

# East Riding College



## Programme Specification for Higher National Certificate in Construction and the Built Environment Civil Engineering

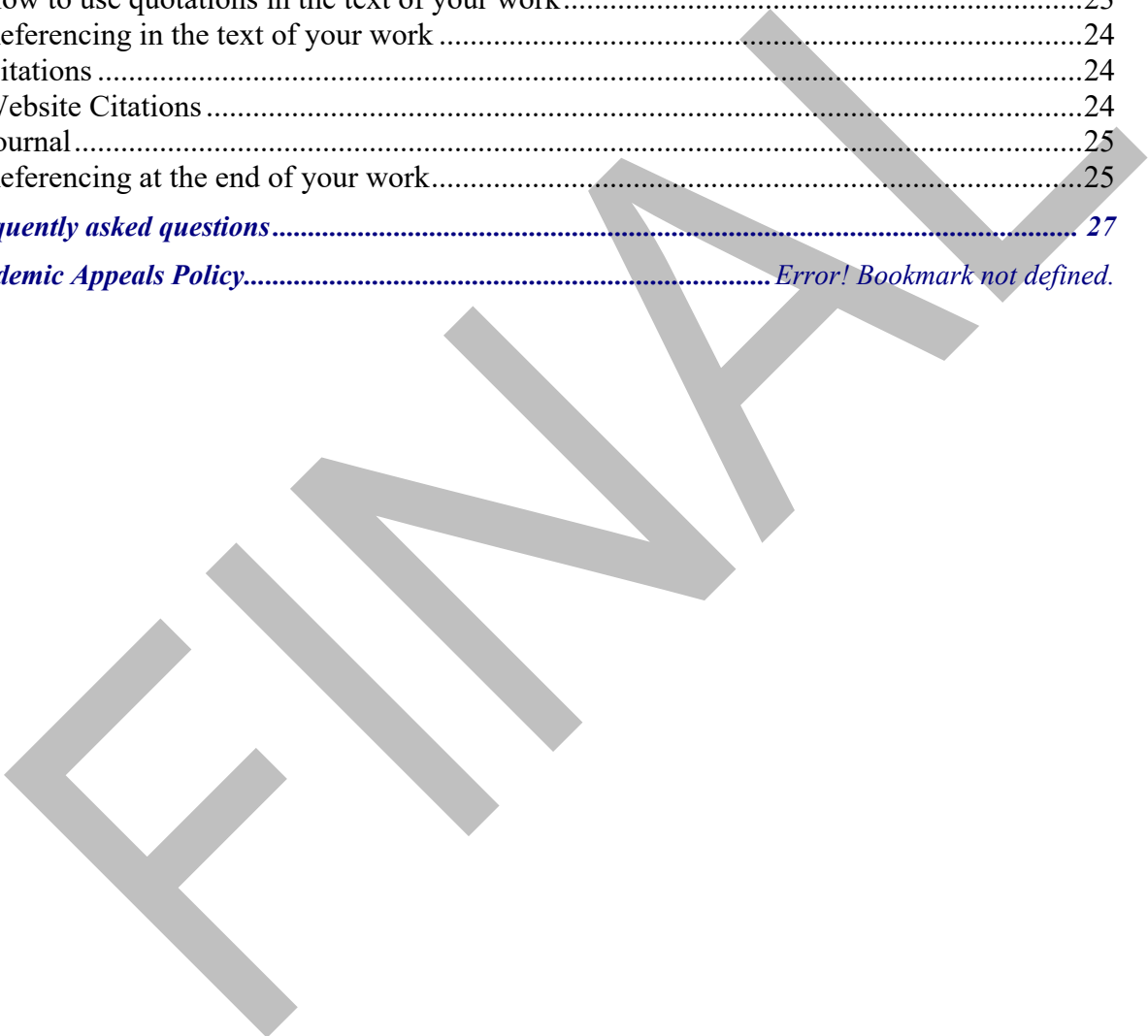
2021/2022

You should take the time to read this information before you commence your studies, and retain the handbook to refer to as necessary throughout your programme of study. The handbook is also available on the HNC page of the Microsoft Teams channel. You can download an electronic version of the handbook. If there are any changes to your programme the electronic version of the handbook will be updated within teams and it will be given a new version number.

# Contents

<b>Introduction</b> .....	<b>4</b>
<b>General Information and Facilities at ERC</b> .....	<b>6</b>
Food and Drink .....	6
Car Parking .....	6
Health and Safety.....	6
<b>Library and Computer Facilities</b> .....	<b>6</b>
Computing Facilities.....	7
Communication within the Department.....	8
Access to Tutors.....	8
Obtaining a Reference.....	8
<b>Responsibilities of the Student</b> .....	<b>9</b>
Enrolment.....	9
Fees .....	9
Attendance .....	9
Lectures.....	10
Meeting Deadlines .....	10
<b>Structure of the Qualification</b> .....	<b>11</b>
Why study the programme? .....	11
What are the aims of the programme? .....	11
What should you achieve at the end of the programme? .....	11
What will you study? .....	12
How will you be taught? .....	13
How will you be assessed?.....	13
What are the entry requirements? .....	14
How should you apply and how will you be selected? .....	14
Where will you be taught? .....	14
What will you need to achieve to progress from one level or stage of the programme to the next? .....	14
What will you need to achieve to graduate and how will your overall grade be calculated?.....	15
Submission Procedures .....	15
Guidelines on Assessment Criteria .....	15
Grade descriptors .....	15
Assessment Grids.....	16
Calculation of the Qualification Grade .....	16
Merit and Distinction descriptors.....	16
Policy on Marking of Assessments.....	18
Feedback Timescale.....	18
Getting your Results.....	18
Unfair Means – Plagiarism and Cheating .....	19
The Plagiarism Declaration.....	19
Plagiarism and how to avoid it.....	19
When to use referencing .....	20
<b>Possible Problems and Solutions</b> .....	<b>20</b>
Withdrawing from ERC .....	20
General Regulations.....	20

Complaints by Students .....	21
Support Services .....	21
Careers Advisers .....	21
<b>Referencing Guidelines .....</b>	<b>22</b>
Introduction .....	22
The golden rules of referencing .....	22
What referencing is...? .....	22
What plagiarism is...? .....	23
When you must use a reference in your work .....	23
How to use quotations in the text of your work .....	23
Referencing in the text of your work .....	24
Citations .....	24
Website Citations .....	24
Journal .....	25
Referencing at the end of your work .....	25
<b>Frequently asked questions .....</b>	<b>27</b>
<b>Academic Appeals Policy.....</b>	<i>Error! Bookmark not defined.</i>



# Introduction

Welcome to East Riding College. We hope you have a rewarding and enjoyable time studying with us; all the staff would like to wish you every success in completing this course.

The purpose of this Student Handbook is to provide essential course details and general information about the course and facilities on offer within the College.

Matters detailed in this handbook are subject to review and change during the year. Every effort is made to ensure that the information is accurate and up to date at the time of publishing. East Riding College and your tutor will inform you of any changes occurring during the year, but the College cannot accept any liability for any errors or omissions.

