



Student Handbook for Pearson HNC & HND ENGINEERING

**Level 4 Higher National Certificate in General
Engineering/Electrical& Electronic Engineering**

**Level 5 Higher National Diploma in General
Engineering/Electrical& Electronic Engineering**

2023/24

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WELCOME

1.1 Welcome from the Chief Executive and Principal

Thank you for choosing York College for your Higher Education (HE) programme – may I say you are very welcome!

Commencing a HE programme may be somewhat of a daunting experience; there will be much to take in as you study at a higher level. Don't worry though, every single York College colleague wants you to succeed and to get to wherever it is that you're intending to get to – so please do talk to us and make sure you have the support you need to be successful.

Getting to this point means you have already achieved a significant amount and that is something to be hugely proud of. In this next chapter, do make the most of all of the learning experiences you will have; connections to other academic institutions connections to employers; connections to new peers in your sessions, and of course the talented colleagues who will be facilitating your learning.

I look forward to learning more about your progress over the coming year.

Very best wishes for a positive and productive time with us.

A handwritten signature in blue ink, appearing to read 'Lee Probert', with a stylized flourish at the end.

Lee Probert
Chief Executive and Principal

1.2 Welcome from Higher Education Team

You, our HE students, consistently feedback that you are very satisfied with your tutors and the quality of the supportive teaching and learning that you receive. Your tutor's enthusiasm and passion for their subject area and their exceptionally supportive approach to teaching are the key strengths of our higher education provision. We pride ourselves on the way that we teach, advise and support you to be successful on your course and this shows in the excellent achievement rates for 2022/23

This handbook is essential reading as it provides important information about what you can expect from College and what College will expect from you in return. Please familiarise yourself with its contents and, if you are unsure, feel free to ask questions of your tutor or any other member of HE staff about it. We will be happy to help you if we can.

I very much look forward to meeting you and hope your time at York College is rewarding and successful in helping you to achieve your goals.

Best wishes



1.3 Welcome from the Award Leader

Welcome to York College and the Engineering department. In particular, welcome to the L4/L5 HNC/D in Electrical and Electronic Engineering or General Engineering. This programme is accredited by Pearson Edexcel.

This handbook provides you with information about your programme including key contacts, your responsibilities as a student, College facilities, policies, assessment, regulations, and having your say.

I am looking forward to working with you and I hope that your time at York College is both enjoyable and successful.

Graham Edmondson
Award Leader
HNC/HND
Room: 1F-020
01904 770458

2.0 ABOUT THE COLLEGE



2.1 Mission

The Mission of York College is:

‘Where everyone matters and a successful future begins.’

York College's mission is to provide a life enhancing educational experience, through inspirational teaching, working in partnership and helping individuals to be the best they can.’

The College also holds a set of values, produced and agreed by staff and students, as follows:

As a way of fostering learning, York College values...

- All our students and their individual achievements
- The commitment and professionalism of our staff
- The highest standards in all that we do
- Working together to meet the needs of our College and the wider community
- Effective, efficient and appropriate use of resources
- Respect, equality and honest

This mission and set of values drive all York College does, and feeds into high standards to which both staff and students are expected to ascribe.

York College has an important part to play in achieving the objectives of regional economic policy. The long-term planning for the College has a clear focus for expansion into a more eclectic approach to higher education.

2.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements (beyond English language requirements, as noted below), as a centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Engineering.
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent).
- Other related Level 3 qualifications
- Access to Higher Education Certificate awarded by an approved further education institution,
- Related work experience,
- An international equivalent of the above.

We may also consider applicants' prior learning when considering their acceptance on BTEC Higher Nationals, through Recognition of Prior Learning.

English language requirements

You must demonstrate that you have the capability to study in English at the required standard.

We may ask for proof will be necessary to evidence your proficiency.

Non-native English speakers and those students who have not had their final two years of schooling in English will need to demonstrate one of the following upon entry:

- Common European Framework of Reference (CEFR) B2
- IELTS 5.5 (including 5.5 for reading and writing)
- PTE Academic 51 or equivalent (e.g. Centre-devised test).

2. Course dates

Exam Boards take place after each semester, February and June.

HNC and HND Engineering is not currently taught in Semesters. Course delivery will start at the beginning of the academic year, on the 18th of September 2023, complete on or by the 11th of July 2024. There will be no reading weeks or inter semester breaks.

STUDENT CALENDAR 2023 - 2024

| AUGUST 2023 | | | | | | | |
|-------------|----|----|----|----|----|----|----|
| WK | M | T | W | T | F | S | S |
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| 1 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 3 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 4 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 5 | 28 | 29 | 30 | 31 | | | |

| SEPTEMBER 2023 | | | | | | | |
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| 7 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
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| 9 | 25 | 26 | 27 | 28 | 29 | 30 | |

| OCTOBER 2023 | | | | | | | |
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| 11 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 12 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 13 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 14 | 30 | 31 | | | | | |

| NOVEMBER 2023 | | | | | | | |
|---------------|----|----|----|----|----|----|----|
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| 15 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 16 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 17 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 18 | 27 | 28 | 29 | 30 | | | |

| DECEMBER 2023 | | | | | | | |
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| 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 21 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 22 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| JANUARY 2024 | | | | | | | |
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| 24 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 25 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 26 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 27 | 29 | 30 | 31 | | | | |

| FEBRUARY 2024 | | | | | | | |
|---------------|----|----|----|----|----|----|----|
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| 28 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 29 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 30 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 31 | 26 | 27 | 28 | 29 | | | |

| MARCH 2024 | | | | | | | |
|------------|----|----|----|----|----|----|----|
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| 31 | | | | | 1 | 2 | 3 |
| 32 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 33 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 34 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 35 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| APRIL 2024 | | | | | | | |
|------------|----|----|----|----|----|----|----|
| WK | M | T | W | T | F | S | S |
| 36 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 38 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 39 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 40 | 29 | 30 | | | | | |

| MAY 2024 | | | | | | | |
|----------|----|----|----|----|----|----|----|
| WK | M | T | W | T | F | S | S |
| 40 | | | 1 | 2 | 3 | 4 | 5 |
| 41 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 42 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 43 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 44 | 27 | 28 | 29 | 30 | 31 | | |

| JUNE 2024 | | | | | | | |
|-----------|----|----|----|----|----|----|----|
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| 44 | | | | | | 1 | 2 |
| 45 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 46 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 47 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 48 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |






| JULY 2024 | | | | | | | |
|-----------|----|----|----|----|----|----|----|
| WK | M | T | W | T | F | S | S |
| 49 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 50 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 51 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 52 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 1 | 29 | 30 | 31 | | | | |

AUTUMN TERM: 7 September 2023 – 22 December 2023
Half Term: 30 October 2023 – 3 November 2023

SPRING TERM: 8 January 2024 – 22 March 2024
Half Term: 12 February 2024 – 16 February 2024

SUMMER TERM: 8 April 2024 – 5 July 2024
Half Term: 27 May 2024 – 31 May 2024

KEY:

-  Bank Holiday
-  Student Holidays
-  Efficiency Closure Days
-  Training Day/Week (Students not in College)
-  Student Enrolment, Advice & Guidance
-  College Induction Days & Late Enrolment

There are other key dates you will need to know about during your programme these will be communicated through MS Teams and advised by tutors. This includes assessment periods and results release dates.

2.4 When you first arrive...

Your tutor will:

- Introduce themselves to you
- Introduce the course to you including the timetable and the modules you will be studying during the course
- Introduce you to your classmates
- Go through your course handbook and show you your reading lists.

Induction talks will be arranged with:

- The Head of Higher Education – to introduce them and their role as head of the department
- Student Services – a representative will talk to you about the advice and guidance that they can provide
- Learning Resources Centre (LRC) – a representative will make you aware of the LRC and the resources that are available to you.

You should:

- Make sure you know who your tutor is
- Make sure you know what your timetable is
- Make sure you know what to buy. The library will not have enough copies of texts for everyone in your class to borrow a copy, so you need to be prepared to buy books and texts. Your tutor will identify the key texts on your reading list
- Bring something to write with and on. A laptop might be useful
- Familiarise yourself with the information in this handbook
- Make sure that your student finance arrangements are in place.

2.5 Useful contacts

| | | | Further Information |
|-----------------------------------|---|--|---|
| Lynne Mountford | Higher Education Co-ordinator | LMountford@yorkcollege.ac.uk 2F-018 01904 770115 | Working with partners, students and external bodies |
| Lisa Wheeler | Head of Curriculum:- Engineering, Motor Vehicle, and Digital Technologies | lwheeler@yorkcollege.ac.uk 3F-016 01904 770810 | Managing the curriculum area of Engineering & Digital Technologies including HE Engineering |
| Me | Award Leader | GEdmondson@yorkcollege.ac.uk 1F-020 01904 770458 | Managing the teaching teams and quality assurance |
| Graham Edmondson and Sarah Savory | Progress Tutor | GEdmondson@yorkcollege.ac.uk 1F-020 01904 770093 SSavory@yorkcollege.ac.uk 1F-020 01904 770091 | Supporting the student |
| Debi Saunders | Compliance Manager - Quality Improvement | DSaunders@yorkcollege.ac.uk | Managing Quality Assurance procedures for HE students |
| College Management | | | |
| | Infozone | (01904) 770770 studentservices@yorkcollege.ac.uk | Managing Advice and Guidance and Student Finance Administration Team |

| Student Services | | | 01422 399367 |
|--|--|--|---|
| Disabled Student Queries or Disabled Students' Allowance (DSA) | | www.gov.uk/disabled-students-allowances-dsas/overview | Queries relating to applications for DSA funding |
| Dan Peacock/Elle Langley | Student Services Adviser - Finance & Welfare, Student Services | funding@yorkcollege.ac.uk | Applying to student finance Troubleshooting student finance applications Providing advice and guidance about the financial impact of changes in circumstances |
| Isla Beevers | Student data officer | IBeevers@yorkcollege.ac.uk | Processing change of circumstances on |

| | | | |
|--|--|--|--|
| | | | SLC and dealing with course corrections. |
|--|--|--|--|

3.0 LIBRARY AND LEARNING RESOURCES

3.1 The Learning Centre and The Learning and Research Team

The Learning Centre extends to 3 floors overlooking the atrium at the heart of the college. Each floor offers a Help Desk where friendly experienced staff can be located. Floors 2 & 3 of the Learning Centre are occupied by the Learning and Research Team (Library). They are there to answer both library and IT enquiries and provide support and advice with research, study skills, locating books and eBooks, journals, magazines, websites and databases both on and off campus. Resources can be borrowed, returned or reserved on both floors.

