

# **STUDENT PROGRAMME HANDBOOK 2019-2020 ACADEMIC YEAR**

## ***BTEC HIGHER NATIONAL CERTIFICATE AND HIGHER NATIONAL DIPLOMA IN BUSINESS***

## **Welcome Message**



**Prof. Mark Mabey**

*Principal*

*We are pleased to welcome you to CECOS and are sure that you will have an enjoyable and rewarding academic experience. This handbook outlines all the key issues you may need to know regarding your HNC/HND programme here at the College. We pride ourselves in offering high-quality teaching and the student experience at the centre of all we do. The class sizes are small to allow good interaction with the tutors and fellow classmates. Always feel free to ask at reception or any staff if you have any queries or concerns.*

*Good luck with your studies!*

**Professor Mark Mabey**

**Principal**

## **Section A: Introductory Information**

### **1. General information**

This handbook aims to provide you with the essential information that you will need during your studies. It is not intended to be exhaustive but should help you navigate your way through the College's systems and provide you with the routes available to you to resolve any challenges you might experience. Please ensure that you familiarise yourself with its contents.

The College will do all that it reasonably can do to provide educational services as described on its website or in the prospectus or other documents issued by it to appropriately enrolled students. Sometimes circumstances may mean that we cannot provide such educational services or that the college has to withdraw or change aspects of the programmes, modules and/or student services detailed in the information you have been provided with by the college. This might be because of, for example:

- industrial action by college staff or third parties;
- the unanticipated departure or absence of key members of college staff;
- acts of terrorism;
- the acts of any government or local authority;
- academic changes within subject areas; or
- where the numbers recruited to a course are so low that it is not possible to deliver an appropriate quality of education for students enrolled in it.

In these circumstances, the college will take all reasonable steps to minimise the resultant disruption to those services and to affected students, for example by making reasonable modifications, but to the full extent that it is possible under the general law, the college excludes liability for any loss and/or damage suffered by any applicant or student as a result of these circumstances.

The modifications we make may be to:

- the content and syllabus of courses, including in relation to placements;
- the timetable, location and number of classes;
- the content or method of delivery of courses of study;
- the examination process; and
- the timing and method of assessment

Many of the changes that we make are in response to feedback from students and are intended to improve the experience of students and student outcomes.

In making any changes, the college will aim to keep significant changes to the minimum necessary and will notify and where reasonably possible also consult with you in advance about any significant changes that are required. Where significant changes have been made to your programme and you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme, move to another programme and, if required, reasonable support to transfer to another provider as a last resort. Please see the relevant

2019/20 [Refund and Compensation Policy](#) for information on your rights regarding refund and compensation arrangements in the event of disruption and/or changes to educational services.

## 2. Recruitment, Selection and Admission Process

CECOS believes that a diverse community is an essential part of its core values, and that diversity amongst its student body enriches learning and teaching. This Admissions Policy sets out the means by which the College will encourage and welcome applicants with different educational and social backgrounds (Annex 1)

[Recruitment, Selection and Admission Policy](#)

**3. Code of Practice on Freedom of Speech** - the College supports the principle of freedom of speech and expression within the law as one of the fundamental principles upon which an institution of higher education is founded. It also has regard to the need to ensure that students and staff have the freedom to question, test and to put forward new ideas and controversial or unpopular opinions, without placing themselves at any risk. Every person employed by the College and every student enrolling at the College should be aware that joining the College community involves obligations and responsibilities which are consistent with the above principle and the law. [Code of Practice on Freedom of Speech within CECOS](#)

**4. Equality and Diversity within CECOS** - this policy aims to ensure that students and staff are treated with respect and that the College does not discriminate against individuals regardless of gender, age, disability, sexuality, religion, race or ethnic group. [Equality and Diversity Policy](#)

## 5. Key Contacts

|  |  |
|--|--|
| Dr Mark Mabey, Principal and Director of Studies | <a href="mailto:mark@cecos.ac.uk">mark@cecos.ac.uk</a>     |
| Rakesh Sonigra, HE Operations Manager            | rakesh@cecos.ac.uk   |
| Mohammad Ismail, HE Programme Manager            | <a href="mailto:ismail@cecos.ac.uk">ismail@cecos.ac.uk</a> |
| Mira Yotova, HE Programme Leader                 | <a href="mailto:mira@cecos.ac.uk">mira@cecos.ac.uk</a>     |
| Aakif Tanveer, Examination Officer               | exams@cecos.ac.uk  |
| Amina Hebouche, Attendance Officer               | attendance@cecos.ac.uk                                     |
| Mahnaz Bristy, Admission Officer                 | admissions@cecos.ac.uk                                     |
| Emma Buhtina, Students Support Officer           | studentsupport@cecos.ac.uk                                 |

## 6. Your College email address

All students are allocated a CECOS College London email address. It is the policy of the College to use your college email to contact you, and you should be able to access this from anywhere in the world via the email link on the portal home page. It is important therefore that you regularly check your student email account so that you do not miss out on any important information. Please also take time to delete emails that you no longer require, to ensure that your inbox does not become full and prevent you from receiving new messages.

