



# UNIVERSITY CENTRE

Calderdale College

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## CALDERDALE COLLEGE OPEN UNIVERSITY HANDBOOK

2019-20

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The Open  
University



Teaching  
Excellence  
Framework



QAA<sup>®</sup>

UK Quality Assured

Reviewed 2014

AdvanceHE

Affiliate Member 19-20

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## WELCOME

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Here at College you are one of a wide range of students of ages and backgrounds. You are part of a small group of around 300 students, getting teaching from industry-experienced tutors, and accessing high quality academic skills support, library support and teaching facilities. One of the brilliant things about studying alongside such a diversity of other people is the sharing of experience, expertise and knowledge that can enrich your education and help to prepare you to move forward in your career.

In June, 2017, the College was awarded a Silver award for its Teaching Excellence in the Teaching Excellence Framework (TEF). This is a great achievement, as it underlines the high quality of HE teaching that happens at College. To put it into context, many long-established UK universities also achieved a Silver rating and some even achieved a Bronze. Locally, we are among several universities and colleges who were awarded Silver, while the Universities of Huddersfield and Leeds gained Gold, Bradford and Leeds City Colleges gained Bronze ratings.

The University Centre is the sole provider of higher education (HE) courses in Calderdale. Your course is just one of a range of qualifications at various levels to give students the flexibility to gain qualifications that suit their needs. Our partnership with the Open University enables us to design degree programmes that give you the skills and knowledge you need to become successful and enterprising contributors to the Calderdale and Leeds City Region economy. And our partnership with the University of Huddersfield's School of Education enables us to provide excellent teacher training programmes that develop new teachers who continue the tradition of high quality teaching.

You, our HE students, consistently feed back that you are very satisfied with your tutors and the high quality of the supportive teaching and learning that you receive. Your tutors' enthusiasm and passion for their subject areas and their exceptionally supportive approach to teaching are the key strengths of our higher education provision. We pride ourselves on the way that we teach, advise and support you to be successful on your course and this shows in the excellent achievement rates for 2018/19.

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

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

Best wishes,

**Katie Walker**

Head of Higher Skills

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## THE OPEN UNIVERSITY

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The OU works in partnership with other organisations to deliver courses, collaborate on new curricula, validate programmes and share expertise. The focus for all these collaborative ventures is a mission to be open to people, places, methods and ideas – promoting educational opportunity and social justice by providing high-quality university education to all.

The OU's programme validation activity supports the mission to widen access to higher education worldwide. The OU currently validates over 250 programmes at undergraduate and postgraduate level, and to date over 136,000 students have achieved an OU validated award.

Approved institutions are re-approved on a regular basis to ensure that they continue to meet the OU's standards and criteria for teaching, learning and assessment, staffing and staff development, academic organisation and internal quality assurance systems.

The OU's best-known partner, the BBC, has been linked with the OU since a 'University of the Air' was first proposed. Television and radio were the first of many new technologies used to support students – and they continue to bring education to the widest possible audience of non-formal learners, inspiring viewers and listeners to participate in lifelong learning.

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## GRADUATION

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### CALDERDALE COLLEGE GRADUATION

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The annual Calderdale College graduation celebration is held on the last Saturday in September and includes a procession through Halifax followed by the graduation ceremony in the Victoria Theatre. During the ceremony each student crosses the stage to be presented with a scroll from their tutor symbolising their academic achievement. There are prizes handed out to those students with outstanding achievement and inspirational learning journeys.

During the celebrations, the College presents Inspire Awards to members of the local community who through their business or voluntary activities are an inspiration to others.

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### OPEN UNIVERSITY GRADUATION

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Students on an Open University award are also eligible to attend an OU Graduation Ceremony.

More information will be available nearer the time of your graduation.

For more information on OU Graduation see the website:

[www.open.ac.uk](http://www.open.ac.uk)

If you're keen to know what to do after you've graduated then have a look at the '[What to do next...?](#)' section

## WHEN YOU FIRST ARRIVE...

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### *Your tutor will...*

- Introduce themselves to you, introduce the course to you, the timetable and the modules you will be studying throughout the course;
- Introduce you to your classmates;
- Go through your **programme handbook** and show you your reading lists;
- Tell you who your personal tutor is and what they will do (if applicable);
- Organise your induction activities;
- Arrange induction talks with
  - The Head of Higher Skills – to introduce them and their role as head of the department;
  - The Academic Skills support – who will talk to you about the academic skills support that is available to you;
  - Learner Services – a representative will talk to you about the advice and guidance that they can provide;
  - Learning Centre (LC) – a representative will make you aware of the LC spaces and the resources that are available to you;

### *You should...*

- Make sure you know who your tutor is;
- Make sure you know what your timetable is;
- Make sure you know what to buy. The Learning Centre library very rarely have enough copies of texts for everyone in your class to borrow a copy at the same time, so you need to be prepared to buy books and texts. Your tutor will identify the key texts on your reading list;
- Bring something to write with and on; a laptop might be useful;
- Familiarise yourself with the information in this handbook;
- Make sure that your student finance arrangements are in place.



## USEFUL CONTACTS

University Centre – F-Floor			Further Information
Katie Walker	Head of Higher Skills	<a href="mailto:katiew@calderdale.ac.uk">katiew@calderdale.ac.uk</a>	Managing the University Centre
Graham Pitchforth	Assistant Head of Higher Skills	<a href="mailto:graham.pitchforth@calderdale.ac.uk">graham.pitchforth@calderdale.ac.uk</a>	Deputising for Katie Walker, leading curriculum and skills innovation
David Clapham	Quality, Partnerships & Learner Engagement Manager	<a href="mailto:davidcl@calderdale.ac.uk">davidcl@calderdale.ac.uk</a>	Working with partners, students and external bodies
Joe Lockwood	Curriculum Leader (HE)	<a href="mailto:joannel@calderdale.ac.uk">joannel@calderdale.ac.uk</a>	Managing the teaching teams and quality assurance
Lucy McIntyre	<a href="#"><u>Academic Skills and Progress Coach</u></a>	<a href="mailto:lucy.mcintyre@calderdale.ac.uk">lucy.mcintyre@calderdale.ac.uk</a>	One-to-one support and group tutorials on academic skills