What is the Learning and Research area? Within the Learning and Research area there are 29500 books, 96 journals and access to over 1000 eBooks and various journal databases, plus online newspapers. The area offers a study environment to suit all needs, group or individual study spaces, a relaxed or more formal feel can be achieved. Both floors have a Library catalogue for you to search for relevant resources, the catalogue can also be obtained from our Portal page, allowing you to search any time, any place.

To access the portal: [Learning Centre - Home \(sharepoint.com\)](#)

If you cannot find the article or book on the catalogue but it is something you really need to support your studies here in York College, then we have an interlibrary loan service, where we can request specific items from the British Library or another institution.

The area also offers printers, copiers and scanners, a number of networked computers with internet access and a wide range of software including Windows applications, Adobe Creative Suite and MS Office.

Floor 3 of the Learning Centre is home to the University Centre which provides a pleasant working environment for private, group or class study. It houses a number of networked computers including some Apple Macs. The University Centre also incorporates a recreational area and kitchen, study zones, plasma screens and learning pods.

3.2 Who can help? You will learn much more about getting the best from the Learning and Research Team by consulting them.

All subject areas have a dedicated Learning and Research advisor to support you with research and study skills. All the advisors are on hand to help and welcome you to introduce yourself, this will ensure you get the best direction and support for your individual study requirements.

The Team and their Responsibilities

| Name | Subjects | Email |
|------------------|--|--|
| Diane Green | Learning & Research Team Leader | dgreen@yorkcollege.ac.uk |
| Heather Mitchell | Art & Design (3D Design, Graphic & Communication Design, Fashion Design) / Construction | hmitchell@yorkcollege.ac.uk |
| Jane Dersley | Media & Performing Arts (Acting for Screen and TV) / Sport & Public Services / Hair, Beauty & Holistic Therapies (Media Make-Up Special Effects) | idersley@yorkcollege.ac.uk |

| | | |
|-------------|---|--|
| Jane Miller | Health & Social Care / Humanities & Social Sciences / English & Foreign Languages / Mathematics & Science | jmiller@yorkcollege.ac.uk |
| Jayne Jubb | Early Years and Children's Development (Leading Children's Development & Learning) / Engineering / Education / Business (with Management) / Hospitality & Catering / Digital Technologies (with Cybersecurity) / Foundation English & Maths | jjubb@yorkcollege.ac.uk |

Internet Searches

The internet is a wonderful resource with articles, videos, blogs and podcasts on every topic. However, it is also congested with social media traffic and lots of unsupported comment and opinion.

On one hand the internet is a great democratic space, with a universal opportunity for everyone with an internet connection to contribute to it. On the other hand – because it is so open – it is the place where people blurt-out unedited and unchecked ‘stuff’ that hasn’t been carefully and rigorously published. The ease with which anything can be published online means that the quality of the things you come across might vary dramatically.

Therefore, the main problem with online resources is knowing who has written what you are reading and how it has been produced. Authorship and quality can be a real issue, especially when you are thinking about trying to reference something in your written work.

If the author or producer of the stuff you have found is difficult to identify, then you should be wary of its quality and how valuable it might be to you in your assessed work. A good question to ask yourself would be:

‘If I can’t easily find who has written this then is it completely credible...?’

Wikipedia

Wikipedia has its uses, but it is not designed to be an academic resource. It has articles about every topic that you can think of, with lots of interesting stuff, however, it simply provides information based on what’s available from other sources, just as a normal paper-based encyclopaedia does. The main difference is that anyone with an internet connection can contribute to Wikipedia, so that it offers articles on a wider range of topics, depending on its contributors’ interests.

“...the readers, not the encyclopedia, are ultimately responsible for checking the truthfulness of the articles [on Wikipedia]”
(Wikipedia’s ‘Wikipedia’ Page)

Wikipedia is really good if you want a quick read to gain an overview of a topic, but its real strength is that it provides you with a reference list. When you scroll down to the bottom of an article on Wikipedia you can see all the sources that have been used to put together the article. This can be a good starting point for your own research in preparation for an essay or written piece. Wikipedia itself, however, should not be listed or referenced as an academic source in your own work.

Online Resources

The Learning and Research Team are continually investigating new and credible online resources to support students and staff with their Teaching and Learning, we are frequently updating these on the Portals, where access to these resources can be found. Clicking on the HE box and then on

your course will allow you to reach eBooks, online journals and magazines, audio and visual resources, databases and external websites and useful links.

eBooks

We currently have 3 platforms that provide access to a range of eBooks. Browns VLE hosts eBooks we as a team have purchased, therefore these books have been specifically requested by your tutors to support your course needs. Our other 2 platforms, ProQuest and Gale eBooks supply us with a varied collection of eBook material. All can be found on the our Portal page [Learning Centre - Home \(sharepoint.com\)](#)

Online Journals and Magazines

Journal access can be very expensive if you are subscribing individually, so the access that the College has purchased for you is potentially very valuable. Check your course area on the Portal page to see what's available.

There should be a good selection of journals which are peer-reviewed and very worthwhile reading, from which you can find articles on a range of topics.

Newspaper Articles

Using the internet to search for newspaper articles is very easy as several newspapers now have an online version with a full archive. You might want to use newspaper articles if you're searching for commentary or different perspectives for a piece of writing.

Access is often free. However on Gale Research databases (Found on our Portal page) access to The Economist, Financial Times, The Times and The Independent historical archives can be found.

Open Educational Resources (OERS) And MOOCs

Institutions such as the Open University and other universities have shared some of their resources online for anyone to access. These tend to be good, as they are backed-up by research and based on good academic principles, and they are free to use.

MOOCs are Massive Open Online Courses and are an interesting way to learn independently. They are available on a wide range of subjects and topics and they are produced by academic institutions such as universities. You can't gain a qualification through this type of online learning but you can gain an insight into a specific aspect of a topic, or undertake part of a university's module.

Learning online usually means that you become part of a learning community with individuals from a range of countries and situations. This can be an interesting part of the learning, as you can gain access to a range of perspectives which might challenge your views and assumptions and help you to develop a critical outlook.

Places to find interesting MOOCs:

Futurelearn <https://www.futurelearn.com/>

Coursera <https://www.coursera.org/>

3.3 IT Facilities

You will get a College IT Account with access to Office 365. Information about logging into this will be provided at the start of the academic year.

Only your nominated email address will be used by academic and administrative staff for contacting you, so please check your College nominated e-mail account regularly. You can forward these emails to another account. Information as to how to do this can be given by your tutor or there are instructions on Blackboard /HE Essentials in the Learning Centre area.

3.4 The College Virtual Learning Environment (VLE)

The College VLE is Blackboard. There is a central HE Blackboard/HE Essentials page, which contains notices and regulatory information. You will be sent a link and a welcome to this site in the first few weeks of the academic year and will receive updates as new information is added. This page includes regulations, policies and forms that you will need as you go through your programme.

There is also a section of Blackboard/HE Essentials, which relates specifically to the L4/L5 HNC/D in Engineering, (Electrical/Electronic and General). This contains course resources, assessment and other programme specific resources. Your tutor will show you how to access this.

3.5 HE Essentials

You will have access to HE Essentials on BlackBoard, in this area, you will find a number of sources of information and resources to support you HE study.

- Announcements
- Academic Resources and Writing
- Ethics Committee
- Policies, Strategy and procedures
- HE Quality Improvement Documents
- NSS
- Student Association and HE student rep feedback
- Teaching Excellence Framework (TEF)
- Careers, Employability and Further Study Opportunities
- Awarding Body Information/Handbooks

Technical support and helpdesk

If you have any issues with using College IT systems please contact us via:

The [IT Helpdesk](#) (follow the link and click the "new ticket" button at the top-right of the page)

Phone: 01904 770411

Catering services

Our Mission: 'To provide wholesome and healthy food and drink that is affordable and represents value for money. To provide a friendly and helpful service in an environment that is clean, safe and relaxed.'

Food and Drink

The refectory services at the College provide a wide range of food including cooked breakfasts, lunches, sandwiches, snacks and hot and cold drinks. Halal options and dietary requirements are catered for. Please ask a member of refectory staff if you need any help.

Catering outlets operate Monday to Friday with the following opening hours:

Duets Grab & Go Shop: 08:30am – 05:00pm

Duets Coffee Bar: 08:30am – 06:30pm (closing at 03:00pm on Fridays)

Duets Express Food: 08:30am – 02:30pm

There are vending machines at various locations around the College, and a cash machine located in the canteen for your convenience.

The Professional Cookery School runs a restaurant named Ashfields which offers food at various times of year, including Christmas dinner.

Equipment required to be provided by the student

Equipment and tools are provided for use on College premises, but we advise students to have a selection of essentials to enable progress through independent study time and to support post-graduation progression. E.g. books

4.0 ABOUT YOUR PROGRAMME

4.1 The Quality Assurance Agency for Higher Education (QAA)

As well as meeting the quality requirements for the delivery of Pearson BTEC Higher Nationals, we also need to meet the quality and standards requirements of the Quality Assurance Agency for Higher Education (QAA). This is the independent body responsible for monitoring and advising on standards and quality in UK higher education. As such, Pearson BTEC Higher Nationals also meet the quality standards prescribed by the QAA.

The HNC/D in Engineering is a 24-month part time day release course for people employed in industry. It is also appropriate for people with a more varied profile of achievement such as those with extensive work experience or those with a range of qualifications that are related to their work sector.

The units comprising the qualification are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector.

BTEC Higher Nationals are higher education qualifications at levels 4 and 5 that are Equivalent to the first and second years of a university degree. Successful completion of a Higher National Certificate (HNC) will result in a Level 4 qualification and a Higher National Diploma (HND) will result in a Level 5 qualification. They provide specialist work-related learning, reflecting the requirements of employers and professional organisations, meeting the National Occupational Standards for each sector or industry.

4.2 General progression routes

HNC students have the opportunity to progress to the Higher National Diploma. Successful students may then progress to a Higher Education Institution to complete their professional studies and graduate with an Honours Degree.

The course is developed with career progression and professional body recognition in mind.