The Construction and Engineering Faculty at ERC is based across Bridlington, Beverley and Hull. The department caters for over 700 students each academic year on a range of courses spanning Levels 1-5. As a HNC Level 4 student you are classed as a Higher Education (HE) learner at East Riding College. You are setting out on an intensive period of high-level study.

There is a lot of information to take in so please feel free to ask if you are unsure on anything. In the event of any queries which this handbook does not address you should contact your personal tutor in the first instance. However, should you require more specific information that you feel is not in this handbook please use the details below.

Programme title	BTEC Level 4 HNC in Construction / Civil Engineering 603/3416/2
Awarding body	Pearson
Credit Value	Minimum 120 Credits
Duration: HNC	64 weeks Part time
Programme course tutors	Alex Sheldon / Craig Leach / Ros Shepherd/
Programme course leader	Craig Leach Tel: 01482 390964
Head of Curriculum	Alex Sheldon Tel: 01262 455151
Vice Principal	Helen Wooldridge
Principal	Mike Welsh

Your programme of study is run in partnership with Pearson and monitored for quality by the Quality Assurance Agency in accordance with the Quality Code. You will be enrolled as a member of East Riding College; however, the programme and assessment regulations of both the College and Pearson will apply.

Your studies will be delivered through a variety of means, such as lectures, seminars, workshops, practical sessions, tutorials and self-directed study. Your tutor will advise you of the specific requirements of your programme of study. Remember you are required to attend all lessons and it is your responsibility to ensure that you do so.

This handbook contains important information about your studies at East Riding College. You will also be given access to the college intranet which contains essential information about East Riding College policies, facilities and services. Please see this for information on the Learning Resources Centre, Student Services and other college services as well as regulations such as health and safety, equal opportunities, use of mobile phones and student responsibilities.

This handbook also provides you with important information about the modules that comprise your programme of study. It shows the structure; content and learning outcomes of each module that you will study.

Please keep this handbook handy; you will find it useful to refer to throughout your studies.

# General Information and Facilities at ERC

East Riding College has a range of teaching resources, a Learning Resource Centre (LRC) and refreshment areas.

## **Food and Drink**

A range of hot and cold food is available from the various coffee and snack bars situated in the refectory areas at both sites.

## **Car Parking**

East Riding College has free student parking at Bridlington. St Mary's Walk students may use the Bridlington Rugby Club as a free alternative overflow car park if required.

Beverley students have access to the Flemingate multi story car park or use of the train station car park. Fees will apply for this service.

## **Health and Safety**

The College operates a range of efficient and effective Health and Safety policies to provide a safe learning environment for all students. Policies focus on safeguarding children and vulnerable adults, management of risks, energy conservation, security and travel. Further details on all policies can be obtained from your tutor or reception.

It should be noted that there is a no smoking policy in and around the College buildings. Designated smoking areas are provided outside of the main building at both sites. The location of outdoor smoking areas will be highlighted on your induction.

Students should read the fire notices displayed on both sites. Should the alarm sound, the assembly points at St Marys Walk are located on the sports field at the rear of the building. The Beverley campus assembly point is located at the front of the building.

## **Library and Computer Facilities**

St Marys Walk/Flemingate – Learning Resource Centres (LRC)

The LRCs have something to suit all study methods. Both will provide bookable rooms for working as a group, separate quiet zones, laptop areas as well as the usual chairs, tables and PC areas. Both centres provide access to the internet, photocopiers and scanners as well as an abundance of course-specific resources.

Induction programmes are provided for all new groups of students. Students will be able to log onto the intranet and be logged into everything they need in the new-look Learning Resource Centre (LRC). All learners will be registered on the College's Virtual Learning Environment (VLE) – Moodle - which provides access to course materials and email from home. All students also have access to a number of on-line journals which are very useful when researching for assessments and projects. More information in relation to these will be given during the library induction sessions.

The centres are open during term time as follows:

### **Opening Hours**

Bridlington	Mon - 08:30-17:00 Tues - 08:30-20:00 Wed - 08:30-17:00 Thurs - 08:30-20:00 Fri - 08:30-16:30
Beverley	Mon - 08:30-18:30 Tues - 08:30-20:00 Wed - 08:30-20:00 Thurs - 08:30-20:00 Fri - 08:30-16:30

Restricted opening times operate during holiday periods, contact the LRC for details. All times are subject to change between semesters and for the most up to date details students should ask a member of the LRC staff.

Library and computing regulations are available from the Learning Resource Centre.

### **Computing Facilities**

When enrolled on the course you will have full access to the College's computer facilities. Both LRCs allow access to the internet, Moodle (VLE), scanning, printing and binding facilities. Students should make themselves aware of the booking policies for each LRC and should allow ample time for large printing or binding services. See the LRC or Business Centre staff for details.

## **Communication within the Department**

You will be supervised throughout your course by a Course Tutor and attend tutorials to review progress on a regular basis which will create an Individual Learner Profile (ILP).

All students are entitled to a regular review of their progress on the programme. PDP is defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development' (Quality Assurance Agency).

It is intended to help students to:

- Become more effective, independent and confident self-directed learners;
- Understand how they are learning and relate their learning to a wider context;
- Improve their general skills for study and career management;
- Articulate their personal goals and evaluate progress towards their achievement; and
- Encourage a positive attitude to learning throughout life.

## **Access to Tutors**

Whether you wish to see your Course Tutor or a Unit Tutor you must make an appointment first. Unit Tutors should be seen within lecture times whenever possible – they are there at that time to help you understand what you are studying. This is why it is important not to miss any of your classes. Your Course Tutor will always try to see you as quickly as possible – but they do have other commitments, so you need to book a time to ensure they are free. Different tutors organise their time in different ways so you must talk to them to find out the best way they can help you. You should not turn up expecting to see your tutor immediately unless it is an emergency.

## **Obtaining a Reference**

All your HE Tutors at ERC would like to offer themselves as a referee for learners. However, students should first make the tutors aware that they may be receiving a reference request.



# Responsibilities of the Student

When you start your programme of study you will enrol with ERC. This enrolment process will allow ERC access to the required personal details.

## **Enrolment**

You will be required to complete enrolment forms and pay the tuition fees in order to register on the course. It is a formal requirement of the HNC that all students supply evidence of their qualifications and experiences. If we do not already have a copy of these please provide copies of your academic qualifications.

## **Fees**

You are required to enrol annually and pay or make appropriate arrangements for the payment of your tuition fees. It is your responsibility to ensure that your fees are paid in full. Students who have not paid the appropriate fees cannot receive tuition, cannot access College facilities and will not have their results considered at any exam board, thus delaying the completion of their programme. If you encounter any difficulties in paying your fees you must consult either your personal supervisor or the Finance Office without delay.

## **Attendance**

When you enrol, you undertake an agreement to attend all scheduled teaching sessions. A register of attendance is taken at all lectures and practical lectures and attendance at these sessions is **COMPULSORY**. The Unit Tutor will contact students who miss two consecutive sessions in any one subject, and a note will be placed in the student record file. Future absences will result in a formal letter warning about the consequences of further absence. Copies of non-attendance records will be kept on file and made available to Examination Boards. All learners should meet the College attendance target of 90% for every unit.

