Student Handbook

Level 6 Degree

BA (Hons) Business and Management
The Open University

2017 – 2018

Dear Student

Well done on achieving your HND qualification and I am delighted to welcome you to this new course at Grafton College. I am sure that you will find this degree course to be both rewarding and challenging. A degree in Business represents a valuable investment that will provide you with opportunities to achieve your goals in both your professional career and personal life.

Grafton College is committed to creating a learning environment where both academic and administrative staff works in partnership with every student. A wide range of professional services will facilitate your effective learning: careers advice, pastoral support, and academic guidance. As a student at Grafton College you will be encouraged to participate in improving the student experience. You will regularly be asked for feedback on your experience, and your views and comments are valued in order to improve your own experience and to inform College development.

The purpose of this Handbook is to introduce you to the learning opportunities and services provided by the College in order to support you to achieve your potential.

Everyone here wishes you every success with your studies.

Head of Grafton College

Mehboobali Saiyed

Disclaimer: The information contained in this Handbook is current as of April 2017. It may be subject to change at any time during the academic year. You will be notified of any changes as they occur.

CONTENTS

Section 1 Introduction

1.1 Welcome to the Business Department at Grafton College 05

1.2 Background to the L6 Degree Programme 06

1.3 Level 6 Course Structure 07

1.4 Essential Dates 07

1.5 Indicative Level 6 Timetable 08

1.6 Programme and Module Specifications 08

1.7 Assessment and Malpractice 11

Section 2 Learning and Teaching

2.1 Teaching Strategies 14

2.2 Lectures 14

2.3 Use of Electronic Recording Devices and Mobile Phones in Lectures 14

2.4 Advisers/Supervisors 15

2.5 Self-learning 15

2.6 Time Management 15

2.7 Key Skills 16

Section 3 Academic Integrity

3.1 Introduction 17

3.2 Academic Practice in Assessments 17

3.3 Support from your Department 18

3.4 Breaches of Academic Integrity 19

Section 4 Student Support, Guidance and Advice

4.1 Facilities and Services 21

4.2 Personal Development Planning (PDP) 21

4.3 Staff/student liaison – getting your voice heard 22

4.4 Employability 22

4.5 Further Study Opportunities 23

4.6 Complaints and Appeals 23

4.7 Further Advice and Assistance 23

4.8 Attendance 24

4.9 Opening Hours 24
4.10 Key Contacts 25
4.11 Equality & Diversity 25
4.12 Enrolment 26

Section 5 Communication and Information

5.1 Email 27
5.2 Written Correspondence 27
5.3 Use of Social Networking Sites 27
5.4 Confirmation of Your Student Enrolment Status 27
5.5 ID Cards 27
5.6 Student Welfare 28
5.7 Students with Learning Difficulties 28
5.8 Dyslexia 29
5.9 The Role of the Personal Tutor 29
5.10 Pastoral Support re Issues such as Attendance, Illness etc. 29
5.11 Illness 30
5.12 External Factors Affecting Your Attendance or Performance 31
5.13 Opening a Bank Account 31
5.14 Medical Care 31

Section 6 Personal Safety

6.1 Introduction 32
6.2 Action in the Event of a Fire 32
6.3 Accidents 32
6.4 Additional Information 33

Appendix 1 Programme Specification –currently separate

Appendix 2 Module Specifications - currently separate

Section 1 Introduction

1.1 Welcome to the Business Department at Grafton College

Everyone in the Business Department welcomes you to this degree course that will enhance your career as you build upon the HND Business that you have already completed. The degree course will prepare you for a career in a variety of business contexts and equip you with the relevant transferable skills and attributes to be successful. For example, on achieving the degree, you will be well qualified to seek employment in areas of business such as marketing, human resource management and accounting. You will also be qualified to pursue a higher postgraduate degree or acquire professional body qualifications like CIMA in accounting or CIPD in human resource management.

The degree that you will achieve is to be awarded by the Open University. The Open University is very well regarded and has a long-term reputation for the provision of first class qualifications.

Grafton College will support you in achieving your potential by providing both academic and administrative staff that are well-qualified to support you. The following are staff with whom you will soon be familiar.

Academic Staff	Designation
Professor M Jehangir	Academic Manger
Mohammad Touseef	Administrative Programme Manager
Muhammad Ismail	Lecturer/Assessor
Sadia Saad	Lecturer/Assessor
Salman Khan	Lecturer/Assessor
Samuel Asante-Nnuro	Lecturer/Assessor
Georgia Markoudis	Lecturer/Assessor
Dr Muhammad Abdul Basit	Lecturer/Assessor

Academic Support Staff	Designation
Asif Khawaja	Manager Operations/Marketing/Admissions
Katya Botskova	Admin officer
Daljeet Kaur	Admissions officer
Puja Dalal	Attendance/HR officer/Operations Manager
Shahryar Khan	Examinations Officer / IT Manager
Phoebe Purvis	Front Desk/HSE Officer
Amanat Ali Anjum	Marketing Officer/Librarian
Fahd Khan	Admissions Officer
Evelyn Laino	Admin Officer
Mohammad Touseef	Head of HR/Student Welfare/Registrar
David Orford	Quality Manager

In addition, the programme has an external examiner whose role is to ensure rigour and consistency in all aspects of assessment. Name to be agreed and then inserted.

