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Chichester College UCAS xxxx

Foundation Degree in Future Innovation & Technologies

Handbook 2020-2021

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# INTRODUCTION

1.1 Heads of Learning, Technology Engineering & Maths and Creative and Performing Arts

### **1.1.1 Welcome**

Dear Student, I am delighted to welcome you to the BSc (Hons) Foundation Degree in Future Innovation & Technologies at Chichester College and Chichester University. We have designed this qualification following the QAA guiding principles for new course design and development in association with prospective students, employers, the University of Chichester and evaluating the list of graduate skills required by industry, in accordance with the Confederation of British Industry. We are confident that you will develop your skills over the year and by the end of the programme, be fully equipped for the world of employment. I wish you every success and encourage you to make the most of every opportunity that comes your way.

 1.1.3 Andy Chater | Head of Learning, Science, Technology Engineering and Maths

 Email: [andrew.chater@chichester.ac.uk](file:///%5C%5Cchidata%5CStaffDocs%5CStaff%5CCrossleR%5CSTEAM%5Candrew.chater%40chichester.ac.uk%20) | Tel: 01243 786321 ext. 2298/2252

 1.1.4 Andy Davies | Head of Learning, Creative and Performing Arts

 Email: andrew.davies@chichester.ac.uk | Tel 01243 786 321 (2280/2304)

1.1.5 Tom Collins | Programme Leader, Foundation Degree in Future Innovation & Technologies

Email: thomas.collins@chichester.ac.uk| Tel: 01243 786321 ext. 2292

### 1.1.6 Welcome from the Programme Leader

Welcome to the Future Innovation and Technologies Foundation Degree! The World is an ever- changing place and the qualification has been designed for people who are interested in working in the exciting world of technology, design and cutting- edge science. The Foundation Degree in Future Innovation and Technologies equips you with an underpinning of science, technology and design and applies these principles in a creative way to new problems:

 *‘We've arranged a civilization in which most crucial elements profoundly depend on science and technology’*

Carl Sagan

Carl Sagan also understood the need to creatively communicate the importance of science and technology to the public. You will learn how to identify problems and work creatively to identify and produce solutions to the challenges we will face in the future. In essence, you are being prepared not for the jobs of the past but the careers of the future. Throughout the course, there are key themes such as natural capital, machine learning and big data that the core modules relate to the workplace, offering different points you can step off the course and into employment. Furthermore, the course develops core skills such as problem solving through the scientific method and examining the ethics of the new economies that future innovation and technologies will bring:

 *‘I like technology, but 'Black Mirror' is more what the consequences are, and it doesn't tend to be about technology itself: it tends to be how we use or misuse it. We've not really thought through the consequences of it’*

Charlie Brooker

Therefore, new technologies bring new problems and a key part of the course is understanding how these consequences are managed and the impact new innovation has on the World. These are integrated into your own personal project and work based learning where you can direct the course towards of your chosen career path or progressing on to further studies at the University of Chichester.

Beginning your studies at Chichester College offers a supportive environment and a flexible approach to studying at a higher level. Chichester College is an ‘outstanding’ college (Ofsted, 2014) and staff have a strong passion and commitment to helping students learn and apply their knowledge. Therefore, you are likely to graduate as a well-rounded individual who has a good understanding of science, technology, computing and design and can creatively apply these ideas and skills to the future workplace.

I wish you the very best of luck and hope you enjoy the programme.

1.1.7 Teaching teams | Details of the multidisciplinary teaching team are given in section 8.6 on page 41

## **1.2 Chichester and you**

### 1.2.1 Online Student Handbook (Moodle) hyperlink

<https://ccgonline.chichester.ac.uk/course/view.php?id=1454>

1.2.2 College Academic Conduct Policy

<http://intranet.chi.local/ChiDrive/SearchResults.aspx?ST=code+of+conduct>

### 1.2.3 University Student Contract and Protection Plan

<https://www.chi.ac.uk/search/course-search/student-contract-and-protection-plan>

# 2 PROGRAMME TITLE AND AWARDING BODY

## 2.1 Programme Title: FdSC in Future Innovation & Technologies

## **Awarding Body**: University of Chichester

# 3 LENGTH OF PROGRAMME

3.1 Duration

 The course runs for three year full-time. Each academic year starts in September and finishes the following June. So the cohort of students who start in September 2020 will finish in June 2023.

## 3.2 Term dates

 The course starts in September 2020 and ends in June 2023

Year One: 14th September 2020 -25th June 2021

## 3.3 Work placements

 Work placements are integrated into the study programme and do not alter the length of the programme.

# 4 LOCATION OF STUDY

## 4.1 Location

 Years one and two are located at the Chichester Campus of the Chichester College Group. The third year is located in the STEAM Department on the Bognor Regis Campus of the University of Chichester.

## 4.2 Work Experience

 As part of your own personal and professional development you are required to negotiate your own work experience placement. This is usually with a local employer in West Sussex or East Hampshire.

# 5 ACCREDITATION BY PROFESSIONAL AND REGULATORY BODIES

## 5.1 This programme is accredited by the University of Chichester

## 5.2 Regulatory bodies

### 5.2.1 The Higher Education Board and Academic Board

The Higher Education Board at Chichester College and the Academic Board at the University of Chichester are ultimately responsible for strategic and management policy decisions and initiatives in respect of the programme. They are accountable to the governing body of Chichester College and the University of Chichester. The Boards will normally meet once every semester. Specific responsibilities include:

* providing opportunities for students, and Tutors to consider key matters relating to the programme
* monitoring the workload and assessment of students
* reviewing the development of the programme and to consider proposals for revision and improvement
* ratification of the annual monitoring and evaluation reports for the Academic Standards Committee. (The Business programme is subject to rigorous monitoring and review and student feedback provides a key element within the evaluation process)
* to make recommendations to the Higher Education Board
* to feedback to the student body responses to issues raised by student representatives

### 5.2.2 Composition of the Programme Board/Staff Student Liaison Committee

* The Head of Higher Education will normally act as chairperson
* Head of Learning, STEM and CPA
* Quality Manager
* Subject Librarian
* The Programme Leader
* Module Coordinator /Work Experience Coordinator
* Higher Education Student Adviser
* Student representative

## 5.3 Admission and Recruitment

### 5.3.1 Admission

Potential students can access admissions details for the FdSc in Future Innovation & Technologies programme through:

* The UCAS handbook and website
* Chichester College prospectus
* Chichester College website, department course pages and other platforms used by our Marketing department
* Open Days

If you are considering this programme, you would typically have a Level 3 National Diploma (ND) or in Art and Design, Computing, Engineering, Science, Computing with 240 credits or three GCE Advanced Levels in relevant subjects. It may be possible to enter the programme with evidence of relevant prior learning. Accreditation of Prior Certificated Learning (APCL) recognises learning that has been previously assessed by an education provider (such as university or college) and is demonstrated by formal certification or transcript. If you are unsure whether you meet the entry requirements, Admissions, or the Programme Leader can discuss these with you in more detail.

### 5.3.2 Recruitment

The college recruitment policy aims to widen participation in Higher Education and the Programme Leader works closely with colleagues in Admissions throughout all stages of the recruitment cycle. There are a number of opportunities for you to discuss programme issues with staff before applying and we encourage you to make the most of these opportunities.

When considering your application, we focus on whether there is a reasonable expectation that you can fulfil the programme objectives and achieve the standard required.

Non-standard unqualified applicants may also be invited to attend an interview and complete a written task to demonstrate their academic and practical abilities to complete the degree programme.

# 6 COURSE STRUCTURE AND DELIVERY

## 6.1 Course Structure

The purpose of the course is to is provide a broad-based curriculum bringing together different aspects of Science, Technology, Arts, Engineering and Maths (STEAM), to meet the skills gap in the identified by employers in the south-east region and prepare students for multi-disciplinary career pathways.

There are four hub subjects: **Computing,** **Engineering, Maths & Science and** **Art & Design.** Linked to each hub subject are the different modules. The first year modules are shown in light blue and the second year subjects in dark blue

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### 6.1.1 Core Skills

Integrated with these are core skills that would then run through the course content and through project work or industry experience. The cores skills are Data Handling & Communication, Objective Thinking (Scientific Method), Creative Problem Solving, Collaboration & Teamwork, Ethics & Philosophy. This will equip students to become the adaptable and innovative employees to meet the future needs of local businesses.

### 6.1.2 Exit Points

The structure of the course means that there are possible exit points at the end of each year which provide the following awards: year one HNC, year two HND, year three Honours Degree

|  |  |
| --- | --- |
| **Exit Point** | **Exit Award** |
| Successful completion of year one | HNC in STEAM |
| Successful completion of years one and two | HND in STEAM |
| Successful completion of years one, two and three | FdSc Hons in Future Innovation and Technologies |

### 6.1.3 Workload

This programme aims to support you in balancing study with outside commitments. As a result, there is a strong expectation that you will commit to the required level of self-study and attendance requirements. The programme comprises blended learning, which involves being set tasks for each module and resources being provided on CCGOnline, our Moodle intranet. The Module Handbook provides guidance on how many independent study hours are required, which are also available on <https://ccgonline.chichester.ac.uk/course/view.php?id=1454#section-0>

Each module counts for 15 academic credits. One credit equates to a total study time of around 10 hours so a 15 credit Module will take about 150 hours. Total study time includes scheduled teaching, independent study and assessment activity. In each year of the course you study eight modules so the annual total study time is 1200 hours which equates to 43 hours per week in the 28 taught weeks.

### 6.1.4 The distinctive features of this programme include:

* Small student focused learning through applying theory to practice in combined lectures and workshops
* Strong emphasis on your personal development within a supportive environment to improve your readiness for the workplace
* Connecting learning with real practical employment related tasks, especially problem solving into improving business potential
* Accessibility to qualified, experienced staff that support you to achieve your best potential
* Flexible learning through blended teaching – in-class, in workshops, computer suites, online and through work experience
* Implementing projects through external work-placement and engaging with a wide range of employers

### 6.1.5 Learning Outcomes

The intended learning outcomes for this multidisciplinary STEAM foundation degree reflect those required in the QAA Art and Design (2017), Biosciences (2019), Computing (2019), Engineering (2019), Environmental Science (2019) and Mathematics, Statistics and Operational Research (2019) benchmark statements. The learning outcomes are underpinned by the expectations for standards and quality set out in the core practices, of the UK Quality Code

This programme is mapped against the QAA Art and Design, Biosciences, Computing, Engineering, Environmental Science and Mathematics, Statistics and Operational Research benchmark statements. For brevity only the generic benchmark skills are included.

