Paste both cover sections (coloured background and text) on this page – the margins are set up so that no size formatting should be required. Please note however that font formatting may need correcting as this does not always copy in to the document as it should.

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**\*\* Please delete this box once completed \*\***

Introduction

This programme handbook is designed to equip you with knowledge about how to make the most of your studies on your chosen programme of study. It has been designed by the programme team and feedback from previous student groups in order to provide you with the most relevant and informative information possible. It contains vital information regarding such issues as how to seek help and appropriate information. Please take the time to read this handbook thoroughly and use it as a reference throughout the course of your studies. Remember also that your programme leader will be only too happy to advise you with regard to any further queries not found within this document.

Your programme of study leads to an award of the Grimsby Institute of Further and Higher Education (the Institute). This handbook has been produced utilising guidance provided by the Institute. The handbook sets out your rights and obligations as a student taking a programme delivered by the Grimsby Institute of Further and Higher Education. It points you in the direction of further information, such as full copies of regulations and procedures which will apply to you.

**It is your responsibility to familiarise yourself with the contents of this handbook, and make sure that you use it as the first source of information and guidance on matters relating to your programme and status as a student. You will not be permitted to rely on ignorance of regulations, policies or procedures, signposted or contained in this handbook, as a ground for mitigation, special treatment or appeal.**

Matters detailed in this handbook are subject to review and change during the year. Every effort is made to ensure that the information is accurate and up-to-date at the time of publishing. Grimsby Institute of Further and Higher Education will inform you of any changes occurring during the year; in the advent of alterations these will be made known to you via your programme leader and through publication on notice boards.

Should you wish to provide feedback on the helpfulness of this booklet please direct your comments in writing to Karen Field (HE Quality Improvement Officer) in the HE Quality department, Grimsby Institute or alternatively via email to: fieldk@grimsby.ac.uk.

Welcome **to the Faculty of [insert title]**

I would like to take this opportunity to welcome you to the Faculty of **[insert title].** The faculty employs approximately 30 full and part time staff and has approximately 375 Higher Education students studying full time or through a range of flexible part time pathways. Delivery of lectures and seminars mostly occur in the University Centre Grimsby, however in some instances these will occur elsewhere; timetables provided to you will identify where your lectures/ seminars are held.

In line with the Institute’s mission to deliver accessible high quality education and training to all our communities, the Faculty aims to deliver an innovative range of higher education programmes that are both satisfying yet challenging to all that study with us. As a Faculty we strongly support the notion of lifelong learning, a concept that supports the idea that ‘it is never too soon or too late for learning’ and is inclusive of all of the community. With a strong commitment to meeting the needs of students, clients and employers, issues centred upon customer care, standard setting and quality provision remain high on our agenda.

Proving our track record to provide high quality education and experience the faculty has grown in both student numbers and in breadth of programmes offered through growing partnerships with Higher Education Institutions. This has been possible due to a highly committed academic team who come from a wide range of professions in an attempt to provide students with a multi-disciplinary approach to education.

The faculty also provides consultancy, research and customised training across a breadth of sectors both locally and internationally. Key to maintaining our reputation for innovative teaching is the quality of our staff, many of whom have a high degree of experience and all who are committed to continuous personal development.

It is our aim to provide our students with increased choice and opportunity to allow them to enter or progress within their chosen careers with the necessary skills, knowledge and confidence in order to succeed. I do hope therefore that your time with us is both rewarding and enjoyable, however we do value your views and opinions and warmly welcome suggestions for further improvement or developments across the area.

*[insert name]*

***Associate Principal***

*Faculty of [insert title]*

**Organisational Structure**

Faculty Staff**: Higher Education**

Associate Principal [insert name] [insert Ext]

Curriculum Manager e.g. Matt Richards Ext 626

Curriculum Data Administrator (HE)

Curriculum Administrator

Success Coach

Programme Leader

[Insert staff title] and so on

Academic Achievement Coach Ella Malton 1423

HE Employability Officer Chloe Tate 1468

NB. Emails for teaching staff can be found within each module booklet

Learning Centre (Library) Facilities

There are two Learning Centres providing lending, reference and information services to all Grimsby Institute students and staff. The Learning Centres, ie the Further Education and Higher Education Learning Centres, are located on the main campus.

The entrances to the Higher Education Learning Centre are on the ground and first floor of the University Centre. Whilst the Further Education Learning Centre houses the Learning Centre Media Resource Centre, care should be taken to ensure that if you are studying within Higher Education that you use resources suitable for studying at higher level only and that you do not reference lower level resources such as those provided for GCSEs or A levels. (Referencing inappropriate resources can lead to a reduction in marks for your assessments). You may however borrow from any or both of the Learning Centres.

**Joining the Learning Centre**

Before borrowing from either of the Learning Centres you will need your Student ID card. As HE students you can borrow up to 8 books at a time, plus 2 videos/DVDs. The books can be renewed up to 3 times as long as no one else requests them or they are very overdue for return. You can renew your books at the Learning Centre counters, using the online catalogue or via the phone: **HE Learning Centre 01472 311222 ext 1322**

The HE Learning Centre contains different resources to help you study and also has a self-service system to allow you to borrow return and renew items without staff assistance. Within the HE LC there are rooms for quiet and group study. The group study room can be booked at the counter.

As there will not always be staff cover when you are using the Learning Centre, the Institute has made sure that you can still borrow books using the self service system.

**Books**

All the Learning Centre books can be found in the Learning Centre Catalogue within each Learning Centre. Each book is given a number to help you locate it on the shelves, i.e. video production is at 778.59. You can search the catalogue by Author, Title, or by the class number. You can also search for just books or just Videos etc. Remember if you can’t find a book always ask the Learning Centre staff for help.

Items which are in stock but out on loan can be reserved. You can either ask the Learning Centre staff to help or by using the Reserve button on the Learning Centre Catalogues.

**Journals**

The Learning Centres take over 120 printed journals, and the Financial Times newspaper. Journals cannot be borrowed, but may be used in the Learning Centre.

**Online Information**

The Learning Centre subscribes to a number of online databases which you can access from Institute PCs or from home. These include:

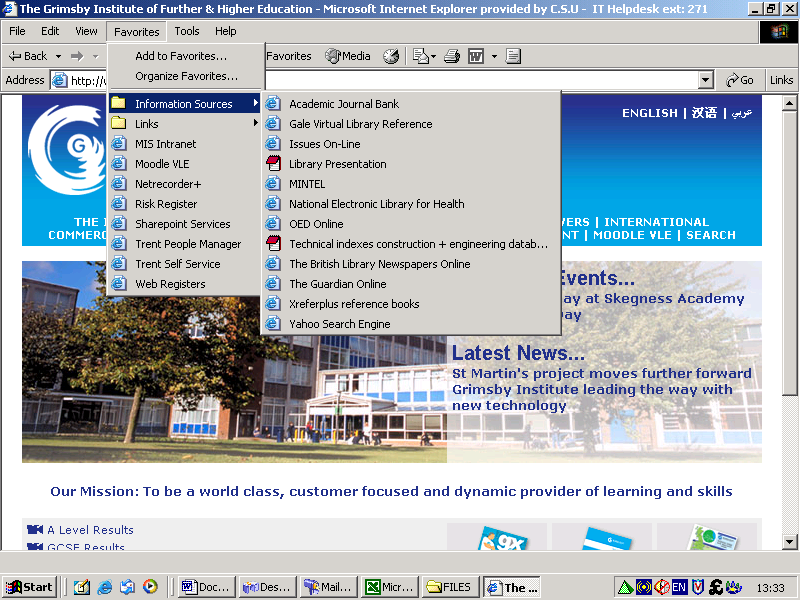
* **Academic Journal Bank** – online journals, often full text on a variety of subjects
* **Credo reference** – online reference books, e.g. Dictionaries, quotation books.
* **Mintel Marketing database**
* **Care Knowledge**
* **Dawsons Books and e-brary – online e-books**

There are other resources; full lists are available in the Learning Centres.

You will also see links to useful websites which bring together different academic websites.

**How to Access Resources from an Institute PC**

If you are accessing the online resources from a PC within the Institute, go to [www.grimsby.ac.uk](http://www.grimsby.ac.uk) and click on **Favourites, then Information Sources**

A list of the Learning Centre resources appear and you can click on the one you need.

**To access the Resources from a PC outside the Institute.**

You might want to look at the resources from a home or work PC if you do you’ll need to obtain an **Athens username and password**.

The first step is called **Self-Registration** and that **has to be done on an Institute PC**.

Help sheets on how to register with Athens are available in the Learning Centre and on the VLE. Once you have registered, just go to [www.athens.ac.uk](http://www.athens.ac.uk), click on **Log Into** **My Athens** and Log in. On your home page is a tab called **Resources,** if you click on this all the Learning Centre resources and some free ones provided by Athens, will appear.

**PCs and Photocopying**

You can access PCs in all the Learning Centres and there are also black and white and colour photocopying facilities. To print work out you’ll need some print credits which you can buy in the Learning Centre or at Central Services, you just need your student card or number and a minimum of £1.50.

**Interloans**

If you are doing research you may request inter-library loans from the British Library. These are for books or journal articles that the Institute Learning Centres do not hold. Students doing a dissertation have access to 5 free interloans, other students can request interloans at a charge of £2 per book or £1 per article. All you need to do is get as much information about the item you need and fill in an Inter-library loan form available at the HE Learning Centre counter. One form per item is required.

If you order an article you may keep it, books are returned to the British Library. Please remember to leave plenty of time to get them before your assessment needs to be handed in.

**Dissertations**

Some academic staff pass student dissertations on to the HE Learning Centre. They are put onto the catalogue and the Learning Centre therefore have a dissertations file in the HE Learning Centre where you can search under course and year. Dissertations are only for use in the Learning Centre.

**Where to find more information**

There are help sheets and leaflets about Learning Centre information available at all service points.

**REMEMBER the staff are here to help you so if you have any problems using the Learning Centre please let them know.**

**For further information regarding Learning Centre facilities, you may contact:**

Simon Fenwick, Learning Centre Team Leader

(01472) 311222 ext 1321

Email: [fenwicks@grimsby.ac.uk](mailto:fenwicks@grimsby.ac.uk)

**Programme and Module Core Texts**

You will be encouraged use the funding you receive as a Higher Education student to purchase core programme and module texts. Whilst there are copies of all the texts identified on module specifications in the Institute’s Learning Centre, there are not enough copies for one per student and demand for key texts can be high.

Where more than one core text is identified you will not be expected to purchase them all; your module tutor will be able to give you further advice on which would be best. In many cases, texts may be found useful across a number of different modules.

Computing Facilities

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The Grimsby Institute of Further and Higher Education provides students and staff access to the Internet which may include services such as e-mail and web-sites. This access to the Internet is provided solely for the purposes of education, educational research and their employment in the Institute.

A network access username and password will be given to you. Each student should take every step to ensure his or her password is not disclosed to any person and to use only the provided password in accessing the network. You should notify an appropriate member of Institute staff of any improper password use on the part of any person and any other security problem observed in connection with the Internet usage.