This Handbook is the beginning of the support available to you and you will find it helpful throughout your studies. At the start of the course, however, there will be a full induction where the critical matters of the degree programme are explained to you in detail. This will include information such as: details of the programme and modules, assessment requirements, support and guidance, study skills, role of the personal tutor, services such as careers and counselling, resources and the roles of key staff.

1.2 Background to the L6 Degree Programme

Grafton College has long been regarded as an institution providing excellence in delivering a business programme for HND. It was therefore a natural progression for Grafton College to develop a degree course and the Open University is a well-established provider of a very wide range of degree courses.

As you have already achieved Levels 4 and 5, this course seeks to develop three significant key themes, notably ethical behaviour, sustainability and enterprise. It will increase your understanding of business and the business world in which it operates. Learning will be contextualised, where relevant, in order to replicate work-based situations. These situations often involve working with other learners in resolving business issues. In this way you will be equipped with skills and attributes such as the ability to work with people from a range of cultures; communication and listening; conceptual and critical thinking; and self-management and self-reflection. In this way you become equipped to start a professional career or to undertake a higher degree. Full attendance is therefore critical to overall success.

The College is monitored by a government backed organisation called the Quality Assurance Agency (QAA). The Agency ensures that there are appropriate standards of learning; that each student is given appropriate learning opportunities; and that information published by the College is accurate and reliable. Indeed the recent quality assurance review by QAA gave Grafton College an excellent report which is on the College website.

The Quality Assurance Agency has also published eight (8) Key Values that all Colleges are expected to follow in working with students. The Key Values that are applicable to you as students are that:

- all students are treated fairly, equitably and as individuals;
- students have the opportunity to contribute to the shaping of their learning experience;
- students are properly and actively informed at appropriate times of matters relevant to their course of study.

This Handbook is the start of this process. If you feel we are not meeting our obligations in any of these three areas, you must let us know – either directly by approaching a tutor or manager, or indirectly via your class representative.

1.3 Level 6 Course Structure

There are 6 modules in the degree programme. Each module has the same value (20 credits) and the notional learning hours are 200: there are 45 contact hours, 80 directed study hours and 75 supported self-study hours.

Attendance for the contact hours is critical for being able to undertake the directed study and self-study.

Semester 1	Semester 2
Strategic Human Resource Management (semesterised delivery)	**Business Strategy** (semesterised delivery)
Marketing Strategies for Management (semesterised delivery)	**Management Accounting for Managers** (semesterised delivery)
Business Enterprise Creation (linear delivery)	
Dissertation (linear delivery)	
Business Skills Development (linear delivery)	

As you can see from the above, the timetable is arranged so that two modules are completed in each semester and two are delivered throughout the two semesters.

1.4 Essential Dates

The Induction folder on Moodle Staff and Student Corner will provide you with a full list of the academic term dates. You must not book holidays within term time.

Academic year commences on 18 September 2017.

September Semester 2017
18/09/2017 - 08/12/2017

January Semester 2018
15/01/2018 - 30/03/2018

May Semester 2018
07/05/2018 - 22/06/2018

1.5 Indicative Level 6 Timetable

Each student will have a timetable similar to the one below (days will vary). Learners will be in groups of approx. 50 for lectures and approx.14 for tutorials.

<table>
<tr><th></th><th>9.30</th><th>10.30</th><th>11.30</th><th>12.30</th><th>1.30</th><th>2.30</th><th>3.30</th><th>4.30</th></tr>
<tr><td>Monday</td><td></td><td colspan="2">Marketing Strategies for Management (MSM) Lecture
10.30 – 12.30</td><td rowspan="5">Lunch</td><td colspan="2">Strategic HRM (SHRM) Lecture
1.30 – 3.30</td><td colspan="2"></td></tr>
<tr><td>Tuesday</td><td></td><td>Business Enterprise Creation Workshop 1

Dissertation Workshop 1

10.30 – 12.00</td><td>Self study</td><td>MSM Tutorial 1

SHRM Tutorial 1

1.30 – 2.30</td><td>MSM Tutorial 2

SHRM Tutorial 2

2.30 – 3.30</td><td colspan="2" rowspan="2"></td></tr>
<tr><td></td><td></td><td></td><td></td><td colspan="2">Business Skills Development
1.30 – 3.30</td></tr>
<tr><td>Wednesday</td><td colspan="3">Directed study</td><td colspan="3">Directed study</td><td></td></tr>
<tr><td>Thursday</td><td></td><td>Business Enterprise Creation Workshop 2

Dissertation Workshop 2

10.30 – 12.00</td><td>Self-study</td><td>MSM Tutorial 3

SHRM Tutorial 3

1.30 – 2.30</td><td>MSM Tutorial 4

SHRM Tutorial 4

1.30 – 2.30</td><td colspan="2" rowspan="2"></td></tr>
<tr><td></td><td></td><td></td><td></td><td colspan="2">Business Skills Development
1.30 – 3.30</td></tr>
<tr><td>Friday</td><td colspan="3">Directed study</td><td colspan="3"></td><td></td></tr>
</table>

1.6 Programme and Module Specifications

What follows are summaries of the six modules that you will study during the academic year. Full details, including assessment requirements, of both the Programme Specification can be found in Appendix 1 and the Module Specifications are set out in Appendix 2. In addition, the College has a full Assessment Policy that can be found on the College Moodle.