Other Services			
Rosemary Broadbent	<a href="#"><u>Learning Centre Manager</u></a>	<a href="mailto:rosemary.broadbent@calderdale.ac.uk">rosemary.broadbent@calderdale.ac.uk</a>	Managing the LCs staff and resources; Learner Services, Admissions and Reception.
Jamie Leahy	Quality Systems Manager	<a href="mailto:jamie.leahy@calderdale.ac.uk">jamie.leahy@calderdale.ac.uk</a>	Managing all aspects of quality cross-college

Learner Services A-Floor (01422 399367)			
Natalie Smith	Manager of <a href="#">Learner Services</a>	<a href="mailto:natalies@calderdale.ac.uk">natalies@calderdale.ac.uk</a>	Managing Advice and Guidance and Student Finance Administration Team
Michael Learoyd	Student Advisor	<a href="mailto:michael.learoyd@calderdale.ac.uk">michael.learoyd@calderdale.ac.uk</a>	One-to-one support with HE related matters including finance and counselling
Jamila Riaz	Student Advisor	<a href="mailto:jamilar@calderdale.ac.uk">jamilar@calderdale.ac.uk</a>	
Adult Careers Advice		C&K Careers – usually available for appointments on Wednesdays	

Admin support			
Megan Jepson	Curriculum Support Administrator	<a href="mailto:meganj@calderdale.ac.uk">meganj@calderdale.ac.uk</a>	Supporting with documentation, planning and organisation
Jacqui Wilson	Admissions Team Leader	<a href="mailto:jacquiw@calderdale.ac.uk">jacquiw@calderdale.ac.uk</a>	Co-ordinating the admissions process

Print Services			
Ricoh	<a href="mailto:ricoh@calderdale.ac.uk">ricoh@calderdale.ac.uk</a>	Located on B-Floor	



External Contacts		
<a href="#"><u>Open University</u></a>	Open University Validation Partnerships (OUVP), Learning and Teaching Innovation, Wilson Building (B Block) Level 1, Walton Hall, Milton Keynes, MK7 6AA	Working with the University Centre to validate its foundation degree and BA (Hons) programmes, alongside 40,000 other students at 25 other validated institutions worldwide.
<a href="#"><u>Student Finance England</u></a>	0300 100 0607 Monday to Friday, 8am to 8pm Saturday, 9am to 4pm <a href="https://www.gov.uk/student-finance-register-login">https://www.gov.uk/student-finance-register-login</a>	Tuition Fee Loans, Maintenance Grants and Loans, Disabled Students' Allowances
<a href="#"><u>Disabled Students' Allowance (DSA)</u></a>	Begin an application online by visiting: <a href="https://www.gov.uk/disabled-students-allowances-dsas">https://www.gov.uk/disabled-students-allowances-dsas</a> For help with the DSA process you can also send an email to: <a href="mailto:DSA@calderdale.ac.uk">DSA@calderdale.ac.uk</a>	If you are a student with a learning difficulty, health problem or disability and want some advice about applying for DSA or some help with the application process.
<a href="#"><u>National Union of Students (NUS)</u></a>	<a href="http://www.nus.org.uk">http://www.nus.org.uk</a>	NUS Extra Card, Representing students' national interests

## MODULE PLANNER

The HE year is split into two Semesters, of 15 weeks each. See the academic planner at the back of this handbook for more information on semesters, Board of Examiners Meetings and other dates.

### Modules and Credits

A module may be worth anything between 15 – 60 credits, depending on your programme. You must complete a total of 120 credits per year. Depending on the number of modules, the credit attached to them will vary. The illustration below shows 20- and 15-credit modules and how they might fit together to make up the total number of credits throughout the year.

Year 1 – Level 4			
Semester 1 September – December		Semester 2 January – June	
20 credits	15 credits	20 credits	15 credits
Module 1	Module 1	Module 4	Module 5
Module 2	Module 2	Module 5	Module 6
Module 3	Module 3	Module 6	Module 7
	Module 4		Module 8

Year 2 – Level 5			
Semester 1 September – December		Semester 2 February 2019 – June 2019	
20 credits	15 credits	20 credits	15 credits
Module 1	Module 1	Module 4	Module 5
Module 2	Module 2	Module 5	Module 6
Module 3	Module 3	Module 6	Module 7
	Module 4		Module 8

*If the course you are enrolled on is a Top-Up then you will complete only one year, including five or six modules, depending on whether you have an extended project or dissertation to complete*

Year 3 / Top-up Year – Level 6			
Semester 1 September 2019 – January 2020		Semester 2 February 2020 – June 2020	
20 credits	15 credits	20 credits	15 credits
Module 1	Module 1	Module 4	Module 5
Module 2	Module 2	Module 5 Module 6 40 credits	Module 6
Module 3	Module 3		Module 7 Module 8 30 credits
	Module 4		

**Please note:** For students on part-time courses, modules will be spread over a longer period of time – usually double. So a part-time one year course will take two years, with 60 credits per year.

## WHAT THE COLLEGE EXPECTS FROM YOU – THE CODE OF CONDUCT

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When you agree to become a student at College you agree to abide by its Values. The following principles underpin those Values – creating an environment that is conducive to successful learning and a pleasant experience for all.

### **As a student at Calderdale College you are required to:**

- ✓ Treat everyone with respect and make sure that your behaviour does not make any other person feel uncomfortable or discriminated against, and does not interfere with the learning of other students
- ✓ Be considerate to the rights and interests of other college users
- ✓ Attend and be on time for all timetabled classes
- ✓ Contact your tutor or member of college support staff on the first day of any absence to explain the reason why you are absent and when you expect to be back in college
- ✓ Take personal responsibility for your own learning and make active use of the Learning Zones and Student Support Services
- ✓ Complete all work set for you within specified deadlines
- ✓ Take an active part in reviewing your progress with the support of your tutor
- ✓ Seek help from your tutor, support worker, Student Life worker or Student Services if you need it
- ✓ Act in a manner that does not put yourself or others at risk of harm
- ✓ Carry your ID card at all times on college premises
- ✓ Only use college property and equipment for approved purposes related to your programme of study
- ✓ Participate in the College disciplinary process if required

### **You must not:**

- ◆ Use mobile telephones and college email in an inappropriate way which causes offence or distress to others
- ◆ Be drunk while at college or be incapable of undertaking your course work because of excessive drinking or use of drugs
- ◆ Smoke on the premises or consume or possess toxic, dangerous or controlled substances
- ◆ Cause malicious damage to, or theft of, the property of the College, other students, staff or visitors to the college
- ◆ Gain unauthorized access to, or make modifications to, College files or computer material
- ◆ Enter any part of the college to which you are not allowed entry
- ◆ Carry any weapon or use any other object in a threatening way
- ◆ Give course work to your tutor that has not been undertaken by you.
- ◆ Take part in any illegal activity, such as criminal damage
- ◆ Behave in any way which adversely affects the reputation of the College
- ◆ Breach Internet user rules

If you are involved in a serious act of misconduct you may be asked to leave the College.