Please make sure we have up to date contact information for you, and that you regularly access Moodle and your College email to check for updates and changes, particularly for room changes. If you prefer to use your own personal email please make sure you redirect messages from your College email as Moodle is attached to it and you will be missing out on important notifications

## 7. Dates for your Diary 2019/2020

### Academic Calendar (HNC & HND)

From Sep 2019 Till Aug 2020

#### SEP 2019 SEMESTER

|                |                   |                                      |                                      |
|----------------|-------------------|--------------------------------------|--------------------------------------|
| Week 1         | 09/09/2019        | Induction week                       | <b>Induction for New Intake</b>      |
| Week 2         | 16/09/2019        | Classes                              |                                      |
| Week 3         | 23/09/2019        | Classes                              | <b>ILP completion</b>                |
| Week 4         | 30/09/2019        | Classes                              | <b>Class Rep Meeting</b>             |
| Week 5         | 07/10/2019        | Classes                              | <b>&lt;Peer Observation</b>          |
| Week 6         | 14/10/2019        | Classes                              | <b>Formative Submission</b>          |
| <b>Week 7</b>  | <b>21/10/2019</b> | <b>Reading Week</b>                  |                                      |
| Week 8         | 28/10/2019        | Classes                              | <b>Formative Feedback to student</b> |
| Week 9         | 04/11/2019        | Classes                              |                                      |
| Week 10        | 11/11/2019        | Classes                              |                                      |
| Week 11        | 18/11/2019        | Classes                              | <b>Student Feedback for teaching</b> |
| Week 12        | 25/11/2019        | Classes                              |                                      |
| Week 13        | 02/12/2019        | Classes                              |                                      |
| Week 14        | 09/12/2019        | Reading Week & Assignment Submission | <b>Summative Submission</b>          |
| <b>Week 15</b> | <b>16/12/2019</b> | <b>Term Break (Holiday)</b>          |                                      |
| <b>Week 16</b> | <b>23/12/2019</b> | <b>Term Break (Holiday)</b>          |                                      |
| <b>Week 17</b> | <b>30/12/2019</b> | <b>Term Break (Holiday)</b>          |                                      |

### JAN 2020 SEMESTER

|                |                   |                                      |                                      |
|----------------|-------------------|--------------------------------------|--------------------------------------|
| Week 18        | 06/01/2020        | Induction week                       | <b>Induction for New Intake</b>      |
| Week 19        | 13/01/2020        | Classes                              |                                      |
| Week 20        | 20/01/2020        | Classes                              |                                      |
| Week 21        | 27/01/2020        | Classes                              | <b>Class Rep Meeting</b>             |
| Week 22        | 03/02/2020        | Classes                              | <b>ILP completion</b>                |
| Week 23        | 10/02/2020        | Classes                              | <b>Formative Feedback</b>            |
| <b>Week 24</b> | <b>17/02/2020</b> | <b>Reading Week</b>                  |                                      |
| Week 25        | 24/02/2020        | Classes                              | <b>Formative Submission/Feedback</b> |
| Week 26        | 02/03/2020        | Classes                              | <b>Student Feedback Form</b>         |
| Week 27        | 09/03/2020        | Classes                              | <b>Peer Observation</b>              |
| Week 28        | 16/03/2020        | Classes                              |                                      |
| Week 29        | 23/03/2020        | Classes                              |                                      |
| Week 30        | 30/03/2020        | Classes                              |                                      |
| <b>Week 31</b> | <b>06/04/2020</b> | <b>Reading Week</b>                  |                                      |
| <b>Week 32</b> | <b>13/04/2020</b> | <b>Reading Week</b>                  |                                      |
| Week 33        | 20/04/2020        | Reading Week & Assignment Submission | <b>Assignment Submission</b>         |
| <b>Week 34</b> | <b>27/04/2020</b> | <b>Term Break (Holiday)</b>          |                                      |

### MAY 2020 SEMESTER

|                |                   |                                      |                                      |
|----------------|-------------------|--------------------------------------|--------------------------------------|
| Week 35        | 04/05/2020        | Induction week                       | <b>Induction for New Intake</b>      |
| Week 36        | 11/05/2020        | Classes                              |                                      |
| Week 37        | 18/05/2020        | Classes                              |                                      |
| <b>Week 38</b> | <b>25/05/2020</b> | <b>Reading Week</b>                  |                                      |
| Week 39        | 01/06/2020        | Classes                              | <b>Class Rep Meeting</b>             |
| Week 40        | 08/06/2020        | Classes                              | <b>ILP completion</b>                |
| Week 41        | 15/06/2020        | Classes                              | <b>Formative Feedback</b>            |
| Week 42        | 22/06/2020        | Classes                              |                                      |
| Week 43        | 29/06/2020        | Classes                              | <b>Formative Submission/Feedback</b> |
| Week 44        | 06/07/2020        | Classes                              | <b>Student Feedback Form</b>         |
| Week 45        | 13/07/2020        | Classes                              | <b>Peer Observation</b>              |
| Week 46        | 20/07/2020        | Reading Week & Assignment Submission |                                      |
| <b>Week 47</b> | <b>27/07/2020</b> | <b>Term Break (Holiday)</b>          |                                      |
| <b>Week 48</b> | <b>03/08/2020</b> | <b>Term Break (Holiday)</b>          |                                      |
| <b>Week 49</b> | <b>10/08/2020</b> | <b>Term Break (Holiday)</b>          |                                      |

|                |                   |                             |  |
|----------------|-------------------|-----------------------------|--|
| <b>Week 50</b> | <b>17/08/2020</b> | <b>Term Break (Holiday)</b> |  |
| <b>Week 51</b> | <b>24/08/2020</b> | <b>Term Break (Holiday)</b> |  |
| <b>Week 52</b> | <b>31/08/2020</b> | <b>Term Break (Holiday)</b> |  |

