Progression

Our experience is that many ex-students of the college stay in contact with tutors after they have left college. Indeed, at the College HE Celebration event held in July, a number of our ex-students (Alumni) attended and 'sang the praises' of their course of study and the course tutors. A number of our Alumni progressed from HNCs onto HNDs, or to Foundation degrees and then 'top-up' degrees, while others' gained employment in their chosen field.

After you have finished your course at the college, and six months after you have left, you will receive an invite to complete a questionnaire, (on the college's behalf), asking you what you are doing now in terms of education, training, or employment. It is really important therefore, that you keep us up to date with your contact details and you complete the questionnaire. This helps us to assess if our HE courses are appropriate and suitable for your employment or further education needs.

## 17. Temporary suspension of studies

You must understand at the outset that temporarily suspending studies may have financial implications in relation to fees for the suspended course, and for the resumed course. Any student considering suspending studies for a reason outside his/her control is advised to contact their Programme Leader for advice and then contact the Student Services Centre for expert advice and guidance.

**Note carefully that dates for outstanding work are not suspended when you suspend study.** Thus if you have refer, retake or defer work to complete, for example, the dates for that remain the same and if you can't make them you must **consider making a mitigating circumstances application** if you can. In situations like this you are strongly advised to speak to your programme leader.

## 18. Feedback on assessment

Feedback on individual items of assessment can be formal (such as on a signed grade / comments form) or informal (such as advice from a tutor in a tutorial). So feedback is not just your grade, nor even just the comments written on your grade / comments form: it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further things you might do. It might be spoken advice, or written on a form, or it might be in an email or a text: it's all feedback, and it's all vital to your

development. If you have any concerns regarding feedback on your assessment then please speak with the tutor and ask them to explain what you are not sure about. Tutors are constantly assessing your work and input into discussions and this method of assessment is called 'formative'. Formative assessment is just as crucial as your formal assessment (e.g. exam or course work). Formative assessment helps you to build on what you have already learnt and how you can progress further in your knowledge and skills. Tutors can also assess where they think you may need additional support or additional input into a particular area of study. So even if you think you are not being formally assessed (i.e. summative assessment), formative assessment will help you develop further in your knowledge and skills.

### **Prompt feedback: "How long will I have to wait for feedback on my assignment"?**

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness) all our students can expect their assignment work to be marked and feedback provided to them within **four working weeks maximum** from the date of submission. The FdA in Healthcare Play Specialism and the BA (Hons) Working in Integrated Services with Children and Young People can expect feedback within 15 working days. However, note that that your mark feedback will be provisional and unconfirmed until approved by the Awarding body.

## **19. Referencing**

Students are expected to use the Harvard referencing system in their work, or an alternate referencing system specified by your Course Leader. Most of the HE courses use the Harvard system. Also, don't forget that you can access guidance with referencing from the LRC site.

### **19.1 Advice about avoiding plagiarism when quoting directly from sources**

#### **Citing Articles (in hard copy and online)**

You will frequently want to refer to an article in a journal (e.g. Scott and Hyland, 2001). Sometimes this will be in hard copy, but it might also be an article you have found online (e.g. Adam, 2007; MacLeod, 2006). See the bibliography for the correct bibliographical layout of each of these items. Note the use of square brackets [27 June 2007] and [25 June 2007] in these examples, containing the date the writer of this handbook accessed the websites. This is not the same as the publication date.