All students and Institute employees are expected to abide by the generally accepted rules of Internet etiquette. These include, but are not limited to, the following:

* Be polite. Use appropriate language. Swearing, vulgarities, suggestive, obscene, belligerent, or threatening language is not permitted while using the Internet.
* Do not reveal your personal address or phone numbers or that of any other person.
* Note that electronic mail (e-mail) and other files are not guaranteed to be private. Others who operate the system have access to all e-mail and may read what is sent or received. Confirmed incidents using the Internet to distribute inappropriate or illegal messages or activities may be reported to proper Institute and/or law-enforcement authorities.
* Do not use the Internet in such a way that would disrupt the use of the network by other users
* All communications and information accessible via the Internet should be assumed to be private property. Proper observation of copyright laws is expected and citations for material abstracted must be made.
* When using the account provided by the Institute, students and Institute employees should remember that they are representing the Institute each time the account is used.

The Computer Services Unit is responsible to ensure the efficient use of systems according to this policy. The interpretation of appropriate use and future revisions of this policy are the responsibility of the Executive Director of ICT and Learning Technology.

Communication with the Faculty

**Absence**

All students should be aware that good attendance is an essential requirement for studying within Higher Education - repeated failure to attend often impacts negatively upon a students’ ability to perform to the correct standard and to clearly understand what is being asked of them. In some programmes and modules there may also be attendance requirements that are a mandatory requirement in order to pass. You should liaise with your programme leader regarding the existence of specific attendance requirements.

However, if you are unable to attend a class, you can contact the staff via the switchboard on Grimsby 311222 or your HE Success Coach – [insert name] – on 311222 ext [xxxx].

You should also be aware that if you have repeated attendance problems, the Institute may write to you regarding the extent of the problems and its implications and possible outcomes. In some instance the Institute may recommend that you apply for an Interruption of Study.

**Interruption of Study**

If you encounter problems which affect your ability to undertake your studies you should inform your programme leader without delay. S/he will discuss with you possible ways of dealing with this, which may include referral to specialist support services within the Institute, or solutions such as ‘interruption of study’. ‘Interruption of Study’ is where your studies can be suspended for an approved period of time to enable you to resolve the difficulties which are affecting your studies.

The maximum period of interruption of study permitted for a two year full time or three year part time Foundation Degree must not exceed one academic year.

**Interruption of study on grounds of risk**

A student on any Institute module or programme, wheresoever located, who is judged, on substantial evidence, to be unfit to study by reason of posing a risk to him/herself or others may be required to suspend (interrupt) those studies even in the absence of the candidate’s consent provided the procedures defined below are followed. Where such evidence is deemed to exist, this shall be reported in writing to the Vice Principal Higher Education and Quality Enhancement and the candidate shall be required to undertake such ‘risk assessment’ as the Vice Principal Higher Education and Quality Enhancement determines appropriate. Refusal to undertake such assessment shall be deemed justification in itself for the candidate being required to intercalate.

The Vice Principal Higher Education shall report his/her findings of the risk assessment, in writing, to the Programme Board (undergraduate and taught postgraduate students) who shall determine whether, in the light of the assessment, interruption of study shall be required.

A student who is required to interrupt their study in accordance with this regulation shall have the right to appeal. The decision to be required to interrupt your studies shall be effective once made, and notified to you in writing by recorded delivery to such addresses as recorded on the Institute’s Information System at the time, and unless and until any appeal is heard and allowed.

A student who is required to interrupt their studies in accordance with this regulation shall not be permitted to resume his/her studies until s/he has provided appropriate evidence to the Institute’s HE Quality department that s/he is fit to resume his/her studies.

Where a student has ongoing support needs these should be documented along with an agreement as to who will be responsible for providing this support. This agreement may be made with the Institute or with external agencies. This evidence should be submitted to the Institute’s HE Quality department and forwarded for the chair of the Programme Board. The chair shall determine whether the candidate is permitted to resume his/her studies taking such advice as s/he deems necessary in making the decision.

Any decision to require an interruption of studies, the outcome of any appeal, and the decision to allow the student to resume his/her studies shall be communicated to the student in writing by recorded delivery within three working days of the decision being made.

**Email**

Contact with your programme leader is also available via email. Email communication may be used to notify your programme leader of absences or other issues relating to your studies. Consequently other lecturers on the course may also use email and will make their address known to you at the start of the module.

**Student Representatives**

Two student‑nominated representatives from each year will be invited to attend the Staff‑Student Consultative Committee meetings and report back on them to fellow students. Each Faculty also has a Vice President nominated to the Student Senate. They will represent the views of their Faculty at various institutional level meetings.

**Responsibility for keeping contact details up to date**

Registration with the Institute

When you start your programme of study you will enrol with the Grimsby Institute for Further and Higher Education. You must notify the Institute of all changes of address or phone number, both home and term‑time. This is crucial as we use these addresses for the notification of results at the end of each semester or to contact you in an emergency. We also use this information to change your registration details with the University. To make changes to your name or contact details you will need to contact the Student Records (HE) team by emailing [StudentRecordsHE@grimsby.ac.uk](mailto:StudentRecordsHE@grimsby.ac.uk).

**Please remember it is vitally important that the Institute is able to maintain accuracy and completeness of your personal details at all times.**

**Student feedback and representation**

There are various formal and informal mechanisms through which your feedback is sought. To maintain quality provision, student feedback is a key factor that contributes to wider processes of quality assurance.

At the end of every module of study you will be asked to complete a [module evaluation questionnaire](http://www.grimsby.ac.uk/documents/quality/StudentModuleEvaluationQuestionnaire.pdf) that invites critical feedback with regard to your learning and experiences on your chosen programme of study. This is fed back to students in module handbooks and to the team in course team meetings; reviews are further used to review and plan delivery for the following year. It is important therefore that your comments are fair, accurate and constructive. Student representatives who form part of the team meetings will inform you of the response to the processes of collecting your views and feedback; a strategy designed to enhance staff-student communication. Further this information will form part of an annual monitoring report which is sent on to the partner institution for further discussion and joint boards between the University and Grimsby Institute.

Your full entitlement in regard of feedback is listed in the Assessment section of the University of Hull’s Quality Handbook. For further information about the process of how student feedback is used, please refer to the Institute’s HE Quality Handbook which is available on our [web site](http://www.grimsby.ac.uk/About-us/About-us/quality.html) [here](http://www.grimsby.ac.uk/higher-education-quality-handbook.php).

Don't forget to like us on facebook: universitycentregrimsby and follow us on twitter: @unicentregy

Arrangements for Supervision

There are various sources of supervision open to you as a student within the faculty. The following terms will help you differentiate who you can seek support from:

Academic supervision: relating to written work, study skills and research activities.

Pastoral supervision: relating to emotional well being and development. This includes the provision of spiritual advice and support, counselling, health advice and assistance in times of need.

Health & Safety

The Institute recognises that the Health, Safety, Welfare and Wellbeing of its employees, students/learners, visitors, contractors and those for whom it provides services is of paramount importance. The Institute also recognises that health and safety has positive benefits to the organisation and that the approach to health and safety will be based on the identification of hazards and the control of residual risks.

Our health and safety policy is the direct concern of ALL persons within the Institute, and as such they are charged under the Health and Safety at Work etc Act (1974) with the duty to take reasonable care of their own health and safety and the health and safety of others who may be affected by their or the Institute’s activities. Thus, the Institute looks to maintain continuous awareness of health and safety requirements, alertness to existing and potential hazards and the need to eliminate or minimise them and report them.

The Institute will therefore take every reasonable measure within its power to discharge its responsibilities under this policy by:

* Providing and maintaining a safe and healthy workplace, working and learning environment and safe access and egress
* Undertaking suitable and sufficient risk assessments
* Providing and maintaining safe systems of work, safe plant, equipment, premises and personal protective equipment
* Providing the necessary information, instruction, training and supervision for employees to ensure their competence with respect to Health and Safety
* Establishing and maintaining an effective Health, Safety and Welfare Committee
* Ensuring appropriate systems are developed and maintained for the effective communications of Health and Safety matters throughout the Institute
* Ensuring any reported accidents and near misses are fully investigated and appropriate action taken to reduce the likelihood of their occurrence
* Providing suitable and adequate welfare facilities

Whilst you are a student at the Grimsby Institute you are required to foster a positive attitude towards health and safety and continuously be aware of your own health and safety and the health and safety of others. In particular you must:

1. Follow correct working procedures as trained, including the wearing of correct personal protective equipment (PPE) as required
2. Report all accidents, ‘near-miss’ incidents, hazards, unsafe acts and any other conditions or situations arising that may impact upon the health and safety of yourself or others
3. Carry out checks and inspections of equipment before use and report defects, ensuring proper use
4. Assist as required in the completion of accident/ incidents reports and investigations
5. Co-operate with management in the prevention of accidents
6. Ensure you do not abuse or interfere with plant, equipment and materials provided, or tamper with anything provided for the purpose of health and safety
7. Ensure you do not work on or operate any plant, machinery or work equipment whilst under the influence of alcohol or drugs

To access this policy in full, the Health and Safety team can be contacted in room OB57 or by phoning extension 438.

Fire Safety Procedures

Fire Prevention:

Fire prevention is everyone’s responsibility. You can help to prevent fires by:

Good housekeeping

Safe use of electrical and gas appliances

Observing the Institute no-smoking policy

Fire Information:

Fire information is present on Fire Action Notices displayed within Institute buildings. They inform you of the appropriate action to take, the Institute emergency telephone numbers and the location of fire assembly points. All fire doors and escape routes are clearly marked.

If You Discover a Fire

If you discover a fire, you should sound the alarm by operating the nearest Fire Alarm Call Point or raise the alarm verbally by shouting “Fire-Fire-Fire”. Do not tackle the fire unless you have been trained to do so. Evacuate the building to the nearest fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised.

Fire Evacuation

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Follow this route to get out of the building and continue on to the nearest fire assembly point so as not to impede the remaining evacuees exiting the building. Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs. Do not attempt to use the lifts. Do not restrict emergency service access routes. Do not re-enter the building until officially authorised.

Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

Disabled students

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair. In the event of a fire disabled students should proceed to the refuge area points which are indicated by green and white signs. Evacuation will be organised by an appropriately trained person using an Evac+Chair.

First Aid

First aid notices (green and white) are displayed within Institute buildings (green and white). First aid notices give the following information:

* + the name and location of the nearest first aider(s)
  + the location of the nearest first aid box

The names and telephone numbers of the nearest First Aiders can also be obtained from the Institute’s main reception and/or the University Centre reception.