## 9. Attendance

Attendance and engagement are widely recognised as being essential for success when studying. You are expected to attend all scheduled teaching sessions. However, the College recognises that occasionally this may not be possible; if you have to miss a scheduled session, for example, due to sickness, you must submit your apologies via email and fill out an absence form. If you are going to have a planned absence of more than 3 consecutive sessions, you must submit an authorised absence form and lodge it with the appropriate staff member. If you do not attend regularly and/or you do not submit assessments as required, you may be withdrawn from your studies. (Annex 2) [Student Attendance Policy, Re-Registration and Progression Policy](#)

## 10. Health and Safety

The College takes its health and safety responsibilities very seriously. Students have a duty to take care of their own health and safety, and that of others who may be affected by their actions at College. You must cooperate with the College staff to help everyone to meet their legal requirements. You must familiarise yourself with the relevant health and safety policies, which can be found at the following links: [Health and Safety Policy](#)

## 9. Personal Emergency Evacuation Plan for Disabled Students

Disabled Students who have difficulty evacuating a building independently in the case of an emergency should have a personal emergency evacuation plan (PEEP), which will record the safety plan, evacuation routes and those persons who will assist. If you think that you will require a PEEP you should contact the Student Welfare Officer for an Initial Assessment.

## 11. Data Protection

This policy applies to all Personal Data for which CECOS is responsible, regardless of the format: paper or electronic data, including emails, photographs, video, CCTV and sound recordings. [Data Protection Policy](#)

## 12. Documentation Retention and Archiving

This policy sets out approved document retention periods in order that the College may meet its legal obligations, comply with quality assurance requirements, reduce burdens on space and storage; and comply with the Data Protection Act by not retaining documentation longer than is justifiably necessary. [Documentation Retention and Archiving Policy](#)

## **Section B: Programme Information**

### **1. Introduction to the Programme**

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

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

There is now a greater emphasis on employer engagement and work readiness, providing students with a clear pathway to employment and progression to a degree at Level 6.

Students have been involved throughout the development of these qualifications, ensuring that their considerations have been taken into account. [Teaching and Learning Policy](#)

### **2. Programme structure: Aims and Learning Outcomes of the courses**

#### **Unit 1: Business and the Business Environment**

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

#### **Unit 2: Marketing Essentials**

1. Explain the role of marketing and how it interrelates with other functional units of an organisation
2. Compare ways in which organisations use elements of the marketing mix (7p's), to achieve overall business objectives
3. Develop and evaluate a basic marketing plan

#### **Unit 3: Human Resource Management**

1. Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives



2. Evaluate the effectiveness of the key elements of Human Resource Management in organisations
3. Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation
4. Apply Human Resource Management practices in a work-related context

#### **Unit 4: Management and Operations**

1. Differentiate between the role of a leader and the function of a manager
2. Apply the role of a leader and the function of a manager in given contexts
3. Demonstrate an appreciation of the role leaders and managers play in the operations function of an organisation
4. Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment

#### **Unit 5: Management Accounting**

1. Demonstrate an understanding of management accounting systems
2. Apply a range of management accounting techniques
3. Explain the use of planning tools used in management accounting
4. Compare ways in which organisations could use management accounting to respond to financial problems

#### **Unit 6: Managing a Successful Business Project**

1. Establish project aims, objectives and timeframes based on the chosen theme
2. Conduct small-scale research, information gathering and data collection to generate knowledge to support the project
3. Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence finding and/or analysis
4. Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance

#### **Unit 7: Business Law**

1. Explain the basic nature of the legal system
2. Illustrate the potential impact of the law on a business
3. Suggest appropriate legal solutions to business problems
4. Recommend appropriate legal solutions based upon alternative legal advice provided

#### **Unit 9: Entrepreneurship and Small business Management**

1. Explore and illustrate the range of venture types that might be considered entrepreneurial
2. Access the impact of small business on the economy
3. Determine and assess the key aspects of an entrepreneurial mindset

4. Examine the different environments that foster or hinder entrepreneurship

**Unit 11: Research Project (Pearson Set)**

1. Examine appropriate research methodologies and approaches as part of the research process
2. Conduct and analyse research relevant to a business research project
3. Communicate the outcomes of a research project to identified stakeholder
4. Reflect on the application of research methodologies and concepts

### **Unit 12: Organisational Behaviour**

1. Analyse the influence of Culture, Politics and Power on the behaviour of others in an organisational context
2. Evaluate how to motivate individuals and teams to achieve a goal
3. Demonstrate an understanding of how to cooperate effectively with others
4. Apply concepts and philosophies of organisational behaviour to a given business situation

### **Unit 24: Digital Marketing**

5. Demonstrate an understanding of the opportunities, challenges and impact of the digital environment.
6. Examine key digital tools, platforms and channels, comparing and contrasting bricks and mortar and other physical channels.
7. Determine how to organise digital marketing activities and build multi-channel capabilities in an organisation.
8. Evaluate methods of monitoring and measuring digital marketing effectively.