## WHAT YOU CAN EXPECT FROM THE COLLEGE

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### The College will:

#### Treat you in accordance with the College Values:

- **Integrity:**  
Honestly and clearly setting out our commitment to you and making sure we honour that commitment.
- **Respect:**  
Valuing you as an equal partner in learning with your own unique perspective and background.
- **Fairness:**  
Consistently applying the policies, procedures and managing the structure and environment to give you confidence in our academic standards.
- **Openness:**  
Actively seeking a regular conversation with you about your learning, your experience and your thoughts about the College.
- **Enjoying:**  
Giving you a warm welcome and a friendly environment to learn in, and giving you the chance to meet other people at College in a social setting.
- **High Expectations:**  
Wholeheartedly supporting you to do everything in your power to gain the highest level of achievement possible.

#### Provide you with:

- 👍 good information and guidance about choosing and enrolling on the best course for you
- 👍 support you through each stage of your engagement with the College from your initial enquiry through to graduation and beyond
- 👍 up-to-date and accurate information on all aspects of the student experience including the services and support available to you
- 👍 quick and clear messages when there is a change to your timetable or your tutor is unavailable
- 👍 an intellectually stimulating, inspiring, safe and friendly learning environment
- 👍 facilities that will enable you to stay healthy and well

#### Work with you to:

- 👍 identify your individual learning needs and expectations
- 👍 actively seek your participation in governance and decision making
- 👍 improve your course and your College experience through an open and respectful dialogue

The College is committed to respecting your confidentiality and ensuring that your data is protected. For more information see the Advice and Guidance Confidentiality Policy and the College's Data Protection Policy, both available on Moodle (see page 36).

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## COLLEGE SERVICES, FACILITIES AND RESOURCES

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### LEARNER SERVICES

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Jamila, Michael and others in Learner Services (see [Useful Contacts](#) on page 6) will give you advice, information and guidance on various aspects of HE, such as fees and funding issues. Personal pastoral help is also available to you if you need it at any point during your course.

Learner Services is based on A-floor.

For advice, information or guidance you can speak to Learner Services about:

- loans, grants and funding and financial support
- the HE Hardship Fund
- Disabled Students' Allowances – also see below
- Disciplinary matters
- Appealing against an assessment
- Withdrawing from your course

You do not need an appointment to speak to Learner Services, however a drop-in system is operated which may result in a longer waiting time at busy periods (lunch time, for example).

More information about the subjects listed above can be found in this handbook and on Moodle.

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### STUDENT FINANCE ENGLAND (SFE)

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

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

More information can be found online

[www.gov.uk/studentfinancesteps](http://www.gov.uk/studentfinancesteps)

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### DISABLED STUDENTS' ALLOWANCES (DSA)

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Funding is available to you if you have a diagnosed disability, specific learning difficulty or other long-term illness which affects your ability to study.

Support is available with applications for DSA. Send an email to:

[DSA@calderdale.ac.uk](mailto:DSA@calderdale.ac.uk)

The application is a long process and it may take around three months for funding to arrive. However all HE students are eligible for academic skills support at any time during their course, regardless of specific difficulties or disabilities they may have, and support will be sought where possible on a case-by case basis for other needs until DSA is available.

More information can be found on the government website  
[www.gov.uk/disabled-students-allowances-dsas/overview](http://www.gov.uk/disabled-students-allowances-dsas/overview)

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### HE HARDSHIP FUND

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In the event that your funding is delayed, or you struggle to find income while you are a student, you may need some additional funding to cover living costs or other expenses. In this case, help might be available from the College in the form of the HE Hardship Fund – for which you can apply for a short-term loan or grant (depending on your circumstances).

Please note: this is a limited fund for unforeseen circumstances. It is your responsibility to ensure that you are financially prepared for becoming a student so it is advisable to take some time to budget for your living costs prior to starting the course based on your individual financial situation.

For assistance with budgeting for your living costs see the Money Advice website:  
[www.moneyadviceservice.org.uk](http://www.moneyadviceservice.org.uk)

For more information on accessing a short-term loan or grant, speak to a member of staff in Learner Services.

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## ACADEMIC SKILLS AND TUTORIAL SUPPORT

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### ACADEMIC SKILLS SUPPORT

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If you're planning to return to higher education after a few years away, you might be apprehensive about what it involves and what you're expected to do. We will give as much academic skills support as possible to work with you to develop your academic skills and raise your confidence level so that you can get the best out of your course.

Consistently rated highly in student feedback, the academic skills support and development with groups, working on important skills such as referencing, academic writing and reflective writing. The team will work with you to enable you to become an independent learner and to help raise your academic standard.

Now with a dedicated study-space in the University Centre (F06), you can drop in for personalised one-to-one support or make an appointment with one of the Academic Skills Tutors. And whether you're studying full-time or part-time, day or evening, the ASK Team will work with you on an individual basis to help you to manage your weaknesses and to develop your strengths.

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### REFERENCING

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

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

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

More advice will be given on referencing during induction and one-to-one help is available from your tutor and the progress coach.



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## UNFAIR PRACTICE

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As a student you are expected to know how to go about your studies in an appropriate way. Your academic conduct is as important as your personal conduct. Cases of academic misconduct – known as Unfair Practice – are taken very seriously at the University Centre.

To help you to understand how to avoid Unfair Practice, the most important concept to get your head around is plagiarism and how to avoid it. The penalties for Unfair Practice can range from the minor to the very severe, so it is worth taking the time to understand the information on this page.

A copy of the Unfair Practice Policy and Procedure is available on Moodle.

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## AVOIDING PLAGIARISM

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Plagiarism is defined in the Unfair Practice Policy as “the action of attempting to pass off another’s original work as the student’s own original work”. You might think that taking someone else’s work or ideas by accident is not classed as plagiarism, but it is viewed as Unfair Practice and will be included as an offence. You have the responsibility for your own research, so you are also in control of the way that you include that research in your own writing. All your written work will be submitted via Turnitin – a system which checks your work for similarity with other published sources. The University Centre will give you information and support to help you to avoid plagiarism, so if your written work does come back with a high percentage similarity score on [Turnitin](#) then it is likely that you will be the subject of a suspected unfair practice case.