**Smoking**

The Grimsby Institute has a policy on smoking, the full document is available [here](http://www.grimsbyinstitutegroup.co.uk/documents/policies/health_and_safety/Health_Safety_Policy.pdf).**Programme of Study information**



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HIGHER EDUCATION ACADEMIC CALENDAR 2018/2019** | | | | | | |
|  | | | | | | |
| Enrolment  (*new entrant students only)* | 30 August | 2018 | - | 31 August | 2018 |  |
| Induction  *(new entrant students only*) | w/c 10 September | 2018 |  |  |  |  |
| All students  *(Start of Semester 1)* | 10 September | 2018 | - | 19 December | 2018 | 14 teaching weeks |
| Half Term | 22 October | 2018 | - | 26 October | 2018 | Non teaching period |
| Christmas Vacation | 20 December | 2018 | - | 01 January | 2019 | Non teaching period |
| Exams & Assessment period | 02 January |  | - | 18 January | 2019 | Non teaching period |
| All students  *(Start of Semester 2)* | 21 January |  | - | 10 May | 2019 | 14 teaching weeks |
| Easter Vacation | 08 April |  | - | 23 April | 2019 | Non teaching period |
| Exams & Assessment period | 13 May |  | - | 31 May | 2019 | Non teaching period |
|  | | | | | | |
| **Re-sit work Deadline Date** | 09 August | 2019 |  |  |  | **\*see below** |
| **Re-sit week for Examinations** | 05 August |  | - | 09 August | 2019 | **\*see below** |

**\* Holidays taken during the re-sit period in August will not be accepted as mitigating circumstances for the non-submission of work or failure to attend an examination.**

**Student Finance England will calculate funding entitlements from the following term dates:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TERM** | **START DATE** |  |  | **END DATE** |  |
| Autumn | 10 September | 2018 | - | 19 December | 2018 |
| Spring | 02 January | 2019 | - | 05 April | 2019 |
| Summer | 22 April | 2019 | - | 31 May | 2019 |

**Please note the following dates are Staff Development Days and no classes will take place:**

|  |  |
| --- | --- |
| * **20 December 2018** | * **23 April 2019** |

The Framework for Higher Education Qualifications

University awards are designed to comply with the Quality Assurance Agency’s Framework for Higher Education Qualifications and other ‘external reference points’. (Information is available at <http://www.qaa.ac.uk>). Schools have produced *programme specifications* for all of their programmes, which set out what you can expect to be able to do if you successfully complete the programme. These are referred to as ***learning outcomes*** or ***programme learning outcomes.*** The following will help you understand some of the terminology that is commonly used:

**Programme Specification and Programme Learning Outcomes:** at the beginning of the validation document for your degree (the document containing the syllabus and standards for your chosen programme of study) you will find the programme specifications. These detail the rationale, aims, distinctive features and programme or intended learning outcomes. The programme learning outcomes are the outcomes that you will achieve when you have successfully completed and are awarded the qualification. When tutors develop and write a programme they will ensure the programme learning outcomes meet subject benchmarks statements (national standards) for higher education as specified by the Quality Assurance Agency.

**Module Learning Outcomes:** within each module that you study there will be a list of learning outcomes. These are the outcomes that you are expected to achieve upon completion of the module; tutors, second markers, moderators and external examiners will look to see that you have met the learning outcomes for each module in the assessments that you submit. In module booklets it is vital that you familiarise yourself with these outcomes; more so if there are several assessments within the module, it is common to see learning outcomes specifically mapped across to each assessment. It is therefore vital that you familiarise yourself with the learning outcomes within each module and their relationship to the assessment process.

**Credits:** For each module that you complete you will achieve a certain number of credits; 10, or 20 credits. For the achievement of each level of your Foundation Degree you are aiming to achieve 120 credits in each year (although the number of credits that must be achieved per year as a minimum are detailed in the section ‘Academic Regulations’).

Institute Regulations

As indicated in the Introduction, the programme of study for which you have registered leads to an award of the Grimsby Institute of Further and Higher Education. Because of this your programme is governed by the Institute’s Academic Regulations. These ensure consistency irrespective of whether you are undertaking a programme in for example Health and Social Care or Business. The following is a summary of the regulations. A full copy of the regulations is available [**here**](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/)**.**

The Requirements for your Programme of Study

In addition to the above Grimsby Institute regulations, your programme of study (set out in the programme specification) details the modules which you must take in each year. It should be noted as a result of timetable issues, that delivery structures are subject to change however the Institute will, in all circumstances, try to maintain consistency in the days and times you are required to attend. Partial changes may occasionally occur through progressing years.

Module learning outcomes, methods of assessment, weightings between years and modules, the identification of core or any optional modules, and marking criteria are detailed in each module handbook.

**Programme Specification [insert your programme specification as in the latest version of the validation document]**



**Programme Approval Proforma**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | School | | HE Business and Computing |
| 2 | Title of Programme | | Tourism Management |
| 3 | Award (e.g. FdA, FdSc) | | FdA |
| 4 | Contained Award (list the contained awards available for those students who do not complete the full programme; e.g Certificate of HE for successful completion of 120 credits at Level 4) | | UCG Certificate award for successful completion of 60 credits.  Certificate of HE for successful completion of 120 credits at Level 4. |
| 5 | UCAS code (if applicable) | |  |
| 6 | JACS codes | |  |
| 7 | Mode of Study (full or part-time) | | Full and Part-time |
| 8 | Duration (total number of years) | | Full-time 2 years; Part-time 3 years |
| 9 | Number of weeks per academic year | | 34 UG |
| 10 | Location of delivery | | UCG/YCC/Skegness |
| 11 | Accrediting Professional / Statutory Body (if applicable) | | None |
| 12 | Entry requirements (including  (CEFR) level) | | **Standard Offer**  A standard offer for entry onto level 4 will be 120 UCAS points at A’ Level or Level 3 equivalent.  An interview will be required for those with non-comparable tourism/event led qualifications.  **Non-standard Offer**  In line with the widening participation brief, the Institute encourages applications from those who lack formal academic qualifications. All such applicants will be set a 1,500 word essay and a judgement made taking into account their academic potential and relevant experience.  **Accreditation of Prior Learning**  Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APcL) (see section 8.3 - Accreditation of prior learning (experiential and certificated) of the Higher Education Quality Handbook which can be found at  http://www.grimsby.ac.uk/About-us/section8.html).  **International Admissions**  International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by the UK Border Agency.  The Institute recognises a wide range of entry qualifications as being equivalent to A’ level standard; if students hold a qualification not listed above please contact the HE Manager for Admissions and Administration for further guidance on +44 (0)1472 315528. |
| 13 | Minimum number of students – for numbers less than this approval for the programme to start must be obtained | | 12 |
| 14 | Degree classification weighting | | |
|  | Certificate stage | | N/A |
|  | Intermediate/Foundation Degree stage | | N/A |
| 15 | Aims of the programme and distinctive features/fit with existing provision | | |
|  | **AIMS**  This programme aims to deliver a Foundation Degree that will provide a challenging and high quality academic grounding for existing and future employees within the tourism management industry. It seeks to do this by providing students with the knowledge and critical understanding of the well-established principles within tourism management including the concepts and principles needed in the workplace at management level.  The aims of the programme are to enable students to enter the ever expanding tourism industry equipped with the necessary and essential management and professional skills and knowledge needed to succeed. Furthermore, the programme has opportunities for work placements locally, nationally and internationally which will enable students to be ‘work ready’ for a future career in the industry.  **DISTINCTIVE FEATURES**  **This programme is aimed at those individual’s who want to develop a career in one of the world’s fastest growing sectors of the economy – the tourism industry. Students develop their knowledge of this varied multi-million pound industry through the diverse modules that they undertake on both levels of the Foundation degree.**  The programme utilises a range of complementary modules, some of which are taught over one semester, some of which last for a full academic year, in order to enable students to develop a deep and analytical knowledge and understanding of both the theories and practice related to the tourism industry.  Students will study a variety of modules throughout the programme enabling them to gain knowledge and understanding of the tourism industry together with core appreciation of management processes and application. The programme benefits from its close links with the local tourism industry both in the private and public sector. This therefore informs the student experience and helps with the transition from education to employment within the industry.  The broad range of modules offered by this programme allows students the opportunity to develop diverse intellectual skills whilst, at the same time, developing professional, practical and transferable skills which will enhance future employment opportunities.  **FIT WITH EXISTING PROVISION**  This programme replaces the existing FdA Tourism Management programme which has run successfully for a number of years and and fits with existing provision. The main programmes are BA Business Management (and various associated ‘with’ programmes) and BA Tourism and Business Management top-up.  In line with the Grimsby Institute’s mission to deliver accessible high quality education and training to all its communities, the school aims to deliver an innovative range of higher education programmes that are both satisfying yet challenging to all that study at the Institute. The school strongly supports the notion of lifelong learning, a concept that supports the idea that ‘it is never too soon or too late for learning’ and is inclusive of all of the community. With a strong commitment to meeting the needs of students, clients and employers, issues centred upon customer care, standard setting and quality provision remain high on the school’s agenda.  **PROGRESSION AND EMPLOYMENT OPPORTUNITIES**  Upon completion of the FdA Tourism Management programme, students will have the opportunity to continue their academic studies and progress to the final year of the BA Business Management programme or the BA Tourism and Business Management top up. (subject to 50% average grade on level 5 of the Foundation Degree).  Furthermore, upon successful completion of this foundation degree, graduates will be equipped with the knowledge and skills to pursue a new career, or advance an existing one within the tourism industry. Graduates will be able to pursue a wide range of roles within the tourism sector such as customer service roles within tourism, marketing for tourism, sales, product development for tourism/tourist attractions, IT and administration. . Graduates will also be able to seek senior positions within the generic tourism industry within hotels, holiday resorts and cruise ships.  **WORK BASED LEARNING**  . A key part of this Foundation degree is for students to undertake a period of work experience and they will undertake this as part of the Vocational Experience module at Level 5. Students will liaise with the module tutor on commencement of the programme at Level 4 in order to establish the appropriate work placement (a minimum of 75 hours by the end of level 5). The teaching team has developed international placement opportunities in New England, USA. This is with a well established placement provider in the US.  It is of the expectation that students will actively seek their own work placement during semester 1 of year 1. However, the University Centre Grimsby has a well developed and structured work based learning support team who are available to support students in finding, vetting and starting a work based learning placement. During the completion of work based learning hours, the student will be expected to continually communicate with a placement mentor. The mentor will be a suitably qualified and experienced person, designated by the placement provider, responsible for supervising the student while on placement.    The Institute's international agenda means that international students may be admitted onto the programme subject to meeting the entry requirements. It has to be noted that with international students there are border agency limits regarding working in the UK. The UKBA rule on work placements for a non HEI is that a work placement is permitted if it is an integral and assessed part of the course and the time spent on it must not exceed 33% of the length of the course. The minimum study time per week must be 15 hours per week so the placement could therefore be 5 hours placement with 10 hours classroom study.  Although with the Tourism Management programme they can achieve work based experience within the institute on the variety of events which occur.  Students may be required to undertake a DBS check prior to work placement subject to the nature of the work placement.  The Work Based Learning code of practice is available at http://www.grimsby.ac.uk/highereducation/documents/quality/CoPWBL\_approved\_Nov\_06.pdf. | | |
| 16 | Programme intended learning outcomes  *Reference the relevant subject benchmark statement(s) for each outcome (in brackets after each outcome)*  *State supporting learning, teaching and assessment strategies for each group of outcomes* | | |
| A | Knowledge and understanding of | | |
|  | Knowledge and understanding of:  1.. Concepts and principles surrounding the operational management of the organisation from an internal and external perspective within Tourism Management (QAA GBM 3.7v)  2. The relationship between key business theories and practical application within Tourism Management (QAA GBM 5.4i, 5.5ii)  3. Internal and external markets and be able to evaluate the wider economic environment including different cultural and business concepts, intercultural and international dimension of tourism  (QAA GBM 3.7i) (QAA HSLT 6.2iii)  4. Issues relating to the external environment such as globalisation and enterprise development, ethical, social responsibility and sustainability issues associated with the operation and development of tourism, and their effect on local, national and international strategy and behaviour (QAA GBM 3.7ix, 5.4i) (QAA HSLT 6.25iv)  5. The fundamental theories and concepts underpinning core business management functions including marketing, finance, HR, operations and information management (QAA GBM 3.7i, iii, iv, v, vi, 5.4i)  6. The underpinning policies and strategies, initiatives, frameworks and contemporary issues, nationally and internationally, which impact upon the business environment (QAA GBM 3.7viii, 5.4i) (QAA HSLT 6.5v)  7. Issues relating to the structure of tourism providers and their sectors, and analyse the political, technological, social, environmental and economic factors which affect, or impact upon, the supply of, and demand for, tourism. (QAA HSLT 6.2ii) | | Teaching and learning methods/strategies:  Core knowledge and understanding is acquired via lectures, seminars, workshops, group work, computer assisted learning, case studies, video and other multi-media presentations. There will also be a range of enrichment and practical activities aimed at enhancing employability skills. The use of self-directed study and independent learning materials will also be used in some modules. |
| Assessment:  A range of assessment methods reflecting the diverse nature, level and orientation of cohorts, the complexity of the subject of Events Management, and the variety of pedagogic style adopted by academics.  The assessment activities associated with each module have formative feedback and are all summative i.e. they contribute to the final mark for the module. |
| B | Intellectual skills | | |
|  | Be able to  1.Develop cognitive skills which include critical thinking and analysis which relate to the business environment. (QAA GBM 3.9.i)  2. Develop effective problem solving and decision making skills to identify, formulate and solve familiar and unfamiliar business problems. (QAA GBM 3.9.2 ii) (QAA HSLT 5.2vi)  3. Use numeric and quantitative skills when related to organisational problems (QAA GBM 3.9.4iv)  4. Examine the future implications of current practice and establish mechanisms for action within Tourism Management (QAA GBM 3.7ix)  5. Provide reasoned arguments supported by evidence and theory perhaps challenging previously held assumptions.  (QAA GBM 3.9iii) (QAA HSLT 5.2vii)  6. Explain, interpret and challenge theories and concepts which are used to understand the origin, purpose, meanings and development of tourism from a range of critical perspectives (QAA HSLT 6.2i). | Teaching and learning methods/strategies:  Intellectual thinking skills are developed during lectures, seminars, workshop, and group work where students will be encouraged to engage in critical discussion, analysis and evaluation. The use of case studies and personal experience will also be used to engage students in the important cognitive processes of analysis and evaluation | |
| Assessment:  Specific strategies for assessing intellectual thinking skills will include oral and written assessments and examinations that test for quantitative and qualitative critical analysis and evaluation. This will include students demonstrating the ability to analyse information from a wide variety of sources | |
| C | Practical/Professional skills | | |
|  | Be able to:  1. Demonstrate understanding within practical learning situations, through the application of knowledge and self-assessment of skills (QAA GBM 3.9ii)  2.Establish and implement procedures to review, evaluate and update current knowledge and practice (QAA GBM 3.9iv)  3. Work effectively independently and with others to achieve joint learning outcomes (QAA GBM 3.9vii) (QAA HSLT 5.2ix)  4.Demonstrate and apply knowledge and skills relevant to employment (QAA GBM 3.9iv)  5. Demonstrate skills necessary for reflective practice (QAA GBM 3.9x) (QAA HSLT 5.2xi)  6. Effectively manage self-initiated, independent projects (QAA GBM 3.9vi)  7. Demonstrate effective communication and presentation skills across a range of situations (QAA GBM 3.9viii) (QAA HSLT 5.2 viii)  8. Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice (QAA HSLT 5.3i) | Teaching and learning methods/strategies:  A wide variety of research methods shall be introduced in the teaching and learning process. These will include the use of statistical tools for analysing problems of a quantitative nature together with a variety of tools from the social sciences for analysing problems of a more qualitative nature. Computer and IT equipment will be provided for generating written and oral presentations. | |
| Assessment:  Practical skills will be assessed using a variety of assessment techniques including written assignments, examinations and presentations. Students will have the opportunity to demonstrate these skills within an independent project. | |
| D | Transferable skills | | |
|  | Be able to:  1. Manage and organise own time, information, records and resources indicating an appropriate level of personal responsibility and confident decision making (QAA GBM 3.9vi) (QAA HSLT 5.2x)  2. Recognise personal learning styles and strategies and use them to organise development of own learning and work patterns (QAA GBM 3.9vi)  3. Communicate effectively using complex arguments and analyse verbally and in written form (QAA GBM 3.9iii, 5.4iii)  4. Use ICT competently and appropriately (QAA GBM 3.9v)  5. Locate information from a wide range of sources (QAA GBM 3.9ix)  6. Use problem solving skills in complex situations (QAA GBM 3.9ii, 5.4i) (QAA HSLT 5.2vi) | Teaching and learning methods/strategies:  Transferable skills will be developed by use of a variety of teaching and learning methods and strategies aimed to challenge the learners in order to address the needs of different client groups. These methods will introduce students to project planning and time management skills, competent use of IT, ability to work as part of a team, and ability to work independently. | |
| Assessment:  These strategies include: individual and group assignments or presentations with a strong emphasis on the workplace; involving the use of specific ICT systems, learning journals and reflective commentaries. | |