### **Unit 29: Managing & Running a Small Business**

1. Discuss how a small business or social enterprise plans and allocates resources to achieve objectives.
2. Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation.
3. Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements.
4. Discuss the implications of regulation and legislation on a small business or social enterprise.

### **Unit 32: Business Strategy**

1. Analyse the impact and influence which the macro environment has on an organisation and its business strategies
2. Assess an organisation internal environment and capabilities
3. Evaluate and apply the outcomes of an analysis using Porter's 5 Forces Model to a given market sector
4. Apply models, theories and concepts to assist with the understanding and interpretation of strategic directions available to an organisation

### **Unit 33: Business Information Technology Systems**

1. Demonstrate an understanding of the role of different IT systems in support of organisational objectives.

2. Analyse flexible and reliable IT systems that respond to organisational requirements.
3. Evaluate IT systems that support value-added change within organisations.
4. Recommend practical IT systems solutions to given organisational scenarios.

### **Unit 40: International Marketing**

3. Demonstrate an understanding of how marketing contributes to business strategies in an international context.
4. Evaluate entry to a selection of international markets and define the key success factors.
5. Investigate how elements of the marketing plan can be adapted or standardised across international markets.
6. Demonstrate an understanding of how to organise and evaluate international marketing efforts (multinational, global, transnational, meta-national, etc.).

### **7. General marking criteria**

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

#### **Pass Qualification Grade:**

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

#### **Merit and Distinction Grades:**

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 the course HNC/HND is based on the learner's best performance (in units), at or above the qualification, to the value of 75 credits.

The number of points available is dependent on the unit grade achieved and the credit size of the unit.

### **8. Programme Timetable**

| Level | Unit | M/O | Description                                    |
|-------|------|-----|--|
| 4     | 1    | M   | Business and the Business Environment          |
| 4     | 2    | M   | Marketing Essentials                           |
| 4     | 3    | M   | Human Resource Management                      |
| 4     | 4    | M   | Management and Operations                      |
| 4     | 5    | M   | Management Accounting                          |
| 4     | 6    | M   | Managing a Successful Business Project         |
| 4     | 7    | O   | Business Law                                   |
| 4     | 9    | O   | Entrepreneurship and Small Business Management |
| 4     | 29   | M   | Managing and Running a Small Business          |
| 5     | 24   | O   | Digital Marketing                              |

|   |    |   |   |
|---|----|---|---|
| 5 | 32 | O | Business Strategy                       |
| 5 | 33 | O | Business Information Technology Systems |
| 5 | 40 | O | International Marketing                 |
| 5 | 12 | M | Organisational Behaviour                |
| 5 | 11 | M | Research Project                        |

## Section C: Assessment and Feedback

**1. Assessment and Feedback Policy** - The Feedback Policy indicates that feedback should normally be provided within 15 working days of the coursework submission date and that it can take a variety of forms. Feedback should be constructive and help you to improve on your work in the future. With the exception of examination scripts, students are entitled to feedback on all summative and submitted formative work. It may be provided on examination scripts at the discretion of your faculty. [Assessment Policy](#)

### 1. Submission of Coursework

All coursework should be submitted via Moodle/Turnitin. There may be some exceptions, which will be specified by your module leader(s), that you will need to submit to your faculty coursework hand-in office. Please see Moodle course shells for further information. You should not submit coursework directly to your module leader via email.

### 2. Late Submission of Coursework

The College operates a strict policy regarding adherence to submission deadlines. Coursework, *except where it relates to a resit opportunity*, submitted up to 10 working days after the specified submission deadline will be accepted for marking. Where it is deemed to have been passed, the grade will be capped at the minimum pass mark, unless a claim for extenuating circumstances has been accepted. Coursework submitted after 10 working days will be treated as a non-submission and awarded 0% or fail.

All resit coursework received after the submission deadline will be treated as a non-submission and given a grade of 0% or fail.

### **3. Receiving your Results**

Academic Department is responsible for the publication of official results to students following the meeting of the Academic Assessment Panel. Publication of results will be made electronically via the secure student portal (VLE)

You will be able to view your coursework grades on the portal as soon as they have been entered.

### **4. Academic Appeals**

A student can appeal against the assessment decision(s) within fourteen days of the assessment result release date by the Academic Assessment Panel.

All appeals against an internal assessment of grading decision will be subject to the process outlined in the CECOS's Assessment Decision Review Request Policy.

Should you wish to make a complaint about the College's services or staff, as you feel that you have not received the level of service or education to which you are reasonably entitled, you should try to resolve the issue with the member of staff member concerned on an informal basis before deciding to follow the formal Student Complaints Procedure. (Annex 4) Academic appeals policy

### **5. Academic Misconduct and Contract Cheating**

Academic Misconduct is any action that produces an improper advantage for the student in relation to their assessment(s) or deliberately and unnecessarily disadvantages other students. It can be committed intentionally or accidentally.

