

BTEC HND

STUDENT HANDBOOK

2025.2026

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Message

from the

PRINCIPAL



Roger Bradburn
Principal

Dear Student,

As the new Principal of Nelson College London, I am thrilled to join a vibrant and forward-thinking institution dedicated over the past 11 years to widening access for mature students. Today the college is a beacon of opportunity and excellence, delivering courses at levels 4, 5,6 and 7 to over 1450 students annually.

My background spans many years in senior management within the education sector complemented by roles as an author, an entrepreneur, and an active supporter of the arts in London. Over this time, I have developed a deep understanding of the transformative power of education.

The College has a mission to “Offer access to higher education to people from the widest possible range of backgrounds, enabling them to transform their lives and prosper through acquiring the knowledge and skills they need to succeed in their chosen careers”

At Nelson College London, we pride ourselves on providing an inclusive and supportive environment that empowers students to achieve their academic and professional goals.

I very much look forward to welcoming you to the College.

Message

from the Chair of

THE BOARD OF GOVERNANCE



Aaron Porter

Chair of the Board of Governance

Dear Student,

On behalf of the Board of Governance, I would like to welcome you to Nelson College London and wish you success in your studies. The Board has the ultimate oversight of the academic experience and it is our job to ensure that the College is operating efficiently and effectively. We are committed to hearing from students directly, and they are represented on the Board too.

The College will provide a high quality education and with your own hard work, you will acquire the skills to develop a successful career. I hope that your experience will be rewarding and enjoyable. The Board, the Principal and the College staff are all committed to your success.

NELSON

COLLEGE

LONDON

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Introduction

Welcome and thank you for choosing Nelson College London.

Nelson College London is a medium-size independent college of higher education operating in the London Borough of Redbridge. The College offers its students an educational experience which is shaped by commitment, enthusiasm, discipline, effectiveness, insight and creativity: an educational experience which can withstand the demands of the contemporary world.

In 2023, the College was awarded a Silver Rating in the Teaching Excellence Framework (TEF), highlighting that Nelson College London delivers high-quality teaching, learning, and outcomes for its students. This achievement reflects the College's ability to meet the rigorous national quality standards for higher education in the UK.

The Office for Students (OfS) is the independent regulator of Higher Education in England. Its aim is to ensure that every student, whatever their background, receives a fulfilling experience of higher education that enriches their lives and careers. The College enjoys OfS registration at the highest level and as part of this process has published an OfS-approved Access and Participation Plan highlighting how the College will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. The Access and Participation Plan can be found on the College website under Widening Participation.

Office for
Students

The logo for the Office for Students (OfS) is a dark blue square with a yellow triangle at the top right corner. The letters 'OfS' are written in white on the yellow triangle.

OfS

Within this handbook, the College has highlighted useful information to help you adjust to the College routine and understand the rules and regulations that affect students, what the College expects from you, and what you can expect from the College.

The logo for the Teaching Excellence Framework (TEF) Silver rating is a blue rounded rectangle with a white square on the left containing the letters 'TEF' in blue, and the word 'Silver' in white on the right.

TEF Silver

Should you still have any queries about the College and its programmes of study, please do not hesitate to speak to a member of the College staff.

Introduction to the **HND Programmes**

Higher National Diploma Programmes:

Pearson BTEC Higher Nationals are widely recognised by industry and higher education as the principal vocational qualifications at Levels 4 and 5.

Nelson College London offers two Higher National Diplomas* awarded by Pearson, in Business and in Hospitality Management. These Diplomas allow entry into the third year of an appropriate BA (Hons) Top-up degree.

A wide range of students, employers, higher education providers, colleges and subject experts were consulted to ensure that the new qualifications meet their needs and expectations. Pearson also worked closely with the relevant professional bodies to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness, providing students with a clear pathway to employment or further education.

Students have also been involved throughout the development of these qualifications, ensuring that their considerations have been taken into account.



Key contacts of the HND Programme team:

Name	Title	Campus	Email
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David Douglas	Head of Programme Delivery (All Programmes)	Gants Hill Campus	d.douglas@nelsoncollege.ac.uk

* Subject to approval each year



BTEC HND Business

Introduction

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may achieve exemption from professional or vendor qualifications, or membership of selected professional organisations to help students on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel better prepared.

Edexcel BTEC Higher Nationals in Business have been developed to focus on providing:

- a range of general and specialist study units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce
- learning outcomes mapped against professional body standards, where appropriate
- support for tutors, including authorised assignment briefs, curriculum planning support and assessment guidance
- support for students, including digital learning resources and communities, through HN Global.

Aims of BTEC HND Business Programme

This qualification meet the needs of the above rationale by aiming:

- to give students the business skills, knowledge and understanding they need to achieve high performance in the international business environment.
- to develop students with enquiring minds, who have the abilities and confidence to work across different business functions and to lead, manage, respond to change, and tackle a range of complex business situations.
- to provide the core skills required for a range of careers in business, including management, human resources, marketing, entrepreneurship, accounting and finance.
- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions.
- to develop students' understanding of the major impact that new digital technologies have on the business environment.
- to provide insight into international business operations and the opportunities and challenges presented by a global marketplace.
- to equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values, and to allow flexible study to meet local and specialist need

This programme aims to impart the following skills:

Knowledge and Academic Study Skills

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education

Employability Skills

1. Business Skills:

- awareness of types of companies and company formations
- invoicing
- calculating fees
- business management

2. Commercial Skills:

- awareness of the business sector
- sales
- marketing and promotion
- managing and monitoring budgets

3. Problem Solving Skills:

- critical thinking
- using expert and creative solutions to solve non-routine problems
- using systems and digital technology
- generating and communicating ideas creatively

4. Interpersonal Skills:

- leadership skills
- communicating effectively
- working with others
- negotiating and influencing, and
- presentation skills.

5. Independent Skills:

- self-management
- adaptability and resilience
- self-monitoring and self-development
- self-analysis
- reflection, planning and prioritising



Programme Structure for Pearson BTEC Level 5 Higher National Diploma in Business:

Year 1: Students will study eight units, with a value of 15 credits each = 120 credits.

Year 2: Students will study a further seven units (6 x Level 5 – with a value of 15 credits each, plus 1 x Level 5 – with a value of 30 credits) = 120 credits.

HND Business Programme Structure

Terms	Unit No	Unit Code	Unit Name	Core/Optional	Level	Credit Value
Year 1						
Term 1	1	H/650/2917	The Contemporary Business Environment	Core	4	15
	2	A/618/5033	Marketing Processes and Planning	Core	4	15
	3	J/650/2918	Management of Human Resource	Core	4	15
Term 2	4	L/618/5036	Leadership and Management	Core	4	15
	5	Y/618/5038	Accounting Principles	Core	4	15
	7	H/617/0736	Business Law	Optional	4	15
Term 3	6	D/618/5039	Managing a Successful Business Project (Pearson Set)	Core	4	15
	15	K/650/2919	Operational Planning and Management	Core	4	15
Total Credits for Year 1						120
Year 2						
Term 4	20	R/650/2920	Organisational Behaviour Management	20	5	15
	43	H/618/5124	Business Strategy	43	5	15
	46	T/618/5127	Developing Individuals, Teams and Organisations	46	5	15
Term 5	24	T/650/2921	Managing and Leading Change	24	5	15
	50	J/618/5133	International Marketing	50	5	15
Term 6	19	H/618/5060	Research Project (Pearson Set)	Core	5	30
	37	K/618/5125	Pitching and Negotiation Skills	Optional	5	15
Total Credits for Year 2						120
Total Credits for HND						240

Unit *Learning* Outcomes

Unit 1

Business and Business Environment

1. Explain different types, size and scope of organisations.
2. Demonstrate the interrelationship of various functions within an organisation and how they link to organisational structure.
3. Use contemporary examples to demonstrate both the positive and negative influence/impact the macro-environment has on business operations.
4. Determine the internal strengths and weaknesses of specific businesses and their interrelationship with external macro-factors.

Unit 2

Marketing Processes and Planning

1. Explain the role of marketing and how it interrelates with other business units of an organisation.
2. Compare ways in which organisations use elements of marketing mix to achieve overall business objectives.
3. Produce a marketing plan for an organisation that meets marketing objectives.
4. Develop a media plan to support a marketing campaign for an organisation.

Unit 24

Understanding and Leading Change

1. Produce a comparative analysis of the different types and drivers of change in business
2. Evaluate the impact of change on organisational behaviour.
3. Investigate how forces driving and resisting change influence leadership decision making.
4. Recommend a range of leadership approaches to change initiatives.

Unit 4

Leadership and Management

1. Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation.
2. Review the influence of different leadership and management styles on the culture of organisations.
3. Develop a motivational strategy to optimize organisational performance
4. Apply leadership and management approaches to managing performance to ensure continuous improvement.

Unit 5

Accounting Principles

1. Examine the context and purpose of accounting
2. Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.
3. Interpret financial statements
4. Prepare budgets for planning, control and decision-making using spreadsheets.