In cases of illness or absence from any sessions, you should email your personal tutor or phone the college reception directly (0345 120 0044). If you are on work experience, you must contact College and your work experience placement to notify them of any absences. If you are ill for more than a three days, or during any assessment periods, make sure that you obtain a doctor's certificate. Any consideration for mitigating circumstances due to ill health will only take place where there is medical evidence to support the claim.

## **Lectures**

Lectures are designed to challenge and extend the student's knowledge by students learning together and developing higher level thinking skills. It is essential that students do not let other students down by a lack of attendance or commitment. Group tasks and projects are a key element of the course and students must support each other. Students are expected to undertake non-contact hours of study. This includes pre-lecture reading, preparation for assignments and revision. This non-contact learning is designed to improve students' academic skills and levels of knowledge in addition to the lectures and seminars. These group contributions are a prerequisite of the assessment process.

## **Change of Details**

It is vital that you notify your Course Tutor with any changes in your circumstances in order to amend your Personal File (e.g. address, telephone number). This is also essential for effective communication and for your final HNC award. If your details are not kept up to date, the College cannot be held responsible for information, results or certificates being sent to the wrong address.

## **Meeting Deadlines**

You must hand all assessments and projects in on time, attend scheduled assessments and see your Course Tutor if you need to apply for Extenuating Circumstances. The following circumstances are **not** deemed as acceptable:

- Disc error/computer breakdown
- Printing/finishing problems e.g. binding your assignment
- On-going personal difficulties unless relevant supporting documentation is submitted and accepted by the College as legitimate reason for an extension.
- Transport difficulties without evidence that you made proper travel arrangements which failed beyond your control (corroborating evidence will be required).
- Illness without medical evidence
- Holidays

## **Structure of the Qualification**

Edexcel BTEC Higher Nationals

QCF Progression opportunities and examples of qualifications within each level.

8 - *PhD/DPhil Professional doctorates (credit based), e.g. EdD*

7 - *Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)*

6 - *Bachelor's degrees, e.g. BA, BSc*

*Professional Graduate Certificate in Education*

*Graduate certificates and diplomas*

5 - *Edexcel BTEC HNDs (Higher National Diplomas)*

*Foundation Degrees, e.g. FdA, FdSc*

*Diplomas of Higher Education (Dip HE)*

4 - *Edexcel BTEC HNCs (Higher National Certificates)*

*Certificates of Higher Education (Cert HE)*

*Level 4 National Vocational Qualifications (NVQs)*

### **Why study the programme?**

The HNC is designed to provide students with a higher level of understanding of the many different elements that the world of construction consists of. The course is tailored to students with ambitions of working within construction in a professional, managerial or technical capacity. A number of career opportunities exist including work as designers, project managers, advisors or administrative and technical roles within construction companies, as well as the opportunity to continue studying at graduate level to Higher National Diploma (HND) studies, level five. Emphasis will be placed upon reflection, analysis, environmental impact, critical thinking and personal development.

### **What are the aims of the programme?**

The programme aims to enable students to develop a wide variety of technical skills and understanding, supported by the development of analytical and research skills through group and individual projects.

### **What should you achieve at the end of the programme?**

By the end of the programme students will have developed a deeper understanding of construction design principles, project management and construction business. With the potential opportunity of pursuing a technical apprenticeship (NVQ 4) or continuation onto a level five HND programme.

**What will you study?**

The Construction curriculum consists of eight units. This is made up of three core mandatory (M) units, three specialist units (S) and two mandatory optional (O) units.

Construction pathway:

Unit Number	Unit Title	Credit Value	Unit Level
1	Individual Project (Pearson-set) (M)	15	4
2	Construction Technology (M)	15	4
4	Construction Practice & Management (M)	15	4
5	Legal & Statutory Responsibilities in Construction (S)	15	4
6	Construction Information (S)	15	4
14	Building Information Modelling (S)	15	4
3	Science & Materials (O)	15	4
18	Civil Engineering Technology (O)	15	4

Civil Engineering pathway:

Unit Number	Unit Title	Credit Value	Unit Level
1	Individual Project (Pearson-set) (M)	15	4
2	Construction Technology (M)	15	4
4	Construction Practice & Management (M)	15	4
3	Science & Materials (S)	15	4
6	Construction Information (S)	15	4
8	Mathematics for Construction (S)	15	4
20	Principals of Structural Design (S)	15	4
18	Civil Engineering Technology (O)	15	4

### **How will you be taught?**

Students will learn through a variety of taught sessions, group and individual projects, and self-directed study. Modules are delivered through a combination of lectures and classroom based activity, online resources and research assignments.

Students will gain knowledge and understanding via a number of methods, these include:

- Presentations
- Practical tasks
- Guest speakers
- Real work activities – on site
- Assignments
- Professional discussions
- Research tasks
- Online study
- Work based learning activities
- Lectures
- Seminars
- Coaching
- Assessment for learning
- Individual and small group work

### **How will you be assessed?**

Students will be assessed on assignments which will be marked against the awarding body criteria.

- Students must achieve a minimum of 120 credits (of which at least 65 are mandatory at level 4 on their programme of learning to be awarded an Edexcel BTEC Level 4 HNC).
- The assessment of Edexcel BTEC Higher National qualifications is criterion-referenced and centres are required to assess students' evidence against published learning outcomes and assessment criteria.
- All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit students must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

Assessment methods will include:

- Written assignments
- Drawings, specifications and planning documentation
- Journals / minutes / etc.
- Practical observations
- Skills demonstrations
- Group work
- Presentations
- CPD file

### **What are the entry requirements?**

East Riding College encourage and welcome applications from all students with the potential to succeed on this course. Applications are considered individually and we take into account academic qualifications in addition to paying great attention to the personal statement and the reference(s) provided with the application.

An offer of a place on the Higher National Certificate is offered in terms of grades up to a certain number of UCAS tariff points. For example, a typical offer for entry to a HNC is 120 UCAS tariff points. In order to meet this entry requirement an applicant would, for example, need to have gained two A-levels at Grade E or above or achieved PPP for a BTEC National Diploma or MP for a BTEC National Certificate. Applicants studying on an Access to Higher Education programme will need to achieve a Pass in their qualification in order to progress to a Higher National Certificate.

### **How should you apply and how will you be selected?**

Applications should be submitted through the college website or by completing an application form from the college HE prospectus.

### **Where will you be taught?**

The programme will be taught at the Flemingate campus in Beverley.

### **What will you need to achieve to progress from one level or stage of the programme to the next?**

The HNC in Construction or HNC in Civil Engineering needs to be achieved prior to enrolment on the HND.

## **What will you need to achieve to graduate and how will your overall grade be calculated?**

Students will be required to pass every assessment of every module.

The programme uses a rising profile of assessment that identifies the overall grade from a combination of the outcomes of the assessment elements.

You will be graded for each item of assessment you undertake, the results of each assessment will count towards your overall grade for each module.

## **Submission Procedures**

Requirements for assessed coursework will be in the Unit Outlines that are distributed at the beginning of the year for each semester.

Assessed work is to be submitted via Turnitin in Teams.