#### **Citing websites**

Apart from online journal articles and books, you might want to refer to a website. If it is to the whole website, then use italics for the title (e.g. Latham and Bishop, 2006). However, if it is to one section (or page) of a website, then put the item in quotation marks (as you would with articles in journals (e.g. Wikipedia, 2007). Please note, Wikipedia was deliberately mentioned here as it is a very popular source with students, but is also very unreliable, as anyone can contribute to it – so beware! Try to go for more accredited sources whenever possible. Note the use of square brackets [27 June 2007] in the example, containing the date the writer of this handbook accessed the website. This is not the same as the publication date. Sometimes a webpage's publication date is not clear, in which case use n.d. (for not dated) in the citation and bibliography as the year of publication. Similarly, sometimes the author is not clearly specified. In such cases, do your best to identify the owner (person(s), or organisation) of the content. Lastly, most webpages are not numbered, so for direct quotations from such sources add 'unpaged'; for example, Wikipedia (2007, unpaged) tells us that the 'literal meaning [of research] is "to investigate thoroughly".

## **Avoiding plagiarism / unfair means / academic cheating**

Our expectation is that our students will be proud of the original work they have done and where they draw upon the work of others (which is something all scholars have to do) they do so in a way that properly acknowledges the other scholars' work. By contrast, plagiarism (taking the work, ideas, text, pictures, drawings, artwork, diagrams, computer programs etc. of others and presenting them as one's own, e.g. by not properly attributing the author) is a form of academic cheating and *must* be avoided.

Obviously, you will seek and obtain support and help from various sources and people (including your peers and tutors) as you work towards the completion of assignment tasks. If you acknowledge carefully and precisely any help you receive from anyone you will be able to avoid any misunderstandings that might otherwise arise.

You must take care to ensure that it is quite clear to those who assess your work which parts are your own original work produced by your hand, unaided, and which parts are (wholly or in part) the work or ideas of others. Where you quote directly from a source (written or otherwise), or refer to specific ideas or parts within it, or include copies of part or all of a source, then you should attribute the source exactly by using a precise and accurate reference including a page number because it is a direct quote. If you do not do this you are, in effect, claiming the work as your own. If it is not your own work, then this is plagiarism. Make sure directly quoted material is clearly and properly identified. Follow the advice above about presenting short and longer direct quotations.

For artistic works, whilst it is acceptable to use others' art/design work as an influence in the production of your own work, unfair means also relates to copying work from existing art/design work and passing that work off as your own creation, which is not acceptable practice and is an infringement of Design Copyright Laws.

If you include any sheets in your assignment of which you are not the author, *write on the sheets* to identify and acknowledge the source fully.

Typical examples of plagiarism, all of a serious nature, include:

- ❖ Taking text or images or diagrams from a book, journal or website and including them in your assignment (with or without minor alteration) without making it clear (through proper use of referencing and quotation techniques) that you have done this. You are thus claiming the work as your own, and (largely or completely) it is not.
- ❖ Including material as in the above example, but where the only indication in your assignment that the material is somebody else's is by including the source as an item in your bibliography (say to a book or website) at the end. In addition to the bibliography entry at the end, there must be proper Harvard references (with page numbers for direct quotation) in the body and correct use of quotation technique in the body if you are to ensure you will not mislead the person marking your work about what is yours and what is not.
- ❖ Taking (for example) a test, exam question, acetate, hand-out or worksheet etc. that is not your work and presenting it in your assignment without explicitly identifying it as the work of somebody else. You may mislead the tutor about whose work the item is.
- ❖ Copying part of the assignment work of another student (past or present) and presenting it as your own.
- ❖ Submitting work as your own in cases where a part of it has been produced for you by somebody else and you have not precisely acknowledged these parts. It isn't sufficient to have an "acknowledgements" section thanking people in a general way.

Your tutor needs to know precisely which parts are attributable, all or in part, to others.

- ❖ Using components of referenced artwork and passing it off as your own artwork.

**Please note that if your course's awarding body is Pearson BTEC, the University of Bolton, or the University of West London, you will be subject to their regulations, guidelines, and procedures on unfair means if you have been suspected of using unfair means. Your course leader will advise you on the procedures if you have been suspected of using unfair means.**

## **20. If you get into difficulties, the College may be able to help you**

Please don't just leave your course if you find yourself in difficulties – give us a chance to listen to you to see what we can do to help. There are many ways in which we can help that you may not be aware of, for example:

- ❖ You can apply for severe personal or medical difficulties to be taken into account ('**mitigating circumstances**') and if accepted, you can be given a new date to submit work by, *without penalty and as if for the first time*;
- ❖ If you have to leave us there are intermediate awards or transcripts that may be available to you, to recognise your completed work.