The main way that you can avoid any confusion about what you have and have not written is to reference correctly all source material that you are using. For more information see [Referencing](#).

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## UNFAIR PRACTICE PROCEDURE

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If you are suspected of Unfair Practice then your tutor will refer you to an Unfair Practice Hearing.

The level of penalty you can expect depends on how serious the offence is. At the lowest level you will be asked to resubmit the work; at the highest level you may be withdrawn from your course without a qualification. A student in year one who is not familiar with the academic standards expected in HE is unlikely to be given a severe penalty. A year two or BA Top-up student who should be practised in the conventions of academic writing will be penalised more severely. The penalties that apply for unfair practice get more serious as your progress through your studies.

More information can be found in the Unfair Practice Policy and Procedure.

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## TUTORIALS

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Tutorials are a key part of the tutor-student relationship. They should help you to gain a closer understanding of your tutor’s expectations of you and your coursework, and help your tutor to gain an understanding of your feelings and progress. You can discuss your thoughts on your own development and your strengths and weaknesses, addressing them specifically to see what can be done about them.

You are responsible for almost all of your own learning outside of the classroom, so you need to know how to make the best use of your time. You don’t want to spend a lot of time working in a particular way if it’s not going to get you the results you need. When you submit a piece of work for

assessment you should know what's acceptable and what's not acceptable. Your tutor will give you clear instructions about submissions: how they should be presented and how you should go about submitting them.

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

Also, see '[What to do if...](#)' for more advice with the issues or questions you might discuss during a one-to-one session or tutorial.

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## CONFIDENTIALITY AND DATA PROTECTION

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The College respects your right to confidentiality and privacy at all times during your time at College.

If you attend one-to-one tutorials or skills sessions with your tutor or the academic skills support, Lucy, then your fellow students do not need to know your feelings or problems if you do not want them to. However, unless you specifically request otherwise, information about you will be shared between members of staff where it is appropriate. For example, your tutor may refer you for a one-to-one session with Lucy, and pass on information about the skills or areas of weakness that you need to work on. Lucy will subsequently update your tutor about any progress being made.

Strict confidentiality is observed in your dealings with Learner Services, because of the nature of the sensitive and personal information that is being disclosed. Only with your permission will information that you have shared with Learner Services be discussed with members of staff in other departments.

If you wish to lodge a complaint or an appeal then it is assumed that you give your consent for the sharing, where necessary, of any of the information that is provided. You have the right to request that a matter remain confidential, however you should be aware that this may have an effect on the College's ability to consider the complaint or appeal appropriately.

More information on confidentiality can be found on Moodle, within the Advice and Guidance Confidentiality Policy and the College's Data Protection Policy.

## ACADEMIC RESOURCES

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### UNIVERSITY CENTRE

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Teaching and Learning takes place throughout the College site. The University Centre is situated in the Percival Whitley Building, with subjects such as Early Years, Business and Community and Social Work being taught there. Performing Arts, Sound and Music Technology and Art and Design are based in the DigiHub and the BA (Hons) Contemporary Art and Design programme is based at the Dean Clough studios.

In the University Centre there is a quiet study room (Room F06) where you can go and work quietly on your assessments. There is also a room dedicated to silent study in the Learning Centre Library (Room B19). The University Centre team will work with you to ensure you have access to individual academic skills development where you might feel you need it – including tutorials and one-to-one academic skills development with Lucy.

### LEARNING CENTRES (LC)

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The Learning Centres are great places to do research, to write up an assignment, create a presentation or read an academic journal. There are over a hundred computers in the two centres, all with internet access and MS Office, plus specialist software such as Photoshop. Printing and scanning is available in black & white or colour. You can save back-ups of your files to your own area on the College network, or to USB flash drive, DVD or CD.

The LCs have a great selection of books, magazines and DVDs to support all courses and are open during the following times:

- **LC Library (B-floor)** - Term time opening:

Monday	8.15 – 19.30
Tuesday	8.15 – 19.30
Wednesday	8.15 – 17.00
Thursday	8.15 – 19.30
Friday	9.30 – 17.00

- **Learning Centre 2 (Inspire Centre)** - Term time opening:

Monday	8.30 – 16.00
Tuesday	8.30 – 16.00
Wednesday	8.30 – 19.30
Thursday	8.30 – 16.00
Friday	9.30 – 15.30

### **Borrowing**

10 items at a time (including DVDs) - mostly for three weeks (but you should check for short loan items when you take them out). If someone else has borrowed the resource you want, then you can reserve it and the library staff will contact you when it becomes available. E-books, journals, images and films are delivered to you online (via Moodle) and are available 24/7. The library catalogue is available to search online, so you can check what's available before you visit.

If the resource you need is not available at College, we may be able to request it from the British Library for a small fee.

### **Renewal**

Items can be renewed up to four times (unless they are reserved by someone else). You can renew items by visiting the LRC desk or by calling the LRC on 01422 399350.

Overdue items are charged at 5p per day, per item.

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## WHAT IS A READING LIST?

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

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

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## MOODLE

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

All your course information can be found on Moodle such as your course handbook, annual planner, details of your modules/units and their contents, and details of your assessments and the facility to submit them online using Turnitin.

Moodle also has:

- a full repository of all the policies and procedures that are referred to in this handbook
- quick links to useful academic resources for your studies (see [Online Resources](#))
- academic skills resources on a variety of academic skills topics
- ways to get in touch with the College if you need to update your personal details, give some feedback or contact your tutor

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## TURNITIN

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Turnitin is an external system that checks your writing against millions of other pieces of writing including all others submitted through Turnitin previously. It will highlight where there are matches with the other writing in its database and give you a match percentage based on the number and

length of those matches. For example, a piece of work with a couple of small matches might return a percentage of 5%, but a piece of work with several large matches might return a percentage of 50%.

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

Although Turnitin checks for matches, these matches do not automatically mean [unfair practice](#). Matches will occur for common phrases that have been used by other writers and students, and also Turnitin may find a match where quote marks or referencing have not been used correctly. A high Turnitin score indicates the number of matches found, and does not check for unfair practice.



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## OPEN UNIVERSITY RESOURCES

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### Open University Online

As a partner of the Open University, you will have access to some of the online resources that the University provides. The Open University works with the BBC to create television and radio programmes. Recent examples include: BRITAIN'S GREAT WAR, AIRPORT LIVE, WARTIME FARM, STARGAZING LIVE, COAST, AN HOUR TO SAVE YOUR LIFE, BANG GOES THE THEORY, MORE OR LESS, THINKING ALLOWED and THE BOTTOM LINE.