### Subject Knowledge

A knowledge and understanding of the six QAA subject areas encompassed by the four hubs and development of the subject specific skills is also expected and so both are correspondingly wide ranging. Further details are given in the relevant QAA Subject Benchmark Statements and the module descriptors in section 7.2.

 Within this framework in year one you will explore the following:

* Principles of Science. (Biosciences, 2019)
* Analysis of data and use of maths (Mathematics, Statistics and Operational Research, 2019)
* Material practices and structures (Art and Design, 2017)
* Techniques and processes (Art and Design, 2017)
* Computer aided design (Engineering, 2019)
* Electronics and electronic principles (Engineering, 2019)
* Networking and network design (Computing, 2019)
* Database design and development (Computing, 2019)

Assessment

Subject knowledge is assessed via a broad range of assessment methods typically including:

* practical exercises
* oral presentations
* reports / documentation
* project work
* time constrained tasks
* computer based exercise /application
* peer review
* reflective accounts / logs / audits
* exam

A matrix which shows how these different assessment methods are used across the subject modules is given in section 9.3 on summative assessment of year 1 modules.

### Intellectual / Practical Skills / Transferable Skills

Intellectual, practical and transferable skills are developed through student interaction in workshops, seminars, problem-based exercises, and guided independent learning. The research and work placement in year two allows you an opportunity to apply these competencies to a professional level. The development of these skills and their application in the context of the subject knowledge reflect the requirements of the QAA Framework for Higher Education Qualifications. You are also encouraged to undertake your own personal development planning to enable them to reflect upon their own progress and determine strategies to assist their learning.

Within this framework you will explore the following:

* **Study skills:** particularly the ability to work independently with patience and persistence, pursuing the solution of a problem to its conclusion and so take responsibility for your own learning.
* **Intellectual skills:** critical thinking; making a case; numeracy and literacy; information literacy. The ability to construct well-argued and grammatically correct documents. The ability to locate and retrieve relevant ideas and ensure these are correctly and accurately referenced and attributed.
* **Self-management Skills**/**time management and organization**: self-awareness and reflection; goal setting and action planning; independence and adaptability; acting on initiative; innovation and creativity. The ability to work unsupervised, plan effectively and meet deadlines, and respond readily to changing situations and priorities.
* **Communication Skills**: reflection and communication; the ability to succinctly present rational and reasoned arguments that address a given problem or opportunity, to a range of audiences (orally, electronically or in writing).
* **Transfer Skills:** the ability to transfer knowledge from one context to another, to assess problems logically and to approach them analytically.
* **Adaptability:** in particular displaying readiness to address new problems from new areas.
* **Team working and management**: the ability to recognise and make best use of the skills and knowledge of individuals to collaborate in a team. To be able to identify problems and desired outcomes and negotiate to achieve mutually acceptable conclusions. To understand the role of a leader in setting direction and taking responsibility for actions and decisions.
* **Information technology (IT) skills and research skills:** and the ability to obtain information from a variety of sources, always taking care that these sources are referred to appropriately.
* **Knowledge of ethical issues:** where appropriate, including the need for sensitivity in handling data of a personal nature.
* **Contextual awareness**: the ability to understand and meet the needs of individuals, business and the community, and to understand how workplaces and organisations are governed.
* **Sustainability**: recognising factors in environmental and societal contexts relating to the opportunities and challenges created by a range of human activities.

## 6.2 Programme Delivery

 The programme is delivered in English. There are currently no plans to offer parts of the course in other languages although students may choose to organise a relevant work placement overseas which would enable them to experience different cultures and become familiar with other languages.

## 6.3 The organisation of the academic year

The academic year is arranged into two semesters taught over three terms. Four Modules are taught in parallel in semester 1 and another four in semester 2.

**FdSc in Future Innovation &Technologies Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 1 | w/c | Events | Year 1 |
| Week | **Date****2020-21** | **College Academic Calendar**  | **Summative Assignment due dates Module Number and Assignment Number** |
| Induction | **14/09/20** | **Induction day 14/09 – Study Skills 15/09/20**  |  |
| 1 | **21/09** | **First Teaching Week** |  |
| 2 | **28/09** | **Staff Development Day Tuesday 29/09/20** |  |
| 3 | **05/10** | **Student Conference 6/10/20** |  |
| 4 | **12/10** |  |  |
| 5 | **19/10** | **SSLC 1** |  |
| 6 | **26/10** | **Half Term – Directed Study** |  |
| 7 | **02/11** |  |  |
| 8 | **09/11** | **12/11/20 ChiSpace Day** |  |
| 9 | **16/11** |  |  |
| 10 | **23/11** |  |  |
| 11 | **30/11** |  |  |
| 12 | **7/12** |  |  |
| 13 | **14/12** | **SSLC 2** |  |
| 14 | **21/12** | **Christmas Holidays**  |  |
| **28/12** | **Christmas Holidays** |  |
| **Thur 07/01** | **Staff Development Day Wed 06/01/21 Directed Study** | **Final hand in Date 08/01/21** |
|  | **11/01** |  | **Semester 1 Marking** |
|  | **18/01** |  | **Semester 1 Marking** |

|  |  |  |  |
| --- | --- | --- | --- |
| Semester 2 | w/c | Events | Year 1 |
| Week | **Date****2020-21** | **Assessment** | **Summative Assignment due dates Module Number and Assignment Number** |
| 2 | **01/02** |  | **Semester 1 Grades to Exam Board** |
| 3 | **08/02/21** | **Student Conference 9/02/21** | **Interim First Year Exam Board** |
| 4 | **15/02** | **Half Term – Directed Study** |  |
| 5 | **22/02** |  |  |
| 6 | **01/03** | **College Training Day 03/03/21** |  |
| 7 | **08/03** |  |  |
| 8 | **15/03** | **SSLC 3** |  |
| 9 | **22/03** |  |  |
| 10 | **29/03** |  |  |
| 11 | **5/04** | **Easter Holidays 5/04/21– directed study** |  |
| **12/04** | **Easter Holidays 12/04/21– directed study** |  |
| 12 | **19/04** |  |  |
| 13 | **26/04** | **Biology Conference**  |  |
| 14 | **03/05** | **May Bank Holiday 03/05/21 SSLC 4** | **Final Hand in Date 07/05/21** |
|  | **10/05** |  | **Semester 2 Marking** |
|  | **17/05** |  | **Semester 2 Marking**  |
|  | **24/05** |  | **Semester 2 Marking** |
|  | **31/05** | **Whitsun Bank Holiday and Half Term** |  |
|  | **07/06** |  | **Semester 2 External Moderation** |
|  | **14/06** |  | **Semester 2 External Moderation** |
|  | **21/06/21** |  | **Final Year One Exam Board** |
|  |  | **End of Term** |  |

**Programme Planner for FdSc in Future Innovation and Technologies**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 14/09 | 21/09 | 28/09 | 05/10 | 12/10 | 19/10 | 26/10 | 02/11 | 09/11 | 16/11 | 23/11 | 30/11 | 7/12 | 14/12 | Christmas and New Year | 07/01 (Thur) | 11/01 | 18/01 | 25/01 | 01/02 | 08/02 | 11/02 | 15/02 | 22/02 | 01/03 | 08/03 | 15/03 | 22/03 | 29/03 | Easter (2wks) | 19/04 | 26/04 | 03/05 | 10/05 | 17/05 | 24/05 | 31/05 | 07/06 | 14/06 | 21/06/21 |
| Term 1Module 1 | Module 4 |  |  |  |  |  | Half termModule 2 |  |  |  |  | Module 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Term 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Semester 1 Final Submission date | Marking | Marking | Module 8 |  |  |  | Half term | Module 7Module 5 |  |  |  |  | Module 6 |  |  |  |  |  |  |  |  |  |  |  |
| Term 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | External Moderation | Grade to Exam Board | **Interim Exam Boiard** |  |  |  |  |  |  |  |  |  |  |  | Final Hand in date Semester 2 | Marking | Marking | Marking | Half term | External Moderation | External Moderation | **Final Exam Board** |

## 6.4 The building blocks of the programme, credits, and route map

### 6.4.1 Modules by Year

**Year One Modules**:

Principles of science (15 Credits at Level 4) (Lab) **Maths & Science**

Analysis of data & use of maths (15 Credits at Level 4) (Class) **Maths & Science**

Material practices and structures (15 Credits at Level 4) (class/ workshop) **Art & Design**

Techniques and Processes (15 Credits at Level 4) (class/ workshop) **Art & Design**

Computer Aided Design (15 Credits at Level 4) (class/ workshop) **Engineering**

Electrical and electronic principles (15 Credits at Level 4) (class/ workshop) **Engineering**

Networking and website design (15 Credits at Level4) (classroom/ distance/ comp room) **Computing**

Database design & development (15 Credits at Level 4) (class/ comp room/ distance) **Computing**

**Year Two Modules:**

Managing a professional technology project (15 Credits at Level 5) (Distance/ guided learning) **Engineering or Computing**

Work based learning (15 Credits at Level 5) (distance/ guided learning) **Engineering or Computing**

Environmental analysis & monitoring (15 Credits at Level 5) (classroom & fieldwork) **Maths & Science**

Digital design (15 Credits at Level 5) (classroom/ workshop) **Art & Design**

Digital Fabrication (15 Credits at Level 5) (class/ workshop) **Art & Design**

Programming (15 Credits at Level 5) (class/ computer/ distance) **Computing**

Renewable Energy (15 Credits at Level 5) (classroom/ workshop) **Maths & Science**

Statistics for experimental design (15 Credits at Level 5) **Maths & Science**

**Year Three: progression to Chi Uni**

Module 1 (15 Credits at Level 6)

Module 2 (15 Credits at Level 6)

Module 3 (15 Credits at Level 6)

Module 4(15 Credits at Level 6)

Module 5 (15 Credits at Level 6)

Module 6 (15 Credits at Level 6)

Module 7 (15 Credits at Level 6)

Module 8 (15 Credits at Level 6)

### 6.4.2 Course Route Map

Electrical and electronic principles

Database design & development

Material practices and structures

Principles

of

science

Year 3 Semester 2

Year 1 Semester 2

Year 1 Semester 1

Managing a professional technology project

Programming

Work Based learning

Environmental analysis & monitoring

Optional

Hub

Engineering Hub

Computing Hub

Art & Design Hub

Science and Maths Hub

Key

Module 8

Module 7

Module 6

Module 5

Year 3 Semester 1

Module 1

Module 4

Module 3

Module 2

Digital Fabrication

Statistics for experimental design

Analysis of data & use of maths

Renewable Energy

Year 2 Semester 1

Digital design

Year 1 Semester 2

Techniques and

Processes

Networking and website design

Computer Aided Design

All modules count for 15 academic credits. One credit equates to a total study time of around 10 hours so a 15 credit Module will take about 150 hours. Total study time includes scheduled teaching, independent study and assessment activity. You study 8 modules per year giving an annual total study time of 1200 hours

Each year of the course has one start point in September and continues until June the following year.