|  |  |
| --- | --- |
| 17 | Programme structure *(please delete stages not required)* |

|  |
| --- |
| Certificate Stage |

Long thin modules (last two semesters)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code/Ne** | **Title** | **Core/**  **Option** | **Credits** | **Level** | **Compensatable**  **Yes/No** |
| New | Personal Development Planning and Employability | Com. Core | 20 | 4 |  |
|  | Social Psychology for Managers | Core | 20 | 4 |  |
|  | Event Planning and Co-ordination | Core | 20 | 4 |  |
| New | Introduction to Leisure Management | Core | 20 | 4 |  |

Semester 1 modules

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Professional Skills | Core | 20 | 4 |  |

Semester 2 modules

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Introduction to Finance | Core | 10 | 4 |  |
|  | Marketing | Core | 10 | 4 |  |

|  |
| --- |
| Intermediate/Foundation Degree Stage |

Long thin modules (last two semesters)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code/New** | **Title** | **Core/**  **Option** | **Credits** | **Level** | **Compensatable**  **Yes/No** |
| New | Personal Development for Learning, Enterprise and Employability | Com. Core | 20 | 5 |  |
|  | Event led Tourism and Regeneration | Core | 20 | 5 |  |
|  | Heritage Management and Visitor Experience | Core | 20 | 5 |  |
| New | Vocational Experience | Core | 20 | 5 |  |

Semester 1 modules

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| New | HRM for the Leisure Industries | Core | 10 | 5 |  |
|  | Environment and Culture | Core | 10 | 5 |  |

Semester 2 modules

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| New | Practical Events Management | Core | 10 | 5 |  |
|  | Rural Tourism Management | Core | 10 | 5 |  |

**PART-TIME STRUCTURE**

**YEAR 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Event Planning and Co-ordination | Core | 20 | 4 |  |
| New | Personal Development Planning and Employability | Com. Core | 20 | 4 |  |

**Semester One**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Professional Skills | Core | 20 | 4 |  |

**Semester Two**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Introduction to Finance | Core | 10 | 4 |  |
|  | Marketing | Core | 10 | 4 |  |

**YEAR 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Social Psychology for Managers | Core | 20 | 4 |  |
| New | Introduction to Leisure Management | Core | 20 | 4 |  |
|  | Event led Tourism and Regeneration | Core | 20 | 5 |  |
|  | Heritage Management and Visitor Experience | Core | 20 | 5 |  |

**YEAR 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| New | Personal Development for Learning, Enterprise and Employability | Com. Core | 20 | 5 |  |
| New | Vocational Experience | Core | 20 | 5 |  |

**Semester One**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| New | HRM for the Leisure Industries | Core | 10 | 5 |  |
|  | Environment and Culture | Core | 10 | 5 |  |

**Semester Two**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| New | Practical Events Management | Core | 10 | 5 |  |
|  | Rural Tourism Management | Core | 10 | 5 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 18 | References used in designing the programme | | QAA subject benchmarks for Foundation degree benchmark statement (2010), General Business Management (2007) programmes and Hospitality, Leisure Sport and Tourism (2008). | |
| 19 | Employers used in designing the programme | | Balfour Beatty | |
| 20 | Indicators of quality and standards | | The programme will follow the QA standards of the Grimsby Institute Group (the Institute). The programme has been written with reference to appropriate external reference points.  QAA reviews, through the Institute will be published and any weaknesses addressed as appropriate. The Institute also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.  External Examiners reports are received by the HE Quality department and a copy forwarded to the Director of Quality (HE) and the relevant School at the Institute. The Institute requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to the Regulations, Performance and Progression Committee (RPPC). The Institute also monitors External Examiner reports and these are reported on through faculty self evaluation documents, the Institute quality enhancement report and the Institute's External Examiner's institutional analysis report.  Annual course reviews (AMRs) will take place in line with the requirements of the Institute and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Head of School and then submitted to the HE Quality & Standards department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented. | |
| 21 | Particular support for learning | | The needs of disabled learners are taken into account in the design of all learning programmes.  Students will be screened at induction to identify those with individual learning support needs .The Institute has well - established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.  Students will also be invited in for advice and support through the DSA procedure.  Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.  In addition, the Institute employs a HE Study Skills Facilitator. The HE Study Skills Facilitator is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one support and also timetabled study skill workshops. | |
| 22 | Methods for evaluating and improving the quality of learning | | All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.  The Institute's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.  Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.  Further, the Institute holds HE Student Subcommittee meetings each semester at which their remit is to:   * consider matters relating to the student experience within Higher Education * enhance the learner voice within the Institute's Higher Education strategic and operational agenda * look at areas for development * provide feedback on areas of good practice * put forward suggestions of the development of Institutional policy and strategy * collate from and report back to other students any key themes and outcomes relating to the learner experience | |
| 23 | Identify any ethical issues that relate to this programme’s teaching and assessment (supporting material may be monitored from time to time) | | Ethical approval may be required dependent upon the nature of subject of projects. This is achieved through submission to the Institute’s Ethics Committee which meets regularly throughout the academic year. | |
| 24 | Is the 20 credit Level 5 mandatory module Work Based or Work Related? | | Work Based | |
| 25 | How are WBL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support (e.g identification and quality assurance of placement opportunities, management arrangements, learning agreements, mentoring , supervision arrangements and support for employers). | | As per Grimsby Institute policy and procedures | |
| 26 | Have all resources (both physical and human) been considered for the programme with specific consideration given to the RTS status of all teaching staff on programme? Please provide detail here. | | All staff are experienced and have RTS status.  No new physical resources are needed. | |
| 27 | Other sources of information about this programme | | N/A | |
| 28 | Date of most recent Institute periodic review | | 17/04/13 | |
| 29 | Year of next Institute periodic review | | 2018 | |
| 30 | Revision History | | | |
| Version | | Details of major modification | | Date of approval |
| 1 | |  | |  |
| 2 | |  | |  |
| 3 | |  | |  |
| 4 | |  | |  |
| 5 | |  | |  |

Teaching and Learning Methods

Teaching and learning methods are designed to meet the need of a wide range of student learning styles and developmental needs. They are vital to the student obtaining direction and insight into assessment methods.