Your personal tutor can help either by advising and guiding you directly or by indicating College services like the Student Services Centre, (which you can approach directly) where you may get professional help such as counselling for example. Students considering suspending studies should be aware that it may have financial implications. There is also the Student Liaison Officer, or College Counsellor, who can speak to you in confidence, offering information, advice and guidance.

### **20.1 'Mitigating circumstances' - if illness or other problems affect how you do in assessments**

This section advises you about what to do if you are having problems with assessment, assignments, exams, deadlines etc. caused by personal things beyond your control like serious illness or bereavement etc. These are called 'mitigating circumstances' and it may be appropriate to apply to have account taken of them.

**Please note that if your course's awarding body is Pearson BTEC, the University of Bolton or the University of West London, you course leader or module tutor will be able to advise you what course of action you need to take.**

- For instance, the **University of Bolton** uses a 'Mitigating Circumstances' envelope that you place your application and evidence in and then it is considered by a Mitigating Circumstances Panel. You will be informed of the outcome and may be granted a deferral of your course work or examination until a specified date. You will find all the information on submitting mitigating circumstances in the University handbook.
- Please speak with your course leader, so you know how to apply for mitigating circumstances if your awarding body is the **University of West London**. Or refer to: <http://www.uwl.ac.uk/about-us/policies-and-regulations>

Or: [http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic\\_regulations\\_17-18.pdf](http://www.uwl.ac.uk/sites/default/files/Departments/About-us/Web/PDF/policies/academic_regulations_17-18.pdf)

- Please speak with your course leader, so you know how to apply for mitigating circumstances if your awarding body is Pearson. You will need to complete the HE Mitigating Circumstances Application Form if your awarding body is **Pearson BTEC**.

**It is crucial that you speak with the course leader, module tutor, or your personal tutor, so that they can advise you on the process as early as possible. They are there to help you so please don't think that your circumstances won't be listened to.**

Mitigating Circumstances are used when normal in-course extensions can't address the problems.

A mitigating circumstances claim is one in which you make a case that your performance in assessment has been significantly and adversely affected by circumstances that are exceptional, unforeseen, outside of your control, sufficiently serious to have demonstrably had an effect on your assessment performance and that happened at a time that made them affect your assessment.

To explain this further:

Exceptional	So, for example, routine things we all face like pressure of work or transport problems are not exceptional.
Unforeseen	So, for example, if you have an on-going illness or disability that affects your assessment you should not use the mitigating circumstances procedure to have account of it. Instead, contact student services at the outset so an assessment can be made and support put in place. <b>However</b> , acute "flare-ups" or events linked to the illness or disability <b>might</b> be appropriate grounds for a mitigating circumstances application.
Outside of your control	So, for example, if your laptop or memory stick failed and you hadn't got a backup that would not be considered outside of your control.
Sufficiently serious to have demonstrably had an effect on your assessment performance	So you need to establish the seriousness, and what affect there has been on your assessment performance.
Happened at a time that made them affect your assessment.	So, for example, your letter and evidence need to link the events with the times when they happened, and the relevant dates on your course.

It is advisable to discuss the mitigating circumstances processes explained here with a tutor but note that you do not have to disclose any of the personal and private matters to the tutor unless you want to. They can advise you about the process without knowing what your personal and private circumstances are. However, whatever they advise, you must understand that they are not involved in the decision and so they do not know what the outcome will be. You must make your claim; only you can decide what you want to disclose about your personal and private information. Decide for yourself what evidence you feel you need to and want to supply. Do not rely on nor take as definitive any advice or prediction of the likelihood of success or otherwise by your tutor or any other person.