## 6.5 Academic support and personal tutoring

### 6.5.1 The Higher Education Student Adviser

Student support and guidance is an integral feature of the programme and is centred upon the Academic Adviser system. You will be expected to be pro-active in developing a professional relationship with your adviser through formal meetings each term and on other occasions where the need may arise. The Higher Education Student Adviser will also liaise closely with the core teaching team so be a ‘familiar face’ throughout the year.

During the programme, the role of the Higher Education Student Adviser will be to:

* provide initial advice on life at Chichester College and be the first point of contact should you encounter any problems
* liaise with academic staff about any problems you may be having in adjusting to higher education
* liaise with Learning Support services if you have any problems concerning numeracy and literary
* liaise with the College nurse if any medical problems arise and provide advice on our counselling services if required
* discuss your learning strategies in connection with module target objectives
* respond, through liaison with you, to any concerns about your performance
* meet with you to reflect upon your Personal Development Planning (PDP)
* feedback to the Programme Leader when writing student references

### 6.5.2 Careers Service

The Progression + Team provides a friendly, confidential and comprehensive service for all students and are located in the Student Centre. They offer careers advice, vacancies, organise workshops and employer events. There is a well-stocked library with excellent resources covering most graduate careers opportunities and issues. Much of the material is available as free booklets and handouts and copies in larger formats can be made available for students with visual impairment. Contact details for the careers team are as follows:

|  |
| --- |
| Chichester College Progression + team |
| Location: | The Student Centre, Chichester Campus |
| Lauren Bumsted | **Careers Advisor (Student Experience Champion)**Tel – 01243 786321 Ex: 2570Email- Lauren.Bumsted@chichester.ac.uk |
| Rachel Welch | **Careers Advisor (Student Experience Champion)**Tel – 01243 786321 Ex: 2570Email- Rachel.Welch@chichester.ac.uk |

### 6.5.3 Equal Opportunities

Chichester College is committed to providing equal opportunities for staff, students and service users and to eliminating discrimination (refer to Appendix 4(b, c) for definitions of discrimination and supporting College policies). As detailed in the Strategic Plan, the College’s mission is achieved, in part, by ‘providing teaching and learning in a community where diversity and internationalism are positively welcomed’. In addition, ‘respecting and valuing all individuals’ forms one of the College’s core values. The College understands and appreciates the benefits of a diverse workforce/College community and strives to create and maintain an inclusive environment. The purpose of the College’s policies is to provide equality and fairness in all activities. This is achieved by responding to peoples’ individual needs in order to ensure they have an equal chance to contribute and achieve their potential. It is not about treating everyone in the same way. For further information, please refer to the College policies within the appendices, which include:

### 6.5.4 Support for International Students

The College provides an extensive range of support for International students. Study skills are available to all students from the Student Academic Hub, as are all other support services, i.e. health, religious support, careers, financial advice, additional needs, mental health and counselling. The contact details for International Student Support are as follows:

|  |
| --- |
| International Learning Support Service |
| Location | The Student Academic Hub - Chichester Campus |
| Staff |
| Rocio Chapman | **International Team Leader**Email - Rocio.Chapman@chichester.ac.ukTel - 01243 786321 Ex: 2016 |

If you have any queries about aspects of the programme, please do not hesitate to contact your Higher Education Student Adviser or Programme Leader - we are more than happy to connect you with support for your self-directed activities to help you become more familiar and confident in the subject area.

## 6.6 In an emergency

### 6.6.1 What to do if an emergency prevents attendance

In these instances, an absence form should still be completed and you may be required to provide evidence for your absence. Considering the part-time nature of the programme, you are encouraged where possible to arrange doctor, dentist and other professional appointments outside of your scheduled programme commitments. In the circumstances where there are reasonable grounds for non-attendance, you are required to organise an appropriate catch-up strategy with your Module Tutor. Any delay in completing the relevant absence forms and liaising with the Module Tutor is likely to reduce the viability of any ‘catch-up’ strategy and could result in the Tutor being unable to approve your proposal. Given that the nature of the learning experience gained within the workshop sessions is quite different from just reading up a subject in a text-book, you can expect that any agreed catch-up proposals will necessitate that you go beyond reading a chapter in a book. You can also expect that a Tutor will require you to demonstrate that any catch-up strategy has been successfully undertaken

Further information on the attendance is given in section 8.4.1

## 6.7 Work Based Learning Placement /Health and Safety

### 6.7.1 Work-Based Learning

Work-based learning opportunities are an important feature of the programme, reflecting our commitment to embedding vocational experience and employability into the programme. The Entrepreneurship and Intrapreneurship module will provide you with an excellent opportunity for increasing your work-based learning experience. A number of assessments take a case study approach where your part-time, or previous work experience can be used to develop your abilities in applying theory to practice.

### 6.7.2 Work-Based Learning Support: Module and Work Experience Coordinators

We encourage you to take responsibility for securing your own work placement, but we will also have some work placement opportunities for you to select from. The Module/Work Experience Coordinator will provide support and guidance on the liaison process with employers to ensure you can start your work placement on time and secure appropriate tasks to meet the module requirements. Typically the 10-week work based learning placements would be unpaid, but we would expect the employer to reimburse reasonable out of pocket expenses and this should be negotiated before the placement starts. Guidelines for the work placement will be provided to the organisation as part of our learning contract between Chichester College and the host organisation.

### 6.7.3 Work Based Learning Placement Preparation Support

To prepare you for your work-based learning placement in semester 2, the Module Coordinator will operate some preparation support sessions in semester 1. These are designed to provide guidance and support in preparing you to get the most out of the experience, develop skills that will enhance your employability and achieve the assessment criteria. These sessions will be timetabled and be part of the core, compulsory curriculum. These sessions are supported by the Positive About Futures (PAF) Careers Service in the Student Centre who provide information, support on guidance relating to work experience, for example CV writing, interview skills, etc. If you are considering undertaking a work based learning placement, you are advised to make use of support offered by PAF and arrange a 1:1 with PAF and/or the Work Experience Coordinator.

### 6.7.4 The Work Experience Coordinator: 10-Week Work-Based Learning Placement

When undertaking the 10 week (120 hour) work-based learning, the Module/Work Experience Coordinator will be assigned to you at a relatively early stage in your placement. The role of the Work Experience Coordinator is to act as a support/contact point for you throughout the placement period. There will usually be at least one (possibly two visits) over the placement period to monitor your progress and act as a liaison point between Chichester College, yourself and the employer. In situations where visits would be too expensive due to distance of the placement location, the Work Experience Coordinator will arrange alternative arrangements with you and the employer (e.g. email, web-casting, video conferencing). Whilst you are on work placement, you will work through set research and projects for the employer. Alongside this, we recommend that you set aside some time for developing the work log-book and reflective report to ensure you can meet the assessment criteria by the set deadlines. The Work Experience Coordinator will review your work during the placement visits (refer to 7.5.5 below for further details of the monitoring process during your placement).

### 6.7.5 QAA Code of Practice – Work-Based Learning

Chichester College fully complies with the published QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. With reference to placement learning, our Code of Practice focuses on ensuring that undergraduates are placed within organisations in a way that complies with the appropriate quality assurance guidelines. These procedures are monitored and reviewed at intervals to maintain effective learning opportunities in work placements and this process is coordinated by the Work Experience Coordinator.

### 6.7.6 Monitoring of Work-Based Learning Students

The Module/Work Experience Coordinator(s) will provide support to you at your work-based learning placement and monitor the overall quality of the placement experience. They will monitor the placement through:

1. **Staying in contact with you** – we will contact you throughout your work placement period by email and work placement visit(s) in the early to mid-part of starting your work placement. Additional visits may be organised to ensure your work placement progresses well and it provides a quality experience for both you and the employer.
2. **Liaison with employer** – liaising closely with the employer to ensure that the learning outcomes and set tasks are being achieved and to address any problems or issues that may arise during the course of the placement period.
3. **Placement experience** – assessing the overall quality of the placement experience from your and the employer’s perspectives. The quality of the work placement will be evident within the achievement of the stated learning outcomes and quality of the assessment submission.
4. **Reviewing your progress** – placement staff will review your progress with you and the employer in terms of how you are demonstrating achievement of the pre-set placement targets and learning outcomes. They will provide feedback and formative assessment of the log-book, report and presentation in line with the Module Handbook.

**Sampling assessments** – to maintain consistency of marking across the module, a sample of completed student assessments will be reviewed each year by the Module/Work Experience Coordinator not involved in the first marking of individual reviewed reports. In addition, any report that is deemed to have failed will subsequently be reviewed by the Programme Leader who will act as a second marker.

## 6.8 Student feedback and student voice

At the start of the course your class will be asked to elect a course representative. They play and important role in programme management through the committees described below.

We encourage students to put their name forward as a course representative as this is an exciting opportunity to really make a difference and influence HE life.