**Tutors will work to aid the understanding of assessment briefs through planned formative activities; however students are not entitled to expect tutors to read drafts of assessed work prior to submission or set formative dates.**

The main types of learning contexts, which you will encounter, are lectures, seminars and tutorials. All of them require you to have at least pen and paper with you. Regular attendance at all classes is essential. They interrelate and develop issues, techniques and debates over the duration of the module. Missed classes will mean you will lose overall understanding which will make it difficult for you to catch up, thus performance in assessments less effective.

**Lectures**

Lectures are those occasions when all students on the same module are together to participate in a class taken by one member of staff. You will usually be in a lecture theatre and there will not therefore be any equipment for you to handle. You should come prepared to take notes.

**Student Centred Work**

Students are expected to undertake additional study each week in addition to the formal teaching sessions. This will include directed reading, research and preparation of case studies and other materials for seminars and workshops. To achieve this, students will be expected to work in their own time, both individually and in groups. As a student, you are expected to take responsibility for your own learning. You will be guided by your tutors, who will offer help where needed, but please make as much use as you can of all learning facilities and resources available. Remember that your fellow students will also have much to offer in the form of knowledge, experience, support and guidance.

**Tutorials**

You will be invited to attend one tutorial with your programme leader within the first six weeks of the programme commencing. Additionally you will be expected to attend one further tutorial per semester with the programme leader. Tutorials are your opportunity to receive personal and specific advice and guidance. As part of PDP, progress and achievement will be discussed to date and objectives for future achievement negotiated. In addition tutorials are also about receiving pastoral support should you require it.

There may be an additional expectation that along with other students on your programme, group tutorials may be scheduled by the programme team. For example this may include additional activities that are considered essential to your learning experience.

Tutorials are a valuable resource so please treat them with respect. If you cannot attend a tutorial for any reason always let your programme leader know in advance so that the tutorial can be rescheduled. Tutorials which are missed without notice cannot normally be rescheduled.

**Workshops**

Workshop sessions require that you come prepared to engage in self directed study. Usually this work will be centred upon research for modules currently studied, or to complete assignments/work set by the module tutor. The workshop tutor will be on hand to support you in your chosen activities and where possible, resources that you may require such as computer access are provided.

**Group Work**

Group work is an important part of professional education. Utilising the collective experience of a student cohort through production of projects, reports or presentations will be drawn upon in some of your modules studied. Thus, students working in groups, whether self‑selected or tutor‑selected, are expected to work co‑operatively and collaboratively so that each member of the group is able to contribute in a way that utilises her or his individual skills, experience and knowledge to meet an agreed objective aim and for the benefit of the whole group. Collective responsibility lies at the heart of group work. Tolerance and mutual respect are integral and students are expected to respect the views and opinions of all those within their group as well as others both inside and outside of Grimsby Institute of Further and Higher Education. The ability to work in a team is one of the skills most frequently cited by employers as a key attribute which they look for in candidates for posts in their organisation.

**Study Skills**

Using appropriate academic conventions and adopting good study skills methods are important means to ensuring you are not marked down unnecessarily for poor presentation and practice in assessment. Whilst your tutors will give you support where appropriate, it is very important as a student studying in higher education that you take responsibility for reading and developing your level of understanding and skill about what is required for presenting appropriate assessments for marking.

**Study Skills Resources**

A range of study skills resources can be found in the Institute’s HE Learning Centre, and also on the Institute’s web page. To access these resources please click [here](https://courses.grimsby.ac.uk/study-skills/).

Alternatively should you wish to access these resources in hard copy or alternative formats, please contact the Institute’s Learning Centre Team Leader.

**Proof Reading**

Proof reading services can be offered to students in a variety of forms, from informal proof reading by friends or family, to professional services commanding the payment of a fee by the student. Some proof reading services claim to improve the academic quality of academic work submitted for proof reading and by extension, the mark awarded for the work, with no additional input from the author of the work.

The Institute takes the view that the use of such a service amounts to the use of Unfair Means by the student concerned. Regulations on the Use of Unfair Means would apply in all such cases.

Assessment Presentation and Procedures

The Institute’s regulations/ codes of practice relating to assessment can be accessed by visiting [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/%23GIG09).

You should take your time to read these documents as they contain vital information that will assist you in your studies.

**Intellectual Property Rights**

Intellectual Property (IP) Rights, very broadly, are rights granted to the originator, creator and/or owner(s) of works (or materials) that are the result of human intellectual creativity or ‘creations of the mind’.

The Grimsby Institute Group (the Institute) is committed to maximising the value of intellectual property for the benefit of all involved in its creation. This policy is intended to promote the recognition, protection and exploitation of potentially valuable intellectual property produced by any student of the Institute.

The Institute’s codes of practice relating to Intellectual Property Rights can be accessed by visiting [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/%23GIG15).

**Ethics**

If you are undertaking a dissertation, project or publishing material for public viewing via electronic or other means (i.e. photography for public exhibition) you will be required to submit an ethics proposal. The ethics proposal covers all sections that must be considered to ensure that any published work that students undertake is ethically sound.

Your ethics proposal must then be submitted to your Curriculum Ethics Coordinator who will make a decision as to whether the proposal can be considered at local level for ethical authorisation or referred for Institutional approval via the Institute’s Ethics Committee.

Your Curriculum Ethics Coordinator is <<Name>> and can be contacted at

[xxx@grimsby.ac.uk](mailto:xxx@grimsby.ac.uk) or ext xxxx

Where the proposal cannot be approved at local level, you may be required to submit an alternative proposal.

Authorisation at this level should only be given to ‘low-risk’ projects where the ethical issues are not complex or sensitive; and there is minimal risk of harm either to any human participants or the researcher where adequate supervision of the project is demonstrable.

If the project requires approval by the Grimsby Institute’s Ethics Committee, your nominated Curriculum Ethics Coordinator will forward on the details for consideration. Please be aware that the Ethics Committee meets on a regular basis.

Approval will be sought from the Institute’s Ethics Committee where:

1. there are ‘medium’ to ‘high’ risk or substantial or complex ethical issues involved;
2. the consent of external bodies, for example the NHS are required;
3. this is a requirement for funding by an external body

Please refer to the Institute’s Code of Practice on Ethical Approval for further advice and guidance on the approval process available [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/#GIG14).

**Assessment Deadlines**

Assessment deadlines can be found in the module handbook for each module.

**Presentation of Assessments**

Written assignments (case studies, essays, reports etc) should be produced in font Arial size 12 with 1.5 or double line spacing. Page numbers should be placed in the footer and the total word count excluding the reference list and bibliography clearly indicated at the end of an assignment.

Note: direct quotes are included within the word count.

You should attach to the front of the assignment, a covering page identifying your student number (not name), programme of study, module title, assignment title and module tutor.

Unless you are informed otherwise you **must** submit all assessments online using Turnitin through Canvas. Where you are advised to submit a hard copy of an assessment it must be submitted to the HE Learning Centre within the University Centre but you must also upload a cover sheet to Turnitin. No assessment should be submitted to a tutor.

**Turnitin** is an [internet](http://en.wikipedia.org/wiki/Internet)-based [plagiarism](http://en.wikipedia.org/wiki/Plagiarism)-detection service used by the Institute to to check assessments for ‘text-matching’. Whilst not necessarily detecting plagiarism in itself, Turnitin checks documents against over 800 million websites as well as other students´ work already submitted to it. The software creates an originality report highlighting matches between student work and any source material. Essentially it can provide evidence that a piece of work may have been plagiarised. Whilst the Institute uses Turnitin, it recognises that the software is not infallible and any final decision as to whether a piece of work is acceptable or not will always be based upon academic judgement.

You may hear the following terms used when tutors talk about assessment and marking:

***Summative marking*** refers to the marks awarded that contribute to the overall assessment of the module.

***Formative marking*** refers to the marks awarded that do not contribute to the overall assessment of the module but are designed to provide the students with feedback and guidance on their progress.

**Anonymous Assessment**

All summative assessments where practicable will be marked with respect to anonymity.

**Over Length Assessments and Penalties**

#### The following policy will apply to summatively assessed work which is deemed to be over-length:

#### Penalties are a percentage of the maximum mark available for the assessment element which is over-length.

#### Over-length assessment penalties apply only to word counts and exclude (unless otherwise stated) footnotes, reference lists, bibliographies, diagrams, graphs, charts, tables and other similar features.

#### Unless otherwise specified the published word limit excludes references in footnotes, appendices, references and bibliography lists.

#### Students are required to declare a word count on the coversheet where a word limit is specified. If you do not submit a coversheet or do not include a word count on the coversheet, you may be awarded a mark of zero.

#### An erroneous word count declaration will be dealt with as suspected use of unfair means.

#### The penalties which must be applied to work which is over-length are:

#### If a student is 10 – 20% over the published word count, a 10% penalty will be applied to the mark for the assessment element which is over length;

#### If a student is 21% or more over the published word limit, a mark of zero will be awarded;

#### Other penalties will not be applied.

When the work is marked students will be given the actual mark and then a clear indication of why a penalty has been applied followed by the modified result.

**Failure to Submit and Late Submissions**

***Assessment submission deadlines are to be taken seriously!***

Module tutors will encourage good time management skills to deter late submissions. This will be supported through a transparent ‘assessment submission schedule’ that details the range of assessment deadlines that students need to work towards within each programme to encourage effective planning and preparation for key dates in respect to others. ‘Assessment submission schedules’ will be published in such places as notice boards, the VLE or programme handbooks.

In cases of all late work, work will be marked ‘Late’ upon submission and also commented upon within assessment feedback.

In exceptionalcircumstances Examination Boards may modify decisions that have been implemented even when they have been done so in accordance with standard procedures and yet seem excessively harsh. For example, a student who repeatedly submits late assessments for previously unknown reasons, may need some specific form of assistance or supportive intervention rather than a penalty; in such instances it may only be at the Examination Board that the consistency of lateness across modules is identified.

External examiners will be informed where student work shown to them has had marks reduced because of late submission.