This can involve obvious things like taking notes or taking a mobile phone into your exam, but it can also involve copying other people's work or submitting work that is not your own. It can even include working with a friend on a piece of work when you were supposed to work alone.

The most common types of academic misconduct are:

**Plagiarism:** This is where you copy work from elsewhere (e.g. internet sources, Wikipedia, textbooks) and don't make it clear that it isn't your work. Using source material, even quoting from it, is OK, but you must reference the work properly.

**Collusion:** This is where you work with someone else, such as a friend, when the assessment rules state you should work alone

**Examination misconduct:** The most common examples of examination misconduct include taking notes or a mobile telephone into the exam room when you're not allowed to, or simply being a nuisance or disrupting your fellow students. Less common examples can include getting somebody else to pretend to be you.

### **Our Policy is clear:**

First offence: failing grade on the assignment

Second offence: failing grade for the course

Third offence: suspension

### **Academic Misconduct**

CECOS does not tolerate actions (or attempted actions) of academic misconduct.

Cases will be investigated and where appropriate, the College's disciplinary procedures will be applied. Students are advised that this can have an effect on their career prospects.

Assessors can recognise plagiarism through changes in writing style, language, spelling or they may already know the source material/work that is being presented as their own. Plagiarism and collusion can also be detected through Turnitin which is an electronic software tool. Assessments are submitted on Turnitin which generates a report indicating the percentage of the work that may have been plagiarised and shows text that matches other sources.

The originality report is NOT a plagiarism report

The matching text found is not an assessment of whether work has or has not been plagiarised. Originality Reports can help tutors to locate potential sources of plagiarism. The decision to deem any work plagiarised should be made only after careful examination of both the submitted paper and the suspect sources. As the originality report is not a plagiarism report, a low percentage on the originality report does not guarantee that the tutors will not detect plagiarism.

What percentages are safe?

This is not clear cut as all work will probably contain some words from other sources. As a guide a returned percentage of 25% or below would probably indicate that plagiarism has not occurred. However, if the matching text is one continuous block this could still be considered plagiarism. A high percentage would be anything over 30%. This will depend on the students work and the requirements of the report or essay.

### **Reporting and Investigation**

Where a lecturer suspects that academic misconduct has taken place, he/she will report the matter to the Head of Academic Service or the relevant Programme Leader.

The Programme Manager/Programme Leader will consider the evidence and carry out the investigation if necessary.

As part of the investigation, the student will be invited to attend a meeting in writing. If the student does not respond to the invitation to attend the meeting, the Programme Manager may continue with the meeting without the student's involvement and make a provisional decision to send it to the Academic Assessment Panel for a final decision.

Penalties

The Academic Assessment Panel will decide the penalty which can range from awarding the assessment as referred to failing the unit in very serious cases.

If the Panel is satisfied that the academic misconduct has not taken place, no further action will be taken in relation to the case. The student will be informed of this outcome in writing.



If the Panel is satisfied, on the balance of probabilities, that serious academic misconduct has occurred, a suitable penalty will be applied and the student will be notified to Pearson by emailing a JCQ Form M1 with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) [Malpractice](#) & [Suspension of Students for Disciplinary Reasons Policies](#)

## **6. Reading week**

It's a week with no lectures or practicals that students can use to get on top of work and prepare for upcoming deadlines.

Please note that your programme includes at least ONE reading week. [Reading Week Policy](#)

## **7. Certification**

Upon successful completion of the course and attainment of the required grades for assignments, the college will be responsible for the claiming and ordering of the certificate once verified by the assessment board.

On receipt of the certificates, the students will be informed for collection in person from the campus.

When issuing the Certificate and transcript the student will be requested to provide photo ID to verify the individual.

If student comes on behalf of their friend they must send you e - mail with the collectors name and that person must provide their own ID.

If the student has not achieved all modules for a full qualification at the first instance and are not able to complete the course in full, unit certifications will be provided in the form of transcripts. These will be issued in the same manner as full certificates.

## **Section D: What to do if things go wrong**

### **1. Extenuating Circumstances**

The College recognises that there are times when matters beyond a student's control will impact on their performance and ability to complete assessments within the specified timeframe. Examples of such matters include unforeseen illness, a death in the family, or injury. Students who are affected by such problems can put forward extenuating circumstances claim for consideration. All claims will be treated with confidentiality.

You should refer to the Extenuating Circumstances Policy and Procedure document for further details including which circumstances will be considered and what constitutes supporting evidence.

[Extenuating Circumstances Policy and Procedures](#)

If you have a long-term condition which might affect your studies and assessments, however, you should seek advice at the earliest opportunity, rather than submit a claim for extenuating circumstances.

## **2. Change of Circumstance (Withdrawal and Interruption of Study)**

If you are contemplating withdrawing or interrupting your studies at the College, you should in the first instance approach your personal tutor to discuss the situation, and to determine whether any additional support could be made available to alleviate the situation.