Unit 6

Managing a Successful Business Project (Pearson Set)

1. Explain the key stages of the project lifecycle that could be considered when project managing.
2. Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods.
3. Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings.
4. Reflect on value gained from implementing the project and project management process.

Unit 7

Business Law

1. Explain the nature of the legal system.
2. Illustrate the potential impact of the law on a business
3. Examine the formation of different types of business organisations
4. Recommend appropriate legal solutions to resolve areas of dispute.

Unit 15

Operations Management

1. Examine the interrelationships of operations management with other functions within an organisation.
2. Explain the importance of operations management in achieving effective organisational performance.
3. Investigate the importance of quality management and continuous improvement for optimizing organisational performance.
4. Assess the role of supply chain management in supporting an organisation to satisfy customer requirements.

Unit 19

Research Project (Pearson Set)

1. Examine appropriate research methodologies and methods to identify those appropriate to the research process.
2. Develop a research proposal, including a supporting literature review.
3. Analyse data using appropriate techniques to communicate research findings.
4. Reflect on application of research methodologies and process.

Unit 20

Organisational Behaviour

1. Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches.
2. Apply content and process theories of motivation to create and maintain an effective workforce.
3. Participate in a group activity for a given business situation to demonstrate effective team skills.
4. Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.

Unit 37

Pitching and Negotiation Skills

1. Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation.
2. Manage information and documentation relevant to tenders and contracts
3. Develop a pitch to achieve a sustainable competitive edge.
4. Assess the outcome of a pitch and negotiation.

Unit 43

Business Strategy

1. Analyse the impact and influence that the macro environment has on an organisation and its business strategies.
2. Assess an organisation's internal environment and capabilities.
3. Apply the outcomes of an analysis, using appropriate strategic management tool, in a given market sector.
4. Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.

Unit 50

International Marketing

1. Analyse how effective marketing contributes to business strategies in an international context.
2. Evaluate entry to a selection of international markets and define the key success factors.
3. Debate how the elements of the marketing plan can be adapted or standardised across international markets.
4. Present different international marketing approaches for multinational, global, transnational or meta-national contexts.

Unit 46

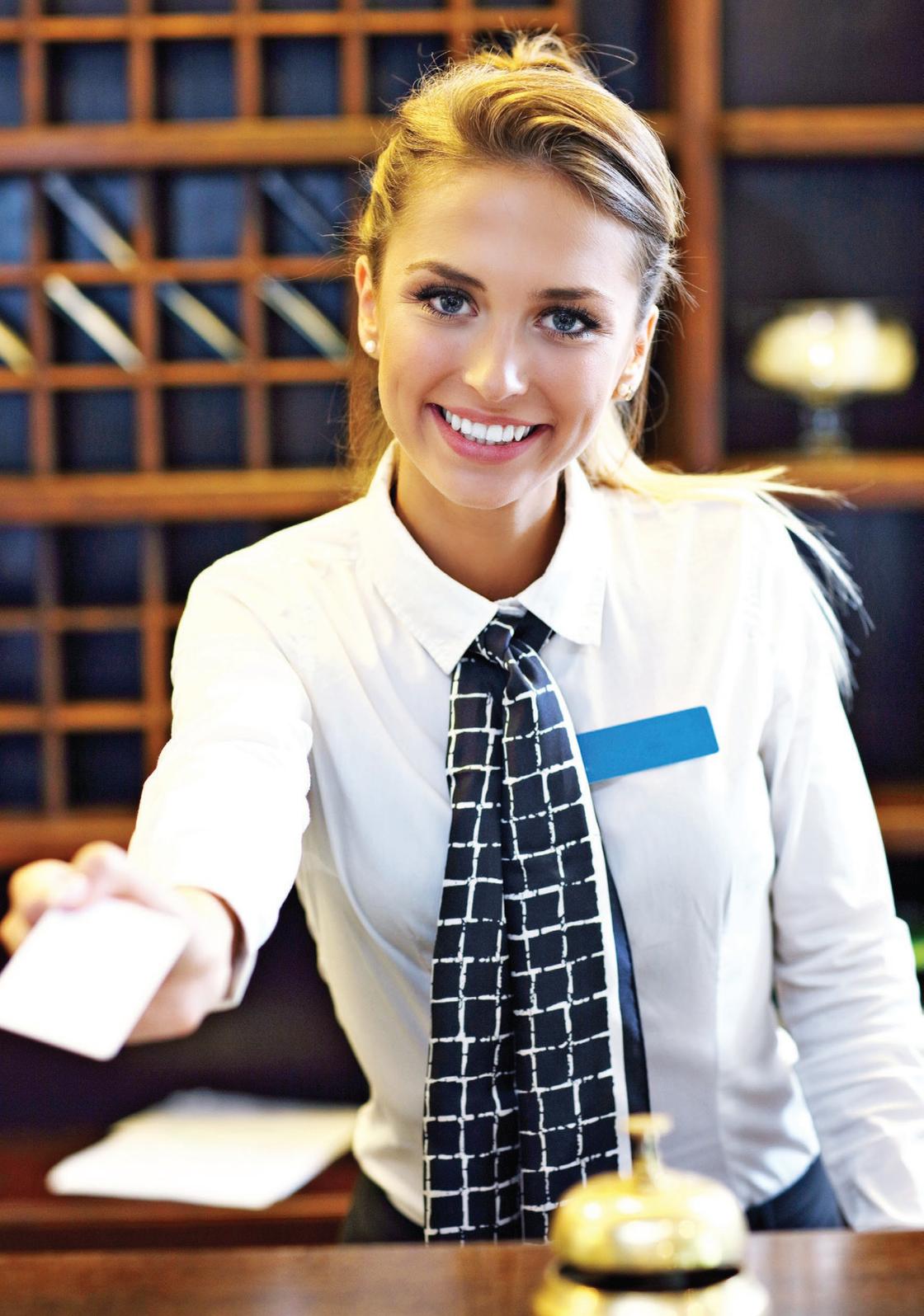
Developing Individuals, Teams and Organisations

1. Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance.
2. Evaluate the ways in which performance management can support high-performance culture and commitment.
3. Review the factors to be considered when planning training and development activities in an organisation.
4. Design an personal and professional development career plan for a named job role, based on reflection and evaluation.

Unit 47

Human Resources- Value and Contribution to Organisational Success

1. Evaluate the importance of organisational design to the delivery of sustainable performance.
2. Analyse the workforce development needs to inform a human capital management strategy that will increase engagement in an organisation.
3. Apply the contemporary knowledge and research to support emerging HR developments.
4. Evaluate the relationship between organisational design and high-performing workforce practices that achieve organisational success.



BTEC HND Hospitality Management

Introduction

Pearson BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Pearson BTEC HND learners is to progress to a BA (Hons) Top-up degree for the third year, depending on the match of the Edexcel BTEC Higher National units to the degree programme in question.

The Pearson BTEC HND Diploma in Hospitality Management offers a progression route to the professional qualification offered by the Institute of Hospitality.

Pearson BTEC Level 5 HND Diploma in Hospitality Management has been developed to focus on:

- Providing education and training for a range of management careers in hospitality, licensed retail, food and beverage or leisure and tourism sectors; for example, food and beverage manager, front of house manager or events manager.
- Providing opportunities for hospitality managers to follow specialised areas of study directly relevant to individual vocations and professions within the hospitality industry, including study within the licensed trade, leisure and/ or tourism sectors, or specialist culinary arts, leading to a nationally recognised Level 5 vocationally-specific qualification.
- Providing opportunities for full-time learners to gain a nationally recognised, vocationally specific qualification to enter employment in hospitality management or progress to higher education, vocational qualifications such as a full-time degree in hospitality management or related areas such as business management or leisure and tourism management.
- Developing the knowledge, understanding and skills of learners in the field of hospitality management across a range of sectors, including those suggested above.
- Providing opportunities for learners to focus on the development of higher-level skills in a hospitality management context, including investigatory and research skills focusing on management issues within the context of hospitality, leisure or tourism.
- Providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life within the hospitality industry.

This qualification meets the needs of the above rationale by:

- Developing a range of knowledge and understanding, skills and techniques personal qualities and attributes essential for successful performance in working life.
- Developing the individual's ability to make an immediate contribution to employment in the hospitality management industry, through the effective use and the combination of the knowledge and skills gained in different parts of the programme providing opportunities for specialist study relevant to individual vocations and contexts.
- Enabling progression to an undergraduate degree or further professional qualification in hospitality management or a related area providing flexibility, knowledge skills and motivation as a basis for future studies and career development in hospitality management.

Programme Structure for Pearson BTEC Level 5 Higher National Diploma in Hospitality Management:

The Pearson BTEC Level-5 Higher National Diploma in Hospitality Management consists of eight units in Year-1, plus further seven units in Year-2.

Year 1 – Students will study 8 units (all at level 4), with a value of 15 credits each = 120 credits.

Year 2 – Students will study a further 7 units (all at level 5; with a value of 15 credits for 6 units and one at 30 credits) = 120 credits.