## 20.2 Checklist for your mitigating circumstances application:

Have you been informed by your course leader, module tutor, or personal tutor of what you need to do to apply for mitigating circumstances to make an effective application?	
Have you obtained advice about how to make an application? (remember, you don't need to disclose any personal information to them if you don't want to)	
Have you signed and dated your application / letter?	
Have you included additional documentary evidence to support your claim?	
Have you made sure you have submitted documents supporting your claim?	
Have you avoided suggesting that other people be contacted about your claim?	
Have you listed each and every module (giving module code and title) and each and every assessment item within the modules that your application applies to?	

### Supporting evidence is essential

The following specific points of advice are offered based on experience and each should be read carefully, perhaps with a tutor to help you understand them.

Often, mitigating circumstances are of a medical nature. In such cases originals of documents like "sick notes", doctors' letters, test results etc. can be valuable evidence. Prescriptions and pharmacists' medication labels can often be helpful as they are dated and name the person they are for.

**MOST IMPORTANT: If your application only contains a personal statement from you, your application will be rejected. There has to be supporting evidence. Don't forget the letter must be signed and dated.**

- ❖ You must make your own claim and choose what evidence to include. Nobody else can make a claim for you UNLESS your personal circumstances themselves make it completely impossible for you to make a claim.
- ❖ Do not make statements like "please speak to XX who will confirm this" or "if you need further information, please contact YYY". The panel will only go by what evidence you submit.
- ❖ The panel will consider your documents that you have submitted as supporting evidence. Please make sure you request these back after the panel has made its decision.
- ❖ Give enough detail in the letter you write to enable the panel to understand your circumstances, but don't write at excessive length.
- ❖ **Do not make reference to the contents of previous applications** – the case must stand on its own merits based only on the contents of the envelope.
- ❖ **Medical or mental health** evidence needs **particular care** and should be from a suitable medical / mental health professional (e.g. Doctor, Midwife, Hospital Consultant) and should be authentic (e.g. with an official stamp, on official paperwork with signature and date). It must relate to you, your condition, and how this affects you, over what period of time. Be aware of the following problems:

1. Evidence that can't be checked as authentic, e.g. letters on plain paper may not be accepted
  2. Appointment cards or letters etc. are not acceptable because they only show you were being investigated for a condition, but not that you had (or have) the condition, nor how it affects you.
  3. Confirmation from a medical professional that you reported you were unwell or you claimed you were unwell but which does not confirm that qualified person's diagnosis that you were unwell and the impact of this, may not be accepted.
  4. Medical evidence that does not clearly relate to the period in question, or that relates to continuing conditions rather than flare-ups may not be accepted. For example, evidence used in a previous application is unlikely to be current for a further application.
- ❖ You may be able to support your case with written evidence from other others, e.g. written evidence from a tutor, a social worker, a minister of religion, a College Counsellor, or a College Student Support person or others who are independent of you. However, remember that **you** have to decide what personal information you want to submit.
  - ❖ A tutor can support your claim by giving you documentary evidence. For example, you can include emails from them, or other written statement they provide. Again, **you** have to decide what personal information you want to submit.

## 21. Quality Assurance

The College has robust procedures for Quality Assurance and Enhancement, and all of its programmes are required to work within these. The College is regularly required to account for the effectiveness of its policies and procedures to outside bodies such as the Quality Assurance Agency, Pearson BTEC, partner universities, and Ofsted. **You can access documents related to HE courses via SiD/Moodle and click on link for 'Key Documents'.**

The key components of the quality assurance procedures used are:

- Issues and good practice are identified from a range of sources, e.g. external examiners'/verifiers' reports, student evaluations, achievement and retention statistics, inspection, National Student Survey (NSS), etc.
- Course Committees meet regularly to monitor the course's operation. These include elected student representatives who represent the views and experiences of their peers. Minutes are made available via SiD/Moodle, and you can view these in order to see how issues are addressed.
- The HE Committee, the HE Quality Assurance Committee, and the HE Learning, Teaching, and Enhancement Group; and the HE Operations Group are also mechanisms that the college uses to ensure quality and enhancement is maintained. The HE Student Forum and the College Forum are further examples of where student voices are heard and actioned.
- Curriculum-based Self Evaluation Document (SEDs) are prepared annually and identify quality issues from all HE courses and has set headings that are evaluated and analysed. In addition, a Higher Education Institutional SED is also produced annually and contains analysis of all HE courses.