The following is an indication of relevant professional bodies, all of whom recognise the BTEC Higher National in Engineering and its unit structure, as qualifications that contribute towards their requirements and meet the requirements of the Standards for Professional: IET (Institute of Engineering and Technology) IMECHE (Institute of Mechanical Engineering).

The programme specification contains key information about your programme. This is also available on Blackboard.

4.3 Programme aims and learning outcomes

The Level 4 BTEC Higher National Certificate in General or Electrical & Electronic Engineering offers you a broad introduction to the subject area via a mandatory core of learning, as well as units within general 'pathways'. Allowing for the acquisition of skills and experience through the selection of a further (Level 4) unit across a range of occupational sectors. This effectively builds underpinning core skills, with general specialisation; preparing the student for further specialisation at Level 5. You will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.

At Level 4 you will develop a broad knowledge and awareness of key aspects of the engineering sector through four core units, which includes one unit assessed through a Pearson-set assignment.

The core units are: Unit 1, Product Design; Unit 2, Maths; Unit 3, Engineering Science; Unit 4, Maths.

4.3 Programme Structure

L4 HNC Part time Electrical & Electronic Engineering, day release (one day per week over 24 Months).

L4 HNC Part time General Engineering day, release (one day per week over 24 Months).

L5 HND Part time General Engineering, day release (one day per week over 24 Months).

L5 HND Part time Electrical & Electronic Engineering, day release (one day per week over 24 Months).

| B/TEC HNC Electrical and Electronic Engineering | | | | | | | | | | | | | |
|---|--|--------------|------------|------------|--------------|------------|------------|--------------|------------|------------|--------------|------------|------------|
| | | Assignment 1 | | | Assignment 2 | | | Assignment 3 | | | Assignment 4 | | |
| Year 1 | | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return |
| Unit 1 | Product Design (combined with unit 4) | 07/11/2023 | 21/05/2024 | 18/06/2024 | | | | | | | | | |
| Unit 2 | Maths | 07/11/2023 | 12/12/2023 | 16/01/2024 | 09/01/2023 | 13/02/2024 | 06/03/2024 | 13/02/2024 | 30/04/2024 | 21/05/2024 | 14/05/2024 | 18/06/2024 | 25/06/2024 |
| Unit 3 | Engineering Science | 07/11/2023 | 12/12/2023 | 16/01/2024 | 09/01/2023 | 13/02/2024 | 06/03/2024 | 13/02/2024 | 30/04/2024 | 21/05/2024 | 14/05/2024 | 18/06/2024 | 25/06/2024 |
| Unit 4 | Project (with unit 1) | 07/11/2023 | 21/05/2024 | 18/06/2024 | | | | | | | | | |
| Year 2 | | | | | | | | | | | | | |
| Unit 19 | Electrical and Electronic principles | 09/11/2023 | 14/12/2023 | 18/01/2024 | 11/12/2023 | 15/02/2024 | 07/03/2023 | 29/02/2024 | 02/05/2024 | 23/05/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 |
| Unit 20 | Digital Principles | 09/11/2023 | 14/12/2023 | 18/01/2024 | 11/12/2023 | 15/02/2024 | 07/03/2023 | 29/02/2024 | 02/05/2024 | 23/05/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 |
| Unit 16 | Instrumentation and Control | 09/11/2023 | 14/12/2023 | 18/01/2024 | 11/12/2023 | 15/02/2024 | 07/03/2023 | 29/02/2024 | 02/05/2024 | 23/05/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 |
| Unit 22 | Electronic Circuits and Devices | 09/11/2023 | 14/12/2023 | 18/01/2024 | 11/12/2023 | 15/02/2024 | 07/03/2023 | 29/02/2024 | 02/05/2024 | 23/05/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 |

| B/TEC HNC General Engineering | | | | | | | | | | | | | | |
|-------------------------------|--|--------------|------------|------------|--------------|------------|------------|--------------|------------|------------|--------------|------------|------------|--|
| | | Assignment 1 | | | Assignment 2 | | | Assignment 3 | | | Assignment 4 | | | |
| Year 1 | | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return | |
| Unit 1 | Product Design (combined with unit 4) | 07/11/2023 | 21/05/2024 | 18/06/2024 | | | | | | | | | | |
| Unit 2 | Maths | 07/11/2023 | 12/12/2023 | 16/01/2024 | 09/01/2023 | 13/02/2024 | 06/03/2024 | 13/02/2024 | 30/04/2024 | 21/05/2024 | 14/05/2024 | 18/06/2024 | 25/06/2024 | |
| Unit 3 | Engineering Science | 07/11/2023 | 12/12/2023 | 16/01/2024 | 09/01/2023 | 13/02/2024 | 06/03/2024 | 13/02/2024 | 30/04/2024 | 21/05/2024 | 14/05/2024 | 18/06/2024 | 25/06/2024 | |
| Unit 4 | Project (with unit 1) | 07/11/2023 | 21/05/2024 | 18/06/2024 | | | | | | | | | | |
| Year 2 | | | | | | | | | | | | | | |
| Unit 19 | Electrical and Electronic principles | 09/11/2023 | 14/12/2023 | 18/01/2024 | 11/12/2023 | 15/02/2024 | 07/03/2023 | 29/02/2024 | 02/05/2024 | 23/05/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 | |
| Unit 12 | Engineering Management | 09/11/2023 | 14/12/2023 | 18/01/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 | | | | | | | |
| Unit 16 | Instrumentation and Control | 09/11/2023 | 14/12/2023 | 18/01/2024 | 11/12/2023 | 15/02/2024 | 07/03/2023 | 29/02/2024 | 02/05/2024 | 23/05/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 | |
| Unit 8 | Mechanical Principles | 09/11/2023 | 14/12/2023 | 18/01/2024 | 11/12/2023 | 15/02/2024 | 07/03/2023 | 29/02/2024 | 02/05/2024 | 23/05/2024 | 16/05/2024 | 20/06/2024 | 27/06/2024 | |

| B/TEC HND Electrical and Electronic Engineering | | | | | | | | | | | | | |
|---|--|---|------------|------------|--------------|------------|------------|--------------|------------|------------|--------------|------------|------------|
| | | Assignment 1 | | | Assignment 2 | | | Assignment 3 | | | Assignment 4 | | |
| Year 1 | | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return |
| | Professional Engineering | Year 1 and Year 2 groups have been consolidated. Year 2 subjects delivered for 2023/2024. Year 1 subjects to be taught 2024/2025. Year 1 subjects taught previously 2022 for 2022-2024 Cohort | | | | | | | | | | | |
| Unit 35 | Management | | | | | | | | | | | | |
| Unit 39 | Further Maths | | | | | | | | | | | | |
| | Further Electrical, Electronic and Digital principle | | | | | | | | | | | | |
| Unit 52 | | | | | | | | | | | | | |
| Unit 54 | Further Control Systems | | | | | | | | | | | | |
| Year 2 | | | | | | | | | | | | | |
| | Industrial Power, Electronics and Storage | 04/10/2023 | 01/11/2023 | 22/11/2023 | 13/12/2023 | 10/01/2024 | 30/01/2024 | 07/02/2024 | 06/03/2024 | 27/03/2024 | 17/04/2024 | 15/05/2024 | 12/06/2024 |
| Unit 44 | Industrial Systems | 04/10/2023 | 01/11/2023 | 22/11/2023 | 13/12/2023 | 10/01/2024 | 30/01/2024 | 07/02/2024 | 06/03/2024 | 27/03/2024 | 17/04/2024 | 15/05/2024 | 12/06/2024 |
| Unit 45 | Research Project | 20/09/2023 | 08/05/2024 | | | | | | | | | | |
| Unit 34 | | | | | | | | | | | | | |

| B/TEC HND General Engineering | | | | | | | | | | | | | |
|-------------------------------|--------------------------|---|------------|------------|--------------|------------|------------|--------------|------------|------------|--------------|------------|------------|
| | | Assignment 1 | | | Assignment 2 | | | Assignment 3 | | | Assignment 4 | | |
| Year 1 | | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return | Issue | Submission | Return |
| | Professional Engineering | Year 1 and Year 2 groups have been consolidated. Year 2 subjects delivered for 2023/2024. Year 1 subjects to be taught 2024/2025. Year 1 subjects taught previously 2022 for 2022-2024 Cohort | | | | | | | | | | | |
| Unit 35 | Management | | | | | | | | | | | | |
| Unit 39 | Further Maths | | | | | | | | | | | | |
| | Advanced Mechanical | | | | | | | | | | | | |
| Unit 36 | Principles | | | | | | | | | | | | |
| Unit 54 | Further Control Systems | | | | | | | | | | | | |
| Year 2 | | | | | | | | | | | | | |
| Unit 49 | Lean Manufacturing | 22/11/2023 | 21/02/2024 | 20/03/2024 | 06/03/2024 | 29/05/2024 | 19/06/2024 | | | | | | |
| Unit 45 | Industrial Systems | 04/10/2023 | 01/11/2023 | 22/11/2023 | 13/12/2023 | 10/01/2024 | 30/01/2024 | 07/02/2024 | 06/03/2024 | 27/03/2024 | 17/04/2024 | 15/05/2024 | 12/06/2024 |
| Unit 34 | Research Project | 20/09/2023 | 08/05/2024 | | | | | | | | | | |

64.4 Programme team

Your personal tutor/award leader will act as your first point of contact in academic and pastoral matters. Their contact details are below:

Graham Edmondson
GEdmondson@yorkcollege.ac.uk
Room: 1F-020
01904 770458

The Head of Curriculum is:

Lisa Wheeler
lwheeler@yorkcollege.ac.uk
Room: 3F-016
01904 770810

Lynne Mountford is the HE Co-ordinator and can be contacted by email at
LMountford@yorkcollege.ac.uk

Lynne can support students with mitigating circumstance FQ09 /Suspension of Studies FQ11 and completion of these forms. These can be found on HE Essentials.

5.0 YOUR STUDIES

You will, of course be required to complete significant amounts of work outside of class. As a rough guide, you should spend approximately 100 hours studying for each unit of your programme (including class time).

Attendance at taught sessions is important, not just for the lectures and seminars but also the impromptu discussion and arguments, opinions and evaluation of material, texts and the problems they bring forward. You will learn not only from tutors and textbooks but also from other students and from classroom materials. You and your classmates have a common goal – success!