1. Business Enterprise Creation

Focus

This module will develop student knowledge and understanding of the emergence of a business idea into a fully functioning business enterprise. The module tracks the journey from an embryonic business idea to the presentation to a group of managers and entrepreneurs of a fully developed business plan. In so doing critical skills are developed and a clear understanding of what is involved in running a new business.

Most of the work will be within a group, with early aspects completed on an individual basis.

This module has no direct link to any other module but it combines with all other modules in developing an overview of the different contexts in which an emerging business operates.

Aims

The aims of this module are to:

- develop the analytical skills needed to generate and evaluate a number of competing business ideas;
- equip learners with the skills necessary to successfully run a small business enterprise;
- encourage collaboration with other learners in order to identify individual strengths and learn from the shared experience.

2. Business Strategy

Focus

This module will develop student knowledge and understanding of strategic management, and what a business identifies strategic issues. The module identifies a range of contemporary issues associated with the development and implementation of business strategy. In addition, it considers how a business develops and implements strategic change.

Issues covered might include strategies for leaving the European Union; strategies for a recession; global strategies; strategies where profit is of secondary (or no) importance

This module has no direct link to any other module but it combine with other modules in developing an overview of the different contexts in which a business operates.

Aims

The aims of this module are to:

- explore the way in which business attempts to make realistic and viable future plans;
- understand how business evaluates the success of both the plans and the planning process;

- contrast conventional thinking about business strategy with less orthodox approaches;
- develop a sound understanding of the main models of strategic thinking, evaluate them critically, and develop alternative and less conventional ways of thinking about strategy.

3. Dissertation

Focus

This module enables learners to develop an area of personal interest. Learners will identify a research problem and investigate it independently. This will develop a student's knowledge and understanding of a critical business issue. Each student will be given individual support for completion of the dissertation.

This module utilises the knowledge and understanding gained in the Level 5 Research Methods module. It also combines with other modules in developing an overview of the different contexts in which business operates.

Aims

The aims of this module are to:

- formulate a clearly defined research question;
- identify the relevant objectives of the research;
- review and synthesise existing knowledge through a detailed literature search;
- design the method and collect data;
- analyse and critically discuss the findings in relation to the original research question and objectives.

4. Management Accounting for Managers

Focus

All managers, even junior ones, contribute to the decision making process, including the production of data from a management accounting context. This module provides an understanding of the uses of such data from both a qualitative and quantitative perspective.

This module has no direct link to any other module but it combines with all other modules in developing an overview of the different contexts in which an emerging business operates.

Aims

The aims of this module are to:

- understand the behavioural aspects of planning and control;
- provide data to other functional managers as part of the decision making process;
- interact with other managers in areas such as marketing, production and human resources.

5. Strategic Human Resource Management

Focus

Human resource management will be studied form an academic perspective as this supports organisations in meeting their strategic objectives.

This module has no direct link to any other module but it combines with all other modules in developing an overview of the different contexts in which an emerging business operates.

Aims

The aims of this module are to:

- explore the way in which business can use human resource management to achieve its objectives;
- work in groups on real life projects;
- develop an understanding of how different organisations adopt strategic approaches to human resource management;
- compare and contrast the academic and practitioner approach to human resource management.

6. Marketing Strategies for Managers

Focus

This module develops knowledge and understanding of marketing strategies available to management and what a business identifies as strategic issues. Contemporary issues will be considered in respect of marketing decisions taken by business in unpredictable and complex contexts.

This module has no direct link to any other module but it combines with all other modules in developing an overview of the different contexts in which an emerging business operates.

Aims

The aims of this module are to:

- develop the analytical skills needed to generate and evaluate competitive marketing strategies;
- equip learners to make and justify strategic marketing decisions in different marketing contexts

1.7 Assessment and Malpractice

Assessment is an integral part of the learning process at the College. Assessment is used both during and at the end of each unit. Assessment during the Unit which does not contribute to the final grade you receive is called **formative assessment.** This will allow you to monitor your own understanding and progress, and will allow the College to see if you are making satisfactory progress. The College can use this to identify students who might need additional help and support. Assessment at the end of the Module, which will determine the grade you achieve, is called **summative assessment**.

There will be formative assessments in each module. These will help you apply the knowledge and understanding derived from the teaching and your additional work outside the classroom. Whilst not contributing to the end grade for the module, you will be given feedback to support the summative assessment.

Formative assessment is an embedded part of the learning and teaching process and every lecturer contributes to the process to a high level. Each lecturer aims to provide formative feedback to Students identifying his/her strengths and weaknesses and provide written feedback in the form of a remedial action plan.

Summative assessment takes place on completion of each module. Methods of assessment vary, but include coursework assignments, presentations etc.

Details of assessment can be found in the Appendices of this Handbook with detailed information in the College Assessment Policy accessible on the College Moodle. This also includes information on the rules for determining degree classification and how results are communicated

Students are given the opportunity to provide evaluative feedback at the end of each module. The evaluation criterion is designed to gain feedback that allows the curriculum leaders to analyse results.

Malpractice

Grafton College is required to ensure that there are no acts that seek to undermine the integrity and validity of assessment and the certification of qualifications. The College does not tolerate actions or attempted actions of malpractice and may enforce penalties and/ or sanctions on Students where incidents or (attempted incidents) of malpractice have been identified and proven.