**Feedback Surveys:**

We value student feedback because it enables us to create the best possible student experience. There will be a number of opportunities throughout your course to provide feedback, including an Induction Survey and the End of Year Survey.

All final year students are also asked to complete the National Student Survey at the end of their course as well as the Destinations of Leavers survey which enables us to gather alumni progression data.

**Student Conference Dates: 2020/2021**

Tuesday 6th October 2020

Tuesday 9th February 2021

### 6.8.1 The Higher Education Board and Academic Board

The Higher Education Board at Chichester College and the Academic Board at the University of Chichester are ultimately responsible for strategic and management policy decisions and initiatives in respect of the programme. They are accountable to the governing body of Chichester College and the University of Chichester. The Boards will normally meet once every semester. Specific responsibilities include:

* providing opportunities for students, and Tutors to consider key matters relating to the programme
* monitoring the workload and assessment of students
* reviewing the development of the programme and to consider proposals for revision and improvement
* ratification of the annual monitoring and evaluation reports for the Academic Standards Committee. (The Business programme is subject to rigorous monitoring and review and student feedback provides a key element within the evaluation process)
* to make recommendations to the Higher Education Board
* to feedback to the student body responses to issues raised by student representatives

### 6.8.2 Composition of the Programme Board/Staff Student Liaison Committee

* The Head of Higher Education will normally act as chairperson
* Head of Learning, STEM and CPA
* Quality Manager
* Subject Librarian
* The Programme Leader
* Module Coordinator /Work Experience Coordinator
* Higher Education Student Adviser
* Student representative

A quorum shall be one third of the members of the programme board. Note - in addition to the members of the programme board any other staff that teach on the programme are entitled to attend.

The final decision of your degree will be given at the Programme Board of the University of Chichester.

### 6.8.3 Student Representatives

The Student Voice is a key priority within Chichester College. Your opinions have a valuable role in informing the development and enhancement of courses and shaping all aspects of the learning experience. There will be many opportunities to share your views and tell the college what you think, including:

* Student Unit Evaluation (SUE) at all levels (a module-level satisfaction survey)
* Internal student survey which incorporate the national student survey questions - the results of which are analysed by the Quality Management team and disseminated to Course Leaders
* Feeding back to the Programme representative, or representing the course yourself
* Informal feedback during scheduled sessions or with the Programme Leader
* Taking part in Programme Development/Periodic review panels/teams
* Staff and student liaison committee
* Student membership on the HE Board and HE Committee
* HE student conferences
* Students’ Union

Usually each programme will have one or two nominated programme Representatives who will attend be-tween 2-3 meetings a year. Representatives will be chosen during the initial stages of your programme of study.

##  External examiner

The programme has external examiners who act as ‘critical friends’ to ensure that the programme is maintaining the highest quality in terms of programme delivery and student achievement. The external examiners are involved in the assessment of coursework and examinations, receive the annual review of programme report and will be involved in discussions with Tutors as appropriate. The external examiners note students’ perceptions of the programme, review samples of assessments and attend Board of Examiner meetings. The external examiners also play a major role in the continuing evaluation of the programme. Their annual reports form a part of the Chichester College and University of Chichester’s documentation and are responded to by the programme’s annual report to the Academic Standards Committee.

The external examiners will moderate work from over a number of modules to ensure that the work has been marked fairly and consistently, and that effective feedback has been provided. If an assignment of yours is going to be seen by an external examiner, it may be that when you collect your assignment it will have already been sent to an external examiner. In this event, you will be provided with a copy of your Tutor’s comments, details of your grade and where appropriate a photocopy of your marked assignment. You must retain all of your assignments during your degree programme, as at any point they may be recalled for external examiners. If a Module Coordinator needs your assignment they will contact you. All assignments will be returned to you after the Examination Boards. External examining is part of the marking and moderation process for assignments. If your assignment is recalled, please return it promptly.

# 7 MODULE INFORMATION

## 7.1 Information on compulsory and optional modules

### 7.1.1 Programme Structure

To achieve the FdSc in Future Innovation and Technologies you will need to complete eight core compulsory modules totalling at least 120 credits during year 1. Progressing on to year two you will need to complete a further eight core compulsory modules totalling at least 240 credits to achieve the HND in Future Innovation and Technologies. During the first two years the course will equip you with the skills and knowledge to be able to qualify for work-based apprenticeships or progress into the work place in the new and exciting industries requiring a higher education in STEAM (Science Technology Engineering Arts Mathematics).

At Level 6 you will be working with greater levels of personal responsibility and developing your own knowledge with stronger levels of autonomy. You will be opting for modules that will allow you to tailor your learning to your chosen area of interest and working on a number of projects that will allow you to apply the skills and knowledge developed in years one and two of the Future Innovation and Technologies course. By the end of the programme you will have achieved practical and theoretical subject specific and cognitive skills that you can use in the world of work or progress your studies into a specialist area.

Options

In year two you study two modules which have an element of choice. IFT/EN 09 Managing a professional technology project and IFT/WB 10 Work based learning. You are required to organise you own work-based learning placement and so you are able to determine in which of the four hub areas you choose your employer.

### 7.1.2 Module Structure

Typically, a standard module consists of 15 credits, with each year comprising eight Modules and a total of 120 credits. In year one the 8 modules are Level 4, in year two the 8 modules are level 5 and in year three the 8 modules are Level 6.

### 7.1.3 Module titles, level and credits by year.

|  |  |  |
| --- | --- | --- |
| Modules | Level | Credits |
| Year 1: |
| IFT/ MS 01 Principles of science  | L4 | 15 |
| IFT/ MS 02 Analysis of data & use of maths  | L4 | 15 |
| IFT/ AD 03 Material practices and structures  | L4 | 15 |
| IFT/ AD 04 Techniques and processes  | L4 | 15 |
| IFT/ EN 05 Computer Aided Design  | L4 | 15 |
| IFT/ EN 06 Electrical and electronic principles  | L4 | 15 |
| IFT/ CP 07 Networking and website design  | L4 | 15 |
| IFT/ CP 08 Database design & development  | L4 | 15 |
| TOTAL CREDITS: | **HNC** | **120 (L4)** |
| Year 2  |
| IFT/ EN 09 Managing a professional technology project  | L5 | 15 |
| IFT/ WB 10 Work based learning  | L5 | 15 |
| IFT/ MS 11 Environmental analysis & monitoring  | L5 | 15 |
| IFT/ AD 12 Digital design | L5 | 15 |
| IFT/ AD 13 Digital Fabrication  | L5 | 15 |
| IFT/ CP 14 Programming  | L5 | 15 |
| IFT/ MS 15 Renewable Energy  | L5 | 15 |
| IFT/ MS 16 Statistics for experimental design | L5 | 15 |
| TOTAL CREDITS (with 120 credits from year 1): | **HND**  | **120 (L4) &120 (L5)** |

## 7.2 Full module descriptors for Year One Units

<https://ccgonline.chichester.ac.uk/course/view.php?id=1454#section-0>

IFT/ MS 01 Principles of science

Scientists and engineers working in technology and science-related organisations must have a good understanding of core science concepts. A foundational knowledge of these concepts will enable you to use and apply this knowledge and understanding in vocational contexts. The topic areas covered in this Module include: animal and plant cells; tissues; atomic structure and bonding; chemical and physical properties of substances related to their uses; waves and their application in communications.

IFT/ MS 02 Analysis of data & use of maths

In the 21st century, the ability to be able to analyse data is central to the workplace. The primary outcome of scientific experimentation frequently comprises data, the volume of which varies significantly depending on the type of work undertaken. Analysis of the data which is obtained needs to be processed in some way to extract meaning. Often this involves using computers and working with data bases to analyse patterns and trends in big data sets. The topic areas covered in this Module include: The presentation of data to professional standards; processing data using algebraic methods with the use of calculus and quadratic equations; hypothesis testing and the use of statistics; understanding the limits of data and calculating error.

IFT/ AD 03 Material practices and structures

Twenty-first century art and design incorporates new technologies, new materials and processes, which are set to change the face of the way in which products are manufactured. An understanding of material properties and their potential to drive different forms of production is critical to the development of future practice. Topic areas covered in this Module include: machining, moulding and fabrication; experimentation and testing; finishing processes and product development for different audiences.

IFT/ AD 04 Techniques and processes

The creative industries are a very broad sector, including many different forms of art and design practice. The skills and techniques that underpin art and design practice are the key to developing a strong approach to the development of ideas and execution of work. There are many techniques and processes that are at the core of these diverse practices. Topic areas covered in this Module include: reading a design brief and meeting stakeholder needs; concept development and testing; design development and the design cycle; self- reflection skills, giving and receiving critical feedback and the use of client feedback.

IFT/ EN 05 Computer Aided Design

The ability to rapidly produce finished components from a software model is now essential in the competitive world of future technologies. Businesses invest heavily in Computer Aided Design (CAD) software, Computer Aided Manufacture (CAM) software and Computer Numerical Control (CNC) machines to facilitate this. CAD gives design engineers the platform to creatively model components that meet the specific needs of the consumer. The advent of affordable 3D printing is set to extend these capabilities to small scale fabricators and individuals. Topic areas covered in this Module include: key principles of manufacturing using a CAD/CAM system; modelling of a component suitable for transfer into a CAM system; designing and producing accurate components using a CAD/CAM system.

IFT/ EN 06 Electrical and electronic principles

Electrical engineering focusses on the generation and movement of energy and power in electrical form, whereas Electronics is mainly concerned with the manipulation of information, which may be acquired, stored, processed and transmitted in electrical form. Both are key to future technologies and depend on the same set of physical principles, though their applications differ widely. A study of electrical or electronic engineering depends very much on these underlying principles. Topic areas covered in this Module include: Fundamental electrical quantities and concepts; analysing simple circuits; semi- conductors and their applications; analysing digital and analogue electronics and their applications.

IFT/ CP 07 Networking and website design

Computer networks are the driving force behind the evolution of computer systems and allow users to access data, hardware and services regardless of their location. This is key to innovative businesses who look to automate processes or develop remote working. Being knowledgeable about the underlying principles of networking is of vital importance to all technology professionals. Topic areas covered in this Module include: analysing networking principles and their protocols; using networking devices and operations; designing network systems; installation and management of networked systems.