You should also submit one printed copy of your work. You must complete and sign an assessment feedback form and attach it to each piece of your submitted work. This must be signed to confirm that the work is yours, and that you are fully conversant with the rules regarding plagiarism and unfair means. It is your responsibility to ensure that you have understood the guidance you have been given about referencing – and therefore how not to commit plagiarism. If in any doubt you must seek advice from your Personal Tutor. Feedback sheets can be obtained from Moodle. Work submitted without a signed feedback form will not be marked. **Staff are not permitted to accept work from students personally or purely by e-mail.**

You are advised to keep a copy of all assessments submitted. Work not submitted by the deadline will be classed as late and penalised accordingly. All students can hand work in early.

## **Guidelines on Assessment Criteria**

The guidelines attempt to describe appropriate levels of knowledge (depth, range, accuracy) analysis (critical thinking, conduct of cogent, coherent argument) originality (independence of thought, novelty of ideas, approach, synthesis) scholarship (referencing, evidence) and communication (structure, clarity, presentation, linguistic range and accuracy). The descriptions are inevitably rather general but are aimed at providing a framework within which individual disciplines have enough flexibility to adapt them to fit their own criteria, for example, subject-specific and practical skills. Not all subjects will require criteria that relate to experimental skills. Distinction may need to be made to the way in which these criteria apply to different forms of assessment. An individual performance may fit a category by meeting some of the criteria.

## **Grade descriptors**

Grade descriptors apply to intended learning outcomes and to all assessments. They have been developed by the Higher Education Office and are aligned with the national Framework for Higher

Education Qualifications. The assessment criteria in unit handbooks are also aligned with these descriptors. The HNC/ HND have descriptors set by Pearson. It is the student’s responsibility to read and understand these grading boundaries.

**Assessment Grids**

Each module assessment will be accompanied by a specific assessment grid that will illustrate the progressive changes between grading boundaries.

**Calculation of the Qualification Grade**

Pass qualification grade - learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (Levels 4 and 5 Higher National qualifications).

Qualification grades above pass grade - learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units.

The graded section of both the HNC and the HND is based on the learner’s best performance in units at the level or above of the qualification to the value of 75 credits.

**Merit and Distinction descriptors**

Pass grade - A pass grade is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

Merit grade	Merit descriptors
In order to achieve a merit the learner must:	The learner’s evidence shows, for example:
identify and apply strategies to find appropriate solutions	<ul style="list-style-type: none"> <li>✓ effective judgements have been made</li> <li>✓ complex problems with more than one variable have been explored</li> <li>✓ an effective approach to study and research has been applied</li> </ul>
select/design and apply appropriate methods/techniques	<ul style="list-style-type: none"> <li>✓ relevant theories and techniques have been applied</li> <li>✓ a range of methods and techniques have been applied</li> <li>✓ a range of sources of information has been used</li> <li>✓ the selection of methods and techniques/sources has been justified</li> <li>✓ the design of methods/techniques has been justified</li> </ul>



	<ul style="list-style-type: none"> <li>✓ complex information/data has been synthesised and processed</li> <li>✓ appropriate learning methods/techniques have been applied</li> </ul>
present and communicate appropriate findings	<ul style="list-style-type: none"> <li>✓ the appropriate structure and approach has been used</li> <li>✓ coherent, logical development of principles/concepts for the intended audience</li> <li>✓ a range of methods of presentation have been used and technical language has been accurately used</li> <li>✓ communication has taken place in familiar and unfamiliar contexts</li> <li>✓ the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</li> </ul>
Distinction grade	Distinction descriptors
In order to achieve a distinction the learner must:	The learner's evidence shows, for example:
use critical reflection to evaluate own work and justify valid conclusions	<ul style="list-style-type: none"> <li>✓ conclusions have been arrived at through synthesis of ideas and have been justified</li> <li>✓ the validity of results has been evaluated using defined criteria</li> <li>✓ self-criticism of approach has taken place</li> <li>✓ realistic improvements have been proposed against defined characteristics for success</li> </ul>
take responsibility for managing and organising activities	<ul style="list-style-type: none"> <li>✓ autonomy/independence has been demonstrated</li> <li>✓ substantial activities, projects or investigations have been planned, managed and organised</li> <li>✓ activities have been managed</li> <li>✓ the unforeseen has been accommodated</li> <li>✓ the importance of interdependence has been recognised and achieved</li> </ul>
demonstrate convergent/lateral/creative thinking	<ul style="list-style-type: none"> <li>✓ ideas have been generated and decisions taken</li> <li>✓ self-evaluation has taken place</li> <li>✓ convergent and lateral thinking have been applied</li> <li>✓ problems have been solved</li> <li>✓ innovation and creative thought have been applied</li> <li>✓ receptiveness to new ideas is evident</li> </ul>

	✓ effective thinking has taken place in unfamiliar contexts.
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The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the 'Points available per credit at specified unit grades' table below)

Points available per credit at specified unit grades

Pass	4
Merit	6
Distinction	8

Edexcel BTEC Level 4 HNC

Points boundaries	Grade	
420-599	P	Pass
600-839	M	Merit
840+	D	Distinction

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND then credits from both the HNC and HND can contribute to the best 75 credits of the overall HND grade.

**Policy on Marking of Assessments**

All assessment strands of a unit are marked against the specific marking criteria given to students in the guidelines for completion of that assessment.

As such, the marking criteria are explicit, and specific enough to be used as a means of discriminating between work of different standards. The marking criteria are:

- a) drawn from the stated learning outcomes for the module in question
- b) act as a guide as to what is required to achieve a minimum pass standard for the assessment component

**Feedback Timescale**

All tutors will make the best of efforts to return students' work as soon as possible. However, learners are guaranteed to have a provisional grade and feedback returned to them within a 21-28 day period of the submission date assuming the learner has met the appropriate deadline.

**Getting your Results**

Where appropriate, marks for individual pieces of assessed work are given to you during the unit, to enable you to utilise feedback in completing the unit. However, such results are **provisional**, that is

they can be changed by the Internal Moderation process – for example on the advice of the internal moderator – and they are therefore not final until moderation.

### **Unfair Means – Plagiarism and Cheating**

ERC take very seriously any form of cheating, plagiarism or other form of ‘unfair means’. The term ‘unfair means’ is used in the code to indicate that a very wide range of behaviour is punishable. The code gives *examples*, including:

- ‘cheating’ in an examination by using materials prohibited in the examination room
- falsifying the results of laboratory, field-work or other forms of data collection and analysis
- impersonating another during an examination or other assessment or related event
- conspiring with another or others to have work completed by another candidate, including offering work, whether for sale or not, for use by another without acknowledgement
- collusion (where the work submitted is the result of the work of more than just the student making the submission but which the student making the submission claims to be his/her own work without acknowledging the contribution of other students)
- using false statements, or presenting false evidence, in support of a request to withdraw from an examination, obtain an assessment extension, or explain any form of absence or default
- falsifying a transcript or other official document
- submitting work for assessment which is substantially the same work as submitted for a previous assessment (sometimes referred to as ‘self-plagiarism’)

It is essential, therefore, that you recognise that ERC take very seriously any form of illegitimate conduct, especially plagiarism, and that if you are judged to have breached the regulations this could result in you not being awarded your HNC.

### **The Plagiarism Declaration**

You must ensure that you sign the declaration form before submitting work.