The College reserves the right in suspected cases of malpractice to withhold the issuing of a certificate, whilst an investigation is being carried out.

Examples of Malpractice

The College website and Moodle holds important information on the policies and procedures for further explanation concerning the following:

Plagiarism

Plagiarism - by copying and claiming another person's work as your own, including artwork, images, words, computer generated work, such as internet sources, inventions whether published or not without appropriately acknowledging the source and giving credit where credit is due.

Collusion

Collusion - by working together with other Learners to produce work that is submitted for assessment as individual work.

Impersonation

Impersonation - by pretending to be someone else in order to produce work for another student or arranging for another person to take the place of another Student in an assessment or exam.

Altering

Altering - any results documentation, including assessment grading records and certificates. Cheating-in a way that gains an unfair advantage through inappropriate methods.

Data fabrication

Any data used for formative and summative assessment must be original and collected by the learner and reproduced with integrity. Data must be kept until an award is officially made.

The College website and Moodle holds important information on the policies and procedures for further explanation.

Section 2 Learning and Teaching

2.1 Teaching Strategies

Learning and teaching are informed through a culture of investigation and enquiry, and sustained by familiarity with original research. On this basis the Department has taken steps to provide a suitable environment that allows all students to develop relevant skills.

There are a variety of teaching strategies to improve student learning. These include: active learning, collaborative/co-operative learning, critical thinking, discussion, experiential learning, games/experiments/simulations, inquiry-guided learning, learner-centred teaching, lectures, problem-based learning, social networking tools, case studies, team-based learning, and writing assignments.

These strategies are combined to provide a state of the art learning experience. Highly qualified lecturers use these teaching strategies and use them to enrich the learning experience. A simple lecture based learning strategy is quite dated as the centre of focus was the lecturer. Modern research has shown that the classroom learning experience is enhanced significantly by encouraging learner-centred strategies. Modern ICT tools and techniques supplement learner-centred strategies. For example, lecturers deliver presentations for which hand-outs are provided. Learners are supplied with reading material related to the lecture and are provided with opportunities to engage in group and class discussions to present the outcomes of the discussions. Where relevant, lecturers interface with the internet to embed ICT skills during lectures.

2.2 Lectures

Attendance in all sessions, whether lectures or study skills, is vital to your success. It is therefore vital that you arrive promptly in order to gain maximum benefit from every session. Lecturers provide hand-outs in the classroom and they are also made available to students on Moodle, which is accessible at any time by using your login details. Note-taking is still necessary in the classroom and it as an important part of the learning process. It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the coursework assessment process.

If you are unable to attend for an acceptable reason (e.g. illness), you can access the hand-outs on Moodle. If learners require some assistance to cover the missed session then they can consult their class tutor.

2.3 Use of Electronic Recording Devices and Mobile Phones in Lectures

Out of courtesy to other students and staff, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use a laptop computer to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

2.4 Advisers/Supervisors

Group tutorials/supervisory sessions are timetabled for all programmes. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material. In addition, additional tutorial sessions will be organised by assessing learners' needs

All tutorials are planned to provide further assistance for your programme of studies and to discuss any difficulties you may have to grasp fully the course material. The tutorials are organised face to face/one to one and in class based settings.

2.5 Self-learning

Much of the time allotted to a module is designated as independent or self-learning. This may be taken up by independent study on your own using libraries, data retrieval systems, internet, etc., or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

2.6 Time Management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the assessment requirements of the programme. Effective use of your time will allow you to perform well on your course and to enjoy student life. One of the work-place skills you should aim to acquire at the College is the ability to manage multiple priorities.

Deadlines for work submission must be kept; otherwise marks will be deducted via the imposition of a late submission penalty. The framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance.

If you are unclear about any aspect of any module, you should talk this through with the Head of Level 6 or Academic Manager.

2.7 Key Skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. A conscious effort is made by Grafton College to ensure that every module allows and encourages the development of key skills. Further details can be found within individual module specifications.

Section 3 Academic Integrity

3.1 Introduction

The College takes any breaches of academic integrity (such as plagiarism, collusion, data fabrication, cheating, recycling of your or another student's work) extremely seriously.

A higher education college is a 'learning community' within which students and staff learn from each other, from their peers and through original research. All members of the College community are expected to maintain high standards of academic conduct and professional relationships based on courtesy, honesty and mutual respect. In maintaining this learning community, the concept of academic integrity is fundamental.

Academic integrity means conducting all aspects of your academic life in a professional manner. As a member of the learning community at Grafton College, you are expected to work in accordance with these principles:

- taking responsibility for your own work;
- respecting the rights of other scholars;
- behaving with respect and courtesy when debating with others, even when you do not agree with them;
- fully acknowledging the work of others wherever it has contributed to your own (thereby avoiding plagiarism);
- ensuring that your own work is reported honestly;
- following accepted conventions, rules and laws of referencing when presenting your own work;
- ensuring that you follow the ethical conventions and requirements appropriate to your discipline;
- supporting others in their own efforts to behave with academic integrity;
- avoiding actions which seek to give you an unfair advantage over others.

Acting with academic integrity enables you to demonstrate your own knowledge, skills and understanding of a subject and then to receive feedback to help you progress. You will also be developing professional skills and values which are sought by employers.