If you are going to be absent from class, you must let the College know. If your attendance drops you will be invited to attend a meeting with your Award Leader or the Head of HE.

6.0 PROGRESSION AND ASSESSMENT

In the college The HE year is split over two semesters, generally of 18 weeks each. However both HNC and HND units run over two years, split into year 1 and year 2.

6.1 Credit / Units

Pearson BTEC Higher Nationals in Engineering, are assessed using a combination of internally assessed centre-devised internal assignments (which are set and marked by centres) and internally assessed Pearson-set assignments (which are set by Pearson and marked by centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size.

For the HNC, one core - 15-credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills. In total you need to gain 120 credits at level 4.

To pass the HND, you need to gain a further 120 credits at level 5 which includes one core unit which is 30 credit at level 5 that is assessed by a mandatory set assignment targeted at particular skills.

All other units are assessed by centre-devised internal assignments.

You cannot progress from one level to the next of a programme of study unless you have satisfactorily completed the previous level.

6.2 Assessment

https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Assessment-Policy/Assessment_Policyv4.pdf

The Higher Nationals use grading at all levels of assessment and award. For the assessment of individual learning outcomes, entire units and the overall qualification, students will be awarded either Pass, Merit or Distinction grade. Learning outcomes and assessment criteria are defined within the Programme Specification, which is available on Blackboard/HE Essentials.

For internally assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from, and formative assessment by, tutors.

An assignment is issued to students as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal

assessment outcome based on the assessment criteria.

You will be assessed in different ways throughout the programme. Details of this will be provided on a module by module basis as each one starts. You will also receive an assessment calendar advising you of the submission dates. Remember, it is important to ensure that all these deadlines are met. There are significant penalties for late submission.

In practice, the mastery model of assessment means that a student must achieve all of the required learning at a level and below to be awarded the grade. Thus, for you to achieve a Pass, you must achieve all of the requirements that define the Pass. To achieve a Merit, you must achieve all of the requirements that define Pass and Merit. For Distinction, you must achieve all Pass, Merit and Distinction requirements.

Single Unit Assessment is when all of the learning outcomes of a unit are assessed together through a single assignment. The assignment may be made up of different pieces of work, but they are submitted and assessed together; as a single body of evidence. This type of holistic assessment encourages students to develop an awareness of how different areas of their learning may relate and support each other.

Single Unit (Staged) Assessment allows for learning outcomes, in a single unit, to be assessed through two or more assignments. In this case, each assignment will be designed to provide students with an opportunity to show their achievement of one or more of the learning outcomes.

Integrated Assessment is the undertaking of assessment across multiple units. This is the most holistic form of assessment, in that it allows the opportunity for students to engage in work that encourages a high-degree of relational thinking; as students undertake assignments that bring together bodies of knowledge and skill across a wider range of experiences.

6.2.1 Formative Feedback

While assessment and feedback always constitute a part of the student's learning, the purpose of assessment will vary depending on when it is undertaken and the aim of the assessment activity.

Formative feedback is given to students during the learning journey. This is to say that it relates to formative assessment that may be undertaken, at any point, prior to the summative assessment. Formative feedback can be both formal and informal, and aims to provide guidance on how to improve your work in future.

All written work should be submitted through Blackboard by the published deadlines. This is then given a specific date stamp and it can be run through our plagiarism checker (Safe Assign). Occasionally it will not be possible to submit work through Blackboard, for example an exhibition/demonstration. In these situations, the tutor will give full instructions. You should always plan to submit your work early in order to avoid any last minute disasters. The pass mark for all assessed work is a minimum pass standard

6.2.2 Summative Feedback

You will receive written comments, verbal feedback or group feedback on your work within a published timescale from the submission of your work (refer to assessment calendar). Your module tutor will advise as to the format of the feedback.

6.2.3 Grading HN

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

To achieve a Pass, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and, therefore, attainment at Level 4 or 5 of the National Framework.

To achieve a Merit, a student must have satisfied all the Merit criteria (and, therefore, the Pass criteria) through high performance in each learning outcome.

To achieve a Distinction, a student must have satisfied all the Distinction criteria (and, therefore, the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified. **6.5 Calculation of the final qualification grade**

Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:

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

Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

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

Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.

Calculation of the overall qualification grade

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

The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above.

All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified', i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit Grade Points

Pass 4 multiplied by the credit value of the unit Most are 15 ... $4 \times 15 = 60$

Merit 6 e.g. on a 15 credit unit ... $6 \times 15 = 90$

Distinction 8 ...e.g. on a 15 credit unit .. $8 \times 15 = 120$

Grade Point boundaries

Pass 420–599

Merit 600–839

Distinction 840 +

Modelled student outcomes

HNC OR HND GRADING ...

| | | Student 1 | | | Student 2 | | | Student 3 | | | Student 4 | | |
|--------|--------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|
| Units | Credit | Points | Grade | Points | Points | Grade | Points | Points | Grade | Points | Points | Grade | Points |
| Core 1 | 15 | 4 | P | 60 | 4 | P | 60 | 4 | P | 60 | 8 | D | 120 |
| Core 2 | 15 | 4 | P | 60 | 4 | P | 60 | 4 | P | 60 | 8 | D | 120 |
| Core 3 | 15 | 4 | P | 60 | 4 | P | 60 | 4 | P | 60 | 8 | D | 120 |
| Core 4 | 15 | 4 | P | 60 | 4 | P | 60 | 6 | M | 90 | 6 | M | 90 |
| Core 5 | 15 | 6 | M | 90 | 4 | P | 60 | 6 | M | 90 | 6 | M | 90 |
| Core 6 | 15 | 6 | M | 90 | 4 | P | 60 | 6 | M | 90 | 6 | M | 90 |
| Opt 1 | 15 | 6 | M | 90 | 6 | M | 90 | 8 | D | 120 | 8 | D | 120 |
| Opt 2 | 15 | 6 | M | 90 | 6 | M | 90 | 8 | D | 120 | 8 | D | 120 |
| TOTAL | 120 | | | 600 | | | 540 | | | 690 | | | 870 |
| GRADE | | | | merit | | | pass | | | merit | | | dist |

HNC unit 'grades' do not count towards the final grade of the HND – HND grade is only calculated from 8 x Level 5 Units using the same scoring system as above. However in order to claim the HND a student must have achieved 8 x Level 4 units of the right combination to have achieved a HNC.

6.2.4 Exam Board – Ratification of Results

Ratified results from module assessments will be published on ProMonitor 1 week after the sitting of the Exam Board, at the end of each semester. Decisions on progression to the next level or awards (if you are in the final level) are available on ProMonitor after the York College Exam Board. You will get a formal transcript when you complete the programme.

6.3 Deadlines and Submission of late work

Deadlines for assessment are an important part of your BTEC programme as good time management will stand you in good stead in the workplace. Each of your assignments will have a set hand in date. All documents related to your assessment must be uploaded to the correct assessment areas on Blackboard. Where assessment submissions are in the form of an artefact which cannot be uploaded to Blackboard your tutor will give instructions for hand in. Uploading to Blackboard has several advantages for you:

- It will create an audit trail of submission
- You can submit from anywhere off site at any time providing you have internet access
- You will have the confidence in ensuring an electronic copy of your assessment is held securely on the College server
- You will be asked to confirm that the work you are submitting is your own.

Work handed in on time will be assessed against the criteria stated in the assignment brief.

Where work is submitted on time, the full range of grade boundaries will be awarded and will include Pass, Merit or Distinction grades. All summative assessment grades will be awarded for overall unit performance and not on an assignment by assignment basis. Individual assignments will be marked at pass level. You will be provided with formative and summative feedback as to whether your overall work is at merit or distinction level.

6.3.1 Missing Deadlines

Please note in Engineering industry, you are expected to produce work to deadlines, the assignment hand in requirements are designed to reflect the consequences of non-compliance. It is expected that you are able to demonstrate effective planning and produce assignment product on time and to fixed deadlines.

It is important to ensure that you meet all published deadlines for the submission of work, as there are penalties for late submission.

If you are unable to meet an assignment deadline, because you are experiencing personal difficulties that are affecting your ability to work, then you can make an application for an extension or mitigating circumstances by completing an FQ09 Form. Full guidance on extensions and mitigating circumstances and the application form is on your HE Blackboard/HE Essentials page under 'My Induction'.

You must inform your tutor prior to the hand in date and submit an Extenuating Circumstances request form (FQ09) to the HE Coordinator. This must be sent to HE Coordinator before any deadline to be eligible for consideration. It is your responsibility to ensure that any FQ09 forms is submitted in line with the assessment policy.

The HE coordinator will advise if we can or cannot authorise your request for an extension.

If you fail to submit to deadline without authorised approval for an extension. Your grade will be recorded as a non-submission.

Your application for an extension or mitigating circumstances must be made before the deadline for the assessment. It needs to make clear how your circumstances are affecting your ability to study and be accompanied by documentary evidence. It is important that you are clear about what you are asking for example the length of the extension. The form should be submitted to your Award Leader but the approval is independent and given by a designated member of the exam board.

If you feel you are unable to continue with your studies, you must apply for suspension of studies completing an FQ11 form is on the HE Blackboard/HE Essentials page/pro monitor 'My Induction'.

If you miss a deadline and do not have an approved extension through the mitigating circumstances process, then penalties will be applied.

6.3.2 Submission of Late Work

Your tutor will not mark work that has been submitted more than 5 days after the deadline and your first attempt at the assessment will be assumed to have occurred. You will be asked to resubmit work to a new deadline and that work capped at a Pass if it is submitted to the new deadline. If work is not submitted to this new deadline, then you **may** be given a third attempt at a different assessment by the Exam Board, and this will also enable you to achieve a Pass grade.

If a late submission is accepted, the assignment will be assessed normally, when it is submitted, using the relevant assessment criteria, with any penalty or cap applied after the assessment. You will be given an indication of their uncapped grade, in order to recognise the learning that has been achieved, and assessment feedback will be provided in relation to the uncapped achievement.

A time controlled assignment examination to be issued at the end of the unit may be used as an alternative assessment instrument in these situations.

6.4 Resubmissions and Repeat Units

A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment after approval by the Lead Internal Verifier.