- Annual Participation and Success data are used to inform equality and diversity impact measures (EDIMs); and they feed into the annual SED.
- The annual Observation of Teaching, Learning, and Assessment, together with the 'Take a Chance on Change' (peer sharing observations), combine to enable observers to evaluate the learning and teaching process, and to enable tutors' to enhance their teaching.
- Actions to enhance a course, or to rectify an issue or concern, are produced using the HE Action Log system. Items for action can come from various sources such as an external verifier / examiner; the Director of Adult and HE, the HE Co-ordinator, and the Course Leader or Curriculum Leader, module evaluations, end of course year evaluations, and minutes from course committees and Student Forum. Actions are monitored via email alerts and designated staff. This ensures that issues, concerns, and enhancement are completed in a timely manner.
- Partner Universities and Pearson BTEC also require annual monitoring reports of the course/es we deliver at College.

## **22. Fire and Emergency Procedures**

It is the responsibility of all students to familiarise themselves with and adhere to the College fire/emergency procedures. Action to be taken by a student discovering a fire:

- ❖ Raise alarm, by operating the nearest break glass call point
- ❖ Following alarm activation, key evacuation personnel will investigate the cause of the alarm and where necessary contact the fire brigade. (if you are in any doubt you can notify the Fire Brigade directly by dialling 9/999)
- ❖ Do not attempt to tackle the fire unless your escape route is blocked.

On hearing the alarm:

- ❖ Leave the building immediately by the nearest safe emergency exit, do not use any lifts, do not stop to collect personal belongings
- ❖ Close all doors and windows when leaving
- ❖ Remember that you may not be allowed to re-enter the building so it is advisable always to carry your car keys, wallet, and phone with you to ensure that you can get home
- ❖ Report to the appropriate Fire Assembly Point and register with your tutor
- ❖ Remain at the Fire Assembly Point and await further instructions
- ❖ Do NOT re-enter the building until you are instructed to do so.

### **Evacuation Procedures for Students with Disabilities and/or Learning Difficulties:**

On hearing the alarm:

- ❖ From ground floor areas with direct access to assembly points, students with reduced mobility or those requiring assistance should be escorted by the tutor or volunteer buddy to the Fire Assembly Point
- ❖ From upper floor areas, students with reduced mobility or those requiring assistance should be escorted by the tutor or volunteer buddy to the nearest refuge point

- ❖ Once the escape route is clear from obstructions, and it is safe to do so, the most able students with a disability or students with a learning difficulty shall be assisted down the stairs and to the appropriate assembly point
- ❖ The volunteer buddy should remain with the wheelchair user in the safety of the refuge until the arrival of the Emergency Services or College staff

### **Evacuation Key Personnel**

- ❖ Visually impaired students should be escorted to their designated assembly point by their tutor, Unit staff and/or by their volunteer buddy.
- ❖ For D/deaf students and in addition to the operation of the fire alarm sounders, visual alerts will illuminate in the D/deaf unit classrooms. Tutors and support staff will accompany D/deaf students when they evacuate to their dedicated assembly point.
- ❖ Once accounted for, all students with learning difficulties and/or disabilities should remain at their Fire Assembly Point and await further instructions.
- ❖ No student should re-enter the building until they are instructed to do so.