Conversely, failure to act in this way means that you will not be developing the skills which are essential in the longer term for your personal and academic growth. The feedback you then receive on your work will not help you to improve as it will not be a genuine reflection on your knowledge and abilities.

3.2 Academic Practice in Assessments

A key element of academic integrity is understanding good academic practice in written work and creative practice. Understanding how to use the work of other scholars, including your peers, to develop your own insights into a subject and spark new ideas is an important professional skill.

- Within the academic community it is never acceptable to use the words of others or their creative output (whether published or unpublished, including material from the internet) without explicit acknowledgement. To do so would not be seen as a mark of respect, but rather as plagiarism.
- When you take notes from sources, make sure you do so in ways which identify: where you are recording your own observations based on the document you are reading; where you are paraphrasing; and where you are recording direct quotations. This will be particularly important if you are taking notes over a longer period and then reviewing them later.
- Learn to plan your study time effectively, be aware of deadlines and leave plenty of time for writing to avoid the need to take 'short cuts' which could lead to bad academic practice and poor achievement.
- To demonstrate your knowledge and ability effectively in assignments, you need to ensure that you address the question you are asked. Including large amounts of acknowledged pasted material, or over-quotation from external sources, is likely to detract from the quality and originality of the work and is therefore unlikely to secure good marks.
- The purpose of assessment is to enable you to develop and demonstrate your own knowledge and understanding of the learning outcomes of a unit or programme or particular professional skills or competencies. It is entirely appropriate that your work should be informed by, and refer to, the work of others in the field or to discussions with your peers, tutor or supervisor. However, such contributions must always be acknowledged in accordance with conventions appropriate to the discipline. This requires more than a mention of a source in a bibliography. You should acknowledge each instance of another person's ideas, artworks or words using the appropriate referencing conventions. It is important to make clear which are your words, ideas or artworks and which have been taken from others.
- It is often helpful to discuss ideas and approaches to your work with your peers and this is a good way to help you think through your own ideas. However, work submitted for assessment should always be entirely your own except where clearly specified otherwise in the instructions of the assignment. In some instances working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.
- When you submit a piece of coursework you will be asked to declare (e.g.: through use of a signed declaration or ticked box for electronic submission) that you are aware of the requirements of good academic practice and the potential penalties for any breaches.

3.3 Support from your Department

To support you in developing your understanding of academic integrity and sound academic practice, your Department will provide you with:

- a copy of this policy and an explanation of how it applies within your Department and programme;

- opportunities to participate in learning experiences to improve your understanding of academic integrity and academic good practice appropriate to your level of study;
- advice and information about referencing conventions within your discipline as appropriate to each level of study;
- information about sources of advice if you have particular learning needs;
- advice as to what information in the discipline may be regarded as 'common knowledge' and therefore does not need to be referenced;
- information about copyright and intellectual property and when you need permission to reproduce figures or other printed material (including material from the internet);
- feedback on your work to help you perform to the best of your ability;
- information, where applicable, about the use of electronic methods of plagiarism detection;
- information about the ways in which poor academic practice and breaches of this statement will be handled and the possible penalties which may be incurred.

3.4 Breaches **of Academic Integrity**

The College takes any breaches of academic integrity (such as plagiarism, collusion, data fabrication, cheating, recycling of your or another student's work) extremely seriously. The most common breach of academic integrity is plagiarism.

Plagiarism is the reproduction or paraphrasing, without acknowledgement, from public or private (i.e.: unpublished) material (including material downloaded from the internet) attributable to, or which is the intellectual property of, another including the work of students.

Plagiarism may be of written and also non-written form and therefore would also include the unacknowledged use of: computer programmes, mathematical/computer models/algorithms, computer software in all forms, macros, spreadsheets, web pages, databases, mathematical deviations and calculations, designs/models/displays of any sort, diagrams, graphs, tables, drawings, works of art of any sort, fine art pieces or artefacts, digital images, computer-aided design drawings, GIS files, photographs, maps, music/composition or any sort, posters, presentations and tracing; the list is non exhaustive.

Examples of plagiarism are:

- Including in your own work extracts from another person's work without the use of quotation marks and crediting the source.
- The use of the ideas of another person without acknowledgement of the source.
- Paraphrasing or summarising another person's work without acknowledgement.
- Cutting and pasting from electronic sources without explicit acknowledgement of the source of the URL or author and/or without explicitly marking the pasted text as a quotation.

- Submitting a piece of work entirely as your own when it was produced in collaboration with others, and not declaring that this collaboration has taken place (this is known as 'collusion').
- Submitting appropriated imagery or creative products without indicating the source of the work.

As a means of detecting plagiarism, Grafton College uses Turnitin to check the originality of submitted work.

Should you have reason to believe that a fellow student is not working with academic integrity, you should speak in confidence to the module tutor. Your identity will not be revealed as part of any investigation; however, no further action would be taken unless additional evidence is identified by the marker.

If it is suspected that a student has not worked with academic integrity and has used any of the practices outlined above, this will be investigated. If a student is found to have followed one of these practices there are a range of penalties which may be applied. These penalties will always affect the mark you receive for the piece of work in question and the most serious cases could lead to a termination of programme. There is likely also to be an impact on any future reference written from your College.

Any student involved in an investigation will have the chance to put their case forward. Students in this position are encouraged to seek support from the the Academic Manager. There is also provision to request a review of the outcome of any investigation. The College has a separate Policy for Complaints and Appeals which is on the College website.