### **Plagiarism and how to avoid it**

Throughout the completion of assessments on your course you will often use or refer to work produced by other people to help build knowledge of a subject area, produce a particular argument or highlight evidence within your work. This work needs to be referenced in order to acknowledge the work that you have used. The main reason for ensuring this work is referenced and not passed off as your own is to avoid **plagiarism** and demonstrate what you have learnt and understood within your work. Plagiarism is using someone else’s work without acknowledging this and passing it off as your own, either when taken directly or placed in your own words.

In its Code of Practice on the Use of Unfair Means, the University of Hull defines plagiarism as;

“Plagiarism is a form of fraud. It is work which purports to be a candidate’s own but which is taken without acknowledgement from the published or unpublished work of others”. (University of Hull, 2004)

### **When to use referencing**

When taking a direct quote

When paraphrasing someone else's ideas

When using statistics or information taken from a source

When using diagrams from a source

## **Possible Problems and Solutions**

The following section explains possible solutions to problems which you may experience during your programme of study and which may mean that you are unable to complete your programme as originally planned. In all cases the emphasis is on getting advice from the appropriate person. You are reminded of the importance of discussing any problems you might be experiencing with appropriate staff, whether this is your personal tutor or somebody independent of the department such as Learner Services or the Academic Support Service.

### **Withdrawing from ERC**

In the first instance this should be discussed with the Personal Tutor regarding reasons for this decision. If after support and discussion withdrawal appears to be the appropriate option a letter to the Programme Leader should be submitted with reasons for withdrawal.

### **General Regulations**

Please be aware that as a student you have both rights and obligations in respect of your fellow students, members of staff, and others who come into contact with ERC. ERC has a set of general regulations governing the conduct of students, as well as specific policies and procedures governing such matters as freedom of speech, freedom from harassment and data protection. These set out both your rights and your duties (to fellow students, staff and others).

ERC operates an Equal Opportunities Policy. It is therefore important that your behaviour does not contravene this policy. Your language and behaviour should be appropriate to studying on a higher education course. This includes respect for other people, both staff and students, your time management (i.e. not turning up late for lectures/seminars) and not using mobile phones or text messages in the classroom. At all times your behaviour should not prevent other students from learning.

If you have specific needs related to disability, gender or your ethnic background please let your personal tutor know how they can help you. Additional student support to help with learning difficulties

or disabilities is available through the ERC Learner Services, telephone 0345 120 0044 or see the ERC Handbook for more details.

If you have specific requirements relating to a disability you need to apply to your Local Education Authority as soon as possible so that funding may be provided to meet those requirements.

### **Complaints by Students**

If you have a complaint about your experience at ERC, you should contact your Personal Tutor, if this does not bring a suitable resolution you should contact the Head of Curriculum ([alex.sheldon@eastridingcollege.ac.uk](mailto:alex.sheldon@eastridingcollege.ac.uk)). Minor issues may be reported via your student representative as previously mentioned.

For complaints in writing you should use the College 'Tell us what you think' form. For more details about the ERC complaints procedure please refer to the ERC Handbook.

### **Support Services**

Counselling Number: 07903 457733

A full copy of the Counselling and Welfare Service Policy is available from the Reception at each site.

### **Careers Advisers**

The College has a team of qualified Careers Advisers and Information and Guidance Officers who can be reached via Learner Services.

The careers adviser for Higher Education (Melanie Brown) is available for student consultation at any stage of the HNC/HND programme.

Melanie Brown

Telephone 01262 455049 or email [melanie.brown@eastridingcollege.ac.uk](mailto:melanie.brown@eastridingcollege.ac.uk)

# Referencing Guidelines

## Introduction

A standard system of referencing APA 7th Referencing is adopted by the department to simplify and standardise the process for both author and reader.

## The golden rules of referencing

- Be consistent – use only the guidelines provided by your department and stick to them for all your work, unless a lecturer tells you otherwise. If you are unsure about this, you should ask the module tutor.
- Follow the detail in these guidelines absolutely, for example punctuation, capitals, italics and underlining. If you do not do this, you may lose marks for your work. Referencing is all about attention to detail!
- If the source of information you are referencing does not fit any of the examples in your referencing guidelines (see below), choose the nearest example and include enough information for your reader to find and check that source, in a format as close to the example as possible.
- Gather all the details you need for your references whilst you have the sources of information in your possession. If you forget to do this and cannot find the sources of information again (they may have been borrowed from the LRC, for example, by another reader), you cannot legitimately use them in your essay. If you do so without referencing them, you could be accused of plagiarism.
- Keep the referencing details you have gathered in a safe place. You can use small index cards for this or an electronic database such as the EndNote program, so that you can sort your references into the order laid down in your guidelines – usually alphabetical by author's surname.

## What referencing is...?

Referencing is acknowledging the sources of information (originated by another person) that you have used to help you write your essay, report or other piece of work. In your academic work, you should use the existing knowledge of others to back up and provide evidence for your arguments. The sources of information you use may include books, journal articles (paper or electronic), newspapers, government publications, videos, websites, computer programmes, interviews etc.

## Why you must reference your sources of information

There are several reasons why you **must** reference your work. In no order, these are:

- As a courtesy to the originator of the material.
- To provide evidence of the depth and breadth of your reading.
- To enable your reader to find and read in more detail, a source of information to which you refer in your work.
- To allow your lecturer/marker to check that what you claim is true; or to understand why you have made a particular mistake, and teach you how to avoid it in future.
- To enable you to find the source of information if you need to use it again.
- To avoid accusations of **plagiarism**.

### **What plagiarism is...?**

Plagiarism is using the work of others without acknowledging your source of information; that is, passing off someone else's work as your own (stealing it).

The same *Code of Practice* lays down severe penalties for committing plagiarism, which is regarded as a serious offence.

### **When you must use a reference in your work**

You **must** use a reference whenever you:

- Use a direct quotation from a source of information.
- Paraphrase (put into your own words), someone else's ideas that you have read or heard. This is an alternative to using a direct quotation.
- Use statistics or other pieces of specific information, which are drawn from a recognisable source.

### **How to use quotations in the text of your work**

Quotations should be used sparingly, for example as primary source material or as evidence to support your own arguments. They should be fairly brief if possible, so that there is room in your work for plenty of your own arguments, not just those of others. When using quotations in your work:

- Copy the words and punctuation of the original, exactly, except when you wish to omit some words from the quotation. In this case, use three dots ... to indicate where the missing words were in the original.
- If the original has an error, quote it as written but add [*sic*] in square brackets to tell your reader that you know it is an error but that this is what the original says.
- Make minor amendments to grammar if necessary, so that your writing and the quotation flow naturally. Put your amendments in square brackets, for example: "In his autobiography, Churchill says that [he] was born at an early age..." The original says "I was born at an early age..."
- If the quotation is a line long or less, incorporate it into your text and enclose it in quotation (speech) marks.
- If the quotation is longer than a line, put it in an indented paragraph (start it on a new line; indent it at either side; single space it; and do not use quotation (speech) marks).

Weight gain is generally thought to be the result of overeating. Although in some cases this is true, in most cases weight gain is more a matter of a decrease in activity levels (Cerny & Burton, 2001 :34).