IFT/ CP 08 Database design & development

An understanding of database tools and technologies is an essential skill for designing and developing systems to support innovation and future technologies. Database systems continue to demand more complex data structures and interfaces, as applications get increasingly sophisticated. Most organisations collect and store large volumes of data, either on their own systems or in the cloud, and this data is used not just for the operational running of their business but also mined for other more intelligent and complex applications. Databases stand as the back-end of most systems used by organisations for their operations. Topic areas covered in this Module include: principles of databases and data base design; developing a functional database; testing the system against user requirements; producing technical documentation.

IFT/ EN 09 Managing a professional technology project

Engineers rarely work in isolation and most projects they undertake require a range of expertise, (designing, developing, manufacturing, constructing, operating technologies) as well as collaborative teamwork skills to realise the solutions to the challenges faced in the world. Therefore, the responsibilities of the engineer go far beyond completing the task in hand. Reflecting on their role in a wider ethical, environmental and sustainability context starts the process of becoming a professional working in innovative and future technologies. Topic areas covered in this Module include: identifying engineering problems and planning solutions; conduct a planned project and generate solutions to an engineering problem; produce and present a report reflecting on the outcomes of the project.

IFT/ WB 10 Work based learning

A significant amount of learning can be accomplished by carrying out practical activities in the workplace. Learning may be enhanced by taking a more formal approach to work-based activities – by planning, carrying out the activities and reflecting on the benefits of the activities for the business and learner. This Module allows flexibility of study for full-time learners as well as the opportunity to work in a chosen area of specialism. It is expected that learners will be supervised in the workplace in addition to their academic supervisor. Topic areas covered in this Module include: career guidance and planning; negotiating and performing work based activities; recording and creating a portfolio of work based achievements; reflecting on the experience and how it relates to career pathway; evaluating overall work based experience and personal skill development.

IFT/ MS 11 Environmental analysis & monitoring

Gaining an understanding of the natural environment and analysing the impact of human activity on it are core to this Module. The balance of the natural environment relies on transfer mechanisms to cycle and purify its components. The complex nature of the interactions involved and the influence of pollutants on ecosystems are covered. The importance of fossil fuel combustion as a source of pollution is studied and the effects on ecosystems assessed at a range of scales. Throughout the Module the focus is on the local environment close to where learners live and work, as well as the global systems we all depend on. Topic areas covered in this Module include: understanding biogeochemical cycles; understanding the source of pollutants; understanding how to treat pollutants and sewerage; be able to carry out environmental sampling; analyse the concentration of analytes in samples; make recommendations based on data collected.

IFT/ AD 12 Digital design

The experience of using digital interfaces within our day-to-day lives has become commonplace. Whether they are online or part of smart phone or computer applications, the experience for the user needs to be intuitive. The codes, conventions and gestures used to help us access, send and organise information are becoming a part of our everyday experience. Whether we use interfaces for entertainment, learning, informing or recording, these future technologies are innovating the way in which people engage with the world. Topic areas covered in this Module include: research and analysis; developing a strategy in response to a design brief; developing a digital design; engage with user testing and evaluation.

IFT/ AD 13 Digital Fabrication

Digital fabrication is the innovating technology of the moment. 3D printing and CNC machining, the leading additive and subtractive technologies, have become a vital tool for design development in manufacture. Fast prototyping is affecting the way that products are manufactured and has the potential to bring production closer to the consumer. It is now widely used beyond industrial prototyping by companies or individuals to create bespoke artefacts at a range of scales from small tech start-up businesses to large companies working in specialist fields. Topic areas covered in this Module include: analysing a range of technologies used in digital fabrication; developing digital models for printing or machining; evaluate the use of materials and their application; evaluate the processes of machine set up; create an artefact in accordance with a design brief; evaluate the sustainability of the product lifecycle.

IFT/ CP 14 Programming

Programming involves describing processes and procedures which are derived from algorithms. Typically, the role of the developer is to instruct a device (such as a computer) to carry out instructions; the instructions are known as source code and is written in a language that is converted into something the device can understand. Algorithms help to describe the solution to a problem or task by identifying the data and the process needed to represent the problem or task which the device then implements to achieve the desired outcome. Topic areas covered in this Module include: identify basic algorithms; outline the process of programming an application; explain the characteristics of different types of programming; analyse a suitable Integrated Development Environment (IDE); Implement basic algorithms in code using an IDE Implementation; Determine the debugging process and review the programming process.

IFT/ MS 15 Renewable Energy

With the increasing concerns of climate change arising from increasing carbon dioxide levels and other adverse environmental impacts of industrial processes, there are widespread economic, ethical, legislative and social pressures on engineers to develop technologies and processes that have reduced carbon and environmental impact. This Module introduces students to renewable energy resources and technologies, including current storage and generation technologies, and explores their advantages and limitations. It builds on earlier Modules looking at micro generation of power and how innovation in renewable power generation is being used in new technologies. Topic areas covered in this Module include: analysing potential renewable energy sources; exploring current renewable energy generation and storage technologies; evaluating the use of renewable technologies at different scales and in different locations; conducting a cost benefit analysis of renewable energy sources; explain the legislative and selection process of renewable energy installations.

IFT/ MS 16 Statistics for experimental design

Innovation and the use of future technologies require personnel to examine problems and gain an accurate quantitative understanding of the issues experienced in the modern world. The designing of scientific experiments and products involves multiple stages, often requiring an understanding of statistical analysis. Learners will gain an understanding of hypothesis testing, before looking at the differences between parametric and non-parametric models of analysis. Understanding statistical decisions is extended from prior learning in year 1 to cover the role of significance testing, examining one, two and multiple sample tests. The Module concludes with correlation and linear regression; the mathematical processes are covered, as well as the impact of the limitations of correlation analysis on experimental design. Emphasis throughout the Module is on a practical approach to applications from other areas of the course together with an explanation of the theory underpinning the methods used. Topic areas covered in this Module include: explore the role of statistics in experimental design; understand the process of hypothesis testing in experimental design; analyse data and make decisions using significance testing; analyse the relationship between variables.

## 7.3 Online Student Handbook

Section 7.5 of the online Student Handbook provides links to the Learning Resources Centre (LRC) on the Chichester College Campus. The LRC holds subject specific resources as well as resources on study skills. Your student handbook also includes a hyperlink to an explanation of the Turnitin software you must use to submit assessments to help prevent academic malpractice.

## 7.4 Research Ethics

The College Ethics Committee (CEC) is responsible for ensuring that appropriate consideration is given to ethical issues relating to the courses taught at the college, including all types of Research and Innovation. The College Ethics Policy provides a general framework for professional practice and decision making on ethical issues as they arise in the work of the college. Prior to research being conducted, students are required to complete a research ethics form which is then passed to the CEC to ensure the research complies with the ethical standards set by the college. Once approved by the CEC, research may be undertaken in relation to the course and within the parameters set by the CEC. If approval is not received then the research may not be able to proceed and the scope of the project may need to be altered or the research dis-continued.

## 7.5 Learning Resources

### 7.5.1 Library and Online Resources

The programme resources for years one and two are based at the Chichester College campus. For Year three the resources are located at the University of Chichester Learning Resources Centre. The library holds a broad range of course related texts, with access to an extensive range of online journals and books. Module resources are available on-line through the CCGOnline website <https://ccgonline.chichester.ac.uk/course/view.php?id=1708> which also has resources on study skills, referencing and plagiarism. The library catalogue is available on CCGOnline although physical learning resources need to be accessed in person. Electronic learning resources can be accessed both on-line both on and off campus. The programme has its own subject librarian who can assist with finding and accessing library resources, their contact details are as follows:

|  |
| --- |
| STEM Subject Librarian |
| Location: | Learning Resources Centre (E Block) - Chichester College Campus |
| College Librarian: | **Frances Fryer**Tel – 01243 786321 Ex: 2388 / Email - frances.fryer@chichester.ac.uk |

### 7.5.2 Turnitin

All assessments are submitted via Turnitin software which can be accessed from your individual CCGOnline log in. An explanation of how to use Turnitin is given on CCGOnline at <https://ccgonline.chichester.ac.uk/pluginfile.php/109409/mod_resource/content/0/CCGOnline%20Turnitin%20assignment%20Student%20View.pdf>.

## 7.6 Departmental or programmes prizes

There is a departmental prize awarded to the highest achieving student in each of years one and two. These are presented at the College Star Awards event in the autumn following completion of the year.

In year three, departmental prize giving accompanies the University graduation ceremony which follows successful completion of your degree.

## 7.7 Optional Modules

There are no choice over the module you study but in year there are two modules which have a large element of choice.

In IFT/EN 09 managing a professional technology project you chose and implement your own individual project in which you identify an engineering problem and plan solutions, conduct a planned project and generate solutions to an engineering problem; produce and present a report reflecting on the outcomes of the project.

In IFT/WB 10 work-based learning. You are required to negotiate and organise you own work-based learning placement with your chosen employer. This will enable you to perform work-based activities and you record and create a portfolio of work-based achievements. You then reflect on the work experience and the personal skills you developed and how they relate to your chosen career pathway.

career guidance and planning; negotiating and performing work based activities; recording and creating a portfolio of work based achievements; reflecting on the experience and how it relates to career pathway; evaluating overall work based experience and personal skill development.

# 8 TEACHING AND LEARNING

## 8.1 An overview of teaching and learning activities

Modules are delivered through interactive group sessions, laboratory sessions and fieldwork along with some 1:1 mentoring and tutorials. You are required to undertake intersession tasks which typically involve further reading, research investigations and assessment to support your module learning. You may find that working in action learning sets during self-study is an effective way of developing your knowledge alongside support from your Module Coordinators/Tutors. This is especially important as only about a third of your 150 hours of study time for a 15-credit module will be spent in timetabled sessions

Your main focus will be on achieving the learning outcomes detailed within each of the modules. These focus on the attributes you can expect to acquire and demonstrate by the time you graduate to support your development in becoming proactive graduates who are well equipped for the workplace. As a result, on completion of the programme you will:

* be proficient in a team environment
* have acquired skills that will enable you to reflect upon a problem or situation and identify appropriate strategies and solutions
* acquire the confidence and capability to allow you to develop as a life-long learner

To develop your effectiveness as a STEAM graduate, study on the degree programme focuses on developing a range of skills and knowledge across disciplines that you can apply in the workplace. This will involve developing your intellectual and practical skills through interactive sessions and peer working where you will test theoretical ideas/approaches alongside more practical skills such as making presentations. Your assessments will be practical in their approach and require you to apply the skills and contextualise learning within the work environment.