Total credits available for BTEC HND Hospitality Management is 240.

HND Hospitality Management Programme Structure

Terms	Unit No	Unit Code	Unit Name	Core/Optional	Level	Credit Value
	Year 1					
Term 1	2	J/651/2467	Managing the Customer Experience (MCE)	Core	4	15
	15	A/618/5033	Marketing Processes and Planning (MPP)	Optional	4	15
	6	F/651/4247	Managing Food and Beverage Operations (MFBO)	Optional	4	15
Term 2	4	L/651/2469	Hospitality Business Toolkit (HBT)	Core	4	15
	1	H/651/2466	The Contemporary Hospitality Industry (CHI)	Core	4	15
	3	K/651/2468	Sustainable Hospitality Practice (SHP)	Core	4	15
Term 3	5	T/651/2470	Leadership and Management for Hospitality (Pearson-set) (LMH)	Core	4	15
	7	K/616/1794	Managing Accommodation Services (MAS)	Optional	4	15
Total Credits for Year 1						120
Year 2						
Term 4	19	D/651/2473	Hospitality Interpersonal Skills (HIS)	Core	5	15
	30	Y/651/4253	Global Events (GE)	Optional	5	15
	26	R/651/4251	Food Service Management (FSM)	Optional	5	15
Term 5	22	J/651/2476	Menu Development, Planning and Design (MDPD)	Optional	5	15
	18	H/618/5060	Research Project (Pearson-set) (RP)	Core	5	15
	32	Y/618/5122	Integrated Marketing Communication (IMC)	Optional	5	30
Term 6	36	H/618/5124	Business Strategy (BS)	Optional	5	15
Total Credits for Year 2						120
Total Credits for HND						240

Unit *Learning* Outcomes

Unit 2

Managing the Customer Experience (J/651/2467) – Term 1/ Year 1

This module provides students with a systematic knowledge and understanding of how hospitality businesses manage the customer experience from the initial needs analysis through to after sales follow-up. During the unit, students will be able to map the journey that a customer makes through a hospitality business, identifying crucial touch points and recognising how these touch points can be managed to optimise the customer's experience. Students will consider how technology is changing the way customers interact with hospitality businesses and how digital initiatives should complement existing customer journeys whilst recognising that online and offline consumers are distinctly different. Students can then use this knowledge to provide customer service both within business and services and on-line contexts to meet required standards.

The aims of this module are to provide students with an opportunity to:

- Explain the needs and expectations of market segments for the hospitality industry
- Explore the customer experience map to create hospitality business opportunities and optimise customer touchpoints
- Apply the concepts of service excellence to a specific hospitality business setting
- Compare a range of metrics available to monitor hospitality customer experiences and drive business objectives.

Unit 15

Marketing Processes and Planning (A/618/5033) – Term 1/ Year 1

This unit is designed to introduce students to the dynamic world of the marketing sector and the wealth of exciting career opportunities available to support their decision-making in their career choices. Students will have the opportunity to learn about the competencies and behaviours required by employers to work in the marketing sector. They will be introduced to the key principles of marketing, enabling them to develop a marketing plan and to employ elements of the marketing mix to achieve results. They will study the underpinning theories and frameworks of marketing while relating them to real-world examples, including products and services that they encounter in their daily lives.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether these are setting up their own businesses or employment in an organisation.

The aims of this module are to provide students with an opportunity to:

- Explain the role of marketing and how it interrelates with other business units of an organisation
- Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives
- Produce a marketing plan for an organisation that meets marketing objectives
- Develop a media plan to support a marketing campaign for an organisation.

Unit 6

Managing Food and Beverage Operations (F/651/4247) – Term 1/ Year 1

The aim of this unit is to provide students with background and operational knowledge of the food and beverage industry. Students will examine the different kinds of business found within the hospitality industry and the standards associated with them. Students will be expected to learn the operational skills required to work in the food and beverage sector and gain an appreciation for the equipment and technology used in operations. Students will learn how they can gain commercial advantage both operationally and from a marketing perspective. Finally, students will learn about which factors affect a customer's decision to purchase. Students will be able to use this knowledge as a foundation to develop a career in food and beverage management. The aims of this module are to provide students with an opportunity to:

- Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends
- Demonstrate professional food and beverage service standards in a real working environment
- Compare the ways that different food and beverage operations use technology to improve operational efficiency
- Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success.

Unit 4

The Hospitality Business Toolkit (L/651/2469) – Term 2/ Year 1

This unit is designed to provide students with key skills for becoming competent managers in a hospitality environment. It includes enabling them to understand key principles with regard to key performance indicators, both financial and non-financial. This unit aims to give students the opportunity to develop their business acumen. It covers a number of different business activities applied within the hospitality industry context, including forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, effective communication and dealing with legislation and regulation.

The aims of this module are to provide students with an opportunity to:

- Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality industry
- Produce a workforce action plan for recruiting and retaining talent to address skills shortages in a hospitality organisation
- Identify the potential impact of legal and ethical considerations on a hospitality business
- Apply a range

Unit 1

The Contemporary Hospitality Industry (H/651/2466) – Term 2/ Year 1

The aim of this unit is to provide students with knowledge and understanding of the hospitality industry. The unit will also enable students to gain insight into how hospitality organisations function within the wider business environment. Students will examine the purpose of different hospitality organisations, exploring the size, scale and scope of the hospitality industry. Students will explore the skills requirements and the challenges that hospitality organisations have with recruiting sufficiently skilled staff to support business growth. Students will consider the external factors that impact the hospitality industry and will gain an understanding of what drives supply and demand for hospitality products and services. Students can then use the knowledge, understanding and skill sets gained in this unit to be able to identify, and take advantage of, potential trends and developments.

The aims of this module are to provide students with an opportunity to:

- Examine the current structure, scope and size of the hospitality industry
- Explore career routes, skills requirements, and progression opportunities in the hospitality industry
- Review the current threats and challenges affecting the hospitality industry
- Assess the current and potential trends affecting the hospitality industry.

Unit 3

Sustainable Hospitality Practice (K/651/2468) – Term 3/ Year 1

The overall aim of this unit is to introduce students to the essential principles of sustainability in hospitality, which organisations are increasingly making a priority as part of their environmental strategy. Students will consider the impact of sustainable business on communities, and the steps necessary to develop sustainability strategies within organisations. They will also have the opportunity to investigate in more detail the role of sustainability practitioners, who are responsible for leading projects, and to work closely with a variety of stakeholders and partners.

On successful completion of this unit, students will be able to understand economic theories on sustainable development in organisations and make use of different tools available to identify sustainable themes/partners for developing relevant strategies. Students will be equipped with the knowledge and skills required to progress into roles in the sector and/or higher levels of study.

The aims of this module are to provide students with an opportunity to:

- Explain the impact of sustainability principles for hospitality organisations
- Discuss the characteristics of sustainability and corporate social responsibility
- Identify operational risks and benefits of sustainability in the hospitality industry
- Present a business case for adopting sustainable hospitality practices to meet business objectives.

Unit 5

Leadership and Management for Hospitality (T/651/2470) Pearson Set – Term 3/ Year 1

This unit also enables students to gain understanding of leadership and management principles, and to review their potential for a career in management in the hospitality sector. After exploring organisations' structures and cultures, they will learn about classical management theories and leadership styles and how these are applied to managing commercial organisations.

In addition to students gaining a good understanding of how management theories are practised in today's industries, they will evaluate effective management and leadership skills for the hospitality sector through application of and reflection on skills required in a hospitality industry context.

The aims of this module are to provide students with an opportunity to:

- Review classical management theories and leadership styles
- Explore the factors that influence different management styles and structures in a hospitality industry context
- Assess current and future management and leadership skills for the hospitality sector
- Demonstrate management and leadership skills in a hospitality context

Unit 7

Managing Accommodation Services(K/616/1794) – Term 3/ Year 1

The accommodation sector is one of the largest sectors in the tourist industry, providing a wealth of opportunities for students to work within a dynamic and diverse sector. Opportunities are growing for accelerated career advancement, and positions in differing destinations and different types of establishments are expanding. The sector is an integral part of the hospitality industry and this unit will provide students with a comprehensive understanding of the diverse accommodation services available to guests. Students will gain an overview of accommodation services, the different forms of ownership and classification systems. The functions of the front office will be introduced and they will explore the role the front office plays within accommodation services. The importance of housekeeping management will also be assessed along with the facilities and security functions of accommodation services. Students will be able to identify trends and technologies for the sector and the impact they have on the different functions, services and guest provisions.

The aims of this module are to provide students with an opportunity to:

- Explain the types of accommodation services available within the hospitality industry
- Discuss the role of the front office department within accommodation services
- Assess the contribution of the housekeeping department to providing effective accommodation services
- Explore the role facilities and security play within accommodation services.