- Only one opportunity for reassessment of the unit will be permitted
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task
- For examinations, reassessment shall involve completion of a new task

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

6.4.1 Repeat Units

The following applies to a student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At the discretion of the Exam Board, decisions can be permitted to repeat a unit

- The student must study the unit again with full attendance and (if required) payment of the unit fee
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit. Units can only be repeated once. If a student repeats a unit and still does not achieve a Pass, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the College will make sure that the relevant rules of combination and requirements have been met.

7.0 APPEALS

An appeal is a request to review decisions made by the College on their progression, assessment and awards.

Please note: You cannot appeal your grade or marks.

You may appeal against a mark or grade if you feel that you have not been assessed fairly or the academic standards have not been applied properly to you.

You cannot appeal if you simply disagree with your tutor's mark or grade – you must be able to provide evidence that the assessment process has been conducted unfairly or that an error has occurred. This means that you can only appeal against the final mark – after the whole process of marking and moderation has been completed and you have received your results letter.

It might be a good idea to discuss the issue with your tutor before taking any formal steps, as they may be able to help you to understand how the academic standards have been applied in your case.

To appeal you must complete a FQ10 form, more information can be found in the HE Assessment Appeals Policy and Procedure, Blackboard/HE Essentials.

8.0 ACADEMIC MISCONDUCT

As a student you are expected to know how to go about your studies in an appropriate way. Your academic conduct is as important as your personal conduct. All cases of academic misconduct are taken seriously by the College.

You are responsible for most of your own learning outside of the classroom, so you need to know how to make the best use of your time. You do not want to spend a lot of time working in a particular way if it's not going to get you the results you need. When you submit a piece of work for assessment you should know what is acceptable and what is not acceptable. Your tutor will give you clear instructions about submissions: how they should be presented and how you should go about submitting them.

The level of penalty you can expect depends on how serious the offence is. At the lowest level you will be asked to resubmit the work; at the highest level you may be withdrawn from your course without a qualification.

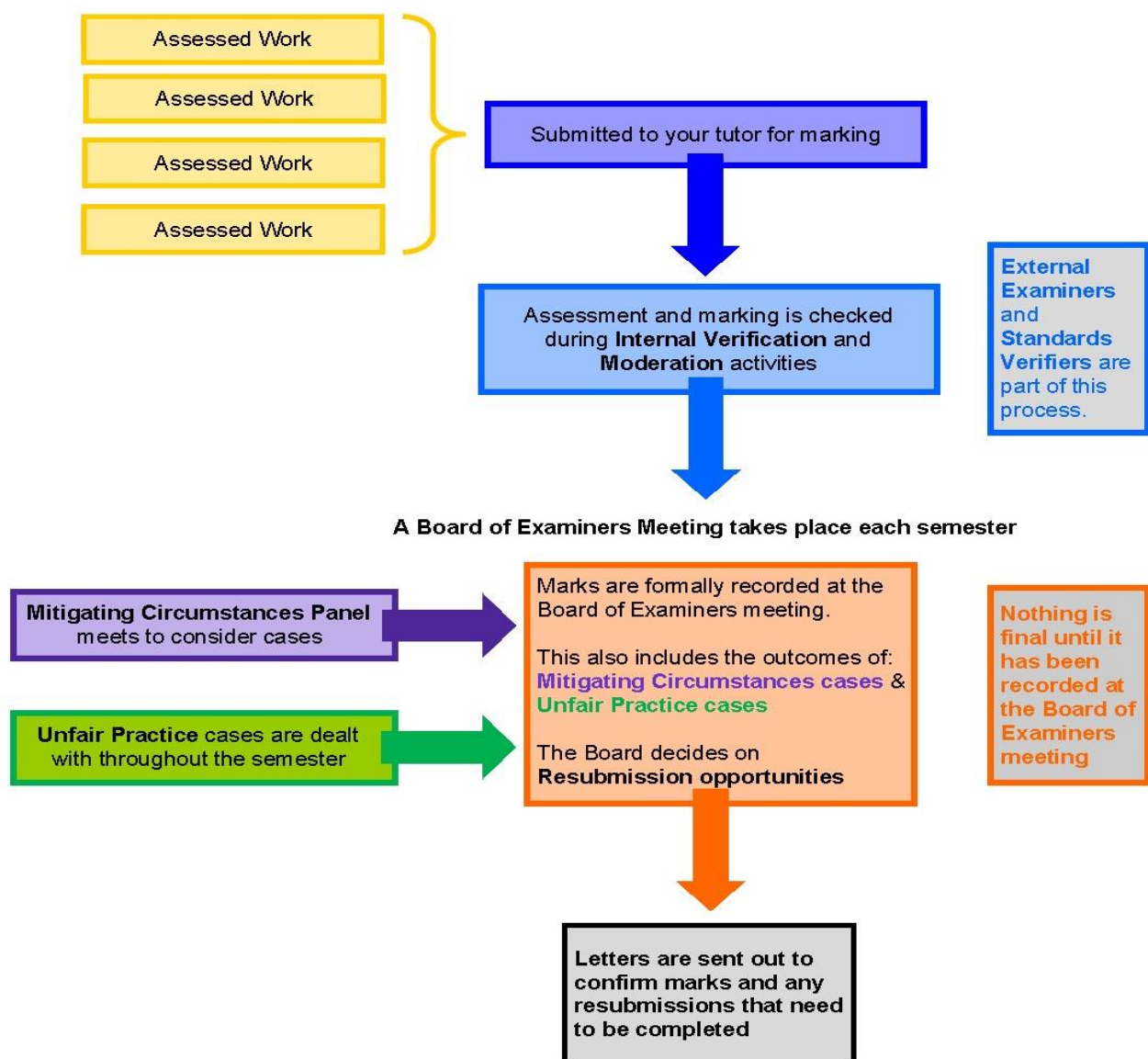
However, there are certain basic academic standards that you need to be aware of, and the most important of these is plagiarism. The penalties for academic misconduct can be severe, so it is worth taking the time to understand the information on this page.

A copy of the Academic Misconduct Policy and Procedure is available on York College/ProPortal.

8.1 Avoiding Plagiarism

Plagiarism is defined in the Academic Misconduct Procedure (HE) as “the action of attempting to pass off another’s original work as the student’s own original work”. You might think that taking someone else’s work or ideas by accident is not classed as plagiarism, but it is viewed as unfair practice and will be included as an offence. You have the responsibility for your own research, so you are also in control of the way that you include that research in your own writing. The College will give you information and support to help you to avoid plagiarism, so if your written work does come back with a high percentage on Turnitin then it is likely that you will be the subject of a suspected unfair practice case.

The main way that you can avoid any confusion about what you have and have not written is to reference correctly all source material that you are using



Key Points:

- **Nothing is final** until it has been recorded at the Board of Examiners meeting at the end of the semester, so if you have applied for Mitigating Circumstances or are awaiting your final marks, then the outcome will be in the form of a letter after the Board of Examiners meeting has taken place
- After each Board of Examiners meeting, there is a resubmission deadline which you must adhere to if you have been given the opportunity to resubmit a piece of assessed work
- If you have been asked to resubmit a piece of work then it will usually be capped at a Pass, unless your mitigating circumstances have been accepted and you have been given the opportunity to submit without a cap on the mark

9.0 REFERENCING

When writing for assessment, you need to do everything you can to make sure that your tutor knows what parts of the writing aren't yours. You are expected to do research in preparation for writing, and your tutor needs to be able to see this research to give you marks for it. The main way to successfully show your research and to clearly set out the difference between what you have and have not written is to use referencing.

When you are in conversation, you might refer to something that someone else said as evidence to underpin your own position: "I know this won't happen because she said she wouldn't let it happen". Obviously, you would only trust someone's word when they are in a position of authority. Without any trust you wouldn't use their word as evidence.

When you are writing, the principle is the same. You need to show where you have used someone else's writing as evidence for your own position. There needs to be trust that the evidence you are using is valid. Using someone else's writing word-for-word needs to be indicated with "quote marks". You don't need quote marks if you're simply referring to an idea or perspective that another writer has put forward – you can summarise or paraphrase this in your own words. However, in both of these cases, you do need to provide a citation, which is made up of two or three key bits of information that show your tutor where the information has come from.

Please use the Guide to Harvard Referencing, which is available on Blackboard/HE Essentials.

9.1 What is a Reading List?

Your tutor will give you a reading list for each module. It has been put together to give you a guide to what you should be reading in preparation for the classes and the assessment you will be undertaking. There will probably be a mixture of books, journal articles, key documents (such as legislation) and other media (such as videos, radio and TV programmes, etc.).

Usually this forms a minimum level of reading, with some ideas for extended reading. You should ask your tutor if you are unsure which texts to read.

10.0 MSTeams

MS Teams is an online platform which is designed to provide a virtual learning environment (VLE). There are opportunities to engage with learning via Teams, such as during online conversations with your peers, activities or completing short online tutorials.

All your course information can be found on Teams under HE Essentials, such as

- Announcements
- HE Calendar
- Academic Writing, Research, Referencing and Study Skills
- Ethics Committee
- HE Quality Improvement Documents
- NSS Results
- Policies Strategy & Procedures [HE Policies and Procedures \(yorkcollege.ac.uk\)](https://yorkcollege.ac.uk)
- Student Voice
- Teaching Excellence Framework TEF

- Awarding Organisation, Handbooks
- Career, Employability and Further Study Opportunities
- Financial Support & Bursaries

10.1 Turnitin

Turnitin is an external system that checks your writing against millions of other pieces of writing including all others submitted through safe assign previously. It will highlight where there are matches with the other writing in its database and give you a match percentage based on the number and length of those matches. For example, a piece of work with a couple of small matches might return a percentage of 5%, but a piece of work with several large matches might return a percentage of 50%.

You will be required to submit all your written assignments through Blackboard, and these will then pass through Turnitin to be checked for originality and then for grading. Your tutor may use Turnitin to give feedback, including comments on your grade; why you received it; and what you can improve for the next assignment. Because this is hosted on Blackboard, you can access this feedback wherever you have an internet connection. However, your tutor will still expect to have tutorials with you to discuss your progress and to give you feedback on your assignments.

Matches will occur for common phrases that have been used by other writers and students, and also Turnitin may find a match where quote marks or referencing have not been used correctly.

11.0 USING THE INTERNET

The internet is a wonderful resource with articles, videos, blogs and wikis on every topic. However, it is also congested with social media traffic and lots of unsupported comment and opinion.