<b>Area</b>	HE
<b>Prepared by</b>	HE Co-ordinator
<b>Approved by</b>	HE Quality Assurance Committee
<b>Last updated</b>	August 2017
<b>Next review date</b>	August 2018



# **HE Student Rep Handbook**

## **2017-18**

**The College values students' opinions (both good and bad) on the quality and standard of your education.**

**If we do not hear about any concerns you have, we cannot resolve them!**

**Guidance on how to be an effective student representative**

## **Contents**

### **Page**

Welcome	3
What is the role of a Student Rep?	3
Where Student Reps fit into the College System	4
Committees and Forum meetings: Student Rep participation	5
Quick Tips for Course Committee meetings	5
Quick Tips for HE Student Forum meetings	5
Your Feedback to your peers after the meetings	6
Student Feedback	6
The College Charter for Higher Education Students	6
The benefits of being a Student Representative	8
National Union of Students (NUS)	8

## **Welcome!**

Welcome to the HE Student Rep Handbook. This handbook is designed to be your first point of call for information during your time as a Rep but is just one of many ways we have in place to support your work representing your peers.

Collective representation through our Student Reps' is vital to the student body, especially as the quality of education and experience you have at College is of such importance. It's your comments that we want, it's you who can interact best with students from your course and find out what issues they are facing. You will be vital in conveying these issues and so your voice is crucial.

Don't forget that if you need help or advice with any issues regarding your role as a Student Rep then contact the HE Co-ordinator: 01204 482300 or [Lesley.Groom@boltoncc.ac.uk](mailto:Lesley.Groom@boltoncc.ac.uk)

## **What is the role of a Student Rep?**

Your role is to ensure that issues identified by students are taken forward to be dealt with by the College and ensures that students receive feedback on these matters.

### **You can do this by:**

1. Identifying issues and needs as they arise
2. Raising the issues with your tutor or relevant College service
3. Attending meetings: Course Committee, HE Student Forum, and HE Committee
4. Contributing information to the meetings in written or verbal form
5. Reporting back to students on the issues discussed
6. Liaising with other Reps to feedback to students
7. Representing balanced views of your student group

### **Contacting peers with information can be achieved by:**

1. E-mailing peers
2. Putting a photo and contact details of you on the notice board in the HE Room A3.43
3. Introduce yourself before or after a class

### **Why is the Student Rep's role important? Student Reps:**

1. Enable students to be heard in the decision making process of their course and other college committees
2. Are the main point of contact between staff and students and enables a partnership to be formed between staff and students
3. Encourage students to provide feedback on all aspects of their course
4. Identifies features of good practice which could be developed in other HE courses and college-wide
5. Liaise with course tutors, Director of Adults and HE, and the HE Co-ordinator to establish issues to convey at the relevant meetings
6. Provide feedback to students/peers from HE committees and the HE Student Forum

The College aims to maintain the delivery of high quality programmes – the involvement and opinions of students is vital in achieving this goal and enhancing course for the future.

The HE Co-ordinator is the main point of contact for all academic issues. She can be contacted via email: [Lesley.Groom@boltoncc.ac.uk](mailto:Lesley.Groom@boltoncc.ac.uk) or phone: 01204 482300 or Room A3.38a.

### **Where Student Reps fit into the College System**

Student Reps are crucial to ensuring that the College listens to the student voice in all aspects of the learning experience. The College values what the student reps report to them at the meetings listed below. Therefore it is really important that the student reps listen to their peers on their course and feed back to them after the meetings have taken place.

1. Course Committee
2. HE Student Forum
3. College Forum

These committees and forum deal with academic affairs, enhancements, and standards for all HE courses. These are all primarily for YOU, as Student Reps, to voice the collective view of the student body.