Section 4 Student Support, Guidance and Advice

4.1 Facilities and Services

This Handbook provides key information for the whole of the academic year. It complements the rest of the College's resources. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the College while you are registered as a student.

The Handbook also provides helpful information on matters such as finance, leisure, healthcare and support facilities.

The Student Handbook can also be accessed by logging onto the College's Moodle: you will need your user name and password and the Moodle is accessed by clicking on the **Student Corner** tab in the left navigation bar.

Other relevant resources are:

Resources	**Web link**
College Website	http://www.graftoncollege.com/
Courses	http://www.graftoncollege.com/Courses.aspx
Moodle	http://uk.graftoncollege.net/
Online Library	http://web.a.ebscohost.com/

The main resource available to you is, of course, your lecturers and the administrative team that support Grafton College. All members of our team are willing to give support. They can be contacted directly or indirectly through your course representative.

Other resources include the library, two dedicated computer suites, technical support and a help desk and some catering facilities. There are also a large number of catering services in the near vicinity.

4.2 Personal Development Planning (PDP)

The development of an effective and efficient system of Personal Development Planning (PDP) at Grafton College is in the early stages. The aim of the development is to enable the student learner to reflect on their learning, performance and achievements; plan their all-round personal, educational and career development; and record their achievements.

The process can help the student in:

- thinking through their skills and experiences and understanding their learning style, and as a result finding it easier to focus on areas for development;
- developing a clearer sense of direction and feeling more in control of their studies and life;

- developing an understanding of how they learn and the areas in which they need to develop skills;
- keeping a record of achievements, developing a ready-made stock of examples of skills and experiences that can translate into what employers are looking for.

The process will start at Induction, when students are given a PDP Development Plan. This Plan will be the focus of a number of reflection sessions within the Study Skills classes. The aim of the programme is to provide the learner with plenty of opportunities to reflect on their progress and to think about what needs to improve and develop.

The Study Skills sessions will also provide exercises (being developed) to help learners to:

- reflect on their progress;
- recognise the development of transferable skills;
- identify areas for improvement;
- investigate resources and help;
- make some plans for action.

4.3 Staff/student liaison – getting your voice heard

Students elect representatives from across each programme who are active members of College committees. Student representatives work on these committees to get their voice heard on issues related to student life. The College has a specific Staff – Student Liaison Committee which is intended to provide a framework for formal meetings between staff and students to help them engage in constructive dialogue and free and objective feedback between the two parties. All students can input contributions to College committee meetings by speaking to the class representative.

4.4 Employability

The College is confident that the educational experience you receive will provide a solid foundation on which to build a successful career. Learning is, however, a lifetime experience and you should not regard your education finished at the end of your programme of study. Continuing professional development (CPD) via short courses, postgraduate diplomas and/or degrees, and corporate membership of a professional institution may be of interest. The Academic Manager and Student

Welfare Officer provide advice to students on career and further study options. You can also take short part-time courses to strengthen your professional careers.

4.5 Further Study Opportunities

If you are considering postgraduate study, there is a wide range of programmes leading to various qualifications available to you through progression opportunities. Selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well-informed decision. The important key is to obtain all the information you need. However when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects. There is also the choice between taught postgraduate programmes leading towards a Master of Business Administration (MBA) and/or research postgraduate degrees. The College provides guidance on progression opportunities and appointments can be made with either the Academic Manager or the Student Welfare Officer to discuss your options in detail.

4.6 Complaints and Appeals

We hope you will be satisfied with your experiences as a student here. However, we recognise that, on occasions, things can go wrong. If you have a concern about any aspect of your experience at the College we encourage you to raise it with the relevant member of staff informally and as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that any concerns you have may be resolved quickly. You may also wish to consult with your class representative if it is an issue in common with other students.

In most cases we hope to resolve your concerns informally. However, the College does have a formal complaints procedure. These procedures can be followed if informal discussion fails to resolve the issue. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern or complaint. This policy can be found on the College website.

4.7 Further Advice and Assistance

If you wish to improve your study skills, always seek advice sooner rather than later. Your personal tutor, supervisor or equivalent will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice and to learn to benefit from it. This would not necessarily mean that you are 'struggling' with your work; you may feel you need additional advice to reach your personal potential.

Specialist advice is available for students with disabilities or learning difficulties.

4.8 Attendance

Attendance at lectures is compulsory; the College regulation on attendance is as follows:

- If you have to miss a lecture or seminar for a good reason, such as a job interview, the Student Office must be informed, preferably in in advance. You also can then find out about the necessary preparation for the following week.
- If you miss a class through illness, you must inform the Student Office as soon as you are able. Alternatively, you can email Attendance Monitoring Officer directly at attendance@grafttoncollege.com.
- Module tutors will report all repeated absences to the Attendance Monitoring Officer and Programme Management Committee. If you miss classes in any module without offering an adequate explanation for your absence, you will be required to meet the Attendance Monitoring Officer to discuss your unsatisfactory attendance record.
- Learners missing classes for no acceptable reason will be reported to the Student Loan Company and may incur financial penalties if they are suspended or excluded from the Course.