On one hand the internet is a great democratic space, with a universal opportunity for everyone with an internet connection to contribute to it. On the other hand, because it is so open, it is the place where people blurt-out unedited and unchecked 'stuff' that hasn't been carefully and rigorously published. The ease with which anything can be published online means that the quality of the things you come across might vary dramatically.

Therefore, the main problem with online resources is knowing who has written what you are reading and how it has been produced. Authorship and quality can be a real issue, especially when you're thinking about trying to reference something in your written work.

If the author or producer of the stuff you have found is difficult to identify then you should be wary of its quality and how valuable it might be to you in your assessed work. A good question to ask yourself would be:

'If I can't easily find who has written this then is it completely credible...?'

11.1 Wikipedia

Wikipedia has its uses, but it is not designed to be an academic resource. It has articles about every topic that you can think of, with lots of interesting stuff, however, it simply provides information based on what's available from other sources, just as a normal paper-based encyclopaedia does. The main difference is that anyone with an internet connection can contribute to Wikipedia, so that it offers articles on a wider range of topics, depending on its contributors' interests.

“...the readers, not the encyclopaedia, are ultimately responsible for checking the truthfulness of the articles [on Wikipedia]”

Wikipedia's 'Wikipedia' Page

Wikipedia is really good if you want a quick read to gain an overview of a topic, but its real strength is that it provides you with a reference list. When you scroll down to the bottom of an article on Wikipedia you can see all the sources that have been used to put together the article. This can be a good starting point for your own research in preparation for an essay or written piece. Wikipedia itself, however, should not be listed or referenced as an academic source in your own work.

11.2 Online Resources

Rather than using Google to search for online resources, the College has selected some which should be relevant and useful for your research on the course.

Module Handbook

The College's online resources can be accessed through MS Teams/HE Essentials. There are links to these resources and they include such things as ebooks, online Journals and Magazines, Audio and Visual resources and external websites and useful links.

Online Books

The eLibrary is an online library. The main advantage of having access to books online is that many people can read the same book at the same time. The books that are in the eLibrary are electronic copies of the paper version, and have exactly the same information in them. The College has access to many books via the eLibrary platform and these can be accessed via your subject Librarian.

Online Journals and Magazines

Journal access can be very expensive if you are subscribing individually, so the access that the College has purchased for you is potentially very valuable. Check with your Librarian to see what's available in your subject area. There should be a good selection of journals which are peer-reviewed and very worthwhile reading, from which you can find articles on a range of topics.

Planet eStream

The College has recordings of TV programmes on Planet eStream, which can also be accessed through your Librarian. This platform is similar to YouTube, but it only holds recordings of useful and appropriate video content, rather than the mixture of material that you might find on video websites.

You can search for programmes by entering your key word or phrase into the search box on the homepage.

Newspaper Articles

Using the internet to search for newspaper articles is very easy as several newspapers now have an online version with a full archive. You might want to use newspaper articles if you're searching for commentary or different perspectives for a piece of writing.

Open Educational Resources (OERS)

Institutions such as the Open University and other universities have shared some of their resources online for anyone to access. These tend to be good, as they are backed-up by research and based on good academic principles and free to use.

Massive Open Online Courses (MOOCS)

MOOCS are an interesting way to learn independently. They are available on a wide range of subjects and topics and they are produced by academic institutions such as universities. You can't gain a qualification through this type of online learning but you can gain an insight into a specific aspect of a topic, or undertake part of a university's module.

Learning online usually means that you become part of a learning community with individuals from a range of countries and situations. This can be an interesting part of the learning, as you can gain access to a range of perspectives which might challenge your views and assumptions and help you to develop a critical outlook.

Places to find interesting MOOCS:

- Futurelearn <https://www.futurelearn.com/>
- Coursera <https://www.coursera.org/>
- [University of Huddersfield-Summon](#)

12.0 SUPPORT FOR STUDENTS

12.1 Individual Learning Plan

The Individual Learning Plan (ILP) on ProPortal is there to support your development throughout the course. One-to-one time with your tutor will allow you to discuss your needs as a learner and to create an action plan that you can use to help you to become an independent and effective learner. The aim is to enable the College to identify and meet your needs, however big or small they are.

The ILP also records your journey as a student, highlighting milestones and areas for academic, personal and professional development, from induction to completion. Every tutorial, one-to-one session, or meeting with Learner Services will be recorded on your ILP so that an accurate and complete picture of your progress can be seen by those who you come into contact with.

12.2 Tutorials

Tutorials are a key part of the tutor-student relationship. They should help you to gain a closer understanding of your tutor's expectations of you and your coursework, and help your tutor to gain an understanding of your feelings and progress. Giving you the opportunity to discuss your thoughts on your development, your strengths and your weaknesses.

Your tutor will outline during your induction how tutorials will be scheduled throughout the year, and most tutors will arrange one-off tutorials if you need to meet with them for a particular purpose, to discuss a particular assessment task, for example.

13.0 STUDENT ENGAGEMENT

As a student you are not a passive consumer of learning, but an active participant, so the College wants you to engage with it about all aspects of your experience and is committed to listening to you and your ideas. Your tutor will usually be your first point of call when you want to feed something back (what is working and what is not!), but there are other ways you can share your thoughts, outlined below.

How Can You Engage?

There are many opportunities for you to share your perspective, ideas and knowledge as a student at the College. More details of how you can get involved with feedback and engagement can be found on Blackboard.

Student representation on Committees

The College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through Programme-level representatives who are recruited across all Programmes. More information about this and the link with the HE student forum will be given in the cross college induction. Student reps will be contacted and meet throughout the year to give feedback on their course and make suggestions as to how we can make improvements to our student experience.

Higher Education Surveys

Throughout the academic year there will be an opportunity to feedback through online surveys. Feedback from HE students is collated and where actions have been met you will find this information in the University Centre and on HE Essentials via “You Said We Did”

Role of Development and Enhancement Meetings

Each Programme will set up a development and enhancement meeting to ensure that the academic experience of students on the Programme is as good as it can be. These meetings take place twice per academic year, one per semester. There will also be two student focus groups to allow students to contribute to Programme monitoring, review and development.

The meeting is important as your feedback will be passed on to relevant managers for their attention, and your tutor will take on board your comments and combine them with feedback from module evaluations, external examiner reports, the Student Submission and other sources to help them to evaluate and review the course and how it might be run differently.

At the end of the year your tutor completes an Evaluation & Review; your feedback plays an important role in this process. Each Evaluation & Review is shared with management and therefore has an impact on the way that the College evaluates its annual performance.

Module Evaluation

We value your feedback. Each Programme should undertake module evaluations to give you the opportunity to tell us what you think about module delivery, assessments, and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Module evaluations are confidential and completed anonymously. This feedback is used at Programme level so that the student experience can be continuously improved. By undertaking module evaluations, you can help us to refresh and revise our module delivery to enhance the learning experience and continue to improve upon our academic provision.

College Surveys

We ask students to complete surveys at different stages of their programme to provide us with feedback on how things are going. Again, these results are used by staff on your Programme to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

National Student Survey

If you are entering into your final year you will also be invited to participate in the National Student Survey. This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study.

What Happens with My Feedback?

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Programme representative or your tutors.
in response to your feedback through your programme representative or your tutors.

14.0 WHERE TO GET HELP

14.1 Student Services

While you are at York College you are important to us. From the moment you first think about joining us at the College, to the day you get your qualification, you will find people in Student Services to help you.

14.2 InfoZone

Whether you are a student, member of staff or visitor to the College you can access Student Services via the InfoZone which is situated behind Reception near the main entrance. We offer impartial Information, Advice and Guidance on a full range of services, including (but not limited to):

- Course Information & Enrolment
- Travel & Transport
- Health
- Welfare & Funding
- Careers
- Counselling
- Personal Support

Confidential appointments with specialist advisors are also available and can be arranged by telephone or in person at the InfoZone

In addition to your Award Leader and Progress Tutor, there are a range of specialist advisors available at College. Appointments with them can be made through the InfoZone. These services include careers, welfare, and financial advice, health and personal support. The advisors may also contact external services and make appointments if this is felt necessary.

York College welcomes those of all faiths and none. It has a designated room 'Oasis' set aside for personal reflection and prayer. The College hosts a number of well attended 'Oasis' lectures exploring a range of ethical and spiritual issues.

14.3 Personal Support

In addition to your Award Leader and Head of Curriculum, there are a range of specialist advisors available at College. Appointments with them can be made through the InfoZone. These services include careers, welfare, and financial advice, health and personal support. The advisors may also contact external services and make appointments if this is felt necessary.

14.4 Student Services

Our Student Service team provide advice on contraception, distribute free condoms. All of these services are private and confidential.

14.5 Faith/College Chaplain

York College welcomes those of all faiths and none. It has a designated room 'Oasis' set aside for personal reflection and prayer. The College hosts a number of well attended 'Oasis' lectures exploring a range of ethical and spiritual issues.

15.0 EQUALITY AND DIVERSITY

York College believes that equality is about making sure people are treated fairly and given fair chances. Equality is not about treating everyone in the same way, but recognising that their needs are met in different ways. Further information can be found here:

Link https://s3.eu-west-2.amazonaws.com/server-asset-backups/york-college-assets/uploads/files/Equality_and_Diversity_Policy.pdf

16.0 PERSONAL SUPPORT

In addition to your Award Leader and Head of Studies, there are a range of specialist advisors available at College. Appointments with them can be made through the InfoZone. These services include careers, welfare, and financial advice, health and personal support. The advisors may also contact external services and make appointments if this is felt necessary.

17.0 STUDENT SERVICES

While you are at York College you are important to us. From the moment you first think about joining us at the College to the day you get your qualification, you will find people in Student Services to help you.

18.0 FAITH/COLLEGE CHAPLAIN

York College welcomes those of all faiths and none. It has a designated room 'Oasis' set aside for personal reflection and prayer. The College hosts a number of well attended 'Oasis' lectures exploring a range of ethical and spiritual issues.

19.0 COUNSELLING AND STUDENT WELFARE

There may be occasions during your time at college when you experience problems, feel under pressure and find it hard to cope. Our counselling and mental health service can help.

You Feel Anxious, Stressed or Worried

It is quite normal to feel anxious at the start of your course. You may have feelings of inadequacy or low confidence. These will generally subside as you discover what the course entails and what your strengths and weaknesses are. You may not notice it, but by the end of the year, you will see things very differently.