- OpenLearn, a free learning resources website which offers around 11,000 hours of materials, including interactives, videos, academic blogs and OU podcasts averages 400,000 unique visitors a month  
<http://www.open.edu/openlearn/>
- The OU is YouTube Edu's largest UK university channel with 1,600 videos that have received millions of views  
<http://www.youtube.com/ou>
- Around 26,000 research publications are recorded on Open Research Online (ORO), one of the largest and fastest growing research collections in the UK. 25% of these are open access  
<http://oro.open.ac.uk/>

For more information visit the Open University website: [www.open.ac.uk](http://www.open.ac.uk)

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## OTHER USEFUL RESOURCES

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### UNIVERSITIES' LIBRARIES ARE OPEN TO THE PUBLIC

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You can get a guest access to local universities' library resources should you need to. If you want to see something specific then it would be a good idea to contact the university directly and ask before you go. You can also copy extracts of books and journals (up to Copyright Licensing Agency limits - for academic purposes only – see <https://www.cla.co.uk/what-is-copyright>).

Local universities you could visit include:

University of Bradford [www.bradford.ac.uk](http://www.bradford.ac.uk)  
University of Huddersfield [www.hud.ac.uk](http://www.hud.ac.uk)  
University of Leeds [www.leeds.ac.uk](http://www.leeds.ac.uk)  
Leeds Beckett University [www.leedsbeckett.ac.uk](http://www.leedsbeckett.ac.uk)

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## LOCAL LIBRARY SERVICES

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Calderdale has local libraries dotted around the area. It is free to join the library service and you can borrow a variety of resources, now including some eBooks and Audio Books. It's easy to join online and you pick up your card from your local library.

To find your nearest library in Calderdale, check the Calderdale Council website:  
<http://www.calderdale.gov.uk/>

If you don't live in Calderdale then your local council will have details on their website.

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## USING THE INTERNET

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

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

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

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

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

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## WIKIPEDIA

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

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‘...the readers, not the encyclopedia, are ultimately responsible for checking the truthfulness of the articles [on Wikipedia]’  
(Wikipedia’s ‘Wikipedia’ Page, <https://en.wikipedia.org/wiki/wikipedia>)

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

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## ONLINE RESOURCES

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

### Subject Guides

The College’s online resources can be accessed through Moodle. There are links to these resources through the Subject Guides that have been put together for each subject area, and they include such things as eBooks, online Journals and Magazines, Audio and Visual resources and external websites and useful links.



### Online Books

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

### Online Journals and Magazines

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

### Planet eStream

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

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## NEWSPAPER ARTICLES

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Using the internet to search for newspaper articles is very easy as several newspapers now have an online version with a full archive. You might want to use newspaper articles if you're searching for commentary or different perspectives for a piece of writing. Access is often free to newspapers, but might be limited to a certain number of articles or searches. GALE offer access to the Financial Times, The Economist, The Independent and The Times digital archives. Navigate to GALE through the Moodle homepage by selecting the link to 'E Resource Index', then selecting 'Gale Databases' from the A to Z list.

Use the search box to type in the key word or phrase that you're trying to find an article about.

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## OPEN EDUCATIONAL RESOURCES (OERS) AND MOOCS

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

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

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

Places to find interesting MOOCs:

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

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

## CREATIVE SPACES

### DIGIHUB

The Creative and Construction Skills part of the Percival Whitley Centre has been re-developed, with a new set of studio spaces, performance spaces, classrooms and a recording studio. It also houses the College's new Print Shop – which will be run for external customers, making prints and print-runs to order. The new spaces include a Projection Room, a Swedish-inspired performance area and new facilities stocked with brand new resources and equipment.

### DANCE STUDIO

For Dance and Performance Arts students there is a modern dance studio in the Inspire Centre with up-to-date facilities and resources. Dance students work on group and solo performances, and collaborate with local and national companies to gain experience and create original works.

### DEAN CLOUGH STUDIO

Since 2016/17 our BA (hons) Contemporary Art and Design Practice has been based at Dean Clough in its own studio space. With its international art gallery and around twenty artists in-residence based at the Dean Clough site, it provides a stimulating and exciting environment for art and design students to complete their degree.



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## COLLEGE FACILITIES

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### FOOD AND DRINK

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

- The café is open during weekdays from 8.30 – 13.30  
(with a break at 11.15 – 11.45 between breakfast and lunch servings)

For evening students there is a shop selling a selection of food and drinks. Opening times for the shop are:

- Monday, Tuesday, Thursday, Friday 10.00 – 18.00
- Wednesday 10.00 – 16.00

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

The Professional Cookery School runs a restaurant named 1893 which offers food at various times of year, including Christmas dinner.

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### INSPIRE SPORTS & FITNESS CENTRE

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Opened in September 2011, the College has some fantastic sports facilities including: A full size 3G pitch, Hannah Cockcroft Sports Hall and climbing wall. Activities can include: basketball, netball, 5-a-side football, volleyball, badminton, korfbal, indoor cricket, table tennis and trampolining.

#### **Student Gym Membership - £30 per year**

Opened in September 2011, our fully equipped gym is open all the year round, including weekends, and is available for our students to use. An instructor is always on duty to help you work out an individualised fitness programme.

Visit the webpage for more information: <https://www.calderdale.ac.uk/inspire-centre/inspire-facilities/inspire-centre-gym/>

Classes in yoga, aerobics and circuit training are run regularly, as well as women-only sessions, and a very competitively priced student academic membership is available for only £30.

Details of the **£1 Sport Card**, that allows you to access a variety of facilities and sporting activities in the local area for just £1, can be found on the Inspire Centre website:

<http://inspire.calderdale.ac.uk/pages/view/events/1-sport-card>

For more information contact the Inspire Centre on 01422 399331. Or alternatively, more information is available on the Inspire Centre website: <http://inspire.calderdale.ac.uk/>

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## FULL WORKS SALONS

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When you feel like a break or need a little TLC you can always have your hair cut, nails painted, legs waxed and back massaged in the Hair and Beauty salons staffed by the students on the Hair and Beauty courses – or relax with a facial, Indian head massage or an alternative therapy.

The College's commercial salons are open:

- Monday, Tuesday, Thursday 9.00 – 20.00
- Wednesday and Friday 9.00 – 16.00

To book an appointment or to find out more, call the salon on 01422 399355.