Unit 19

Hospitality Interpersonal Skills (D/651/2473) – Term 1 / Year 2

This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making processes, from needs recognition through research, the evaluation of alternatives, purchase and post-purchase evaluation. While students will learn the underpinning theories and frameworks, they will also be expected to relate these to real-world examples, including their own personal experiences. An important part of marketing is understanding the processes behind how a consumer makes the decision to purchase a product and/or service. The knowledge, understanding and skill sets that student will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by a hospitality organisation.

The aims of this module are to provide students with an opportunity to:

- Apply a range of interpersonal skills and different approaches to various stakeholders' (partners, suppliers and employees) relationship management

- Work collaboratively to enable delivery with others and share good practice in a hospitality context
- Apply coaching and mentoring techniques to support learning and development of others
- Communicate effectively in a hospitality context using a range of verbal and non-verbal communication tools to overcome barriers. Evaluate how marketers influence the different stages of the hospitality consumer decision-making process

Unit 30

Global Events (Y/651/4253) – Term 1 /Year 2

In this unit, students will examine the dynamic and diverse nature of the events industry, the impact of events on the environment in which they operate and the factors influencing the industry's development. They will also appraise the likely future demand and development of events worldwide.

Throughout the unit, a range of international events will be studied using case studies of major events to enhance the teaching and learning experience and to develop students' understanding of the contexts in which global events are conceived and managed in key regions of the world.

By using case studies, students will also develop their understanding of the economic and operational complexities of the industry, and the significance of issues that are integral to the day-to-day management of events. Finally, the unit will develop students' ability to analyse and critically reflect on an increasingly globally important sector.

The aims of this module are to provide students with an opportunity to:

- Explore the diversity of the global events industry and the factors that have influenced its development
- Evaluate the value, legacy and the impact of events on the environment in which they operate and appraise the management strategies used to support responsible event development
- Assess the impacts the macroenvironment has on the global events industry and their influence on decision-making and organisational behaviour
- Evaluate the criteria essential for the successful planning of specific events.

Unit 26

Food Service Management (R/651/4251) – Term 1/ Year 2

This unit aims to provide students with an overview of the strategic management processes and practices found within different food service contexts. It will take students through the processes from sourcing products and suppliers to the various strategic tools and business options available to organisations to address various challenges and issues within the business.

Students will be expected to investigate real-life scenarios in the food service industry and apply analytical skills and problem-solving techniques to address real-world situations. Under tutor supervision, they will create recommendations and action plans for the business, using management tools and approaches.

The unit attempts to give students an understanding of the broader strategic perspectives of a food service organisation and an appreciation of some of the operational challenges to consider when managing strategy.

The aims of this module are to provide students with an opportunity to:

- Investigate the sourcing and procurement processes within a food service organisation
- Evaluate operations management strategies within a given food service context
- Explore the importance of ethical management for overall business success
- Produce an improvement plan for a given organisational challenge within a food service organisation.

Unit 22

Menu Development, Planning and Design (J/651/2476) – Term 2/ Year 2

The menu is considered to be the prime selling tool of food service establishments and therefore it should be written to inform and sell. It is a marketing tool used to advertise and promote the business, and it is usually the first point of contact with prospective customers who are looking for a place where they can eat, so it is the prime method of communicating to customers regarding what it is they have to sell.

Menus have legal and artistic requirements in terms of design while trying to be suggestive to guide customers in their choices. A well-designed menu needs to adhere to the style of the establishment and support the performance of the business. As such, it is also the key document for directing and controlling the business. The menu provides a road map for what ingredients need to be purchased, the price a business can pay for those ingredients, and the staff, equipment and procedures required to produce the dishes.

In this unit, students will investigate how menus are planned and designed to meet customer requirements within the resource, skills and cost constraints of a hospitality business. Students will understand how to apply these principles when developing and designing profitable and achievable menus, and how to evaluate their impact on customers and the business.

The aims of this module are to provide students with an opportunity to:

- Investigate how menus are planned and designed to meet customer and business requirements
- Determine the factors to consider when costing and pricing a menu
- Develop a menu to meet customer and business requirements
- Evaluate the performance of a menu to meet customer and business requirements.

Unit 18

Research Project (H/618/5060) – Term 2 & Term 3/ Year 2 (Pearson Set)

Research skills are as vital for the workplace as they are for academic development. Research skills enable students to identify a problem, collect informational resources that can help address the problem, evaluate the resources for quality and relevance, and come up with an effective solution to the problem. These are seen as essential skills by employers for most positions in industry, to support a range of duties; for example, report writing, building a business case, business planning or launching a new product or service.

This is a Pearson-set unit. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless they are studying the general pathway). This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop a research aim and objectives, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future personal development are key learning points.

The aims of this module are to provide students with an opportunity to:

- Examine appropriate research methodologies and methods to identify those appropriate to the research process
- Develop a research proposal, including a supporting literature review
- Analyse data using appropriate techniques to communicate research findings
- Reflect on the application of research methodologies and process.

Unit 32

Integrated Marketing Communications (Y/618/5122) – Term 3/ Year 2

Creating brand awareness among customers at a minimal cost is key for all businesses as they strive to create a seamless experience for consumers to interact with their brand through multimedia options. Integrated marketing communication helps in integrating all the essential components of marketing to communicate a similar message to potential and existing end users.

This unit is designed to develop students' knowledge and understanding of marketing communications and the techniques used. They will learn underpinning theories and frameworks of marketing and be able to relate them to real-world examples, such as promotions that they are likely to encounter in their daily lives.

An organisation may create and develop a revolutionary new product or service, but needs to use the most appropriate methods of promoting it to the target audience – this is the role of marketing communications. We encounter hundreds of promotions every day of our lives and the challenge for marketers is to be able to cut through the multitude of communications from potential competitors to deliver and reinforce the association with the brand.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether they are setting up their own businesses or if they are employed by an organisation.

The aims of this module are to provide students with an opportunity to:

- Evaluate marketing channels for achieving communication objectives as part of a communications strategy
- Develop an integrated marketing communications plan to achieve specified communication objectives in a business context
- Produce appropriate content for a marketing channel that meets specified communication objectives
- Apply methods for monitoring an integrated marketing communications (IMC) plan to maximise reach and achieve positive return on investment (ROI).

Unit 36

Unit 36: Business Strategy (H/618/5124)

This unit supports individuals who are working in or towards managerial roles in all market sectors to develop and enhance the strategic thinking and planning skills that help to improve organisational performances of businesses in their respective competitive markets. General manager skills and competencies are focused on through a range of themes and topics that can be applied in most contexts.

The aim of this unit is to develop students' awareness of the different types of strategic approach that could be used in an operational, tactical or strategic role for an organisation. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts that could significantly support an organisation's strategic choice and direction.

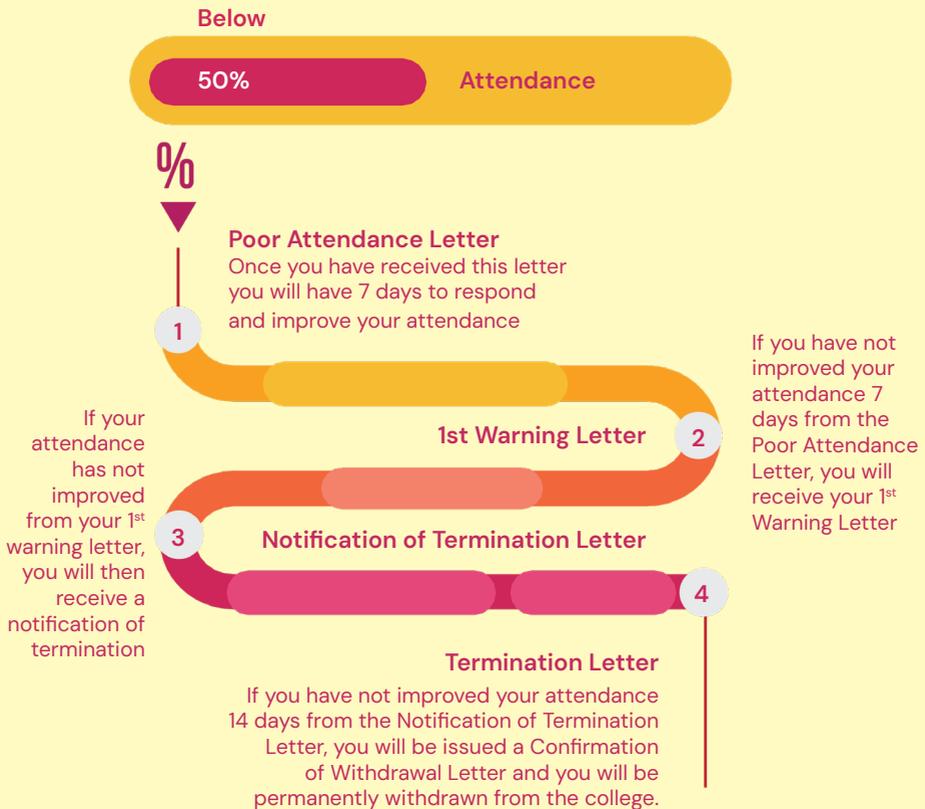
On successful completion of this unit, students will have developed sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction. They could do this in the role of a junior manager, with a specific input into an organisation's decision-making and planning.