Critical reflection is a key contributor to effective learning and your own Continuous Professional Development (CPD). For example, considering the reasons why you have, and have not performed particularly effectively within a module or task, can be useful in deciding your approach within other areas. Self-development through managing your Professional Development Plan will be a key area of focus throughout the programme to help you develop specific competencies through goal setting and reviews.

### 8.1.1 Progressing through the programme

Moving up to the final, honours level of the degree programme is a noticeable step up from level 5 to level 6 and focusses more strongly on independent study, breadth and depth of theoretical analysis and critical thinking and writing. At this stage, you are developing the professional skills and understanding necessary for you to make immediate and effective impact within the workplace on graduation. You will develop understanding of a complex body of knowledge, across a range of subject disciplines that will provide you with a well-rounded ability to evaluate evidence, analyse complex issues, conduct problem solving, manage and communicate within complex scenarios.

#### 8.1.2 Personal Development Planning (PDP)

###

#### 8.1.2.1 Introduction to PDP

PDP is a central component of your study, and is designed to encourage you to reflect on your degree experience. In broad terms, PDP is: ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development’ (QAA Quality Code Enabling Student Development and Achievement, chapter B4, 2013).

You will be introduced to the PDP process through the skills based modules. Active engagement with PDP should give you the time and space to understand what you are doing in different parts of your programme and help to link your modules together. It should help you put your degree skills in perspective, and let you reflect on your experiences. It is also designed to assist you to make the most of your College experience when moving into employment, travel or further study. Further resources are available online to support your learning and your PDP at CCGOnline.

####  8.1.2.2 What is PDP Intended to Do?

The primary objective of PDP is to improve your capacity to understand what and how you are learning and take responsibility for your own learning. In general terms it is intended to help you:

* become a more effective, independent and confident self-directed learner
* understand how you are learning and relate your learning to a wider context
* improve your general skills for study and career management
* articulate your personal goals and evaluate progress towards their achievement
* encourage a positive attitude to learning throughout life

### 8.1.3 Our Approach to Teaching

To ensure that we meet our planned approach to your learning, we encourage you to participate as much as possible during the interactive sessions and make the most of 1:1 and tutorial time provided to you in supporting your development. We plan to teach you holistically, which means supporting your development on an individual basis and connecting modules to show the big picture of employment and influencing factors.

The teaching team feels strongly about learning and teaching being a two-way process, especially with the interactive sessions, where failure to actively engage can undermine the experience for yourself and others in the group. If you feel your peers are not engaging as fully as you think they can, often a quiet word from a peer is less intrusive than a Tutor raising an issue. The Tutor will talk with any individuals they believe may be holding back from participating in sessions to find out if there are any particular reasons for this behaviour. Please do not feel offended if this happens, particularly if it is something that you may not have been fully aware of (e.g. body language). In the hopefully rare circumstances where students either continue to disregard the impact of their actions on the rest of the group, or is so poorly placed to contribute effectively (e.g. through late attendance or failure to prepare adequately for the workshop) they may be required to leave the session.

## 8.2 Class size

The target group size for the course is fifteen which indicates the upper limit for the number of students on the course.

## 8.3 The importance and volume of independent learning required

For each 150 hours of study per module approximately one third of this time is formal contact hours and two thirds is independent learning.

## The workload involved in studying for the programme

### 8.4.1 Attendance Expectations

The structure of the programme delivery is centred on working in relatively small groups. Sessions are typically designed to be interactive, and for them to work effectively they require active engagement from both Tutors and students, so a professional approach is expected from all participants. Active engagement typically includes the following:

* Attending the workshop
* Arriving on time
* Being fully prepared in terms of any intersession tasks that you have been asked to complete
* Thoughtful participation in any discussions and activities
* Listening attentively to the contributions of others, and not speaking over one another
* Showing respect to others in terms of the opinions and views that they hold, even though they may differ from your own
* Providing thoughtful and constructive feedback to your peers which highlight positive aspects as well as areas where you believe there is potential for improvement
* Being aware of the impact of your body language
* Paying full attention to whoever is facilitating during the workshop. (Typically, this will be the Tutor, but at times it might well be a student)
* Not using mobile phones

The above guidelines for both staff and students help ensure that the most effective use is made of timetabled sessions. They also adopt an approach that would typically be expected in a work environment and will better prepare you for your work placement and employment on graduation.

It is University and College policy that you are expected to attend all scheduled sessions for modules. Full details of the University of Chichester attendance policy can be found on CCGOnline. This policy is based on an approach which values the learning that comes from active engagement with your peers, Tutors and other external / professional experts. Your absence matters to us for educational reasons, because absence reduces your opportunity to learn, may compromise your potential achievement and may compromise the opportunities others have to learn. If for any reason you are absent from a session you should complete an Absence Form. The flow diagram at Appendix 4 details the procedures to follow. Understandably, there may be occasions with reasonable grounds for non-attendance, such as:

* Medical reasons, supported by a Doctor’s certificate if absent for more than a week
* Specialist or urgent medical treatment
* Court appearance (e.g. jury service; witness etc.)
* Personal circumstances

In these instances, an absence form should still be completed, and you may be required to provide evidence for your absence. Considering the part-time nature of the programme, you are encouraged where possible to arrange doctor, dentist and other professional appointments outside of your scheduled programme commitments. In the circumstances where there are reasonable grounds for non-attendance, you are required to organise an appropriate catch-up strategy with your Module Tutor. Any delay in completing the relevant absence forms and liaising with the Module Tutor is likely to reduce the viability of any ‘catch-up’ strategy and could result in the Tutor being unable to approve your proposal. Given that the nature of the learning experience gained within the workshop sessions is quite different from just reading up a subject in a text-book, you can expect that any agreed catch-up proposals will necessitate that you go beyond reading a chapter in a book. You can also expect that a Tutor will require you to demonstrate that any catch-up strategy has been successfully undertaken.

### 8.4.2 Possible Consequences of not Attending Classes

There are circumstances where you can expect the lack of attendance on a module to lead to deregistration from the module. If you have missed at least one third of a module’s scheduled sessions, the Higher Education Student Adviser and Programme Leader will meet with you to discuss whether you should intermit from the programme or extend studies. Each case will be considered on its own merits, with care taken to ensure that you are given the best possible chances to succeed. Sometimes this can mean strongly advising you to intermit to give you time to recover (if there is a health problem).

Whilst there may be financial implications for you of a change of their study status, this should not be something that determines what is proposed. You are advised to discuss any financial implications of a “change in status” with the Higher Education Student Adviser and/or if applicable the Student Loans Company (SLC) or other third party sponsor. The consequences of de-registration are severe, as typically you would then be required to make up the ‘missed’ module at a later date. There could be financial implications in the form of the cost of a repeat module.

Where you have been selected to represent your country, or be involved at national level during the academic year, permission to be absent should be sought, in writing to the Programme Leader. Any letter granting permission should then be copied to the Module Tutors of modules which will be missed.

### 8.4.3 Procedure to be followed if you miss a session

If you miss a session the correct procedure to follow is given in the form of a flow chart in appendix 2. It is very important that you follow this

## 8.5 Overview of learning and disability support

The Disability and Learning Support Service is available for all students with disabilities and additional learning needs (including dyslexia). Advice and help is available for specialist 1:1 and group study skills support sessions; applying for the Disabled Students Allowance (DSA); arranging assessments; providing advice concerning assistive technology; access to a variety of support staff for note-taking, reading, typing, interpreting, and providing materials in alternative formats etc. Please apply to the Additional Learning Support service to arrange requests for special examination arrangements, as soon as possible after registration. Contact details are as follows:

|  |
| --- |
| Chichester College Additional Learning Support |
| Location | Room A41 & A42 - Chichester Campus |
| Staff |
| Eileen Darby | **Director of Learning Support - Resources & Welfare**Email – Eileen.Darby@chichester.ac.ukTel - 01243 786321 Ex: 2110 |
| Simon Brown | **Deputy Head of Learning Support**Email – Simon.Brown@chichester.ac.ukTel - 01243 786321 Ex: 2525 |

* Chichester College Equality and Diversity Report
* Disability Disclosure Process
* DBS Policy
* Recruitment of Ex-offenders Policy
* Recruitment and Selection Policy
* Health and Safety Policy and Arrangements

HE policies are available on Chichester College Group ChiDrive

<http://intranet.chi.local/ChiDrive/SearchResults.aspx?ST=HE+Policies>

Should anyone feel that they have been unfairly treated with respect to the above they should consult Chichester College procedures.