The College understands that students have personal and professional lives. You may be a parent, carer or grandparent, or have other caring responsibilities. You may have a part-time or full-time job. You may be a parent or carer, have a work-placement and a job! As your course progresses your workload will start to build up and you may feel that it is difficult to fit everything in around these other lives.

You may begin to worry about a topic or module/unit that you can't understand or a particular piece of assessed work that you are struggling to get to grips with. This is normal. Every student has one or two 'gremlins' that they struggle with. You may feel that your worry is silly or trivial, but it isn't. Sharing this worry with your fellow students or your tutor usually reveals that you're not the only one who's worried!

Please talk to your tutor about these feelings at any stage during your course during a tutorial.

- Further support is available from Student Services:
- Advice and guidance if you struggling financially or need support with living costs
- Counselling with personal issues and problems (self-referral)
- Academic skills support if you feel that you need to develop your skills
- Mentoring if you are struggling to get organised or need some help with time management.
- We regularly post information to HE essentials to keep you informed and ahead

York College welcomes those of all faiths and none. It has a designated room 'Oasis' set aside for personal reflection and prayer. The College hosts a number of well attended 'Oasis' lectures exploring a range of ethical and spiritual issues.

Support for students with disabilities

Many students find that there are times when they need additional support at College. Please let us know if you want support because you have learning difficulties and/or a disability.

You can find out more about the kind of support the College can offer by asking for a copy of the booklet 'Able to Learn' or by arranging to talk to somebody about additional learning support.

If you have Dyslexia, or another specific learning difficulty, you can request a specialist assessment as you may qualify for access arrangements, e.g., 25% extra time, reader, laptop in exams. However, you are advised to declare this at the start of your course, and it must be your evidenced normal way of working.

Contacting Learning Support:

Call: 01904 770438 In person: room 1F038 (in the Learning Centre)

- Financial advice and support
- DSA

How to see if you are eligible for Disabled Students Allowance (DSA). You may be able to get personal support or equipment through DSA. More information can be found in the booklet 'Bridging the Gap' available on the Direct Gov website at www.direct.gov.uk/studentfinance

Phone: 0845 300 50 90

Textphone: 0845 604 44 34

email: dsa_team@slc.co.uk

If you wish to discuss your support needs please contact us. We can provide you with up to date information and talk to you about applying for DSA.

20.0 SAFEGUARDING

We want all students at York College to feel safe and not to feel threatened by their environment or other people in it.

To keep you free from harm, we carry out all that is necessary within these three important areas:

- Health and Safety
- The protection of children and vulnerable adults
- Equality and Diversity

Our intranet page <https://www.yorkcollege.ac.uk/student-life/safeguarding.html> aims to provide you with the information and links that you need to help you and others stay safe.

Think safely - don't give out your email address or mobile number to anyone you don't know or haven't met. Be careful what you say and do on social networking sites.

If you ever feel unsafe, please make sure that you tell someone:

Your Progress Tutor

Any other member of staff or adult you can trust

A friend who can help you.

Email stayingsafe@yorkcollege.ac.uk (monitored Monday-Friday 9-5).

The College has an explicit Anti Bullying Policy to ensure all students are able to study in a safe and supportive environment.

21.0 HOW TO REPORT AN INCIDENT

If you see an incident or are involved in one yourself, please report it to your personal tutor as soon as possible. The College has a large number of security cameras around the College, so we are often able to find the offenders from the recordings.

22.0 TRANSPORT TO COLLEGE

22.1 Car Parking

If you need to park a car or motorcycle at the College you must have a valid parking permit. There are two types of permit: Annual Permit for a car and a motorcycle, additionally there is an annual Occasional Use Permit. With the occasional permit option, you will also need to purchase a Pay and Display ticket for each day you park.

Car parking permits are obtained using links on the York College Website

Please note that students are not eligible for a car parking permit until they have held a full driving licence for at least twelve months.

There are ticket machines on both levels of the car park. The College has limited parking space and courteous, safe driving is expected at all times. The car park can get full early in the morning. Please do not park in local residential avenues such as Chessingham Gardens.

For complete parking information for students visit

<http://www.yorkcollege.ac.uk/student-life/402-student-services/travel-transport/2720-parking-at-college.html>

22.2 Disabled Car Parking

There are a number of disabled car parking spaces adjacent to the main entrance.

22.3 On The Train

If you are travelling to York College on the train, you can now buy your train and bus tickets together using plusbus.

22.4 Bus Tickets and Passes

Students can purchase tickets for all the College buses from the Finance desk by the InfoZone. Full-time students who use the First buses (including Park and Ride) can purchase discounted weekly passes from the Finance desk.

23.0 SECURITY

Please note: College insurance policies do not cover the personal belongings of students.

24.0 LOST PROPERTY

Enquiries about valuable lost property should be made at Estates in room GF072, enquiries about clothing, books or any other lost property should be made at Goods-In, room GF089.

25.0 THEFT AND VANDALISM

Students who have personal property stolen or vandalised should report the loss or damage on the College theft/vandalism report form, which is available from reception.

Look After Your Belongings

Unfortunately, there will always be some people who want to take or damage things that are not their own. There are, however, some basic steps you can take to try to discourage this:

- Parked cars – keep belongings out of sight or take them with you
- Bikes – always use a good quality bike lock. When purchasing a new bike, budget to spend 10 per cent of the overall value on a good quality cycle lock. Cycle locks can be purchased at discount prices from the Finance Desk.
- Personal belongings – keep them with you at all times or in a locked room. Do not leave valuables in a classroom unless you know it is about to be locked

26.0 E-SAFETY AT YORK COLLEGE

Here at York College we take all aspects of your safety very seriously, and this includes you staying safe when you use the internet. It won't take long for you to read this page and, if you get chance, look at the links on the intranet home page under the Student Options menu.

When using the internet please remain aware that:

- Personal details should not be given out to anyone online. Personal details include your messenger ID, email address, mobile number and any pictures of you, your family or friends.
- If you publish a picture or video online, anyone can change or share it
- SPAM/Junk email & texts: don't believe it, reply to it or use it
- It's not a good idea to open files that are from people you don't know. You won't know what they contain, it could be a virus, or an inappropriate image or film
- It's easier to get on with people online and say stuff you wouldn't offline
- Some people lie online
- It's better to keep online mates online. Don't meet up with any strangers without an adult you trust. Better to be uncool than unsafe!
- It's never too late to tell someone if something makes you feel uncomfortable
- There are people both in the College and out of College who can help. Report online abuse or contact a member of staff.

27.0 STUDENT FINANCE ENGLAND (SFE)

27.1 Payment by HE Tuition Fee Loan

Students who are studying eligible HE qualifications have the option of applying for an HE loan from the Student Loan Company (SLC) to fund their tuition fees. Loans are also available to help with maintenance costs.

Students who elect to pay their fees with a HE loan must submit, in each year of their study, the University or College Payment Advice letter they receive from SLC, to the York College Finance Department.

When loans are approved, payments from the SLC will be paid direct to the College to clear the student's tuition fee debt.

The College will expect any student whose HE loan is not approved to make arrangements to pay by another method. Should the student withdraw from the loan arrangement, and remain on the course, the remaining sum owed will become the liability of the student. It is the responsibility of students to check own funding entitlements based on any previous study in Higher Education.

SFE deal with all funding for HE students nationally, giving out individual funding to new and returning students. Part-time students can also now get tuition fee funding from SFE. Funding generally takes the form of Loans and Grants, which are allocated on a means-tested basis, which means that SFE will ask you about your income to decide how much you will get.

Applying for funding is generally straightforward, but you should get your application sent off as early as possible before your course starts to ensure that your funding is not delayed. Funding takes time to arrive and if you apply late then this will affect how quickly you receive it.

More information can be found online at www.gov.uk/studentfinancesteps

If you need any support please contact Lynne Mountford He Coordinator
Lmountford@Yorkcollege.ac.uk

27.2 Disabled Students' Allowances (DSA)

Funding is available to higher education students who have a diagnosed disability, specific learning difficulty or other long-term illness, which affects their ability to study.

The application is a long process and it may take around three months for funding to arrive, however all HE students are eligible for academic skills support at any time during their course, regardless of specific difficulties or disabilities they may have, so this delay should not have an effect on the support that the you can access.

For assistance with budgeting for your living costs, see the Money Advice website:
www.moneyadviceservice.org.uk

28.0 COLLEGE FACILITIES

28.1 Food and Drink

The refectory services at the College provide a wide range of food including cooked breakfasts, lunches, sandwiches, snacks and hot and cold drinks. Halal options and dietary requirements are catered for. Please ask a member of refectory staff if you need any help.

Catering outlets operate Monday to Friday with the following opening hours:

Duets Grab & Go Shop: 08:30am – 05:00pm

Duets Coffee Bar: 08:30am – 06:30pm (closing at 03:00pm on Fridays)

Duets Express Food: 08:30am – 02:30pm

There are vending machines in various locations around the College, and a cash machine located in the canteen for your convenience.

The Professional Cookery School runs a restaurant named Ashfields, which offers food at various times of year, including Christmas dinners.

28.2 Sports & Fitness Centre

The £60 million York College building offers state-of-the-art sports facilities for hire to the public. We have the following facilities available to hire:

- Synthetic Turf Pitch (STP)
- Sports hall
- Multi-Use Games Area (MUGA)

For more information, please contact the Facilities Manager:

Sports Department
York College
Sim Balk Lane
York
YO23 2BB

Tel: 01904 770482

Email: sportsfacilities@yorkcollege.ac.uk

28.3 Inspired - Salons

The Salon is located on the ground floor off the main college atrium. Relax and enjoy our range of hair, beauty and natural holistic therapies. Our modern facilities include a sauna and steam capsule. We only use professional products such as Dermalogica, Wella and CND Vinylux.

To book an appointment or to find out more, please call the salon on 01904 770254. More information is available on the College website.

29.0 WHAT TO DO IF...

You Wish to Pass on a Compliment

Many good things will happen throughout your time at College and we love to hear about them. If you feel like you want to say 'thank you' to a tutor, a manager, a cleaner, another student or absolutely anyone for something they have done to make your life at College better, then please let us know and we can pass on your thanks to that person. It can be something as small as brightening your day with a smile, or something as large as inspiring you to successfully complete your course.