The aims of this module are to provide students with an opportunity to:

- Analyse the impact and influence that the macroenvironment has on an organisation and its business strategies
- Assess an organisation's internal environment and capabilities
- Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector
- Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.

Attendance

Student attendance at Nelson College London is vital. The Attendance Policy highlights that attendance should be maintained above 50% in order to progress from one term into the next. Should your attendance fall below the 50% a series of warning letters will be issued to provide an opportunity for you to improve this. If it remains below 50% by the end of the semester, you will be at risk of termination from the course as you have not met the College progression policy. Please see below the steps taken if your attendance falls below 50%



Reporting your absence

If for any reason you are unable to attend classes, you must call ahead to notify a member of the admin team. In the event of health issues, illness or a family emergency, sufficient and appropriate medical evidence will be required in order to excuse your attendance. Long-term absences due to personal circumstances such as a prolonged sickness [35 days or more within an academic year] cannot be authorised without relevant evidence and express agreement by the Principal or Head of Academic Services. Intermission can be provided as an option for up to 1 academic year so that you are able to resume your education upon improvement in your personal circumstances.

Key Contacts

Name	Title	Location	Email address
Romeela Joseph	Registrar	Ilford Campus	r.joseph@nelsoncollege.ac.uk
Aneela Khan	Student Attendance and Welfare Officer	Ilford Campus	aneela.khan@nelsoncollege.ac.uk
Marium Alam	Assistant Manager- Admission and Attendance	Gants Hill Campus	mariam@nelsoncollege.ac.uk
Mariana Asrafova	Admissions Officer	Gants Hill Campus	m.asrafova@nelsoncollege.ac.uk
Alexandra Sivriu	Admissions & Attendance Officer	Broadstairs Campus	a.sivriu@nelsoncollege.ac.uk

Letters

Student request letters (e.g. – council tax letter) will normally be dealt within 2 working days from receipt of the request, however, staff will endeavour to prepare letters as quickly as possible. The Student Request Form can be obtained from the main College Reception. During busy times, please be patient as the staff handles enquiries.

ID Cards

Student ID cards will be issued within seven working days from the receipt of ID request. The student ID Card Request form can be available from the main College Reception. There will be a charge of £5 for each lost/ stolen Student ID Card.

Student Welfare

The student welfare team is available to students to talk in person and in private during office hours and is accessible through email and a dedicated mobile phone.

Contact: student.welfare@nelsoncollege.ac.uk

Equality and Diversity

The College has an established Equality, Diversity and Inclusion (EDI) policy and an Equality and Diversity and Inclusion Committee (EDIC). The policy and committee work together to ensure equality of opportunity for its students and staff. They also ensure that the College's practices comply with the Equality Act 2010, promoting a fair, inclusive, and supportive environment for everyone.

Mental Health Support

The College is committed to supporting students' mental health and wellbeing by providing access to appropriate services and support. The Student Welfare Team is available for confidential conversations in person during office hours, or via email and the dedicated welfare mobile phone.

The College offers workshops designed to help students

develop practical techniques for looking after their own mental health. These sessions focus on building resilience, managing stress, and adopting healthy strategies to support overall wellbeing.

In-house counselling provides a safe space for students to discuss personal, emotional, or academic concerns with a qualified professional. Students can access counselling through the Student Welfare Team referrals, or students may self-refer directly to the counsellor without needing to speak with staff first.

Disability Support

The student welfare team is available to speak to students about their disability and/or learning difficulty and the level of support available to students. The type of support includes academic, financial and professional support. Once the student is on the disability

register, the student welfare team will be able to have regular meetings with the students to ensure that they are receiving the appropriate support here at the College along with their progression route after their obtaining their Higher National Diploma.

Care experienced Support

The College has support in place for students who are care experienced. The College's definition of care experienced includes all those who have been in care (i.e. adopted or fostered care)

or experienced care at any stage of their lives, for any length of time before the age of 18. It includes estranged students and unaccompanied asylum-seeking children. The student will need to meet with the student welfare team to establish the level of support available at the College. The student welfare team will be available to students throughout their time here at the College to support them through the Higher National Diplomas and to progress into employment or further education.

Financial Support

The College has financial support for students to enable them to

progress through the course and graduate from the College.

The fund is available on a first-come-first-served basis, subject to eligibility checks conducted by the College and does not need to be paid back.

NCL Bursary Package

'The NCL Bursary Package' is available to students who are registered on the disability or care-experienced register with Student Welfare Team. The package aims to support the students throughout their studies at the College and help them progress after gaining their qualifications.

Students with disability, mental health or long-term illness are eligible to receive a fund of up to £1,000 per academic year. Students with proven care experienced backgrounds are entitled to receive a bursary package of up to £2,000 per academic year. The student welfare team have regular meetings with students on the disability register and students on a care-experienced register to discuss the level of support required and provide guidance on the application process for a bursary. Please visit the College website for further details on NCL Bursary Package.

<https://nelsoncollege.ac.uk/financial-support>

NCL Hardship Fund

'The NCL Hardship Fund' is available to students experiencing unexpected financial hardship due to circumstances that could not have been predicted at the start of their course and are struggling with their living costs. The student can receive an individual grant of up to £1,000 to ease the hardship and enable them to continue their studies. To be eligible, a student's residual household income must not be above £30,000. In addition, they must meet all the eligibility criteria outlined on the College website <https://nelsoncollege.ac.uk/financial-support>

Key Contacts

Name	Title	Location	Email address
Tatiana Russell	Student Welfare Manager	Ilford Campus	t.russell@nelsoncollege.ac.uk
Doreen Shepherd	Student Welfare Officer	Ilford Campus	d.shepherd@nelsoncollege.ac.uk
Lucia Ismail	Student Welfare Officer	Gants Hill Campus	l.ismail@nelsoncollege.ac.uk





Assessment

How are you assessed?

There is a required mix of core and optional units for the HND programmes which are selected through consultation with Students, Teachers and Employers, thereby ensuring the relevance of the programme. Learners must pass all units in order to be awarded a BTEC Higher National Diploma. The assessment of BTEC Higher National qualifications is criterion-referenced and NCL is required to assess learners' evidence against published learning outcomes and assessment criteria. All units will be individually graded as 'Pass', 'Merit' or 'Distinction'.

To achieve a 'Pass' grade for the unit, learners must meet the assessment criteria set out in the specifications. This provides transparency to the assessment process the establishment of national standards for each qualification.

The units all have a standard format, designed to provide clarity of requirements for learners, assessors and those responsible for monitoring national standards.

Assessment Instruments:

Assessment methods are designed by NCL and collectively ensure coverage of all assessment criteria. Each

unit provides opportunities for the evidencing of all grade descriptors. Our assessors are trained to clearly specify assessment criteria and contextualised grade descriptors on each assessment method. This further ensures transparency and that feedback is specific to the criteria, assisting with the internal standardisation processes.

The tasks and activities are designed to enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors, with each assessment method moderated by NCL.

Practical application of the assessment criteria is encouraged by our assessors, thereby providing a realistic scenario and typical practice in the sector concerned.

Grading Higher National Units:

BTEC Higher National Diplomas are assessed at "unit level" and there will be no overall grade for the Diploma. Each unit will be graded as a pass, merit or distinction. A pass is awarded for the achievement of all outcomes against the specified assessment criteria. Merit and Distinction grades are awarded for higher level achievement.

Pass Qualification Grade:

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

Merit and Distinction Grades:

Learners will be awarded a merit or distinction qualification grade through the aggregation of points gained from the successful achievement of all individual units. The graded section of the HND is based on the learner's best performance (in units), at or above the qualification, to the value of 75 credits. The number of points available is dependent on the unit grade achieved and the credit size of the unit.

Teaching Strategies:

As a College, we are aware of the need to identify the various learning styles of the students that comprise individual classes. Many of our programmes are now delivered using a blended learning model, combining on-campus teaching with online learning activities. This flexible approach enables students to balance study with work and family commitments while maintaining the high standards of teaching and support expected at Nelson College London. Measures can then be taken to facilitate and encourage all types of learners. This may incorporate the need for order, structure, creativity, groupwork and practical exercises. In essence, the message for our tutors is to incorporate as much variety as

possible into course delivery

Discussion Strategies:

The process of discussion deepens student learning and motivation, helping to develop views and opinions. HND programmes provide an excellent environment for this type of interaction. A student's critical thinking skills are also improved through the process of writing assessments for class.

Qualification Credit Value:

A minimum of 240 credits passes, of which 120 are from the Year 1 and 120 credits from Year 2 of the programme, are required for successful completion.

Academic Feedback

You will receive accurate and useful feedback of your assessments within four to six weeks of assessments deadline about your academic performance. You need to keep track of your academic progress, and therefore you must look at the feedback and use it to see where you went wrong/ right, for improvement, which will become an automatic process.