## 8.6 Staff Profiles

|  |  |
| --- | --- |
| Staff Member | Contact Details |
| Chichester College |
| Helen Loftus BA (Hons), PgDip, MA, PGCEAssistant Principal, Enterprise and Adult Learning | Room: Higher Education OfficeTel: 01243 786321 Ext: 2099Email: helen.loftus@chichester.ac.uk  |
| Karen GuidoQuality Manager Higher Education and Further Education | Room: B105Tel: 01243 786321 Ext: 2501/2056Email: karen.guido@chichester.ac.uk |
| Amy WatersHigher Education Student Advisor | Room: Higher Education OfficeTel: 01243 786321 Ext: 2357Email: amy.waters@chichester.ac.uk |
| Andy ChaterHead of Learning, Science, Technology, Engineering and Maths | Room E120Tel: 01243 786321 ext. 2298/2252 Email: andrew.chater@chichester.ac.uk |
| Andy Davies Head of Learning, Creative and Performing Arts | Room D20/E36Tel 01243 786321 (2280/2304)Email: andrew.davies@chichester.ac.uk |
| Tom CollinsCourse Leader Fdn Degree in Future Innovations &Technologies | Room: A341Tel: 01243 786321 Ext: 2292Email: thomas.collins@chichester.ac.uk |
| Mark VoarDeputy Head of Learning Computing | Room E121Tel: 01243 786321 ext. 2253/2252 Email: mark.voar@chichester.ac.uk |
| Rik TooleyDeputy Head of Learning Engineering/Professional learning Coach | Room W83aTel: 01243 786321 ext. 2254 Email: rik.tooley@chichester.ac.uk |
| Richard Crossley BSc(Hons), Cert Ed (FE) (dist), PhD, MRSBAssociate Lecturer in Biology | Room A333Tel: 01243 786321 Ext: 2326Email: richard.crossley@chichester.ac.uk  |
| Terry MolyneauxProfessional Learning Coach in Art, Design & media | Room E27Tel: 01243 786321 Ext: 2287Email: terry.molyneaux@chichester.ac.uk |

**Karen Guido**

Karen spent 15 years at Southern Water in Customer Service and Management roles. She worked as HR professional in public, private and voluntary sector organisations for a number of years before teaching. Karen has been a Business Teacher / Lecturer since 2002 in both schools and colleges teaching range of business courses including GCSE, BTEC, A Level as well as professional courses in Human Resource Management (CIPD) and Leadership and Management (ILM) at levels 3, 5 and 7. Karen has been at the college since 2008 as both a full-time lecturer and Associate Lecturer and is currently DHOL for Business and Management. Karen has a BA (Hons) Business Education (QTS), BSc (Hons) Social Sciences, MA in Education and Post-Graduate Diploma in Human Resource Management.

**Tom Collins**

Tom Collins graduated from the University of Aberystwyth with a 2:2 in Geography (BSc) and subsequently spent two years climbing and volunteering as a research assistant in the Swiss Alps. He then worked for a remote sensing company analysing satellite data for DEFRA analysing land use and management. This period culminated in a ‘big wall climbing’ trip to Yosemite in North America where he decided to move into education, teaching Geography and Earth Sciences and in 2005 completed a PGCE in Geography at the Institute of Education (UCL), London. Having graduated from the Institute of Education he then moved to teach in Sheffield working on several city- wide projects to develop a cutting edge, skills based humanities curriculum and working closely with the Duke of Edinburgh Award scheme. In 2010, he moved to teach at an inner city school in Southampton and went on to be assistant head of the Humanities Faculty. Since 2013, Tom has been at Chichester College lecturing on the A-Level Geography and Geology programmes as well as Access to Health and Social Care and the HND in Applied Biosciences. He is passionate about creative learning and using fieldwork to help students gain an intimate knowledge of the natural world

**Richard Crossley**

Richard Crossley graduated from the University of Hull with a 2:1 in Zoology. He stayed in Hull to work with Dr David Holberton studying for a PhD on the assembly and composition of the disc cytoskeleton in organisms of the genus *Giardia*. After completion of his PhD he was offered a postdoctoral position in the same laboratory and developed a method to isolate and characterize a novel cytoskeleton protein called giardin which forms structures called microribbons, which are unique to *Giardia*. He then moved to the University College London to take up a temporary Lectureship in Physiology. This gave him the opportunity to combine both research, studying the pronuclear movements in eggs from the sea urchin *Lytechinus pictus*, and teaching physiology to preclinical medical students. This experience led to the decision to train for a Certificate in Education at Garnett College in Roehampton specifically to teach in further education. Having gained a distinction on this course he took up the post of Lecturer in Anatomy and Physiology at Chichester College in September 1987. In 1996 he was promoted to Senior Lecturer. He retired in August 2015 but was tempted out of retirement on October 2015 to set up and run the new BTEC HND in Applied Biology. He is an enthusiast for Biology being an empirical subject and is keen to introduce new practical experiments and techniques into his teaching. From 1995-2004 he worked as a demonstrator/tutor for the Open University on Level 6 Summer Schools on brown adipose tissue and photosynthesis to maintain and update his practical skills. Learners can reap the benefits and develop a combination of high-level theoretical knowledge and understanding together underpinning advanced practical skills. These are of value when progressing into employment or further studies.

**Terry Molyneaux**

# 9 ASSESSMENT AND FEEDBACK

## 9.1 Progression

Moving up to the final, honours level of the degree programme is a noticeable step up from level 5 to level 6 and focusses more strongly on independent study, breadth and depth of theoretical analysis and critical thinking and writing. At this stage, you are developing the professional skills and understanding necessary for you to make immediate and effective impact within the workplace on graduation. You will develop understanding of a complex body of knowledge, across a range of business disciplines that will provide you with a well-rounded ability to evaluate evidence, analyse complex issues, conduct problem solving, manage and communicate within complex scenarios.

**Year 1**

**Level 4**

IFT/ MS 01 Principles of science

IFT/ MS 02 Analysis of data & use of maths

IFT/ AD 03 Material practices and structures

IFT/ AD 04 Techniques and processes

IFT/ EN 05 Computer Aided Design

IFT/ EN 06 Electrical and electronic principles

IFT/ CP 07 Networking and website design

IFT/ CP 08 Database design & development

**L3/ 4 apprenticeship**

**Work based progression**

**Year 2**

**Level 5**

IFT/ EN 09 Managing a professional technology project

IFT/ WB 10 Work based learning

IFT/ MS 11 Environmental analysis & monitoring

IFT/ AD 12 Digital design

IFT/ AD 13 Digital Fabrication

IFT/ CP 14 Programming

IFT/ MS 15 Renewable Energy

IFT/ MS 16 Statistics for experimental design

**Degree apprenticeship**

**Career progression**

**Year 3**

**Level 6**

Top up degree in Product Design University of Chichester

**MA/ MSc**

**Specialist career progression**

## 9.2 Formative assessment

The programme’s assessment strategy consists of a broad range of assessments at an appropriate level for your progression through the programme. The general nature of our assessment provides greater emphasis towards more independent learning as you progress through the year. The assessment grid detailed below in 9.3 shows the range of assessment types and Module Handbooks show the balance between coursework and examination. The primary focus when designing assessments has been to ensure the assessments are appropriate in enabling you to demonstrate your achievement of the learning outcomes.

Each module contains provision for formative assessment. Formative assessment is designed to give you early and continuing feedback about your learning and provides an opportunity to monitor your progress towards achieving the module’s learning outcomes without it counting towards your overall grade.

### 9.2.1 Assessment Grading Criteria and Learning Outcomes

Each Module Handbook provides detailed information on your assessment(s). This will be accompanied by detailed grading criteria indicating the attributes that your work will need to demonstrate to achieve a specific range of marks. This will be cross-checked against the Grading Matrix (Appendix 3) and feedback will be based around the % marking guides listed. Formative feedback will take a similar approach and this feedback will provide a useful guide for you to assess the quality of your own work as it develops, and before summative submission of work.

Each module has clearly defined learning outcomes, which are identified within the Module Handbooks. Learning outcomes detail the understanding and skills that need to be demonstrated within the assessment to ensure satisfactory completion of a module. The module assessment task(s) will require you to demonstrate that you have achieved these learning outcomes through the required assessment method and specific guidance will be provided to you from your Module Tutor and Module Handbook for you to achieve the module learning outcomes.

## 9.3 Summative assessment

Your summative assessments are the ones which count towards your overall grade and determine whether you progress from one year to the next. Therefore you are strongly advised to make use of the formative assessments on a topic before you submit the corresponding summative assessment.

The varied range of assessment methods for each module that will help you develop your skills for improved readiness for the workplace are shown below:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Types (year 1 Modules): | Practical Exercises | Oral Presentations | Reports/Documentation | Project work | Exam | Time Constrained Tasks | Computer Based Exercise/application | Peer Review | Reflective Accounts/Logs/Audits |
| IFT/ MS 01 Principles of science | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |
| IFT/ MS 02 Analysis of data & use of maths | ✓ |  | ✓ | ✓ |  |  | ✓ |  |  |
| IFT/ AD 03 Material practices and structures |  |  |  |  |  |  |  |  |  |
| IFT/ AD 04 Techniques and processes |  |  |  |  |  |  |  |  |  |
| IFT/ EN 05 Computer Aided Design |  |  |  |  |  |  |  |  |  |
| IFT/ EN 06 Electrical and electronic principles |  |  |  |  |  |  |  |  |  |
| IFT/ CP 07 Networking and website design |  |  |  |  |  |  |  |  |  |
| IFT/ CP 08 Database design & development |  |  |  |  |  |  |  |  |  |

### 9.3.1 Policy and Procedures Relating to Assignments

### 9.3.2 Submission of Assignments

You are required to submit all assignment work electronically through Turnitin by the set time and some assignments may require hard copy submissions as well. Hard copy assignments should be submitted in a soft backed, clear fronted plastic folder with hole-punched work. This will help ensure that your work is kept intact and easily accessible to the marker. Please do not put individual pages into clear plastic pockets, or include unstapled work in one clear document wallet or file as this will make the marking process longer. Hard copies should be handed into the STEM or CPA Administration Office at Chichester Campus between 12:30pm and 3pm on the submission date. (Please refer to Appendix 5 for instructions on how to submit your assessment work.)

ONE feedback of any draft submission is looked at by the tutor, but ONLY if handed in on the specified date. Non submission on the date will forfeit formative feedback.

### 9.3.3 Late Submission and Exceeding Time Limits

Assignments submitted on the date due, but received later than 3pm (hard copy), 11:59 (Turnitin) will be accepted, but subject to a **penalty of 5%** of the grade awarded. We will accept late submissions of written assignments up to one week after the deadline; and presentations exceeding their time allowance, but these will be subject to a **penalty of 10%** of the grade awarded. Should these penalties take your assignment below 40%, they will be graded a ‘fail’ and be subject to re-assessment. Where assessment is by presentation, or professional discussion this must take place at the time and date originally specified.