More information is available on the College website:

<http://www.calderdale.ac.uk/content/view/about-us/the-full-works>



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## STUDENT ENGAGEMENT

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### WHAT IS YOUR ROLE AS A STUDENT?

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

The College has clearly set out its [values](#) for staff and students. When thinking about engagement with the College, you should bear in mind the values of **Integrity, Respect** and **Openness**. These three values form the basis for useful and constructive engagement during your time as a student, especially **Openness** which emphasises participation in a productive dialogue. This dialogue might be with your tutors and other members of staff, your course rep and other students, the Students' Union, departmental managers or senior management and College governors.

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### HOW CAN YOU ENGAGE?

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

Each semester you will have:

- a **course meeting** where you can feed back to your tutor about how you think the course is going – this will include discussion on the external examiner report
- **module evaluations** for each module that you have completed, so you can give specific feedback on the teaching and assessment for that module
- a **HE Student Forum**

Annually you might be invited to:

- complete the **National Student Survey** (only certain students are eligible for this)
- complete the **UCHESS Survey** – the University Centre Higher Education Student Survey
- take part in discussing, putting together and presenting a **Student Submission** to the College, which might focus on a key theme, such as resources

In addition, there are other opportunities, such as:

- becoming a student governor
- participating in various steering groups, such as the Equality, Diversity and Inclusion (EDI) Group or the Technology Enhanced Learning (TEL) Group

The College will publish the outcomes of your feedback in the form of the '**You said... We did...**' summary on Moodle.

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## WHAT IS A COURSE REP?

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### ***Your group should have a Course Rep in place after induction***

Your course rep is there to represent the views of your course group. They may discuss them with your tutor to see what can be done. Often, in smaller groups, you may not need a rep to fulfil this role except at course meetings and other events. You may feel that you have a close enough relationship with your tutor to discuss things with them as a group.

Your group will have at least two Course Meetings during the academic year. The course rep will help to lead the group discussion on what you would like to give feedback about. If you become a course rep, you will be given some training on this role and how you can get the best out of your feedback opportunity.

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

The Student Forum will be the chance for managers to listen and respond to your feedback as well as outlining their plans to change the resources, environment and facilities that are available to you as students.

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

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## STUDENTS' UNION

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Calderdale College Students' Union (SU) includes and represents everyone who is a student at the College. It is run by an executive committee, elected on the annual October training day. The aim of the SU is to represent you to the College, provide guidance to you and to be a support network for you in many aspects of your student life.

The SU spends time planning and organising events and activities to interest and involve everyone at College. These include charity fundraising events such as Children In Need; working with the Equality, Diversity and Inclusion (EDI) Group on events such as Holocaust Memorial Day; and organising social events which give you the opportunity to unwind and enjoy.

For more information you can contact Learner Involvement Officer Simon Roberts  
[simonr@calderdale.ac.uk](mailto:simonr@calderdale.ac.uk)

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## THE HE OFFICER

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The HE Officer is a Course Rep who is elected to represent all the Reps. They will meet regularly as a member of the Students' Union (SU) Executive Committee to represent HE students and their interests with the SU. They will also represent you to the College at key events, such as governors' meetings, recruitment of senior management staff, and public events.

The election for HE Officer takes place during spring in preparation for the coming academic year.

***Interested in putting yourself forward for election...?***

The Job Description and Election Guidelines can be found on Moodle

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**NUS EXTRA CARD – NOW CALLED TOTUM**

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An NUS Extra card – now renamed the TOTUM card – can be used to get discounts and extras that are only available to students. There is a wide range of discounts, including dining, entertainment, shopping and travel. Any student studying full or part-time is eligible for a card, which can be ordered online. You can buy a one, two or three-year card.

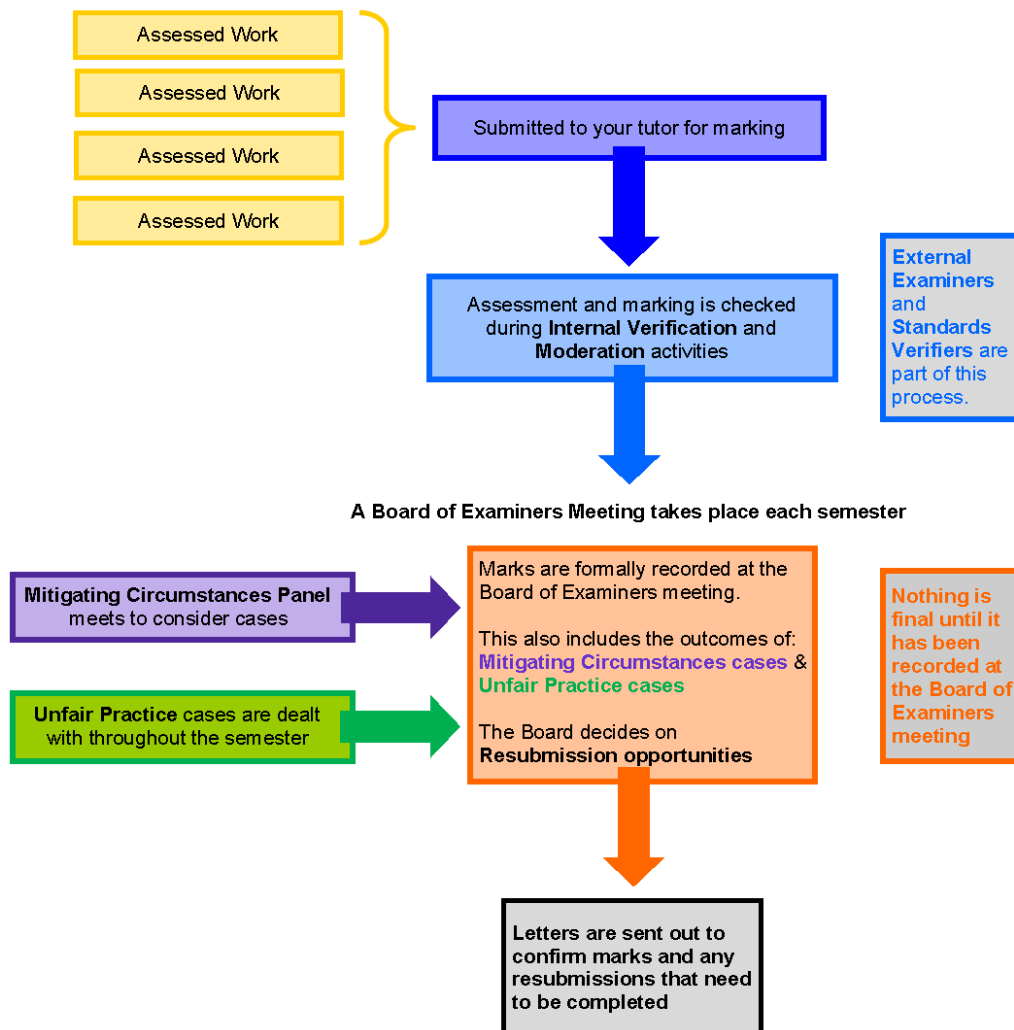
The NUS organisation represents students on a national level, dealing with government, external agencies and educational bodies in order to get a fair deal for students. There are opportunities to get involved locally and nationally.