Please have a look at the following policies which are made available on the college website:

- Assessment Policy
- Extenuating Circumstances
- Assessment Decision review request
- Academic Misconduct

Virtual Learning Environment

VLE

The Virtual Learning Environment (VLE) will be a key aspect to your studies as you will be required to use VLE to access lecture materials, keep up-to-date with news regarding the college and submit your assignments.

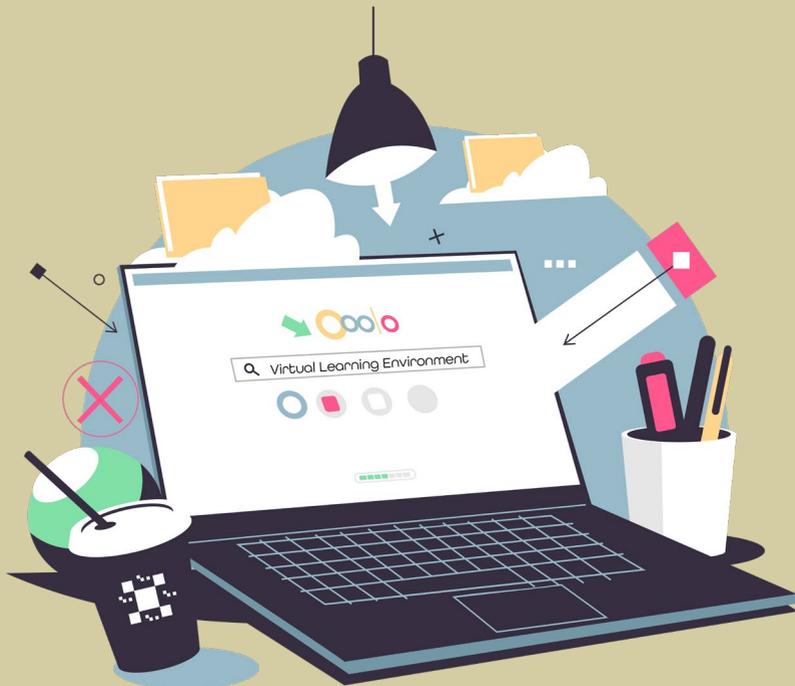
To access VLE enter this web address:
nclvle.co.uk



Students registered at NCL can use VLE, which is available through the College website. The following materials will be made available on VLE under each module, every term:

- Induction Slides (once a year)
- Programme Specification
- Harvard Referencing System guide
- Unit Handbook
- Assignment Briefs
- Lecture slides
- Activities
- NCL Cover Page (for submissions)

If you require assistance with VLE, please feel free to contact your Student Support Lecturers:



Academic Support & Personalised Learning

The College has a dedicated 'Student Support Lecturer Team' to provide additional teaching support to the students. The team provides guidance to students if they have any concerns about their academic work or personal development.

The team also identifies struggling students by analysing various datasets and then designs customised 'Individual Learning Plan' to provide personalised developmental support.

Please see below a list of Student Support Lecturers and other key information:

The Student Support Lecturers for Ilford are:

Name	Title	Programme	Email address
Naaz Shaheen	Student Support Supervisor	HND Business	n.shaheen@nelsoncollege.ac.uk
Zainab Mazhar	Student Support Lecturer	HND Business	zainab@nelsoncollege.ac.uk
Emmanuel Adomako	Student Support Lecturer	HND Business	e.adomako@nelsoncollege.ac.uk
Catalina Ghilech	Student Support Lecturer	HND Business	c.ghilech@nelsoncollege.ac.uk

The Student Support Lecturers for Gants Hill are:

Name	Title	Programme	Email address
Fazlay Hoque	Student Support Supervisor	HND HM	f.hoque@nelsoncollege.ac.uk
Mohammad Noorani	Student Support Lecturer	HND HM	m.noorani@nelsoncollege.ac.uk
Samiun Nahar	Student Support Lecturer	HND HM	s.nahar@nelsoncollege.ac.uk
Md Iftekharul Islam	Student Support Lecturer	HND HM	i.islam@nelsoncollege.ac.uk

The Student Support Lecturers for Broadstairs are:

Name	Title	Programme	Email address
Matthew Omede	Student Support Supervisor	HND HM	m.omede@nelsoncollege.ac.uk
Ian Gwyther	Student Support Lecturer – Trainee	HND Business	i.gwyther@nelsoncollege.ac.uk
Bam Ikpi	Student Support Lecturer	HND HM	b.ikpi@nelsoncollege.ac.uk
Alana Jacob	Student Support Lecturer – Trainee	HND Business	a.jacob@nelsoncollege.ac.uk

The College is also committed to provide students with welfare and pastoral care support. Each student is allocated a personal tutor and student advisor who can help students with pastoral needs. Further details are available in 'Student Welfare and Pastoral Care Support Policy'. The policy is available on the college website.

Student Membership

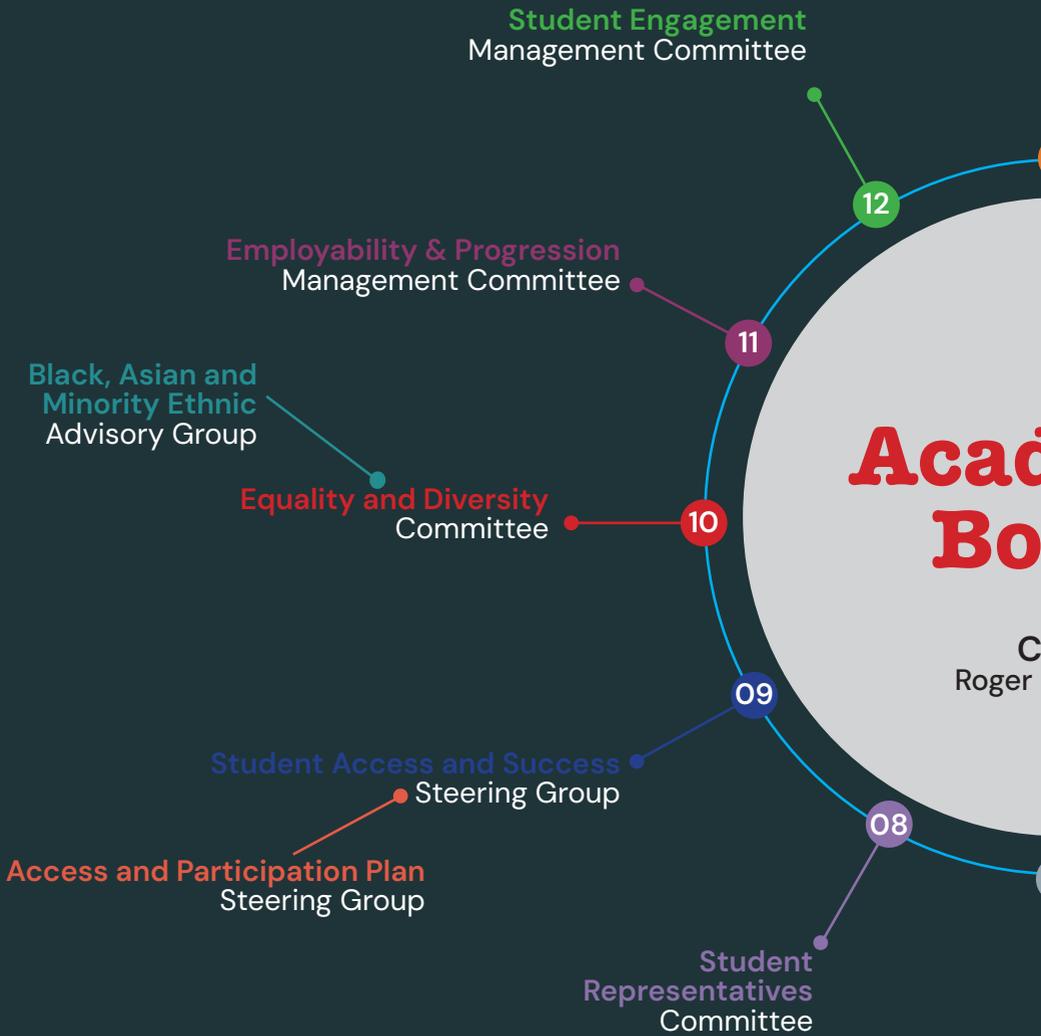
The College highly values feedback from students on the programmes delivered by the College. The College has in place a variety of methods to collect student feedback.

The following forms are used to collect your feedback:

- Student Feedback Form (every semester)
- Module Evaluation Form (every semester)
- NCL Student Survey (yearly)
- Focus group on assignment briefs conducted with a random sample of students
- Student complaints forms

These forms are used to create reports which are presented at the meeting. The College also has student representation within its Terms of Reference of the following meetings:





Academic
Planning
Committee

01

Programme
Committee

02

Quality Assurance & Enhancement
Committee

03

Academic Board

04

Course
Committee

Chair
Bradburn

05

Academic Assessment
Panel

06

Ethics
Committee

07

Progression
Board

Progression

The purpose of the Progression Policy is to ensure students are monitored against academic progression and to identify students with poor academic performance who may require additional support.