You can send in a compliment via the College website
or

Hand it in at InfoZone who will send it to the Quality Improvement Team.

29.1 You Have a Concern or Want to Make a Complaint

If you have a serious issue with the College or your course, and need to raise your concerns, then you should:

- Contact your tutor or another member of staff to discuss your situation. Discussing issues is the best way to resolve things before problems become serious and the College will do everything to find a solution where one is available.
- If your issue has not been satisfactorily addressed at that stage, then you can register a formal complaint on the College website www.yorkcollege.ac.uk and download a copy of the complaints form. This is directed to the Quality Improvement Team for recording and disseminating as appropriate.

What happens next:

- We aim to send you an acknowledgement letter within 3 working days of receiving the complaint confirming who will carry out the investigation along with contact details
- Investigating staff aim to meet with you within 10 working days in order to investigate raised concerns
- Final response will be sent by letter within 20 working days of first receiving it. This is our target for all complaints. If we need more time to investigate, we will explain why and when you can expect our response.

Appeals

If you remain dissatisfied, you have the right of appeal, in writing to the College Principal, within 10 working days of the date on the final response letter being issued. The Principal or designated Deputy/Vice Principal (depending on who conducts the appeal) will respond within 10 working days and arrange an appropriate time to meet with you to discuss your appeal.

An appeal hearing letter is sent within 10 working days of appeal hearing. After hearing your appeal, the Principal or Deputy or Vice Principal's decision will be final.

Cut-off Limits

The College cut-off is 3 months after the date of an incident to accept a complaint. The College is willing to consider exceptions only where a valid reason is presented, with clear evidence, that the complaint could not be made within the time limit.

Referral

The Office of the Independent Adjudicator is an independent body who may review a complaint in certain circumstances. More information is available on the OIA website: <http://www.oiahe.org.uk/> The Higher Education Funding Council for England (HEFCE) will only investigate certain issues, and only after the complaints procedure has been completed here at College. For more information, please see HEFCE's website: <http://www.hefce.ac.uk/reg/forstudents/Student,complaints/>

For more information about the College Complaints and Compliments Procedure, please go to: [HE Essentials](#)

29.3 You Are Ill or Absent

Students have access to a new product called Student Advantage whereby they can report absences. If and only if, they are unable to access this online or someone is reporting on behalf of someone else, they can still call the absence line on 01904 770399.

The link to the online portal is <https://studentadvantage.yorkcollege.ac.uk>

It can be found on the general contact page on our website.

A copy of the College's Attendance policy is available on the York College website at: [HE Essentials](#).

29.4 You Feel Anxious, Stressed or Worried

It is quite normal to feel anxious at the start of your course. You may have feelings of inadequacy or low confidence. These will generally subside as you discover what the course entails and what your strengths and weaknesses are. You may not notice it, but by the end of the year, you will see things very differently.

The College understands that students have personal and professional lives. You may be a parent or grandparent, or have other caring responsibilities. You may have a part-time or full-time job. You may be a parent, have a work-placement and a job! As your course progresses your workload will start to build up and you may feel that it is difficult to fit everything in around these other lives.

You may begin to worry about a topic, module or unit that you cannot understand or a particular piece of assessed work that you are struggling to get to grips with. This is normal. Every student has one or two 'gremlins' that they struggle with. You may feel that your worry is silly or trivial, but it is not. Sharing this worry with your fellow students or your tutor usually reveals that you're not the only one who's worried!

Please talk to your tutor about these feelings at any stage during your course.

Further support is available from Student Services, including:

- Advice and guidance if you are struggling financially or need support with living costs
- Counselling with personal issues and problems (self-referral)
- Academic skills support if you feel that you need to develop your skills
- Mentoring if you are struggling to get organised or need some help with time management.

29.5 You Want to Withdraw from your Course

If you have submitted mitigating circumstances (please see the Student Attendance Policy) but subsequently decide that you cannot continue on the course, you may feel, ultimately, that you want to withdraw. Withdrawal happens for a variety of reasons, but you should always put yourself and your own health and wellbeing before any other consideration.

You should discuss your feelings about your situation with your tutor as soon as possible. They will make every effort to accommodate your circumstances, point you towards the right advice and guidance from Student Services and help you to make your final decision.

30.0 PROGRESSION

Progression to a 'Top-Up'

Higher National Diplomas (HNDs) are excellent qualifications in their own right, however, depending on your career or academic ambitions, you may decide that it's worth studying a little longer for a full degree.

You can usually 'top-up' your qualification to a full degree if you have successfully completed your HND or FD. Most Higher Education Institutions (HEIs) and colleges will offer this route. Your top-up will typically take one further year of full-time study.

Have a conversation with your tutor about what progression routes are available for you at College and make sure you consult with Student Services to see what fees and funding would apply to you.

Applying for a Top-Up:

Identify an appropriate top-up degree course by searching through the UCAS directory or by checking through HEIs websites.

Apply to the college direct via UCAS.

If there isn't a Top-Up Available

If you can't find a Top-Up that meets your requirements, then you may be able to enter the 2nd or 3rd year of an existing degree:

- Identify an appropriate degree programme to enter
- Ring the admissions team at the HEI or college and enquire about the specific requirements of the course and whether they would be happy for you to join their course in the 2nd or 3rd year. HEI's will have their own entry requirement.

Important Things to Remember

- You can get support with sorting out your student finance arrangements
- If you are in receipt of DSA and you are moving onto a top-up you need to arrange the transfer of your support to your new HEI or college. Changing course or university may mean that you need to have slightly different support in place, so you may have to have a top-up needs assessment. Ask about the HEI or college's disability advisor, they will be the best person to discuss this with.

31.0 CAREERS

There is careers advice available to you at College from the Careers team (part of Student Services). There is also information available on the College website through Career Explorer, about the jobs that might be of interest to you, or those that relate specifically to the skills and knowledge that your course develops.

Further information is available from the National Careers Service at:

<https://nationalcareersservice.direct.gov.uk/>

32.0 EXIT INTERVIEWS

The College will meet with you to discuss what you are planning to do next. Whether it is going on to further study; entering employment or volunteering; or simply taking a break, we want to know about it so that we can give you the best advice possible and we can keep track of your progress after you leave.

It can also be a good opportunity to give personal feedback about your student experience, alongside the other feedback opportunities you will have been given during your time at the College.

33.0 FOR ALUMNI

When you have successfully completed a course you become an alumnus or alumna (depending on whether you are male or female, respectively) of the institution that you attended. All the people who have completed their York College are part of the College alumni association.

34.0 OTHER KEY INFORMATION

34.1 External Examiner's Report

External examiners are an essential element of a College and University framework for quality assurance and enhancement. The role of the external examiner is to assure the quality of your learning experience and ensure that you are assessed fairly in relation to other students on the same programme and to students in other higher education institutions nationally.

The external examiner's report for your programme is available on Blackboard/HE Essentials and the student Intranet or by contacting the HE Coordinator by email at LMountford@yorkcollege.ac.uk

34.2 Suspension of Studies

Requests to suspend your studies will be considered in exceptional circumstances, for example due to serious illness or a tour of duty with the Territorial Army.

A specifically convened Exceptional Circumstances Panel will consider requests. Example points taken into consideration are:

- Reason for request
- Applicant's academic progress
- Stage in the programme
- Modules/assessments that will be affected.

The Suspension of Studies (SOS) may be for whole or part of a year, depending on individual student circumstances in the light of the above considerations.

The College cannot guarantee that there will be no changes to the programme or its assessment during a lengthy period of absence. It is the responsibility of the student to make contact with the programme leader well in advance of a return to the College so that any transition arrangements are made.

35.0 STUDENT CHARTER AND CODE OF CONDUCT

While you are a student at York College you can expect:

| | |
|---|---|
| Helpful advice and guidance about which courses to study | Interesting and stimulating classes with a variety of learning activities |
| Information about support services available to you, e.g: – Learning Support – Counselling and Well-being – Careers Information, Advice and Guidance – Welfare and Finance | Assessed work returned with helpful comments within an agreed timescale |
| Simple and clear guidelines about what you Will need to do to be successful | Regular opportunities to discuss your progress |
| Facilities and equipment to support your individual learning needs | Opportunities to express your views about the course and college and be represented on appropriate committees including the Board of Governors |
| An induction that helps you to get to know the college, your course, key staff and other students | To be treated and respected as an individual |
| Friendly, caring, well qualified and supportive staff | A clean, pleasant and safe college environment |

As part of our commitment to continuous improvement we welcome your feedback. So, during your time at York College we will ask if you think we have kept these promises.

However, whilst you are a student at York College we will expect you to:

| | |
|--|--|
| Work hard | Complete work on time and to the best of your ability |
| Respect others, whoever they are | Help us to keep the college tidy |
| Come to college prepared to learn | Avoid offending others by using appropriate language at all times |
| Turn up to classes on time | Take care of the college buildings, furniture and equipment |
| Attend all classes, but let us know in advance if you can't | |

HE Students

Students will have regular opportunities to discuss progress with their allocated Progress Tutor. This will, ordinarily be 4 times per year - 1 at the start of the academic year, 1 towards the end of semester 1, 1 after the March Exam Boards and 1 towards the end of Semester 2. Part-time programmes include tutorial time before/after classes and/or electronic conversations. Students will also have access to the centralised programme of College Events activities.

1:1 Tutorials

The main purpose of the 1:1 tutorial is to ensure that students are successful at College

and that they know how they are doing with their work/studies and what they need to do to improve. Careful progression planning, support and guidance including UCAS/ Careers/ Employability/ Target Grades also form an important part of the tutorial programme. Students will have regular 1:1 tutorials with their allocated Progress Tutor (usually at least once every six weeks).

35.2 Visible ID Policy

The College operates a visible ID policy for all staff, Governor, students, contractors, commercial and professional visitors to the College. This helps the College to ensure that only authorised persons are admitted to the buildings to maintain a safe and secure environment. All students and staff must wear their College lanyards around their necks at all times to confirm at a glance that they are a registered member of the College community.

Full details of the Visible ID Policy can be found at:

[Http://www.yorkcollege.ac.uk/images/pdfs_2018/Visible ID Policy and procedures - Final.pdf](http://www.yorkcollege.ac.uk/images/pdfs_2018/Visible_ID_Policy_and_procedures_-_Final.pdf)