1. **Course Committee** – All Students who are taking a HE Course should be given the opportunity to nominate at least one student representative on their course. The Course Committee will meet once per term, and the agenda and minutes will be circulated via Moodle each term so that all students on the course receive them.
2. **HE Student Forum** – The HE Student Forum will meet once per term and will have at least one student representative from each HE course. The Forum will also include the Director of Adult and HE and the HE Co-ordinator, and any relevant personnel from the College (when an agenda item requires their input). Student representatives will be able to feedback to students in addition to the minutes being placed on Moodle.
3. **College Forum** – The College Principal Chairs this Forum and it includes representation from all students within the College. HE students can sit on this Forum if they wish to.

### **Committees and Forum meetings: Student Rep participation**

Meetings can seem daunting at first but remember you are there for the same reason as everyone else – to voice opinions and experience, and to contribute to enhancing the learning experience of all current and future HE students at the College.



### **Quick Tips for Course Committee meetings:**

1. Speak to students on your course – EVERYBODY should have a chance to give you feedback to take to the Course Committee meeting. Ask your Tutor to allow you 15 minutes before the end of your class so you can get feedback from other students.
2. Write down any issues, concerns, AND positive feedback from your peers. You can number these and then you will already have prepared the issues ready for the committee.
3. Ask your peers if they want to give you issues on paper, as some students may feel that they don't want to say anything in front of other people. Remember, your peers may not be very confident at saying things in public so you need to encourage them by any means.
4. During the meeting make sure you take some notes on things that you think are important to feedback to your peers.
5. When you give the feedback from your peers make sure that you receive a response to them from the Chair and other relevant staff.
6. Remember that you are not just seeking a response to your own issues or your year group; what you raise will affect other years and those students who have not even started on their course.
7. Issues that could be discussed:
  - Teaching – positive and negative
  - Modules – positive and negative
  - Lecturers/Tutors – positive and negative – styles of teaching
  - Learning environment/facilities – positive and negative
8. Make sure you make a note of the date and time of the next meeting so you can plan to speak with your peers for feedback.
9. As soon as you are sent the minutes of the meeting, make sure you feed back to your peers so they are kept informed of any actions.

### **Quick Tips for HE Student Forum meetings:**

1. Speak to students on your course – EVERYBODY should have a chance to give you feedback to take to the HE Student Forum meeting. Ask your Tutor to allow you 15 minutes before the end of your class so you can get feedback from other students.
2. Look through the minutes of your course committee and see if there is anything you want to raise at the Forum. Only raise issues that you feel have not been addressed or actioned fully at course committee. Write down any issues, concerns, AND positive feedback from your peers. You can number these and then you will already have prepared the issues ready for the Forum.
3. Ask your peers if they want to give you issues on paper, as some students may feel that they don't want to say anything in front of other people. Remember, your peers may not be very confident at saying things in public so you need to encourage them by any means.
4. During the meeting make sure you take some notes on things that you think are important to feedback to your peers.
5. When you give the feedback from your peers make sure that you receive a response to them from the Chair and other relevant staff.

6. Remember that you are not just seeking a response to your own issues or your year group; what you raise will affect other years and HE courses at College.
7. Issues that could be discussed:
  - Any issue related to Information Learning Technology (ILT)
  - Any issue related to Student Services and Student Support
  - Any issue related to communication and information
  - Any issue related to the learning environment/facilities
  - Any other issue you feel is affecting students in a negative or positive way.
8. Make sure you make a note of the date and time of the next meeting so you can plan to speak with your peers for feedback.
9. As soon as you are sent the minutes of the meeting, make sure you feed back to your peers so they are kept informed of any actions.

### **Your Feedback to your peers after the meetings**

- You should receive copies of minutes of the meetings which you can use to communicate to your fellow students.
- Liaise with your Tutor to establish a time to feedback to the class as soon as possible after the meeting or send a group email to the class.
- Remain in good contact with your Course Leader as well as any other staff involved with your course.
- Do not be afraid to return to the next meeting with any issues you do not feel have been resolved.