It is important that students understand the progression policy as it highlights the requirements from year 1 to year 2. Once students have progressed onto year 2, students are required to submit and pass, as per Pearson's requirement, a total of 15 units to graduate with an HND Qualification. The College hold a Graduation Ceremony for the students to praise them on their achievement of attaining an HND.

Please have a look at the Student Attendance and Progression Policy which is available on the College's website.



Transcripts and Certificates

Student Certificates

Nelson College London is always proud to present students with their Pearson certificates once they have completed their Higher National Diplomas. Certificates are awarded during the College Graduation Ceremony where students will be able to share their achievements with their family, friends, and fellow peers.

If students are unable to attend the Graduation Ceremony, there are opportunities to collect the certificates from the College.

Replacement Certificates

If a student requires a replacement certificate, they can either request it directly from Pearson or contact the College's Examinations Officers.

If a student decides to contact the Examinations Officers, a total of £98, covering the College's admin fee and the Pearson certification fee, is payable to the College. This fee will be reduced to £49 if the request is made within 28 days of the issue date of the certificate.

Students can directly reclaim their HND certificates from Pearson by following the instructions at <https://qualifications.pearson.com/en/support/Services/certificate-services/replacement-documents.html>

STUDENT CODE OF CONDUCT



At the College, students are made aware of the student code of conduct throughout their time at the College.

The Student Code of Conduct highlights the following:

Treat everyone with respect

Avoid disrupting others in the class

Treat all College staff and College property with respect

Do not use mobile phones during class

All students must attend all classes on time

Lecturers and College staff instructions should be followed at all times

All assignments should be submitted by the given deadlines

Have consideration for college health and safety rules.

Facilities

Teaching Space

The College occupies circa 20,000 square feet of floor space in its Ilford and Gants Hill campuses. The Gants Hill campus, which is owned by the College, has circa 17,000 sq feet of floor space spread across 7 floors (of which approximately 14,000 sq feet is currently used by the College). The College campuses can be easily accessed by the public transport network in London.

Considering a strong demand for our courses, the College has opened up a new campus in Broadstairs. The College offers HND Business and Hospitality Management courses. The surrounding area comprises a mix of residential and commercial uses with the largest retail and commercial park in East Kent adjacent to the property which comprises East Kent Retail Park, Westwood Gateway Retail Park, Broadstairs Retail Park and Westwood Cross Shopping Centre.

IT and Library Facilities

The College provides IT and Library facilities across all three campuses located in Gants Hill, Ilford and Broadstairs. The modern 'Library and Learning Centres' within the campuses are equipped with computers and a wide range of course-specific text-books.

The Ilford campus has a dedicated library with computing and printing facilities and a separate IT Lab for students. The College also provides e-Library facilities where students can access Emerald Insight e-Journals, EBSCO Connect e-journals, case studies and articles and Pearson's

Higher National Global online platform. All the computers in the College are installed with industry specific software, for example :

- Library and Learning Centre at Gants Hill is equipped with industry-standard Oracle Opera PMS Hotel Software.
- Microsoft 365 and Microsoft Teams platform is used to deliver blended or online learning (both synchronous and asynchronous delivery).
- An industry-standard 'Student Management System' (Quercus Student Information System) and a Student Gateway system are used to cater to the needs of prospective students to support the application stage.

Learning Resources

The College has VLE (Virtual Learning Environment) facility powered by Moodle to offer a self-paced learning environment to students where they can access learning resources, submit formative and summative assessments and receive feedback. The College also provides Turnitin facilities to promote academic integrity and help students to self-identify and correct issues with paraphrasing and citations.

Canteen/Cafeteria

The College boasts tuck shops on both the Gants Hill and Ilford Campus with the popular 'Roostys' cafe located on the Broadstairs campus. Additionally, the college offers free water facilities on all three campuses.

Prevent STRATEGY

The Prevent Strategy has been put in place to outline the duty the College has to encourage a safe and respectful environment for the students, staff, members of the Board of Governance and visitors.

Extract from the Prevent Strategy (focusing on students):

Students will receive safeguarding training and information to inform and raise the awareness of Prevent agenda: Information about the Prevent Agenda and Duty will be promoted to students by inclusion in:-

- Curriculum offerings
- Safeguarding posters
- Safeguarding policy and procedures
- Online induction information
- Training and development sessions

Please refer to the college website for the most up-to-date policy Prevent Strategy.



SAFEGUARDING POLICY



The Safeguarding Policy highlights the provisions in place to support the welfare of its staff, students and visitors at the College. The College will ensure that there is a safe environment to work and study.

Extract from the Safeguarding Policy:

2.3 The College will take all safeguarding concerns (including suspicions) seriously and will report concerns promptly.

2.4 The College has processes in place to check the suitability of staff and students whose duties and responsibilities involve regular contact or supervision of children or adults who may be vulnerable. The College is committed to seeking to ensure that appropriate suitability checks are carried out in relation to staff, including criminal record checks and other checks where appropriate.

2.5 Safeguarding referrals to the relevant statutory authority will be made on the basis of identified and considered risk.

2.6 College staff dealing with students or staff who are subject to safeguarding concerns, will consider what support may be offered to them both internally (assistance programmes for Staff/Students) and the signposting of external services that may be appropriate (i.e. local GPs, Mental Health Services).

Please have a look at the College's Safeguarding Policy.

Student Engagement & Alumni

The Student Voice

Our aim at NCL is to build a thriving student community. We recognise that every student is unique and, therefore, do not take a one-size-fits-all approach as we wish to ensure that all of our students benefit. How do we achieve that? Have a read through the below.

Events

We plan and carry out a wide range of events every year. These vary from on-campus events, to sporting events, to artistic occasions (have a look through some of the photograph albums on Facebook to get a flavour for the variety). We organise exploratory trips within the UK, but also undertake trips overseas – in the last year or so, for example, we have been to Barcelona, Venice, Lisbon and Athens.

NCL also has its own tour company – NCL Tours – so do talk to them if you are looking to take a family holiday, or book a flight, they will be happy to help. The full calendar of activities will be informed by our students themselves; through regular dialogue between our students and our Student Engagement & Alumni Team.

Student Association

At the core is our Student Association; all our students are counted as members of that Association. We have produced a detailed Student Engagement Framework, which informs how this operate, and how it benefits all of our students. The Association ensures two-way communication between students and the College.

In addition to ensuring that you all have a say in college life, the SA will create an environment that will complement the educational activities of the student body, represent students on various College Committees and Boards and promote Health & Safety. The SA will also support the creation of a thriving student community.

Student Representatives

Our students are placed at the centre of everything that we do; we therefore wanted to hear the Student Voice at all levels, including, but not limited to, matters concerning: the curriculum; social activities; learning and teaching; premises and facilities.

How do students get to have their say? We take a tiered approach to this: Students > Student Representatives > Student Vice Presidents > Student President > Student Representatives Committee; more on this, below. Our aim is for every class to be represented by two Student Representatives. Even better, why not become a Student Representative, yourself!

At the beginning of each new intake (in September, January and April), we will visit each class, and, by a show of hands, ask who would like to volunteer to be a Student Representative. If there are only two volunteers, the class will be asked if they are happy for the two volunteers to represent them. If all are in agreement, then the two volunteers will become the Student Representatives for that class. If an agreement is not reached, the class will be asked to discuss amongst themselves, who they would like to represent them, whereon staff will return the following week to resume the election process.

Our Student Engagement

initiative was formally launched in 2022; it was built upon some existing structures such as our Student Representatives Policy, which then created our Student Engagement Framework. This drew together, and sought to respond to, the already well represented views, opinions and questions posed by our valued students.

In 2023, we appointed our first-ever Student President; this role is elected each year (or two in the case of a President continuing with their studies). The President is supported by Vice-Presidents, and a Campus Representative, per campus, plus the Student Representatives themselves.

Equally, we strive to keep in close contact with our alumni students, so that they are also able to participate in these events and remain an integral part of the NCL Family. This also ensures that our alumni students are able to continue to take advantage of all the employability and entrepreneurship tools, which you will read about on the Employability & Progression page.

EMPLOYABILITY & PROGRESSION

After your studies

At Nelson College London, our aim is not simply to support our students with their academic studies, but to fully and properly prepare them for their future. Our students' relationship with the College does not end at course completion, in fact, they continue to remain part of the Nelson College Family, simply by virtue of being a Nelson College Alumna or Alumnus! Indeed, the College boasts a 'Lifetime Guarantee' for its alumni students in respect of all the employability services that you will read about below – meaning you may continue to access them long after you have graduated from the College.

However, we don't just wait until our students are ready to leave us to begin that support. It starts from the moment that you join us. All courses at the College are designed to be relevant to today's employment market. In some cases, employers (alongside students), play an integral role in deciding the selection and content of the taught modules.