### **Referencing in the text of your work**

In the text of your work you are expected to reference your sources of information in an abbreviated (short) format, which signposts your reader to the full details of the sources in your list of references/bibliography at the end of your work (see below). You do not use full references in the middle of your work because they are bulky; they break up the flow of your writing; and they are included in your word count.

### **Citations**

Citations are the easiest method of acknowledging someone's work or ideas by integrating the author and date of publication into your work. If the author's name occurs naturally in the text just place the publication date in brackets after.

Jeffery (2001) attributes the current epidemic to an environment which promotes excessive food intake and discourages physical activity.

If more than one reference fits at the same point in the text, list in order of publication date with the earliest first.

Smith (1958), Brown (1964) and Jones (1992) all believe that...

This can also be written using semicolons to separate the authors:

Several pieces of research have been undertaken (Smith 1998; Brown 2001; Jones 2004) indicating that...

### **Website Citations**

If an author can be found cite the author and date as previously directed. If no author can be found use the title in place of this.

Cancer experts estimate that changes to our diet could prevent about one in three cancer deaths in the UK (Cancer Help UK, 2002).



## Journal

Cite the author and date as you would for printed sources.

### Referencing at the end of your work

The references at the end of your work must give the full details of your sources of information, which are signposted from the short references in the text of your work. These full references enable your reader to find and check your sources of information if they wish to.

**A list of references** includes all the sources of information which have actually been quoted from, paraphrased or referred to in the text of a piece of work.

**A bibliography** includes all references, plus all the other sources of information which have been used to assist with the writing of a piece of work, but which are not actually quoted from, paraphrased or referred to in the text of a piece of work. A bibliography shows better than a list of references, how widely a student has read around his/her subject.

<p><b>Books</b> Author: surname, plus initials (or forename) Year of publication in brackets Complete title and subtitle – <u>underlined in bold</u> or <i>italics</i> followed by a full stop. Edition (if not the first) Place of publication followed by a comma Publisher's name followed by a full stop.</p> <p><b>In References</b> To reference a chapter in a book the order is: Author of chapter / section Year of publication in brackets. Title of chapter / section followed by a full stop. The word <b>In:</b> Author / Editor of collected work Title of collected work - <u>underlined in bold</u> or <i>italics</i> followed by a full stop. Place of publication followed by a comma Publisher's name followed by a full stop.</p> <p><b>Journal Articles</b> Author (S) : surname, plus initials (or forename). Year of the publication in brackets Title of the article followed by a full stop. Title of the journal - <u>underlined in bold</u> or <i>italics</i> followed by a full stop. Volume and part number, month or season of the year – followed by a comma. Page numbers of article – followed by a full stop.</p>	<p>Davis, B. (2000) <u>Physical education and the study of sport</u>. 4<sup>th</sup> ed. London, Mosby.</p> <p>Prochaska, J.O. &amp; Marcus, B.H. (1994) The Transtheoretical model: Applications to exercise. In Dishman, R.K (ed), <u>Advances in exercise adherence</u> 161 - 180. Human Kinetics.</p>
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<p><b>Electronic Journal Article</b>  Author / Editor  Year – In brackets  Title of Article – followed by a full stop  Title of the journal - <u>underlined</u> in <b>bold</b> or <i>italics</i> followed by a full stop.  The word <b>internet</b> – in square brackets followed by a comma.  Date of publication - followed by a comma.  Volume Number  Issue number in brackets and followed by a comma.  Pagination or online equivalent followed by a full stop.  The words <b>Available from</b> – followed by a colon.  The Internet address – in chevrons  The word <b>Accessed</b> and the date you viewed the web page – in square brackets and followed by a full stop.</p> <p><b>Web Pages</b>  Author / Editor  Year – In brackets  Title of Article – followed by a full stop  Title of the journal - <u>underlined</u> in <b>bold</b> or <i>italics</i> followed by a full stop.  The word <b>internet</b> – in square brackets followed by a comma.  Edition if available – followed by a full stop.  Place of publication followed by a comma  The words <b>Available from</b>  The Internet address - in chevrons  The word <b>Accessed</b> and the date you viewed the web page – in square brackets and followed by a full stop.</p> <p><b>Television Programmes and Video Recordings</b>  Series title followed by a full stop.  Series number (if appropriate) – followed by a full stop.  Year of production - in brackets  Programme title - <u>underlined</u> in <b>bold</b> or <i>italics</i> followed by a full stop.  Place of publication followed by a comma.  Transmitting organisation followed by a comma.  Date of transmission - followed by a comma.  Medium and then format –separated by a colon, in square brackets and followed by a full stop.</p>	<p>Johnansson, S. &amp; Sundquist, J. (1999) Change in lifestyle factors and their influence on health status and all-cause mortality. <i>International Journal of Epidemiology</i>, 28: 1073 – 1080.</p> <p>Cotter, J. (1999) Asset revelations and debt contracting. <b>Abacus</b> [Internet], October, 35 (5) pp.268 – 285. Available from: &lt;<a href="http://www.ingenta.com">http://www.ingenta.com</a>&gt; [Accessed 19 November 2001].</p> <p>Rutter, L. &amp; Holland, M. (2002) <b>Citing references: the Harvard system</b> [Internet], Poole, Bournemouth University Academic Services. Available from: &lt;<a href="http://www.bournemouth.ac.uk/library/using/harvard_system.html">http://www.bournemouth.ac.uk/library/using/harvard_system.html</a>&gt; [Accessed 18 November 2008].</p> <p>World in Action. (1995) <b>All work and no play</b>. London, ITV, 21 January, [video:VHS].</p>
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# Frequently asked questions

- What do I do if there is more than one author?

*All authors' surnames should be given if there are three or fewer. If there are more than three the first author is provided and 'et al' follows this (a Latin term for 'and others').*

- What about sources of information with no acknowledged author?

*If there is no author replace this with the title of the piece of work.*

- What do I do if the source of information has no date?

*If there is no year then place nd instead*

FINAL

**POLICY**

<b>TITLE:</b>	<b>Academic Appeals Policy</b>
<b>AIM:</b>	<b>East Riding College is committed to providing all learners with a fair and transparent assessment process.</b>
<b>RELATED POLICIES &amp; PROCEDURES:</b>	<b>Assessment Policy &amp; Procedures Internal Moderation/Verification Policy &amp; Procedures NVQ Appeals Procedure Complaint Procedures</b>
<b>DATE FOR IMPLEMENTATION:</b>	
<b>APPROVED BY:</b>	<b>Directorate/SMT (22 May 2017) CQM (June 2017)</b>
<b>DATE OF APPROVAL:</b>	<b>June 2017</b>
<b>DATE OF NEXT REVIEW:</b>	<b>June 2020</b>
<b>DISTRIBUTION:</b>	<b>HE Committee Curriculum and Quality Management</b>

<b>VERSION:</b>	<b>6</b>
<b>PERSON RESPONSIBLE:</b>	<b>Assistant Director, Quality and Teaching Standards and Higher Education</b>

<b>EQUALITY IMPACT ASSESSMENT</b>		
<b>Phase 1</b> Initial Screening completed	<b>Date:</b>	28/05/13
<b>Phase 2</b>	<input checked="" type="checkbox"/> <b>Not required</b>	<i>(please tick if appropriate)</i>
Full impact assessment completed/ not required	<b>Completed on</b> <i>(if applicable):</i>	
This document is available in alternative formats, please contact reception or, alternatively, e-mail <a href="mailto:info@eastridingcollege.ac.uk">info@eastridingcollege.ac.uk</a> to discuss how we can help you.		

