STUDENT PROGRAMME HANDBOOK 2020-2021 ACADEMIC YEAR

CITY & GUILDS LEVEL 5 DIPLOMA IN EDUCATION & TRAINING (DET)

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 DET 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 you have any queries or concerns.

Good luck with your studies!

Professor Mark

Mabey Principal

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1.0. Section A: Introductory Information

1.1 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.

1.2 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. Recruitment. Selection and Admission Policy

1.3 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

1.4 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.

1.5   Key contacts

1	Dr Mark Mabey, Principal and Director of Studies	mark@cecos.ac.uk
2	Rakesh Sonigra, HE Operations Manage	rakesh@cecos.ac.uk
3	Mandy Hayward, DET Programme Manager	mandy@cecos.ac.uk
4	Victoria Jaggers. DET Administrator	victoria@cecos.ac.uk
5	Marwa Kokar, Academic Coordinator	marwa@cecos.ac.uk
6	Aakif Tanveer, Examination Officer	exams@cecos.ac.uk
7	Kaya Barton, Attendance Officer	attendance@cecos.ac.uk
8	Mahnaz Bristy, Admission Officer	
9	Hetal Thakker, Admission Officer	admissions@cecos.ac.uk
10	Emma Bhutani, Student support officer	studentsupport@cecos.ac.uk

1.6 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.

1.7 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. Student Attendance Policy, Re-Registration and Progression Policy.

1.8 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.

1.9 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.

1.10 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

1.11 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.**

2.0. Section B: Programme Information

2.1 Introduction to the Programme

City and Guilds Level 5 Diploma in Education and Training is widely recognised by industry and higher education as the principal Teachers training qualification at level 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. City and Guilds 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 go into teaching. Students have been involved throughout the development of these qualifications, ensuring that their considerations have been taken into account. Teaching and Learning Policy.

2.2 Programme structure: 7 units over 3 terms.

The learning outcomes of each unit is shown below. Further information can be found in the City and Guilds Specification. https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/teaching/6502-education-and-training#tab=documents

2.2.1. Unit 426: Teaching, learning and assessment in in education and training

❖ Understand roles, responsibilities and relationships in education and training.

❖ Be able to use initial and diagnostic assessment to agree individual learning goals with learners.

❖ Be able to plan inclusive teaching and learning.

❖ Be able to create and maintain a safe, inclusive teaching and learning environment.

❖ Be able to deliver inclusive teaching and learning.

❖ Be able to assess learning in education and training.

❖ Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning.

❖ Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.

2.2.2. Unit 501: Develop teaching, learning and assessment in education and training (7 learning outcomes)

❖ Be able to investigate practice in own area of specialism.
❖ Be able to apply theories, principles and models of learning, communication, and assessment to planning inclusive teaching and learning.
❖ Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment.
❖ Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning.
❖ Be able to apply theories, models, and principles of assessment to assessing learning in education and training.
❖ Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning.
❖ Be able to apply theories and models of reflection and evaluation to the evaluation of own practices in planning, delivering and assessing inclusive teaching and learning.

2.2.3. Unit 502 Theories, principles and models in education and training (5 learning outcomes)

❖ Understand the application of theories, principles and models of learning in education and training.
❖ Understand the application of theories, principles and models of communication in education and training.
❖ Understand the application of theories, principles and models of assessment in education and training.
❖ Understand the application of theories and models of curriculum development within own specialism.
❖ Understand the application of theories and models of reflection and evaluation to reviewing own practice.

2.2.4. Unit 503: Wider professional practice and development in education and training (5 outcomes)

❖ Understand professionalism and the influence of professional values in education and training.
❖ Understand the policy context of education and training.
❖ Understand the impact of accountability to stakeholders and external bodies on education and training.
❖ Understand the organizational context of education and training.
❖ Be able to contribute to the quality improvement and quality assurance arrangements of own organization.

2.2.5. Unit: 417 Inclusive practice:

- ❖ Understand factors which influence learning.
- ❖ Understand the impact of policy and regulatory frameworks on inclusive practice.
- ❖ Understand roles and responsibilities relating to inclusive practice.
- ❖ Understand how to create and maintain an inclusive learning environment.
- ❖ Understand roles and responsibilities relating to inclusive practice.

2.2.6. Unit 423: Teaching in a specialist area

- ❖ Understand the aims and philosophy of education and training in a specialist area.
- ❖ Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area.
- ❖ Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area.
- ❖ Understand how to use resources for inclusive teaching and learning in a specialist area.
- ❖ Be able to work with others within a specialist area to develop own practice.
- ❖ Be able to evaluate, improve and update own knowledge and skills in a specialist area.

2.2.7. Unit 506 Developing, using and organising resources in a specialist area.

- ❖ Understand the purpose and use of resources in own specialist area.
- ❖ Be able to develop and use inclusive resources in own specialist area.
- ❖ Understand how to organise and enable access to resources.
- ❖ Understand legal requirements and responsibilities relating to the development and use of resources.
- ❖ Be able to evaluate own practice in relation to development and use of resources in own specialist area.

2.2 General marking criteria

For City and Guilds Diploma in education and training the grading classification is Pass and Fail. Each unit will be graded as a pass or Fail. A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

2.3 Pass Qualification Grade:

Learners who achieve the Pass for all the Units will achieve the qualification at pass grade.

2.4 DET Unit Details:

Unit No	Unit Name	Unit Credit	Semester
502	Theories, principles and models in education and training (Core)	20	1
503	Wider professional practice and development in education and training (Core)	15	3
501	Developing Teaching, learning and assessment in education and training (Core)	20	3
426	Teaching, learning and assessment in education and training (Core)	20	2
417	Inclusive Practice	15	1
506	Developing, using and organising resources in a specialist area.	15	2
423	Teaching in a specialist area	15	2

3.1 Section C: Assessment and Feedback

3.1 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

3.2 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.

3.3 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.

3.4 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. Assessment Decision Review Request Policy

3.5 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. Student Complaints Policy and Procedures

3.6 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:

I. <u>Plagiarism:</u> *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.*

II. <u>Collusion</u>: *This is where you work with someone else, such as a friend, when the assessment rules state you should work alone*

III. <u>Examination misconduct</u>: *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.*

3.7 Our Policy is clear:

I. *First offence*: failing grade on the assignment

II. *Second offence*: failing grade for the course

III. *Third offence*: suspension

Malpractice & Suspension of Students for Disciplinary Reasons Policies

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.

3.8 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 20% 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 20%. This will depend on the students work and the requirements of the report or essay.

3.9 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.

3.10 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 City and Guilds by emailing a JCQ Form M1 with supporting documentation. See Malpractice & Suspension of Students for Disciplinary Reasons Policies.

3.11 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.

3.12 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 an email 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.

4.0. Section D: What to do if things go wrong

4.1 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.

4.2 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 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.

4.3 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.

5.0 Section E: Students Support Services

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.

5.1 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.

5.2 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.

5.3 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.

5.4 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.

5.5 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.

5.6 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.

6.0 Version Control

Version	Date	Changes	Reason	Author	Next Review
1.0	14/10/2019		New Policy	Mira Yotova	01/09/2020
2.0	06/01/2021		Changes to staff and unit	Mandy Hayward	06/01/2021 20
2.1	11/03/2021		Changes to staff and formatting	Mandy Hayward	11/3/2021