A key pillar of the employability support offered to students is channelled through the College's Employability & Progression [E&P] department. The E&P team hosts a series of employer-related events, such as the annual Employability & Entrepreneurship Forum alongside other employability workshops, whilst also arranging industry-specific guest speakers. An exciting feature is the plethora of supporting initiatives, which include the NCL Mini Guide series, incorporating CV writing, cover letter writing, interview techniques, and many more besides. We also deliver longer texts such as the E&P Handbook, 10 50+ Skills That You Didn't Know You Had, the NCL Entrepreneurship Manual and the WBL Logbook. This support also continues through individual blogs and social media activity – and it doesn't end there.

The Career Advisory Service [CAS] was launched in 2021 and

has since grown from strength to strength. This service enables students to seek bespoke guidance with employability professionals on matters specific to them as individuals. Most recently, the E&P Department was tasked with establishing the Entrepreneurship Centre, where aspiring business owners can get the support they need to start trading. These services operate hand-in-hand with a Personal Development Plan for all students, and the NCL Career Planning Journal, available to help students to prepare for and record their career planning journey. This journal gives guidance on crucial areas such as selecting the right employer, interview preparation checklists and even aspirational charts.

The College also hosts of an employability-specific website for students, the NCL Careers Hub. This will allow students to upload CVs for reading by one of the ubiquitous AI CV Readers (and then work with the Careers Hub and/or the CAS team to improve it, based upon the findings). Students may also attend a mock AI Interview (with questions based upon their own CV) and access a series of training modules. There are both website and mobile application versions of the site.

This is just a snapshot of all the exciting, and beneficial, services that are available to our students. To gather more information, please see the series of QR Codes below/over the page/in the appendix.

Useful Employability & Progression Contacts (all campuses)

Azeezunnisa (Farah) Maiz, Employability & Progression Manager,
a.maiz@nelsoncollege.ac.uk

Mary-Jo Appaqaq, Employability & Progression Assistant Manager,
m-j.appaqaq@nelsoncollege.ac.uk

Daniela Chitic, Employability and Progression Assistant,
d.chitic@nelsoncollege.ac.uk

Useful links

Career Advisory Service (CAS)



CV Writing Service - Submission
Form



E&P Blog



NCL Careers Hub



Connect with us

Facebook



Instagram



Linkedin



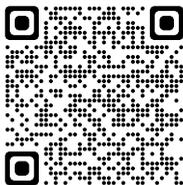
X



Youtube



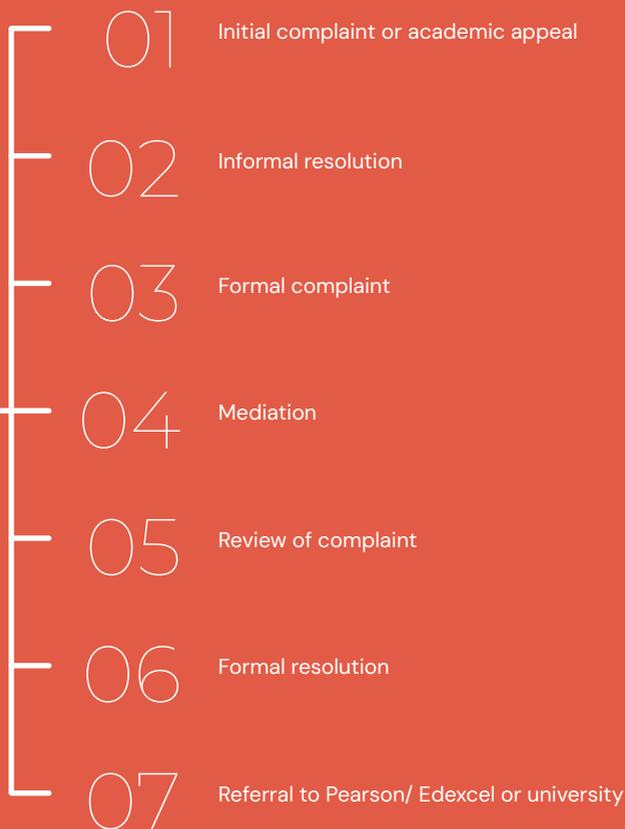
Tiktok



IMPORTANT LINKS

Name	URL
NCL Website	https://nelsoncollege.ac.uk/
NCL Policies and Procedures	https://nelsoncollege.ac.uk/policies-and-procedures
Key contacts (Ilford Campus)	https://nelsoncollege.ac.uk/team-members-il-ford-campus
Key contacts (Gants Hill Campus)	https://nelsoncollege.ac.uk/team/gants-hill-campus
Key contacts (Broadstairs Campus)	https://nelsoncollege.ac.uk/team/broad-stairs-campus
Financial Support	https://nelsoncollege.ac.uk/financial-support
Academic Support	https://nelsoncollege.ac.uk/academic-support

Complaints Procedure



Key Contact:

Name	Title	Programme	Email address
Mudassar Mehmood	Academic Manager	HND Business	m.mehmood@nelsoncollege.ac.uk
Aneela Khan	Student Attendance and Welfare Officer	All Programmes	aneela.khan@nelsoncollege.ac.uk
Roger Bradburn	Principal	HND Programmes	r.bradburn@nelsoncollege.ac.uk
Pearson		HND Programmes	https://support.pearson.com/uk/s/article/Students-Feedback-and-complaints
OIA		London Met Programmes	www.oiahe.org.uk

ACADEMIC CALENDAR HND PROGRAMMES

ACADEMIC YEAR 2024-25

WEEK NO	WEEK COMMENCING	ACTIVITY				
1	01/09/25	VACATION				
2	08/09/25	STUDENTS INDUCTION	TERM 1	TERM 1	TERM 3	TERM 3
3	15/09/25	TEACHING (Term 1 Starts)				
4	22/09/25	TEACHING				
5	29/09/25	TEACHING				
6	06/10/25	TEACHING				
7	13/10/25	TEACHING				
8	20/10/25	TEACHING				
9	27/10/25	VACATION - HALF TERM	FSM GE HCBI	MCE MFBO CHI	RP IHMC HBS	CHI LMSI PIP
10	01/11/25	TEACHING				
11	10/11/25	TEACHING				
12	17/11/25	REVISION	YEAR 2	YEAR 1	YEAR 2	YEAR 1
13	24/11/25	REVISION				
14	01/12/25	ASSESSMENT PERIOD	Sept 24	Sept 25	Jan 24	Jan 25
15	08/12/25	ASSESSMENT PERIOD				
16	15/12/25	VACATION - CHRISTMAS				
17	22/12/25	VACATION - CHRISTMAS				
18	29/12/25	VACATION - CHRISTMAS				
19	01/01/26	STUDENTS INDUCTION	TERM 2	TERM 2	TERM 1	TERM 1
20	12/01/26	TEACHING (Term 2 Starts)				
21	19/01/26	TEACHING	MDPD RP	HBT MPP	FSM GE HCBI	MCE MFBO CHI
22	29/01/26	TEACHING				
23	02/02/26	TEACHING	YEAR 2	YEAR 1	YEAR 2	YEAR 1
24	09/02/26	TEACHING				
25	16/02/26	VACATION - HALF TERM	Sept 24	Sept 25	Jan 25	Jan 26
26	23/02/26	TEACHING				

WEEK NO	WEEK COMMENCING	ACTIVITY				
27	02/03/26	TEACHING	TERM 2	TERM 2	TERM 1	TERM 1
28	09/03/26	TEACHING	MDPD RP	HBT MPP	FSM GE HCBI	MCE MFBO CHI
29	16/03/26	REVISION				
30	23/03/26	REVISION	YEAR 2	YEAR 1	YEAR 2	YEAR 1
31	30/03/26	ASSESSMENT PERIOD	Sept 24	Sept 25	Jan 25	Jan 26
32	06/04/26	VACATION- EASTER HOLIDAYS				
33	13/04/26	VACATION- EASTER HOLIDAYS				
34	20/04/26	STUDENTS INDUCTION	TERM 3	TERM 3	TERM 2	TERM 2
35	27/04/26	TEACHING (Term 3 Starts)	RP IHMC HBS	SHP LMH MAS	MDPD PR	HBT MPP
36	04/05/26	TEACHING				
37	11/05/26	TEACHING				
38	18/05/26	TEACHING				
39	25/05/26	VACATION - HALF TERM				
40	01/06/26	TEACHING	YEAR 2	YEAR 1	YEAR 2	YEAR 1
41	08/06/26	TEACHING	Sept 24	Sept 25	Jan 25	Jan 26
42	15/06/26	TEACHING				
43	22/06/26	TEACHING				
44	29/06/26	REVISION				
45	06/07/26	REVISION				
46	13/07/26	ASSESSMENT PERIOD				
47	20/07/26	SUMMER HOLIDAY				
48	27/07/26	SUMMER HOLIDAY				
49	03/08/26	SUMMER HOLIDAY				
50	10/08/26	SUMMER HOLIDAY				
51	17/08/26	SUMMER HOLIDAY				
52	24/08/26	SUMMER HOLIDAY				





BTEC HND

STUDENT HANDBOOK

2025.2026