## Statement of Intent/Scope and Purpose

East Riding College is committed to providing all learners with a fair and transparent assessment process. The general principles include the following:

- impartiality of decision makers
- distinction between appeals and complaints
- academic judgement
- privacy and confidentiality

Assessment, in any form, is the means by which the College tests whether a learner has achieved the objectives of a programme of study and the standards of an award. It is fundamentally important that learners are assessed fairly and on equal terms with each other for the same award.

Learners are informed of the relevant Academic Appeals Policy or the NVQ Appeals Procedure at the outset of their programme of study and an assessment and grading plan is shared with the learner at the beginning of the course and at relevant points throughout. The document is publically available on the VLE in appropriate sections and on the College website,

In the event of a learner being dissatisfied with an assessment or grade for internally assessed work, the regulations detailed below apply.

All stages of the procedure must be clearly documented showing realistic timescales and outcomes.

## Responsibilities

The policy includes clear information on the key responsibilities for implementing this policy.

## Considerations for Policy

Guidance and regulations from both FE and HE Awarding Organisations is considered when producing this policy. There is particular reference to the [QAA UK Quality Code for Higher Education](#), specifically the 7 indicators of sound practice noted in [Chapter B9 of the UK Quality Code for Higher Education: Academic appeals and learner complaints](#). Aspects relating to appeals with respect to admission to

study are addressed in [Chapter B2: Recruitment, Selection and Admissions to HE](#). There is additional reference to the Office of the Independent Adjudicator (OIA) [‘The good practice framework: handling complaints and academic appeals’](#) (December 2016).

## **Risk Assessment**

The risks of non-compliance with this policy are related to not meeting Awarding organisation requirements, and specifically, for Higher Education, not meeting the expectations of the code of practice and good practice framework of the OIA. These are mitigated by ensuring the policy is accessible to staff and students, is regularly reviewed, follows the most up-to-date guidance and regulations, and that it is implement as required within the College.

FINAL

## PROCEDURES RELATING TO ACADEMIC APPEALS

### Grounds for Appeal

1. A learner who has received an assessment/grade for work and wishes to challenge that assessment/grade if she/he believes that:
  - a) that there existed circumstances affecting the candidate's performance of which the tutors had not been made aware when the recommendation of decision was made, and that had the tutors been aware of those circumstances, it was reasonably likely that the tutors would not have made the recommendation or decision, or would have made a different recommendation or decision
  - b) that there were procedural irregularities in the conduct of the assessment process (including administrative error), of such a nature as to cause reasonable doubt as to whether the tutors would have reached the same conclusion had the irregularities not occurred
  - c) that there are reasonable grounds to believe that the recommendation or decision was influenced by prejudice or bias on the part of one or more of the tutors.

### Informal Resolution - Stage 1

2. The first stage offers an opportunity for an early resolution and should be an informal discussion, within 7 days of the assessment taking place, between the learner and the tutor/assessor making the assessment to identify if the issue can be resolved.
3. In the case of an NVQ programme, if the issue has not been resolved with the Assessor, the learner should discuss the issue with the named Internal Quality Assurer/Verifier within a period of a further 7 days. If this is still not resolved, the External Awarding Organisation will be notified.
4. If the learner remains dissatisfied then they should discuss the matter with the relevant Head of Curriculum Area within 7 days of the initial discussion with the Lecturer/Assessor or Internal Verifier.
5. Where an agreed outcome is confirmed by all parties the issue shall be deemed resolved and no further action will be taken. The informal stage will not be recorded. Where there is no resolution agreed the learner may proceed to stage 2 for a formal resolution within 5 days. The Head of Curriculum Area should inform the learner of the procedure for applying in writing to the Vice Principal, Curriculum and Quality for a formal review.

### Formal Resolution – Stage 2



1. On receipt of a formal written appeal the Vice Principal, Curriculum and Quality will confirm that the appeal is submitted under the correct procedures, falls within the grounds upon which an appeal may be made and is submitted within the 5 days of the informal resolution. The Vice Principal, Curriculum and Quality will consider if the issue is a complaint or academic appeal, if there is a clear outline of the appeal, appropriate supporting evidence, the potential outcomes for the learner, and what assistance can be provided to the learner in resolving the issue.
2. The Vice Principal, Curriculum and Quality will respond to the formal appeal within 5 days confirming either; direction to an alternative procedure, proceeding to formal appeal panel or rejection because the appeal is not made under permissible grounds. Responses to learners to formal appeals will include details and explanations of additional procedures, formal appeal process or reasons for rejection.
3. Where a Formal Appeals Panel is required the Vice Principal, Curriculum and Quality will arrange a meeting with the learner and the Head of Curriculum Area or tutor within five working days of the initial response. The learner may bring with them a friend, a parent/guardian, employer or student representative. Alternative modes of attendance (e.g. video link) can be requested and will be considered where possible.
4. Adequate notice of the Formal Appeals Panel will be communicated to all parties within 5 working days. Information will include the composition of the panel and any information to be considered.
5. As chair and independent member of staff the Vice Principal, Curriculum and Quality reserves the right to remove individual parties from aspects of the Formal Appeals Panel as appropriate to issues under discussion.
6. Learners will receive written outcomes of the formal resolution stage within 48hrs of the panel concluding. Possible outcomes of the formal resolution stage include a rejection to the appeal or where the appeal is upheld.
  - a. **Rejected Appeals** - Appeals will be rejected where they are deemed not to be made under permissible grounds. Communication of rejected appeals will include a clear explanation outlining the reasons for each decision. The learner will also receive information about escalating appeals to stage 3 (Appeals Review Panel), grounds for stage 3 appeals, time scales for appeals, and access to learner support.
  - b. **Upheld Appeals** - Where an appeal is upheld the College will explain how and when it will implement an appropriate remedy. Where a learner remains dissatisfied with the outcome information on escalation to stage 3 will be included.

Records will be kept for all Formal Appeals Panels.

7. If the matter remains unsolved after the stages 1 and 2, and the learner wishes to pursue the appeal further, then they shall inform the Vice Principal, Curriculum and Quality, accordingly

within 5 working days of the Formal Review Panel outcome. The Vice Principal, Curriculum and Quality, shall notify the Principal who shall, within 10 working day, set up a meeting of the Appeals Review Panel.

8. The Vice Principal, Curriculum and Quality, shall be empowered to reject an appeal which is considered frivolous or constitutes a complaint and will inform the learner in writing within seven days. For Higher Education related appeals information and guidance to the Office of the Independent Adjudicator for Higher Education (OIA) will be included.