For more information visit the NUS website: <http://www.nus.org.uk>





## THE BOARD OF EXAMINERS



### Key Points:

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

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## WHAT TO DO IF...

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### YOU WOULD LIKE TO SAY 'THANK YOU'

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Lots of good things will happen throughout your time at College and we love to hear about them. If you feel like you want to give a thank you to a tutor, a manager, a cleaner, another student or absolutely anyone for something they have done to make your life at College better then please do! If you can't get in touch with the person let us know and we can pass on your thanks to them. It can be something as small as brightening your day with a smile, or something as large as inspiring you to successfully complete your course.

You can send a compliment via the College website: <https://www.calderdale.ac.uk/contact-us/compliment-comment-or-complaint/>

#### **Staff Awards**

There are also opportunities to nominate staff for recognition at the College awards evening in June. At the ceremony, those staff who have been put forward by students may receive an award for outstanding teaching or support, so please put your tutor forward if you feel they deserve it.

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### YOU ARE ILL OR ABSENT

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If you are unable to attend your timetabled class or lecture or your personal or professional diary conflicts with your College timetable, then let your tutor know at least 30 minutes before the start of your timetabled session via email or telephone so they can register your absence.

A copy of the College's Attendance and Punctuality Policy is available on Moodle.

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### YOU FEEL ANXIOUS, STRESSED OR WORRIED

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

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

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

Please talk to your tutor about these feelings at any stage during your course during a [tutorial](#).

Further support is available from [Learner Services](#) such as:

- Advice and guidance if you struggling financially or need support with living costs
- Counselling with personal issues and problems

- Mentoring if you are struggling to get organised or need some help with time management

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### YOU HAVE MISSED A DEADLINE

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***You cannot get an extension for a deadline, except by applying to have your mitigating circumstances taken into account (see below).***

The penalty for a late submission is 10 per cent, per day that the work is submitted late, down to a pass mark. After six days, the work will not be accepted and you will be given a zero for the assessment and a resubmission opportunity after the Board of Examiners meeting. The maximum mark you could gain for that resubmission would usually be capped at a Pass.

If you are experiencing some very serious difficulties that have prevented you from submitting then it would be worth applying for Extenuating Circumstances (see below).

For more information about the Assessment process, see page 27.

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### YOU ARE EXPERIENCING VERY SERIOUS DIFFICULTIES (EXTENUATING CIRCUMSTANCES)

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If you have very serious difficulties that mean that you will struggle to complete a large part (or even the whole) of your assessed work, then your tutor may advise you to apply to have **Extenuating Circumstances** taken into account.

You will need to gather evidence – medical or otherwise – of your circumstances so that they can be considered and your situation can be reviewed. If your extenuating circumstances are accepted, then you can expect to be allowed to repeat part of or even all of the assessment for the year.

More information and the relevant policy and forms can be found on Moodle (see page 36).

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### YOU WANT TO WITHDRAW FROM YOUR COURSE

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If you have submitted **Extenuating Circumstances** (see above) but subsequently decide that you cannot continue on the course, you may feel, ultimately, that you want to withdraw. Withdrawal happens for a variety of reasons, but you should always put yourself and your own health and wellbeing before any other consideration. An alternative to withdrawal is to ask for a suspension of studies. This can be agreed, depending on your circumstances, for up to twelve months, and can give you a break from your studies to allow you to focus on the circumstances you are going through rather than your studies.

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

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### YOU WANT TO MAKE A COMPLAINT

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

- **Contact your tutor or another member of staff to discuss your situation.** Discussing issues is the best way to resolve things before problems become serious, and the College will do everything to find a solution where one is available.

If your issue has not been satisfactorily addressed at that stage then you can register a formal complaint on the College website: <https://www.calderdale.ac.uk/contact-us/compliment-comment-or-complaint/>

### **What happens next?**

- We aim to send you an acknowledgement letter within 2 working days confirming who will carry out the investigation along with contact details
- Investigating staff will aim to meet with you within first 5-10 working days in order to investigate raised concerns.
- Final response will be sent by letter within 20 working days of first receiving it. This is our target for all complaints. If we need more time to investigate, we will explain why and when you can expect our response.

### **Appeals**

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

### **Cut-off Limits**

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

For more information about the College Complaints procedure, see Moodle (see page 36).

### **Referral**

Once a complaint has been finally closed at the College, it may be pursued further by taking it to the awarding body or validating university. Details of who to contact and how will be given if a complaint reaches this stage.

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## **YOU WANT TO APPEAL AGAINST AN ASSESSMENT**

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

**You cannot appeal if you simply disagree with your tutor's mark or grade – you must be able to provide evidence that the assessment process has been conducted unfairly or that an error has occurred that has affected the assessment outcome.**

This means that you can only appeal against the final mark – after the whole process of marking and moderation has been completed and you have received confirmation of your results.

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

If you do not feel that you can discuss this with your tutor then you may seek advice from your Course Rep or Learner Services.

More information can be found in the HE Assessment Appeals Policy and Procedure, available on Moodle.

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### YOU NEED TO REPORT SERIOUS CONCERNS (WHISTLEBLOWING)

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If you discover something of serious concern that you feel you need to raise as a complaint in the public interest, there is a Whistleblowing Procedure (available on Moodle) that you need to follow.

Serious concerns might include such things as financial malpractice or fraud; a serious health and safety breach; an incident of criminal activity; academic or professional malpractice, or failure by individuals to declare a serious conflict of interest.

If you feel that you have a formal complaint, then you should follow the formal complaints procedure.

The charity Public Concern at Work gives impartial advice on whistleblowing. For more information see the website: <http://www.pcaw.org.uk/>

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## WHAT TO DO NEXT...?