4.9 Opening Hours – Monday to Friday, 9 a.m. to 6.30 p.m.

For all learners, these offices are your first contact for your administrative issues. Staff will try to answer any queries, including questions about fees and accommodation, and questions relating to submission of medical certificates and evidence of extenuating circumstances. This information is then forwarded to the relevant departments for further consideration. These offices process bank letters and other letters to confirm student status.

All staff will be able to help you with most of your enquires; however if you have specific queries about your progress report you should be directed in the first instance to your Examinations Officer, or the Academic Manager.

4.10 Key Contacts

You can contact us at any time using the email details below but College staff are always willing to see learners at any time on College premises.

Name of Office	Contact Person	Email
Operations Manager	Asif Khawaja	asif@graftoncollege.com
Admissions	Katya Botskova/Daljeet Kaur	studentoffice@graftoncollege.com
Attendance	Puja Dalal	attendance@graftoncollege.com
Head of HR/ Student Welfare/Registrar	Mohammad Touseef	m.touseef@grfatoncollege.com
Academic Manager	Prof M Jehangir	jehangir@graftoncollege.com
Programme Leader	M Ismail Karim	m.ismail@graftoncollege.com
Student Liaison/Exams Officer	Shahryar Momand	shahryar@grfatoncollege.com
Disability Service	Mohammad Touseef	m.touseef@grfatoncollege.com
Equality & Diversity	Mohammad Touseef	m.touseef@grfatoncollege.com
Moodle/Technical Issues	Shahryar Momand	shahryar@grfatoncollege.com
Student Officer	Katya Botskova/Puja Dalal	studentoffice@graftoncollege.com

4.11 Equality & Diversity

Grafton College is committed to providing an environment free from discrimination, bullying, harassment or victimisation, where all members of its community are treated with respect and dignity. It aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution and individuality.

The College is committed to providing equality of opportunity for all, irrespective of age disability, ethnicity (including race, colour and nationality), gender (including gender reassignment, marital status, pregnancy or maternity), religion, belief and sexual orientation.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff and learners should treat each other, visitors, contractors, service providers, suppliers, former staff and learners and any other persons associated with the functions of the College. Any discrimination which creates barriers to learning is treated seriously as part of the duty of care required by government legislation.

4.12 Enrolment

This takes place online and in person according to the College Admissions Procedures. These procedures can be accessed via the College website which provides a range of information for existing and incoming learners: http://www.graftoncollege.com/Admissions.aspx

Section 5 Communication and Information

5.1 Email

We will use the email account you provided at the time of enrolment to contact you when necessary. We will not use any other email accounts or social networking sites. It is essential to check your email account regularly and do not let your inbox exceed your storage limit.

5.2 Written Correspondence

Formal correspondence regarding your programme of study (e.g. transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, suspension, complaints and appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the College if you change your permanent or term-time address. The College will not be held accountable if you receive important information late because you failed to update your student record.

5.3 Use of Social Networking Sites

We recognise that learners are increasingly using social networking sites such as Facebook to interact with members of their student community. You should note that any behaviour that affects other members of the College community or members of the general public in ways which might damage the standing and reputation of the College may be subject to disciplinary action within the scope of the College regulations.

5.4 Confirmation of your Student Enrolment Status

The Admissions Office can provide you with a certificate to confirm your status as a student. Please ensure that you give at least 3 working days' notice of your requirements (longer at peak times such as at enrolment or during the assessment periods).

Your award certificate will be produced using the legal name data you provided for your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

5.5 ID Cards

You will need a valid College student ID card in order to access the College library and other resources. The student support team will assist with issuing cards and extending validity.

5.6 Student Welfare

The College will provide you with all the information, advice and guidance that you require for success at Grafton College. This guidance starts when you first contact the College to choose an appropriate course. It later includes study skills and assistance with any study difficulty that you might have. Your Student Welfare Officer will advise you on career options, accommodation, health related matters and even home sickness. They will provide guidance on visa requirements and extensions, letters to confirm student status and non-academic based reference letters. You will be invited to training sessions, seminars and meetings which relate to your personal development and academic progress.

The academic support staff will help you throughout your course and will arrange tutorials to help you develop your study skills. Your Academic Adviser will advise you on your course progress and will provide feedback on areas which require improvement. You can discuss with your tutor and academic support staff any concerns you have about specific academic skills and goals; where appropriate you will be referred to specialist resources to develop study skills.

The purpose of academic and pastoral support is to help you become a confident learner in your discipline. It will enable you to play an active part in your College community and to develop the range of skills and attributes required for success at the College and beyond.

5.7 Students with Learning Difficulties

Mohammad Touseef is the lead for disability and dyslexia. His role is to offer advice to learners and staff and to work closely with dyslexia and other relevant services to help ensure that appropriate support is available. The Disability Services Team provides support and advice for learners who consider themselves to be disabled or who think they have a learning difficulty.

The team will provide appropriate guidance on applying for the Disability Student Allowance. If a student is assessed and a learning difficulty or disability is identified, funding is available for computer equipment and specialist software from Student Finance England through the Disabled Students' Allowance. If you are unsure about this, or need any support or advice, please discuss it with one of your tutors or a member of the Disability Services Team.

The College has assistive technologies installed in its labs and provides extensive support that includes: extra time in submitting course work, individual tutorials, one-to-one support sessions and additional course material.