You should be aware that interruptions and withdrawals have financial implications; if you are in a receipt from Student Finance England (or another regional equivalent) your entitlements will be reassessed and this may lead to you having to make a repayment.

## **3. Complaints and Appeals**

Students who have been withdrawn from their studies under the attendance and engagement studies may also appeal the decision using the process set out in the Student Attendance & Student Complaints Policy and Procedures.

Complaints about other students are not covered by this process, and you should contact your Programme Leader in the first instance.

## **Section E: Students Support Services**

### **1. Student Finance and Financial Support Service**

You can book to see a student finance advisor at our campus. Your adviser can check you're receiving your full entitlement to financial assistance and help you budget and plan ahead.

### **2. Student Wellbeing Service and Welfare**

CECOS College recognises that all students have an entitlement to a coherent high-quality Student Support and Welfare offer that identifies concerns and puts in place appropriate support mechanisms in order to facilitate the achievement of their learning goals. The College is committed to keeping students safe and removing the barriers to learning, ensuring that all students can achieve their full potential through the provision of appropriate care, guidance and support interventions that are recorded and monitored for effectiveness. The Student Wellbeing Service provides support, guidance and information to students who have a disability, long term medical condition, specific learning difficulties or mental health difficulties. [Student Support and Welfare Policy](#)

CECOS has developed a culture of safety and respect for its students, staff, and visitors. As part of this ethos, the College has considered the Prevent Duty and the importance of collaborative working between college staff, local authorities, police, other educational institutions, policymakers and health providers to identify, detect and safeguard vulnerable

people throughout the organisation. [Prevent Strategy](#)

### **3. Individual Learning Plans**

An Individual Learning Plan (ILP) - is a tool to help plan, teach, monitor and evaluate a particular student's progress. An ILP is written by teachers in collaboration with students. Both you and your teacher should be consulted, and in your contribution, you should highlight the aspects of your learning which you and your teacher should be prioritised.

### **4. Students' Union Advice Service**

The Students' Union is at the heart of student life at CECOS College London – a key element in your student experience and the best way to get to know other students and take on new responsibilities.

CECOS College Student Union is the students' union for all students at the College. When you start at the College, you automatically become a member.

### **5. Academic support: Study Skills**

Our team of expert Academic Skills teachers can support you with your studies, especially when you are writing an assignment or at exam time. Enhance your information skills and academic skills by attending a workshop or get personalised help in a 1-2-1 tutorial. [Personal Tutoring and students Support Policy and Procedures](#)

## **7. IT Services & Library sources**

You are always welcome to CECOS's Library, where you can access all the resources, facilities and services you need to make the most of your study time - on and off-campus. Our services include IT labs and open access computing areas with general and specialist software, printing and scanning, and wireless network.

## **8. College Surveys**

The College values your feedback and you will be invited to participate in a number of surveys during your time at the College, at module, programme or national level. In addition, the Student Representative Scheme allows students to engage in College processes, by attending various committees: this could be at the College level.

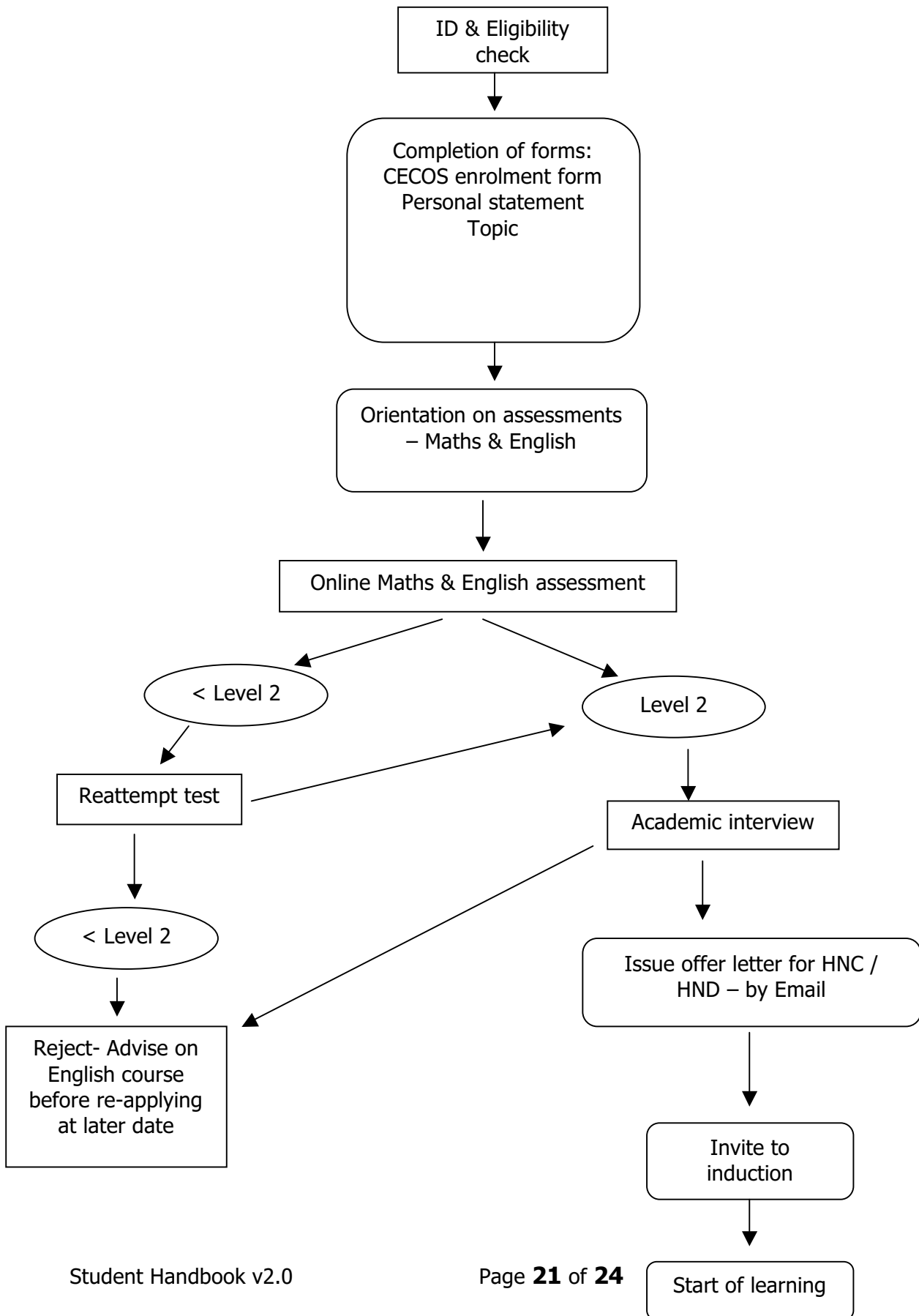
Feedback from students is used to inform changes that the College may make to its services, modules and programmes; it is, therefore, important that you engage in the surveys that you are invited to take part in. Remember we want to hear about the things that go well, as well as those we could do better. [Listening to the views of students](#)