### **Appeals Review Panel – Stage 3**

9. Written requests for an Appeals Review Panel must be completed within 5 working days of the outcome notification for the Formal Review Panel. Grounds for a review include, but are not exhaustive of issues such as where procedures of the Formal Review Panel were not followed, consideration of whether the outcome was reasonable in all circumstances, or new evidence previously unavailable, for valid reasons, can be provided by the learner.
10. The Principal shall convene a meeting of the Appeals Review Panel and circulate to the members details of the issue in dispute. The learner shall be notified not less than five working days in advance of the date and time of the meeting and must indicate to the Principal's Assistant his/her intention to attend. Failure for the learner to attend the meeting without good cause shall be taken as evidence of the learner's intention to withdraw the appeal.
11. The Panel shall be composed of:
  - a. The Principal (Chair)
  - b. A Head of Curriculum Area (not involved previously)
  - c. One member of the Academic Board chosen by the Chair (not involved previously)
  - d. An Internal Quality Assurer/Verifier/Moderator
12. The Panel shall first hear from the learner (or their representative) relating to issues under discussion. The Panel will consider whether relevant procedures were followed at previous stages, whether the outcome was reasonable considering the circumstances, ensure the learner has received clear explanations as to why the academic appeal was rejected previously, and any new valid evidence provided. The Panel may then hear from any other person it deems suitable. It is not open to any other person present except the Chair to call in any other person to the meeting. The decision of the Chair on any matter of procedure should be final. The Chair may adjourn the meeting to enable steps to be taken towards clarifying a disputed point of fact material to the case. The Chair may decide to elicit the views of the external verifier, assessor, or moderator if appropriate.
13. Decision will be reached by the Panel with no other person present. In reaching a decision, the Panel shall attempt to act in the best interests of the learner concerned, giving him/her the benefit of any doubt wherever this is, in the view of the Panel, compatible with the maintenance of the academic standards of the College's programmes. If a vote is taken, a decision will be taken by a majority vote, the Chair not voting, although in the event of an equality of votes s(he) shall have the casting vote. Decisions of the Panel shall be communicated to the learner, the tutor,

Head of Curriculum Area and Vice Principal in writing within 48 hours of the meeting and to the Academic Board at its next meeting. Possible outcomes of the Appeals Review Panel resolution stage include a rejection to the appeal or where the appeal is upheld.

- a. **Rejected Appeals** - Appeals will be rejected where they are deemed not to be made under permissible grounds. Communication of rejected appeals will include a clear explanation outlining the reasons for each decision.
- b. **Upheld Appeals** - Where an appeal is upheld the College will explain how and when it will implement an appropriate remedy.

Records will be kept for all Appeals Review Panels.

14. Learners on NVQ Programmes have further rights to appeal through the NVQ Appeals Procedure as detailed in the NVQ Code of Practice (revised 2006). Further information is included in the following college guidelines: NVQ Appeals Procedure.
15. Learners on Higher Education Programmes have further rights to appeal and will be provided with information and guidance to the Office of the Independent Adjudicator for Higher Education (OIA) will be included. Information will include details on the 12 month time limit for complaints to the OIA.

### **Privacy, Confidentiality and Data Protection**

16. All evidence submitted in support of an appeal at any stage shall be treated with respect for the privacy of the learner and shall be confidential to those members of staff concerned with the matters raised in the appeal, either in the curriculum area against which the appeal is lodged, or any Appeals Panel.
17. Any member of staff involved with an appeal in any capacity will ensure that the Data Protection Act 1998 is complied with at all times.
18. Awarding Organisations/Institutes/Validating Bodies will request to see evidence that records of appeals are maintained. The Awarding organisation will not be judging either the appeal process or the decisions reached (JCQ, 2006)

### **Evaluation, Impact and Monitoring**

19. There will be an annual report on Appeals which will be presented to the Academic Board in the summer term. This will include a summary of the outcomes to appeals at stage 2 and 3. The policy will be subject to an annual review cycle.

## Recording and Monitoring of Appeals

20. The Quality and Teaching Standards Unit (QTSU) shall be responsible for keeping a record of the following information in relation to each appeal at stage 2 and 3:
  - a. the type of decision against which the appeal is lodged;
  - b. the ground(s) on which the appeal is based;
  - c. the outcome of the appeal;
  - d. the time taken for each stage;
  - e. the ethnic origin, gender and any disability of the appellant provided that the appellant has consented to this information being collected for this purpose.
21. The Academic Board shall receive an annual report on appeals decided within each academic session, summarising the information referred to above.
22. The QTSU shall keep under review, and make recommendations to the College Management Team, or other Organisations as it deems appropriate, as to the:
  - a. adequacy of advice, guidance and support mechanisms for learners;
  - b. adequacy of staff development and support for those operating the appeal procedures;
  - c. the level of understanding of staff and learners of the procedures;
  - d. the effectiveness of the overall procedures in meeting their aims.

## Appeals to Awarding Organisations

23. All Awarding Organisations must provide and publish information on its enquiries and appeals arrangements (NVQ Code of Practice, 2006). The Quality Contact or most appropriate person will appeal on behalf of single candidates or groups of candidates. Internal candidates and/or their parents/carers cannot appeal to Awarding Organisations directly. The Quality Contact or most appropriate person will consult the relevant Awarding Organisation guidelines on the Appeals Process. In the majority of cases the Quality Contact will be the Assistant Director, Quality & Teaching Standards and HE Developments however this may vary depending on the programme, cohort size and awarding organisation.

## Higher Education Appeals

24. Higher Education appeals reflect the expectations and indicators of *Chapter B9* of the UK Quality Code for Higher Education: Academic appeals and learner complaints of the Quality Code which sets out principles for addressing academic appeals and complaints about the quality of learning opportunities by learners in higher education providers. The expectation of Chapter B9 is that 'Higher education providers have procedures for handling academic appeals and student complaints about the quality of learning opportunities; these procedures are fair, accessible and

timely, and enable enhancement'. This is encompassed by the 7 indicators of sound practice ensuring that the College provides:

- a. Available opportunities to appeal,
- b. Opportunities for informal engagement and early resolutions
- c. Accessible appeals and complaints procedures
- d. Clear advice and guidance for learners and staff in the an appeal procedures
- e. Timely and fair procedures
- f. Appropriate action and effective communication of outcomes following appeals
- g. Monitoring and evaluating the effective of procedures for enhancement

25. The Higher Education Committee will be responsible for the right of challenge for appeals that have been rejected at the end of stage 3. This responsibility follows the exhaustion of the College Academic Appeals Policy. The relevant University/Awarding organisation (e.g. Pearson) will be informed and will support the appeal according to its own procedures. The College will supply all of the records. The College will report annually to Academic Board and validating institutes on all appeals relating to Higher Education learners. Information on validating institutes appeals procedure can be found:

- a. University of Hull – [Quality & Standards](#)
- b. University of Huddersfield – [Regulations](#)
- c. Pearson – [Centre Guide](#)

26. Higher Education learners are provided with information and guidance to the Office of the Independent Adjudicator for Higher Education (OIA) throughout the College Appeals process. The OIA deal directly with learner complaints where the internal procedures does not produce a satisfactory conclusion in the view of the complainant. The OIA is the operator of learner's complaints as established in the Higher Education Act 2014. Learners are made aware of the 12 month time limit for complaints to the OIA.

## **Academic Appeals Procedure**

27. A summary of the academic appeals procedure can be seen in Annex 1.

## Annex 1. Academic Appeals Procedure. EXAMPLE