**Extensions and penalties for Late or Non Submission of Work**

In instances when **no extension** has been granted, or there is **not sufficiently good cause** for work being submitted late (such as when mitigating circumstances have been granted), a penalty will be applied; penalties are a percentage of the maximum mark available for the assessment element which has been submitted late.

#### All coursework assessments must have a published submission deadline.

**Late submission penalties which will be applied to coursework submitted after the published deadline are:**

#### Up to and including 24 hours after the deadline, a penalty of 10%

#### More than 24 hours and up to and including 7 days after the deadline; either a penalty of 10% or the mark awarded is reduced to the pass mark, whichever results in the lower mark

#### Where the assessment work is submitted more than 7 calendar days after the published deadline the work will be unmarked/ungraded.

**Marking and Grading**

You can expect that in all instances assessment criteria and marking schemes will be fair and transparent. Marking schemes can be found by accessing section 5 of the [Institute’s HE Quality Handbook.](file:///C:/Users/teesl/AppData/Local/Temp/fcctemp/Institute%27s%20HE%20Quality%20Handbook) This can be found by clicking [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/%23GIG09).

Assessments will, in every instance, be ‘first marked’. First marking is a process in which the module tutor will usually attach a numerical score to the piece of assessment. Grades awarded on the feedback sheet are also provisional until ratified at the Module/ Programme Board and therefore may change.

**Feedback**

In almost all instances your feedback on assessments will be given electronically through Turnitin. You can expect to receive written feedback on your assessment within 4 working weeks of the assessment being submitted for marking. You should recognise however that where group sizes are larger, timescales may vary slightly. Additionally timescales may vary where submissions occur just before recognised vacation periods such as Christmas and Easter.

**Boards of Examiners**

Your progression on your programme of study (i.e. whether you have passed one year and can move onto the next) and your eligibility for the award and Foundation Degree classification (if applicable) will be determined by Boards of Examiners governed by the Institute’s regulations. There are two levels of Boards of Examiners:

* *Module Boards* – which decide the mark to be awarded for each module
* *Programme Boards* – which decide whether you can progress to the next year of the programme and the classification of Foundation Degree if you have reached the end of stage of a Foundation Degree.

Boards of Examiners include membership from the staff who deliver on the programme, the External Examiner(s) appointed by the Institute to oversee the academic standards of the award, and the internal examiner(s) for the programme. The External Examiner will be a member of staff of another University or similar body who is experienced in the subject area of your programme of study.

Annually each External Examiner produces a report per programme that the University of Hull and Grimsby Institute use as one process through which quality and standards of the Institute’s higher education programmes can be quality assured. You can access the analysis of the External Examiners report for your programme of study available [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/%23GIG06).

**External Examiner**

The external examiner assures that you are assessed fairly in relation to other students on the same course and also the standard of your own award in relation to students in other UK higher education institutions on similar courses.

A summary of the External Examiner’s report for your programme is available through the Institute’s VLE. You can request a copy of an External Examiner’s report by e-mailing HEQA@grimsby.ac.uk.

The External Examiner for this programme is <<add details – name and institution>>

**Credit Transfer**

You may have undertaken studies prior to starting your programme at the Institute. In certain cases such ‘prior learning' might be transferable to your current programme and therefore give you exemption from some of the requirements of your current programme. This is called Accredited Prior Learning and may be 'certificated' or 'experiential' (e.g. work experience). If you have experience which you think might be transferable to your Foundation Degree programme you should discuss this with your department, who will advise on whether it is transferable and the evidence you will have to provide. In addition to the judgement the department will have to make, the following regulations must be adhered to:

* To be awarded a Foundation Degree, candidates must pass a minimum of 60 credits from the final stage of the qualification sought.
* Credits cannot be transferred where they have already been used towards a qualification (whether from this Institute or another institution) unless the first qualification is a step towards the current qualification.

The mechanism for considering and approving APL claims will require you to liaise with the programme leader for guidance and advice **prior to** commencing the period of study relevant to the claim. You will need to complete an APL application form available from the Institute’s HE Quality Handbook for Higher Education which can be found on its web page

[here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/%23GIG07).

The APL board meets several times throughout the year. The board will consist of unbiased members and will consider the claim, informing the candidate in writing of the outcome. It must be noted that any claims for APL must be substantiated with appropriate evidence; further evidence may be requested prior to a final decision if not supplied in the first instance. Students will be informed in writing of the outcome of any claims made.

**Prizes and Scholarships**

Annually the Institute will award prizes to select students for a variety of reasons. Examples of prizes that have been awarded in the past include:

*Most Improved Student*

*Outstanding Academic Achievement*

Eligibility for the award of a prize (awarded in most instances at the Institute’s formal graduation ceremony) is at the discretion of the faculty/curriculum area to which your programme of study belongs.

Examinations and Assessment

**Dates of Examinations**

Examination period 1: 02nd January 2019 - 18th January 2019

Examination period 2: 13th May 2019 - 31st May 2019

Examination period 3: 5th August 2019 - 9th August 2019 (resit period)

It is part of the requirement of your Foundation Degree that you are available during each of the **three** examination periods. It will **not** be regarded as ‘good cause’ if you are unavailable during the Summer reassessment period, with the reason that you did not expect to have to sit an examination and have made another commitment. Note that only in the most exceptional circumstances will you be given permission to sit an examination other than at the Grimsby Institute of Further and Higher Education.

**Instructions for Candidates for Written Examinations**

You will be informed by the programme leader of the date and time of the examination at least three weeks prior to the exam date. Candidates should note that rooms are subject to change and therefore it is the candidate’s responsibility to establish the correct room and time of the examination. Final room allocation will be a displayed on the examinations notice board and on the TV screen in the Institute’s main reception in the week prior to the examination.

Candidates should also note that examinations may be recorded with audio-visual equipment and may be used as evidence or to investigate cases of alleged cheating in examinations.

Candidates will be allocated a desk by the invigilator for the examination. If your name is not on the list held by the invigilator, do not worry; alert the omission to the chief invigilator who will allocate you a place.

1. Candidates will be allowed to enter the examination room / hall 10 minutes before the start of the examination. Candidates will not be permitted to start the examination prior to being told to do so by the invigilator
2. Brief announcements may be made at this stage about the examination procedure
3. No candidate will be allowed to enter the examination room after, or leave before, the end of the first half hour of the session. Candidates who, due to exceptional circumstances do not arrive before the end of the first half hour should report as soon as possible to the Chief Invigilator, the HE Exams team or their Department.
4. If a candidate feels that an error has been made on their question paper, the Invigilator should be informed immediately
5. TO AVOID CAUSING DISTURBANCE TO OTHERS WHO MAY STILL BE WORKING, CANDIDATES MAY NOT LEAVE THE EXAMINATION ROOM DURING THE LAST QUARTER HOUR OF THE SESSION
6. Candidates will be allowed to go to the lavatory, but must leave their scripts on their desks. Invigilators have been asked to note temporary absences and will record these on script covers when they are collected
7. For all examinations, no unauthorised paper, books or other prohibited materials may be taken into the examination room. Where candidates are permitted to use materials such as calculators, dictionaries, other books or slide rules, these will be provided upon request by the examination invigilators. Should any candidate be concerned that permitted materials may not be available on the day of the examination (as supplied by the invigilators), candidates should contact the Institute’s HE examination officers.
8. Mobile telephones, other electronic communication devices and watches must not be taken into the examination hall / room.
9. Smoking, eating and drinking (except bottled water) are forbidden in the examination room.
10. Coats, bags and books etc must be left in the area provided for this purpose. The Institute does not take any responsibility for these articles and they are left at the owner’s risk
11. Extra paper, including graph paper and music paper will be made available as deemed appropriate in the examination room for use by the candidate, and may be collected from the invigilator.
12. At the end of the examination, no paper may be taken outside of the examination room except the question paper
13. Where a script is so badly written that the examiners have difficulty reading it, the candidate will be called to record the script under supervision. A charge may be made to the candidate where this is done.
14. Candidates should be aware that taking prohibited materials or other prohibited information into the examination room (regardless of whether those materials are used or not used) may result in the regulations for unfair means being breached and subsequent penalties applied.

**Special Needs in Examination**

If you have a disability and require alternative arrangements for examination you should contact your school and/or the Disability Office. If you have any other special circumstances which may require alternative arrangements you should contact your faculty.

**Getting your Results**

Where appropriate, marks for individual pieces of assessed work are given to you during the module, to enable you to utilise feedback in completing the module. However, such results are **provisional**, that is they can be changed by the Board of Examiners - for example on the advice of the external examiner - and they are not therefore final until that Board has met. The fact that a Board of Examiners reduces a mark previously notified to you as provisional does not constitute grounds for appeal.

Your results will be formally notified to you in writing through the student portal. You will not be able to get your results before the published deadlines, and under no circumstances will your results be given to you over the telephone, nor will they be given to another person on your behalf.

**It is the student’s responsibility to keep the institution updated with current address details. If you fail to do so, you may not receive your results, or other correspondence, promptly.**

**Reassessment**

The method of reassessment is laid down for each module and will normally be the same as the method of first assessment, but there are circumstances where an alternative method is necessary for practical reasons. Where this is the case, details will be provided within the module handbook.

**Reference**

Should you require a reference from the Institute you will need to contact your programme leader or Curriculum Manager. Requests for references should be made in writing; the Institute will respond where practicable to your request within a three week period.

**Transcripts**

You are entitled to an official transcript which sets out the full record of your results for the whole of your programme of study. This will be produced by the Grimsby Institute of Further and Higher Education. You should note that you will be refused a transcript if you are in debt to the Grimsby Institute of Further and Higher Education for your tuition fees.

Transcripts will be sent to you in the post or in all instances these will be uploaded to the student portal. Should you have any concerns about your transcript you may contact the Institute’s HE Quality team by emailing HEQA@grimsby.ac.uk.

Unfair Means – Plagiarism and Cheating

The Grimsby Institute of Further and Higher Education take very seriously any form of cheating, plagiarism or other form of ‘unfair means’. Allegations of such conduct are investigated and (if proven) penalised using the Institute’s Regulations on the Use of Unfair Means. The term ‘unfair means’ is used to indicate that a very wide range of behaviour is punishable. The regulations give *examples*, including

1. cheating in an examination by using materials prohibited in the examination room
2. falsifying the results of laboratory, fieldwork or other forms of data collection
3. impersonating another during an examination
4. using false statements to obtain an examination withdrawal or coursework extension
5. removing, hiding or destroying Learning Centre materials without permission
6. falsifying a transcript or other official document.

Conduct is punishable when undertaken by any student on any programme leading to an award of the Grimsby Institute of Further and Higher Education, whether acting alone or with others, and conduct which amounts to an attempt to use such means is also a breach of the regulations. The regulations define the procedures which must be followed when an allegation is made, stating the rights of the student, including the establishment of an Adjudicating Panel which is required to determine whether the breach has been proven beyond reasonable doubt.

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

It is your responsibility to ensure that you have understood the guidance you have been given about referencing – and therefore how not to commit plagiarism.