### Version Control

| Version | Date       | Changes                 | Reason        | Author         | Next Review |
|---------|------------|-------------------------|---------------|----------------|-------------|
| 1.0     | 14/10/2019 |                         | New Policy    | Mira Yotova    | 01/09/2020  |
| 2.0     | 7/01/2020  | Policy and Annex update | Annual review | Rakesh Sonigra | 6/01/2021   |
|         |            |                         |               |                |             |
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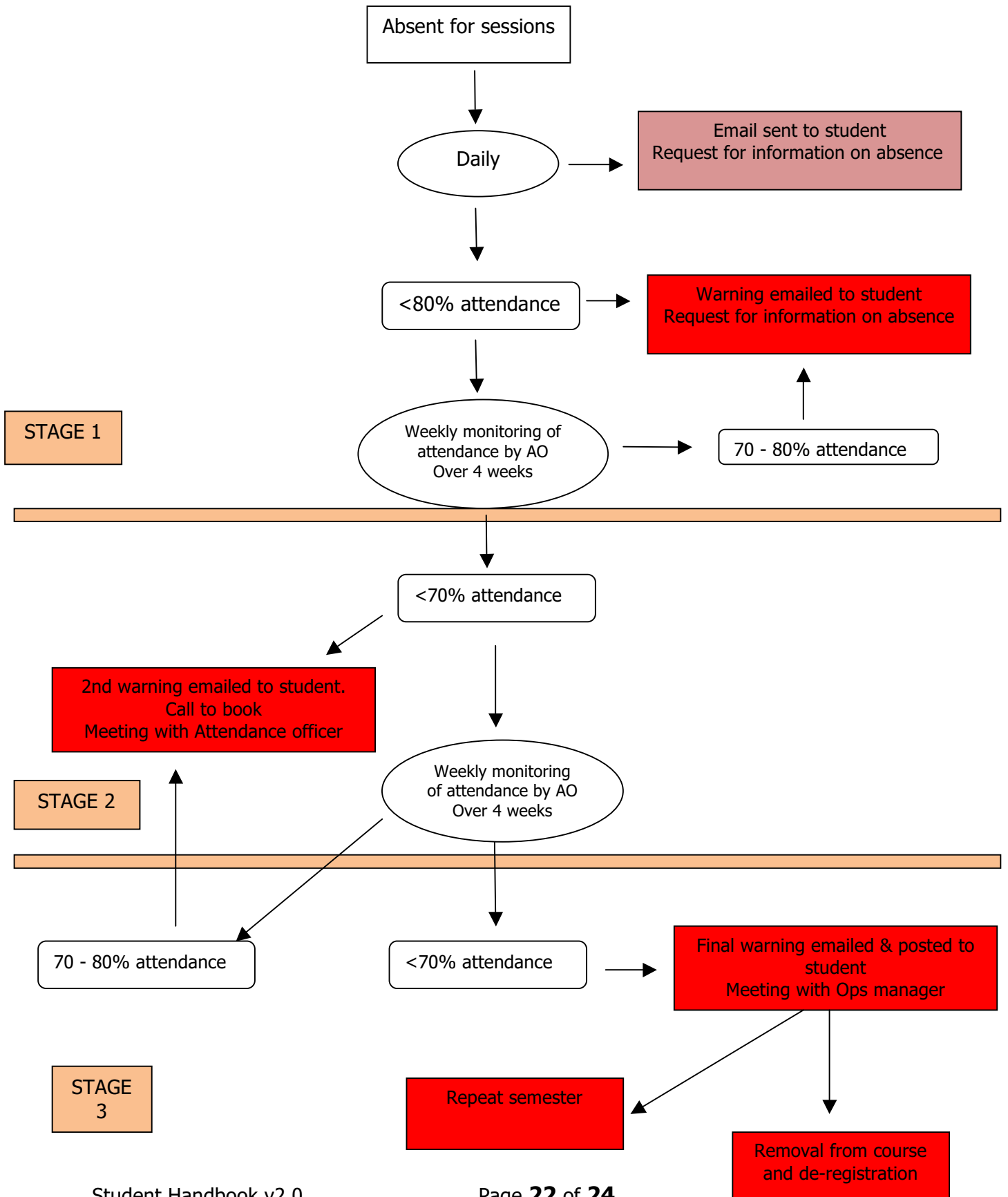
**ANNEX 1**