One-to-one support sessions can be tailored to suit your own individual needs. You may want regular or occasional sessions and you can discuss this with your tutor. You may like to focus on:

- Note-taking strategies
- Reading strategies
- Academic writing
- Time management and organisation

Learners can find extensive material and study resources on Moodle which will help them during their studies and beyond.

5.8 Dyslexia

For those requiring further help with dyslexia, the following is useful:

Dyslexia Association of London

Address: 45 St Dunstans Road, London W6 8RE

Email: info@dyslexialondon.org Tel: 020 8870 1407

Website: http://www.dyslexialondon.org

5.9 The Role of the Personal Tutor

A member of academic staff will be assigned to act as your academic adviser. This lecturer can offer academic guidance such as help to improve your study skills.

You should consult your adviser for advice and information on all matters connected both with your programme of study and with College life generally).

Your adviser's role is primarily an academic one providing advice on modules and on your academic performance. If you are experiencing any difficulties that you feel may affect your academic performance you should raise these with your adviser as soon as they occur. It is vital that you do not wait until after examination results have been announced to raise any difficulties you are experiencing.

Normally you will have the same adviser throughout your programme of study. Your adviser will be the person who provides a reference at the end of your programme. It is therefore in your interest to arrange consultations on a regular basis.

5.10 Pastoral Support re Issues such as Attendance, Illness etc.

If you experience significant difficulties with your work, lapses in attendance or personal/health problems during your course you may be referred by your Academic Adviser to the Student Welfare Officer who will give you pastoral support.

Academic support will be provided by the Academic Manager with responsibility for the special considerations process.

Advice will also be required from the Examinations Officer, especially at the time of coursework deadlines. The Examinations Officer works closely with the Academic

Manager to support learners who need to apply for special considerations and can explain the policy to you if you have any questions or concerns about it. Together with the Academic Manager, the Examinations Officer can point you in the direction of support that is available at the College.

You can make an appointment directly with the Student Welfare Officer if you would like to speak to someone confidentially regarding any difficulties you may be experiencing that may be impacting on your studies. The Student Welfare Officer can inform you about the various support services available within the College and make appropriate referrals to outside agencies. The Student Welfare Officer also works closely with learners with pre-existing medical conditions or specific learning difficulties and provides appropriate guidance

You must speak to the Registrar if you are considering suspending your studies for any reason. If you decide that you no longer wish to continue with your studies, a Course Withdrawal Form should be obtained, completed and returned to the Student Office.

You will be expected to meet with the Attendance Monitoring Officer following any extended period of absence from the College.

5.11 Illness

On the first day of illness you should email or telephone the Student Office to advise them of your absence: studentoffice@graftoncollege.com; 02087498367 – 201. Alternatively, you can email the information directly to the Attendance Office at: attendance@graftoncollege.com.

In the case of minor illness of up to five days, you should notify the College in writing and submit it to the Student Office.

It is important that your doctor as well as the Attendance Monitoring Officer are both immediately informed of any illness that is likely to affect your studies.

If you believe that illness or other circumstances have adversely affected your academic performance, you must complete a Special Considerations form which is available on our website on Student Resources --> Study Support --> Special Consideration Form.

All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your academic performance) or a statement from your academic adviser.

The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission; all claims will be reviewed by the Academic Board. A special considerations process is in place to ensure that you are not penalised for genuine difficulties affecting you. Submitting such a request, together with supporting documentation, will enable the Academic Board to consider the issue and its effect on your studies and performance. Guidance on the special considerations policy and the procedures to follow are available from the Student

Office and the College website:
http://www.graftoncollege.com/StudentResources/CollegePolicies.aspx

5.12 External Factors Affecting Your Attendance or Performance

The College expects you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect your performance and achievement.

If you are absent from an assessment, or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your Academic Adviser or to the Student Office immediately. Whilst we recognise that learners can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring such problems affecting you to the attention of Student Welfare Officer immediately so that we can determine how best to help you.

5.13 Opening a Bank Account

All learners will be resident in the United Kingdom and almost everyone will have a bank account. If you do not have one you will need to open one.

In order to open an account you will need to choose a bank then provide them with the documents listed below:

- A letter from the College confirming that you are a student with us for 'banking purposes'.

If you would like to request a confirmation letter of enrolment, please email studentoffice@graftoncollege.com or directly ask your Student Officer at the College. We can print or email this to you within 3 working days of making your request.

5.14 Medical Care

If you are entitled to NHS treatment, the following services will be free of charge:

- consulting a GP and most other GP services (e.g. visiting a clinic)
- treatment in a hospital (both emergency and non-emergency treatment

For details of NHS charges, see the NHS leaflet HC12 in the 'downloads' section of the NHS website at
www.nhs.uk/nhsengland/healthcosts/pages/prescriptioncosts.aspx.

Section 6 Personal Safety

6.1 Introduction

The College has a Health and Safety Policy for all students, staff and visitors which is designed to provide and maintain safe and healthy working conditions including equipment and systems of work. To this end, information, training and supervision is provided as necessary.

It is also your responsibility as an individual to ensure that you work in a safe manner not only to ensure your own safety but to ensure the safety of others in the College.

In order to comply with the College's Health and safety Policy, we ask students to observe the following:

Observe good health and safety practice at all times. For example, do not congregate on the stairs and cause an obstruction; do not leave bags blocking corridors; and do not smoke while on the premises (College regulations forbid smoking in public areas at the College premises).

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