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### PROGRESSION TO A 'TOP-UP'

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

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

You can usually 'top-up' your qualification to a full degree if you have successfully completed your HND (Higher National Diploma) or FD (Foundation Degree). Most higher education providers (HEPs) will offer this as an option. Your top-up will typically take one further year of study, full-time. Your tutor will advise you what progression route is available at the University Centre.

#### **Applying for a Top-Up:**

- Identify an appropriate top-up degree course by searching through the UCAS directory or by checking through HEPs' websites;
- Apply through UCAS before January 15<sup>th</sup>.

#### **If there isn't a Top-Up available:**

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

- Identify an appropriate degree programme to enter;
- Ring the admissions team at the HEP and enquire about the specific requirements of the course and whether they would be happy for you to join their course in the 2<sup>nd</sup> or 3<sup>rd</sup> year;
- Apply through UCAS before January 15<sup>th</sup>.

#### **Important things to remember:**

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

If you would like some advice on applying for top up degrees then you can ask your tutor for advice or see a member of the University Centre Team or Learner Services. For advice on funding see Learner Services (see [Useful Contacts](#)).

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## CAREERS

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There is careers advice available at College to you from the C&K Careers team. Ask in Learner Services for more information about this.

There is also information available on the College website through Career Explorer, about the jobs that might be of interest to you, or those that relate specifically to the skills and knowledge that your course develops.

<http://www.calderdale.ac.uk/content/view/courses/careers-advice>

The National Careers Service is also available

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

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## EXIT INTERVIEWS

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

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

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## FOR ALUMNI

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When you have successfully completed a course you become an *alumnus* or *alumna* (depending on whether you are male or female, respectively) of the institution that you attended. All the people who have completed their HE courses at University Centre Calderdale College are part of the UC *alumni* association. As you are studying on an Open University qualification you are also eligible to become a part of the OU *alumni* association, too.

### **OU Alumni Association**

You can register for membership of the OU Alumni Association upon successful completion of a validated programme. Membership is free and brings with it networking opportunities, discounts and offers, and much more.

<http://www.open.ac.uk/alumni>

For a registration form, visit the student section of the OU website.

<http://www.open.ac.uk/cicp>



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## OTHER HANDBOOKS, POLICIES AND PROCEDURES

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The **Work Based Learning** handbook gives you a comprehensive guide to your Work Placement or Work Related Learning activities, including policies on mentoring in the workplace, forms to fill in about your workplace, and health and safety.

The **Mentor Handbook** complements the Work Based Learning Handbook and outlines the relationship and responsibilities that a mentor needs to be aware of. If you are required to have a mentor in your setting or work placement, then both you and your mentor need to be aware of the information in the handbook.

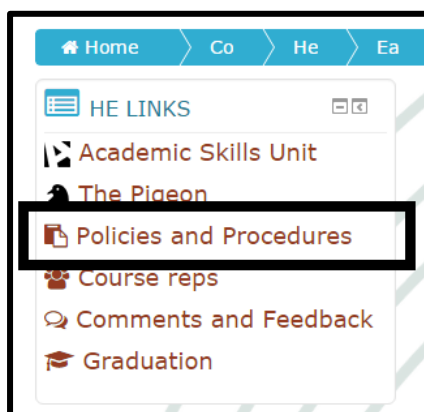
You will be given a **Course Handbook** with full details of your course, your modules and assignments during induction. This will give you specific information about the course, your annual calendar of events and deadlines for assessments, and the reading lists and resources that you should be accessing as part of your study.

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## HOW TO ACCESS THE DIRECTORY OF POLICIES AND PROCEDURES ON MOODLE

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On the left-hand side of your programme's Moodle page there will be a menu. You need to select 'Policies and Procedures'. This will take you to a page with access to all the relevant policies and procedures relating to your studies.



## SEMESTER 1 CALENDAR

W/c			Key Dates	
09/09/19	1		<b>INDUCTION</b>	
16/09/19	2			
23/09/19	3		<b>Graduation 2018</b>	
30/09/19	4			
07/10/19	5			
14/10/19	6			
21/10/19	7			
28/10/19	8	HALF TERM (Friday 25 <sup>th</sup> October – Monday 4 <sup>th</sup> November)		
04/11/19	9		<b>Semester 1 Course Meetings</b>	
11/11/19	10			
18/11/19	11			
25/11/19	12			
02/12/19	13			
09/12/19	14		<b>UC Christmas Quiz</b>	
16/12/19	15			
CHRISTMAS BREAK (Friday 20 <sup>th</sup> December – Monday 6 <sup>th</sup> January)				
06/01/19			<b>National Student Survey &amp; College Survey Window OPENS</b>	
13/01/19				

### Notes

## SEMESTER 2 CALENDAR

W/c			Key Dates	
20/01/20	1		HE Student Surveys OPEN	Semester 1 ECs Form Deadline 24 <sup>th</sup> Jan
27/01/20	2			
03/02/20	3			Semester 1 ECs Panel Meeting 5 <sup>th</sup> Feb
10/02/20	4			Semester 1 Board of Examiners Meeting Thursday 13 <sup>th</sup> February
HALF TERM (Friday 14 <sup>th</sup> February – Monday 24 <sup>th</sup> February)				
24/02/20	5		Semester 2 Course Meetings	
02/03/20	6			
09/03/20	7			
16/03/20	8		HE Student Surveys OPEN	
23/03/20	9			Deadline for Semester 1 RESITS Friday 27 <sup>th</sup> March
30/03/20	10			
24/02/20	11			
EASTER BREAK (Friday 3 <sup>rd</sup> April – Monday 20 <sup>th</sup> April)				
20/04/20	12		Surveys CLOSE	
27/04/20	13			
04/05/20	14			
11/05/20	15			
HALF TERM (Friday 22 <sup>nd</sup> May – Monday 1 <sup>st</sup> June)				

<b>SUMMER</b>	Semester 2 ECs Form Deadline 19 <sup>th</sup> June
	Semester 2 ECs Panel Meeting 1 <sup>st</sup> July
	<b>Semester 2 Board of Examiners Meeting Thursday 9<sup>th</sup> July</b>
	<b>Deadline for RESITS Friday 21<sup>st</sup> August</b>
	<b>Reconvened Board of Examiners Meeting Thursday 3<sup>rd</sup> September</b>



# UNIVERSITY CENTRE

Calderdale College

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Calderdale College  
Open University  
Handbook (CCOUHb)  
2019/20