Admissions process flow chart

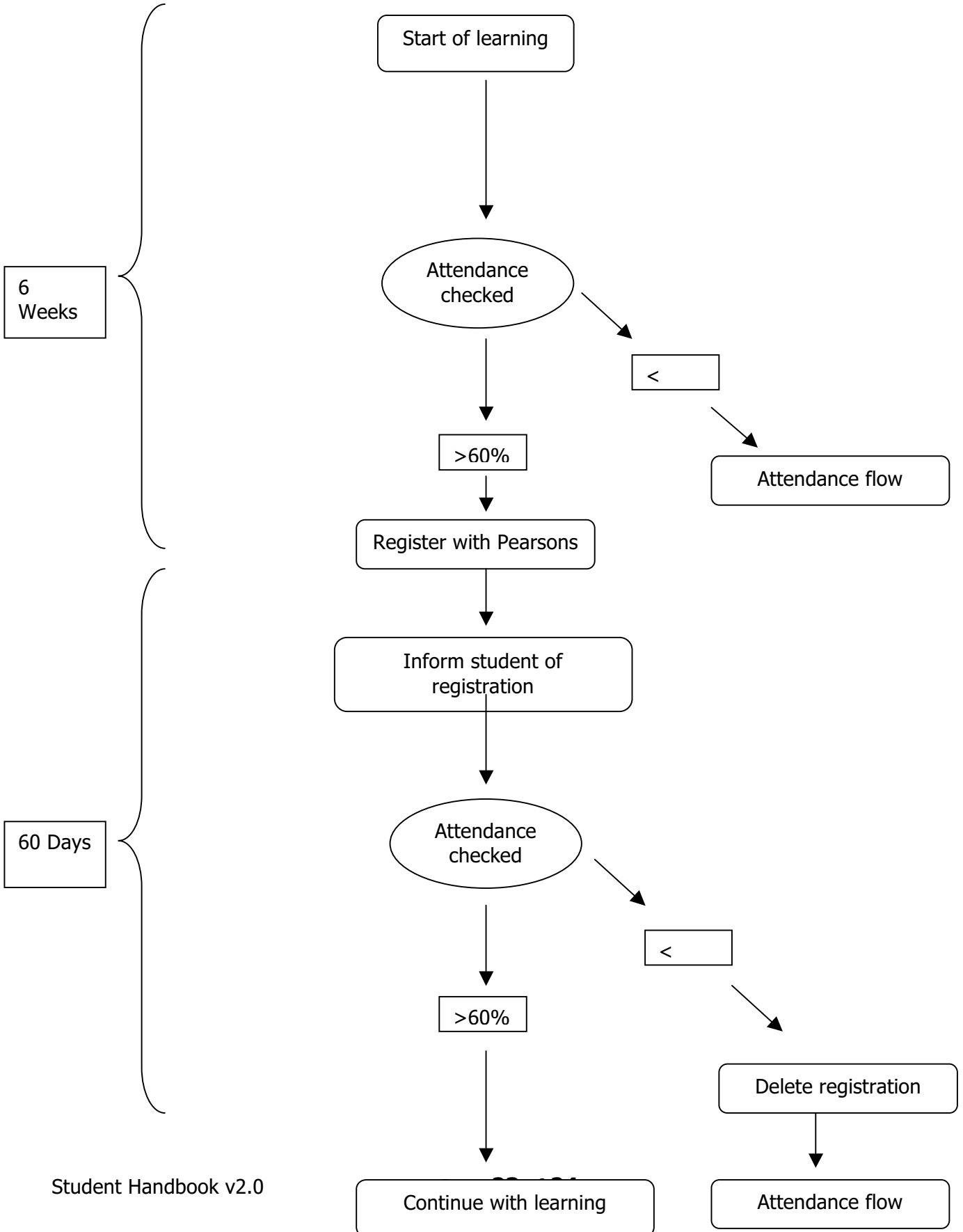


**ANNEX 2**

**Attendance Process Flow Chart**



**Registration & Certification**  
**Student Registration process**



Academic Appeals process flow chart