The Institute has also published a valuable resource which you should access if you feel you need further information relating to plagiarism including plagiarised paraphrasing. This can be found [here](https://courses.grimsby.ac.uk/study-skills/).

**The Plagiarism Declaration**

When you submit any piece of work for assessment you are required to attach a cover sheet which contains a declaration, which you must sign. Your work will not be accepted unless the declaration has been signed. No signature is required on electronic submissions to Turnitin through Canvas as upload will be taken as your agreement to the declaration. It is your responsibility to ensure that you have understood the guidance you have been given about referencing – and therefore how not to commit plagiarism. If you have any doubts you must seek advice from the Academic Achievement Coach. **You are also cautioned against self-plagiarism i.e. of re-using work that you have already submitted within another piece of work.**

**Plagiarism and How to Avoid it**

Students on many courses at Grimsby Institute of Further and Higher Education are required to submit a number of pieces of work for assessment. These contribute to a student's total assessment and are regarded, by Examination Boards, as seriously as the examinations. It is essential, therefore, at all stages, that students become accustomed to submitting work that is (as far as possible) original.

The following guidelines are offered to assist students as broad criteria for originality in course work:

1. An assignment can be designated original only when its subject is presented (as far as possible) in a unique way i.e. a form that differs from that which is available in:

* Published works
* Lecturer/seminar hand‑outs
* The assignments of other students, past or present.

1. Obviously, books and articles are published in order to be consulted, and originality does not preclude the proper use of this material providing it is properly acknowledged. In most cases assignments would be seen as incomplete unless their content was:

* Placed within the context of existing knowledge
* Related to the ideas and opinions contained in relevant published works
* Supported by illustrative examples.

1. In order to comply with the fundamental requirement that all assignments (especially those submitted for assessment) are original, students must ensure that:

* Words, phrases and passages taken verbatim from a published work be placed in quotation marks and the source acknowledged (either within the text or using numbered footnotes).
* Quotations take the form of brief extracts which focus on the point (only in exceptional circumstances should quotations exceed one hundred words in length).
* Where a student wishes to make lengthier use of a published work, it is acceptable to summarise or to paraphrase the author’s words, but the source of such summary or paraphrase must be properly acknowledged.

1. It is important that students recognise that the **UNACKNOWLEDGED** use of the work of others **(PLAGIARISM)** is a form of **THEFT** and is regarded by the Academic Board as dishonest and may be dealt with as indicated in the Institute’s Regulations. In particular in group work activities that form part of an assessment, students must endeavour to ensure that their own contribution to the task is in fact their own and not carried out by another group member on their behalf.

The following elements of course work assignments are defined as plagiarism:

* The inclusion of quotations from published works, the source of which is not properly acknowledged
* The inclusion of passages which are closely based (in summary or paraphrase) on published material, the source of which is not properly acknowledged
* The inclusion of material which is identical or virtually identical with that of another student, past or present, unless this method of presentation has been agreed by the member of staff concerned

1. Any course work assignment found to contain plagiarism, whatever the extent, may be marked unbiased or at zero and will be presented to the Dishonest Practice Board for confirmation. If confirmed the student concerned will be informed of the reason for this outcome and has the right of appeal.

**Self Plagiarism**

You should take note that a case of plagiarism can be made against you if you also submit work for marking that has previously been submitted and marked for another piece of work. There are some exceptions to this; for example, submission of a research proposal may see a repeat of some elements of the text within a dissertation. In instances where such a process is allowed, this will be clearly articulated to you in your module handbook.

Referencing

**What is Referencing?**

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

**Why must I reference my sources of information?**

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

* + - As courtesy to the originator of the material.
    - To provide evidence of the depth and breadth of your reading and research (or lack of it!).
    - To enable your reader to find and read in more detail, a source of information to which you refer in your work.
    - To allow your lecturer/marker to check that what you claim is true; or to understand why you have made a particular mistake, and teach you how to avoid it in future.
    - To enable you to find the source of information if you need to use it again.
    - To avoid **plagiarism**: **Plagiarism is a form of fraud. It is work which purports to be a candidate’s own but which is taken without acknowledgement from the published or unpublished work of others.**

To prevent plagiarism it is important that you apply appropriate academic conventions. It is your responsibility as a student to familiarise yourself with the Institute’s requirements for referencing. This information can be found in the Institute’s referencing handbook available by visiting [here](https://courses.grimsby.ac.uk/study-skills/).

Possible Problems and Solutions

The following section explains possible solutions to problems which you may experience during your programme and study and which may mean that you are unable to complete your programme as originally planned. In all cases the emphasis is on getting advice from the appropriate person. You are reminded of the importance of discussing any problems you might be experiencing with appropriate staff, whether your personal supervisor, academic tutor or somebody independent of the department such as within the Learner Support Department (located in the main reception at the Institute’s main campus).

**Changing Modules or your Programme of Study**

If your programme includes optional modules, students must discuss this with the programme leader six weeks before the module is due to commence.

To change a programme of study you must liaise with the programme leader of the primary route of study.

If you withdraw from their course during the first term you are responsible for 25% of your fees, if you withdraw during the second term you are responsible for 50% of your fees and if you withdraw during the third term you are responsible for 100% of your fees. Refunds will be given for any difference between these amounts and the original invoice amount. Please note your statutory rights are not affected.

The full Tuition and Exam Fees Policy is available from the Learner Services department.

**Withdrawing from the Grimsby Institute of Further and Higher Information**

If you choose to withdraw from your programme of study, please seek advice from your programme leader or your learner advisor in case there are alternative processes that may be utilised to support you further. However, in the case of a firm decision, this should be put in writing to your programme leader who will invite you to an exit interview and provide further support and guidance if required. You will also be required to complete a withdrawal form which will be provided at the exit interview. If for some reason you are not able to attend this process may be carried out over the telephone. Any further funding available to you from the local authority will not be paid and you may be required to pay back any funding that you have previously taken.

One of the benefits of the credit accumulation system operated by the Grimsby Institute of Further and Higher Education is that it is often possible to take any credits gained where you have not completed your programme and use them in the future, for example to resume your studies on the same programme or at another University. The Grimsby Institute of Further and Higher Education considers that credits have a maximum ‘shelf life’ of 6 years, although re-admission would depend on the specific programme of study in question, and therefore a shorter shelf life might apply.

You may also be entitled to an ‘interim award’ if you withdraw before completing the programme as follows:

Successful completion of 120 credits (at the Preliminary Certificate stage only): Foundation Certificate in Higher Education (subject studied)

Successful completion of 120 credits: Certificate in Higher Education (subject studied)

**Suspending your Studies – ‘Interruption of Study’**

An alternative to withdrawing from your programme of study might be to suspend your studies for a period of time - referred to as ‘interruption of study’. This might enable you to resolve the difficulties which are affecting your studies, whether medical, personal or financial or whether it is a case of time off to travel or work. (See page 11)

**Repeating a Semester or a Whole Year**

In very special circumstances it may be appropriate to repeat a complete semester (including the teaching and assessment periods) or a complete year. The effect of this is that any (and all) credits gained during the period being repeated cannot be counted towards the programme of study in question (and they will not appear on your official transcript). You must note that a repeat period will only be approved where you can clearly establish written evidence of either medical circumstances or exceptional personal circumstances or, in some cases, disability related concerns which have been so serious that they have had a significant affect on your ability to undertake your studies, and that they have lasted for a large part of the year. Requests to repeat will not be accepted in cases where a student has simply performed poorly and wants ‘a second chance’. In all cases, you must submit a medical certificate or information from a reliable and verifiable source other than yourself.

The above rules also apply to any request to reapply for the same programme of study. Students may apply for a repeat stage through the Mitigating Circumstances board. Applications to repeat are ratified by the Institute’s Progression and Standards Committee.

The process for getting advice and applying for a repeat is to contact your programme leader or your learner adviser who will contact the programme leader on your behalf.

**Mitigating Circumstances**

When you undertake an examination or other form of assessment, this may be done while experiencing circumstances which might affect your performance. Boards of Examiners are empowered to take such circumstances into account if they consider that the circumstances have had a significant affect when determining your module marks or your overall degree classification. However, it is your responsibility to make the Board aware of such circumstances **before** the relevant Board of Examiners meets. **Appeals are very rarely allowed where evidence is raised after such a meeting when it was available before.**

The Grimsby Institute of Further and Higher Education refer to this as "mitigating" (sometimes known as "extenuating") circumstances, and has established a Code of Practice to enable you to inform departments of such circumstances. Applications for mitigating circumstances must be submitted no later than 14 working days after the examination or assessment deadline.

To receive further advice and the details of this process contact your programme leader who will supply you with appropriate information and guide you through the application. The Institute’s Code of Practice can be obtained from the Institute’s HE Quality Handbook [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/#GIG10). Pre-populated short extension and mitigating circumstances forms must be downloaded from your ProPortal account.

**Absence from Examinations and Coursework Extensions for ‘Good Cause’**

If you are likely to be unable to sit an examination or submit a piece of work by the stated deadline it is possible to obtain permission to withdraw from the examination or be granted an extension – this is called ‘absence’ or ‘extension’ ‘with good cause’. You may apply for absence with good cause from an examination, or for an extension for a piece of coursework (of any kind), provided this is done no later than 14 working days after the examination or deadline for the coursework. Permission will only be given where you can establish that you have ‘good cause’ according to criteria approved by the Institute. Where an application is *refused* you may, dependent on your circumstances, find that your assessment(s) is subject to a late submission penalty, or is awarded a mark of zero, or is awarded the initial grade marked against the assessment in question. The Module Board will then determine the overall mark for the module, taking into account any other assessment events.

To receive further advice and the details of this process contact your programme leader who will supply you with appropriate information and guide you through the application. An Absence with Good Cause form can be obtained from the Institute’s HE Quality Handbook [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/#GIG10). Pre-populated short extension and mitigating circumstances forms must be downloaded from your ProPortal account.

**Academic Discipline**

**Warnings**

If your attendance record begins to demonstrate repeated absence/ non attendance/ non submission you may be issued with a written warning which may include defined consequences. Programmes teams will notify the Curriculum Manager in such instances who will issue you with a written warning. The Institute will issue a maximum of 3 written warnings.

In cases of very serious/repeated non attendance/non submission the Grimsby Institute of Further and Higher Education may seek to exclude you from assessment or to have your programme of study terminated. This will only be approved where you have been provided with written warnings as to your conduct and been given the opportunity a) to seek guidance (e.g. to resolve problems which may be causing the non attendance) and b) to improve your conduct.

**Academic Appeals**

The Grimsby Institute of Further and Higher Education has a set of procedures governing your right to appeal against a decision about your academic progress.

It is important to be aware that you cannot appeal simply because you disagree with a decision of your department - for example to award 55 for a piece of work. You must be able to show that there has been some defect in the process by which that decision was made, such as not following procedures, bias or prejudice on the part of the examiner, or failure to consider relevant factors (such as mitigating circumstances). **Appeals must be lodged within 14 days of you receiving notification of the decision against which you wish to appeal**.