### **Student Feedback**

Expressing the views and issues that students have can be done in different ways:

**Formal student feedback** is where a 'snapshot' of information from students on their experience at various stages is collected, analysed, reported and acted upon. This would include:

- Module/Unit evaluations
- End of Year Course evaluations
- National Student Survey (NSS)
- Destination of Leavers in Higher Education (DLHE)
- External reviews of the College and HE provision, such as the QAA review.

Encouraging students to get involved in these surveys will provide a greater depth of knowledge to the staff. The greater number of replies identifying problems means that these could be resolved quicker.

**Informal Feedback** happens continuously. Sometimes it can just be an unscheduled conversation between you, your class and tutors after lectures. This type of feedback can inform change at a local level but not necessarily reach a wider audience.

**The College Charter for Higher Education Students** (Approved by HE Student Forum)  
Before your course we will provide:

1. Details and information about each HE course

2. Entry requirements needed for each HE course
3. Information regarding student achievement and student satisfaction in previous years (unless the course is new)
4. Honest, open and impartial advice and guidance to help you make the right decisions about the course
5. Information about fees and any financial support that might be available, including additional financial support
6. Extra help if you need additional support

At the start of your course, we will:

5. Give you an induction onto the course and College and explain clearly your rights and responsibilities as a member of the College community
6. Show you round the College and familiarise you with the buildings and facilities
7. Give you a Programme Handbook and module handbooks
8. Discuss with you any additional support you may need

During your course, you can expect:

10. A high quality learning programme delivered by well qualified and experienced staff
11. Regular meetings with your tutor to discuss your progress
12. Opportunities to express your views about your course and College
13. Your written work and assignments to be returned promptly, with written feedback that can help you in your studies
14. Opportunities to take part in enrichment activities
15. Help with careers information advice and guidance
16. Access to confidential counselling and welfare services e.g. housing, finance, health issues

We expect you to:

17. Work hard, achieve your goals and fulfil your potential
18. Attend regularly and punctually and to notify College of any absence immediately
19. Wear your Student ID Card at all times and understand that to ensure the safety of yourself and others, staff may approach you to confirm your identity as a member of our College community
20. Be prepared for your classes and bring the required equipment to College
21. Show respect to others (staff, students and visitors) at all times, regardless of their ethnic background, gender, sexuality, age, religion or other personal circumstance
22. Use respectful language in and around College
23. Show respect for the College buildings, facilities and property as well as the property of others and to participate in ensuring the College environment remains in the best possible condition
24. Uphold the College's No Smoking Policy. Smoking is prohibited in all College Centres and for a distance of up to 20 metres from all College buildings. Only designated shelters can be used as smoking areas.
25. Respect the College's "Gum Free" status
26. Comply with the requirement to eat and drink only in designated areas
27. Comply with the College's positive approach to sustainability e.g. by ensuring that you dispose of litter responsibly and recycle resources wherever possible
28. Be fully compliant with the College's zero tolerance approach to drugs and alcohol

## The benefits of being a Student Representative

You will gain valuable transferable skills:

- Listening, writing and verbal communication
- Public speaking and presentation
- Time management and planning
- Lobbying and negotiation
- Being a team member
- Confidentiality
- Attending committees
- Representation
- Confidence

Added Value:

- It can be fun
- It is an essential role that has real value to the College
- It ensures the issues that concern you are raised effectively
- It is a way of contributing
- It can feature on your CV
- It can initiate REAL changes and benefits for students

## National Union of Students (NUS)

The NUS is an organisation which has been established to look after the rights of students. They campaign for a fair deal for students. Membership is on a voluntary basis.

The NUS Extra Card costs students £12 for one year and provides students with “significant extra benefits” including discounts and concessionary rates of entry for many facilities e.g. shops, travel schemes, leisure activities. The NUS Extra Card is not compulsory for students. If you want an NUS Extra Card – apply on line at: <http://cards.nus.org.uk/buy/default.aspx> and you will collect this from the Student Services Centre.

<b>Area</b>	HE
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