Finalists are reminded that you cannot lodge an appeal after graduating, as graduating (or receiving the degree *in absentia*) constitutes acceptance of the award and any decisions relating to it.

To obtain advice, the details of the process and how to obtain copies of the full procedures you must contact the Institute’s HE Quality department.

Information on Professional Bodies

* Departments must provide information where applicable on any external body relevant to the discipline. [Any professional accreditation must have been considered as part of the programme approval process].

Student Rights and Responsibilities

**Acceptable standards and values for learning environments: Students must:**

1. Have their ID badges clearly visible at all times whilst on campus.
2. Be appropriately dressed for the context of the learning environment.
3. Bring appropriate equipment required for learning at each session.
4. Not take inappropriate breaks during sessions.
5. Have respect for each other’s opinions and values.
6. Ensure mobile phones are only to be used appropriately to support learning.
7. Not use inappropriate or offensive language.
8. Have respect for their environments by returning all resources, disposing of litter and reporting any breakages or faults.
9. Ensure no food and drink (except water) is consumed within learning spaces or corridors (unless a specific exemption has been approved by the Associate Principal).
10. Ensure chewing gum is disposed of appropriately prior to entering any buildings on campus.
11. Ensure specialist areas and workshops are left clean and tidy at the end of each day.
12. Always act in a responsible way to ensure own health and safety and that of others.

Additionally, as a Higher Education student, you are expected to develop the following approaches to your studies:

* Be independent and able to ‘stand on your own feet.’ This involves being able to work by yourself e.g. reading around your subject, preparing for taught sessions and assignments, asking for help when you need it.
* Be self motivated and in charge of your learning processes. This involves working out when, where and how you learn best. It also means being persistent and tackling subjects and topics that you find challenging.
* Be organised i.e. understand the organisation of your programme of study and modules, attend scheduled learning and teaching activities, know when and how your work has to be handed in and know the dates for examinations.
* Engage with your subject in a constructive and critical manner. This involves actively participating in learning and teaching activities, reading the relevant study materials and taking time to discuss and think about your subject.
* Be willing to work with others e.g. during taught sessions and seminars and also as part of wider Institute activities.
* Take responsibility for all of your assessed work, whether you complete it individually or as part of a group. In particular, you should ensure all assessments are free of plagiarism and are not open to possible allegations that you used unfair means.
* Be able to work with uncertainty and change. You will need to develop skills in dealing with information overload, information updates and also activities or events that take you out of your comfort zone.

These characteristics are appreciated by employers and will enable you to become successful in your chosen career.

**Self-management**

A key feature of Higher Education is self-management. The Institute expects all students to:

1. Be on time for lectures, seminars, workshops and tutorials.
2. Be prepared e.g. by reading work set in your module handbook.
3. Contact staff via appropriate channels (i.e. college email address and telephone number) and not via social networking sites.
4. Respect other students and also teaching staff eg by not talking or disrupting the learning of others in lectures or other taught sessions, switching off mobile phones, and listening to each other.
5. Attend sessions at all times with the exception of illness or exceptional circumstances.
6. In relation to Work Based Learning placements act appropriately as a student representative of the Grimsby Institute at all times with the placement provider, customers, clients, patients and employers where relevant.

To ensure that there is a constructive learning environment for ALL students, lecturers and tutors may:

1. Exclude late arrivals
2. Exclude students who are not prepared for their classes i.e. who have not read or worked on preparatory learning materials.
3. Ask students to leave lectures or other taught sessions if they are disrupting the learning experience of others. The faculty may use the Institute’s disciplinary policy to ensure that unruly students do not disrupt the learning experiences of others.

If there are good reasons for you not being able to engage with your studies then please contact your personal tutor or module tutor(s).

General Regulations

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

There are numerous regulations, code of practice and guidelines that may be of relevance to you at different points of your study. To access these documents visit the Institute’s web site [here](https://courses.grimsby.ac.uk/quality-and-standards-handbook-home/).

Examples of such documents include information regarding:

* The Institute’s boards and committees structure
* Assessment of students
* Assessment feedback
* Student information and support
* Work based learning
* Concerns and complaints
* Academic Misconduct
* Mitigating circumstances

Concerns and Complaints by Students

Grimsby Institute of Further and Higher Education has in place a complaints procedure, enabling you to make a complaint if you have cause for concern about any aspect of the Grimsby Institute of Further and Higher Education’s provision to you as a student. Complaints should be resolvable within the Grimsby Institute of Further and Higher Education.

The Grimsby Institute of Further and Higher Education welcomes comments and suggestions for the improvement of its services. In particular, the Institute has established a variety of mechanisms to ensure that all students have the opportunity to take part in the decision making processes at the Institute at programme, curriculum area and Institute level. It is hoped and expected that students will take full advantage of these and think about addressing comments and suggestions to an appropriate member of staff, for example programme leader, module tutor, curriculum manager etc. In such instances the Institute welcomes and encourages approaches designed to bring about an informal resolution.

In all circumstances the Institute is committed to expediting a student concern or complaint in the most efficient way possible and in a manner that is appropriate to the level of investigation required. All concerns and complaints are treated with appropriate seriousness in a fair and understanding manner.

The Institute, within its regulations, clearly distinguishes between a concern (which is an opportunity for a student to bring a matter that they are unhappy about to the attention of the Institute informally) and a complaint (which is a formal statement by a student to which the Institute must respond and which the student has the right to pursue if they are not satisfied with that response). Any issue simply raised with the Institute, either orally or by letter, will be treated as a concern; it will only be treated as a complaint if form CC1 has been submitted. The policy and procedure governing Concerns and Complaints can be found on the Institute’s web page [here](https://gig.sharepoint.com/sites/Quality%20HE/Staff%20Documents/Definitive%20HE%20Documents%20(Archiving)/Handbooks%20and%20Covers/Institute%20Handbook/www.grimsbyinstitutegroup.co.uk/complaints.php).

Learner Support Services

Our Learner Services Department includes a number of useful facilities including childcare, counselling and a highly supportive welfare team. The Learner Services Department can be found close to the main reception area of the Institute’s Nuns Corner campus.

The Learner Services Department is comprised or staff who can support you with information, advice and guidance relating to a wide range of issues such as those relating to:

* Welfare
* Well Being
* Enrichment
* Additional Support
* Finance
* Childcare
* Diversity and Equality
* Study advice
* Careers

Further information can be found online [here](https://courses.grimsby.ac.uk/learner-services/).

**Financial Advice**

It is important within higher education that students understand finance arrangements which apply to their chosen programme of study. For further information students may visit [Student Finance England’s](http://practitioners.studentfinanceengland.co.uk/portal/page?_pageid=133,4210298&_dad=portal&_schema=PORTAL) web site.

For specific support relating to funding and finance, this can be accessed via the Learner Services team based in the main reception area of the Institute’s main campus at Nuns Corner where specialist staff can provide information, advice and guidance.

Further information relating to higher education funding can be found [here](https://courses.grimsby.ac.uk/fees-funding/).

**Disability Support**

**In every instance the Institute encourages students to declare any disability. Staff members of the Grimsby Institute are also expected to urge students to report and/or to have assessed any suspected (or actual) disability.**

The support services for students who have a suspected or actual disability; hidden or non hidden disability can be found in our Disability Statement which can be accessed at the Institute’s main reception or online [here](https://courses.grimsby.ac.uk/learner-services/).

The Institute offers screening for Dyslexia, Dyspraxia or Scototopic Sensitivity, which are hidden learning disabilities that can inhibit the progression of some students. A facility for the visually impaired is located within the FE library and staff are available to assist students.   
  
Students with disabilities are supported and given the opportunity to claim the Disabled Students’ Allowance (DSA). This is a government fund, administered by Student Finance, which can pay for specialist equipment.

Our advisors will ensure that you get access to all the equipment you need and the support from staff.

For advice or to make an appointment, please contact 01472 315554 or email our Disability Assessor Paul Roberts, [robertsp@grimsby.ac.uk](mailto:robertsp@grimsby.ac.uk).

Alternatively you can contact the Learning Support Manager, Sally Wright by phoning 01472 311222 ext 238 or by emailing [wrightsal@grimsby.ac.uk](mailto:wrightsal@grimsby.ac.uk).

**Equality and Diversity**

Our Equality & Diversity Strategy enables the Institute to continue to take a long-term strategic approach to Equality, Diversity, Inclusion and Human Rights, whilst retaining the ability to deliver focused actions to improve the experience and perceptions of specific diverse groups. The Grimsby Institute Group is committed to actively promoting:

* Equality
* Celebrating Diversity
* Working towards eliminating any form of discrimination.

Further information about our commitment to our Equality Statement can be found [here](http://www.grimsbyinstitutegroup.co.uk/equality-and-diversity.php).

**Careers Information**

Students who achieve graduate status or higher will have a wide range of options – further study or training or starting a new career - however it is never too early to start thinking about potential progression pathways. The qualification you are undertaking will open up a number of possibilities but in an increasingly competitive world how well you have prepared yourself will be of crucial significance. Getting the job you want will be more than simply gaining the right qualification; how you represent yourself at interview, your CV, demonstrating the right mix of skills will contribute to that initial success.

To help you in the process the Institute’s careers advisor is based in The Talent Dock within the Learner Services department.

**Counselling**

The Institute’s confidential Counselling service can alternatively be accessed directly by ringing ext 297 or visiting room 0M04.

**Safeguarding**

Grimsby Institute Group (the Institute) has a statutory and moral duty towards safeguarding the welfare of children, young people and vulnerable adults from any form of abuse. As a result, the Institute has a zero tolerance approach to abuse and other harmful behaviour.

This policy applies to all staff and includes governors, senior managers, volunteers, agency staff, students and anyone working with, or on behalf of the Institute.

For more information regarding a safeguarding issue, to access our safeguarding policy or to find out who to contact, you can ask at any reception or see our on line information [here](http://www.grimsbyinstitutegroup.co.uk/safeguarding.php).

**Tuition Fees and Financial Support for Students**

Arrangements for the payment of tuition fees will be confirmed when you enrol at the start of your course and will repeat for any subsequent years.

If you encounter any difficulties in paying your fees, there are a number of staff at the Institute you can talk to including Learner Services, HE Success Coaches or the team in the Finance department.

Information on other funding and finance available to you, for example Hardship Fund, may be found on the Fees and Funding page on the website [here](https://courses.grimsby.ac.uk/learner-services/). Alternatively, contact the Learner Services team who may be able to help you.

**Sustainability**

With ever increasing demands on the world’s resources, the Grimsby Institute Group is taking steps to be more responsible and help preserve our environment for future generations.

As such a number of documents, for example module and programme handbooks, have been moved to an e-platform to reduce the volume of paper used by the Institute. These handbooks along with other programme information can be found on the VLE; other documents and information such as Codes of Practice and Policies can be found on the Institute’s website. Should information be required in an alternative format, this can be arranged by contacting your programme leader.

**Records management**

In instances where you may wish to apply for a reference or other type of relevant letter from the Grimsby Institute, your records will be retained for a period of no less than three years after completion of your studies.