### 9.3.4 Extensions

We encourage you to take responsibility to ensure that you plan your time effectively to meet assignment deadlines. However, sometimes circumstances arise where for reasons outside of your control submitting the assignment on time may not be possible. In these cases, you may apply for an extension in advance of the deadline by completing an Assignment Extension Request form which can be obtained from the Administration Office. This form and any supporting evidence (i.e. doctor’s note) will be forwarded to one of the following staff members who are authorised to grant extensions:

* The Programme Leader will be responsible for granting extensions for up to 48 hours
* The Assistant Principal of Enterprise and Adults, if over 48 hours

As a guide, the following circumstances are examples of where an extension request is likely to be approved or declined.

Acceptable Assignment Extension Requests

* Significant illness or injury that has impacted on your ability to complete assignment(s) within the given time frame (usually requires doctor’s note as supporting evidence)
* Family bereavement (we suggest you also liaise with your Academic Support Tutor)

Unacceptable Assignment Extension Requests

* Printer has run out of ink when printing assignment the morning of the hand in date. (Not acceptable as the hand in date is a submission deadline. You would be expected to plan your workload so that the assignment should be completed prior to the hand in day to avoid complications of this type)
* Computer disk is corrupted and assignment has been ‘lost’. (Not acceptable as you should always maintain a back-up copy of your work.)
* Illness shortly prior to the hand-in date. (Not generally acceptable as work load should be managed to avoid completing the assignment ‘at the last minute’)
* Unable to complete assessment on time because of work commitments

We recognise that at times, circumstances arise where there is genuine need for an extension and this will not be held against you in any way. It is far better to ask for extensions if you are experiencing difficulties, rather than risk non-submission.

### 9.3.5 Collection of Assignments / Examination Scripts

The Module Tutor will provide guidance regarding the likely turn-around time for assignment/exam marking - you can normally expect them to be returned within three working weeks of submission deadline. You will be informed as to when you can collect your marked assessments from the Business and Management Office (between 12:30pm and 3pm), or their availability on Turnitin. If you are unable to collect your marked assessments, you may authorise a friend to do so. However, you will need to provide written confirmation authorising the collection of the assignment on your behalf. Considering the volume of assignments/scripts across the programme, we would be grateful if you would not call at the office requesting the return of your work prior to the published collection date.

## 9.4 Arrangements for returning marked work and providing feedback

If you fail to meet the summative assessment requirements for one or more modules, we may, at the discretion of the Examination Board provide you with a separate assessment for all assessment criteria within these modules. This may involve being assessed for the entire module(s) failed. During this time, you are required to attend college as usual until the assessment has been completed. Separate assessment will normally take place in time to meet the next available examination board. For example, if decisions made at the July Examination Board require you to take further assessment, this assessment will be taken by mid/end of August for the September Examination Board. Information regarding the nature and timing of the separate assessment will be sent to you in advance. The maximum mark achievable for (separate) re-assessment is 40% and only one re-assessment of a module will usually be allowed. If you fail on re-assessment you will be deemed to have irrevocably failed the module. In these circumstances, the Examining Board may provide you with the opportunity to take a different module of the same credit value to gain a maximum of a merit mark for that module.

Each module will have one final grade which is based on all assessments within the module. In the case of individual assessments not meeting the 40% pass mark, you can still pass the module if, collectively, your assessments meet this pass mark.

### 9.4.1 Procedures for Re-Assessment

If you fail to meet the assessment requirements for one or more modules, we may, at the discretion of the Examination Board provide you with a **separate** assessment for all assessment criteria within these modules. This may involve being assessed for the entire module(s) failed. During this time, you are required to attend college as usual until the assessment has been completed. Separate assessment will normally take place in time to meet the next available examination board. For example, if decisions made at the July Examination Board require you to take further assessment, this assessment will be taken by mid/end of August for the September Examination Board. Information regarding the nature and timing of the separate assessment will be sent to you in advance. **The maximum mark achievable for (separate) re-assessment is 40% and only one re-assessment of a module will usually be allowed.** If you fail on re-assessment you will be deemed to have irrevocably failed the module. In these circumstances, the Examining Board may provide you with the opportunity to take a different module of the same credit value to gain a maximum of a merit mark for that module.

Each module will have one final grade which is based on all assessments within the module. In the case of individual assessments not meeting the 40% pass mark, you can still pass the module if, collectively, your assessments meet this pass mark.

### 9.4.2 Procedures for Non-Submission

In accordance with Chichester College and University of Chichester’s academic regulations, if you fail a module due to non-submission of any part of the assessment, you will not be granted re-assessment by the Examination Board.

## Academic Regulations on Calculation of Awards

The University of Chichester Academic Regulations parts one, two and three are available online (<https://www.chi.ac.uk/about-us/policies-and-statements/academic-quality-and-standards>)

### 9.5.1 Calculation of an Award – Level 6 Weighting

In calculating the final award of the Honours degree, all grades achieved at Levels HE2 and HE3 will be aggregated, such that the 120 HE2 credits will be weighted as 40% of the award and the 120 HE3 credits as 60% of the award. The Board of Examiners will base the recommendation of classification on the following schedules:

|  |  |
| --- | --- |
| 70% and above | First Class Honours |
| 60-69% | Second Class, Upper Division, Honours |
| 50-59% | Second Class, Lower Division, Honours |
| 40-49% | Third Class honours |
| Below 40% | Fail |

### Ordinary Degree

An ordinary degree may be awarded where the student has achieved 300 credits, of which no more than 120 will be at HE1 and at least 60 must be at HE3. Students who have completed 300 credits at the time of graduation, will also be able to attend the graduation ceremony.

### Borderline Cases

If your calculated final grade is within 2% of the upper classification (e.g. 48%, 58%, 68%) you will be considered for upgrading. At 0.5% below the upper classification, you will automatically be upgraded. If your mark is within 2%, but below 0.5%, of the higher classification, you will be upgraded if your Research Dissertation is in the upper classification.

### Debt

If you are in debt to the College at the end of their programme, when the Examination Board meets, the result of the final examination will be withheld until the debt is paid.

## **9.6** **Hyperlinks to Student Online Handbook and University Academic Regulations**

The student handbook is available online on ChiOnline at <https://ccgonline.chichester.ac.uk/course/view.php?id=1454#section-0>

The University of Chichester Academic Regulations parts one, two and three are available online (<https://www.chi.ac.uk/about-us/policies-and-statements/academic-quality-and-standards>)

Give information on: Attendance; Conduct and behaviour; Student copyright and intellectual property; Mitigating circumstances; Academic malpractice; Fitness to Practise; Transcripts, certificates, diploma supplements; Appeals, complaints and discipline.

### 9.6.1 Mitigating Circumstances

Do I have mitigating circumstances? The circumstances you are seeking to mitigate must be unforeseeable or unpreventable and you must be able to demonstrate how these circumstances could have a significant impact upon your academic performance.

Common examples include:

* Significant personal illness or injury (where a doctor certifies that you should not work or study)
* The critical illness or death of a close family member/dependent
* Significant family crises or financial problems leading to acute stress
* Absence for public service (e.g. jury service)

Circumstances not normally considered:

* Events that were planned or reasonably foreseen (e.g. booked holiday)
* Failure, loss or theft of a computer or printer
* Non-diagnosed illness (e.g. exam stress)
* Inadequate time management/planning or paid employment commitments

If you are in any doubt about whether you should declare mitigating circumstances you should consult the Programme Leader. The Mitigating Circumstances form is available from the Higher Education Student Handbook and CCGOnline. Applications for mitigating circumstances must be made before the assignment deadline or exam date. Should you fall sick on the day of an examination, you can contact the Programme Leader, but once the examination has taken place, or the assignment deadline has passed, no applications for mitigation can be accepted. If you have any queries relating to the submission of claims for mitigating circumstances or if you require the claim form in an alternative format please contact the Higher Education Student Adviser. This guidance should be read in conjunction with the submission of work and academic appeals processes. Applications for mitigation will normally be submitted by the end of Week Nine of the term and the Mitigation Panel will sit in Week Ten.

### 9.6.2 Academic Malpractice

The College takes academic malpractice very seriously. Students suspected of academic malpractice will be asked to attend an Assessment Enquiry Panel. Where academic malpractice is confirmed, the Board of Examiners will be informed and they will determine the nature and extent of the penalty to be imposed. A range of penalties may be considered, from lowering the grade, to withholding a degree award. Academic malpractice can take a number of forms including:

|  |  |
| --- | --- |
| Academic Malpractice Relating to Student’s Own Work | Academic Malpractice Relating to the Work of Other Students |
| * Collusion: where a student works in a fraudulent manner with another (or others) being assessed independently (either wholly or in part) in the same module
 | * Aiding and abetting: where a student assists another student in any form of dishonest academic practice
 |
| * Plagiarism: to ‘take and use another person’s thoughts, writings, inventions as one’s own’ (Oxford English Dictionary)
 |
| * Commissioning: getting another person(s) to complete work which is subsequently submitted as the student’s own work
 |
| * Impersonation: where somebody undertakes an examination or assessment posing as another person
 |
| * Duplication: the replication of element(s) of material in more than one assessment within the same institution or elsewhere, simultaneously or at some other time
 |
| * Syndication: the submission of substantially similar piece(s) of work by two or more students, either in the same institution or in a number of institutions, either at the same time, or at different times
 |
| * Falsification of data: where data have been invented, altered, copied or obtained by unfair means
 |

In the light of increasing incidences of academic malpractice, Chichester College will join other universities and colleges in using electronic plagiarism detection services such as Turnitin and varied assessment methods.

### 9.6.3 Word-Length of Assignments and Equivalents

Each module will be assessed according to an assessment equivalent of 3,500 word report for every 15 credits. The report represents a ‘currency’ to ensure standardised equity of assessment across varied assessment methods. It can be difficult to be precise where more than one assessment method is used, but it does provide a comparable guide to Module Tutors between forms of assessment and modules. Examples of equivalents include the following:

* a 3,500 word report
* a folder of shorter pieces totalling 3,500 words including practical/professional reports
* seminar/workshop presentation of up to 35 minutes
* a seen or unseen examination of three hours

These examples indicate the total assessment for each module and Module Tutors will aim to ensure that assessment does not exceed the ‘equivalents’ in terms of your input.

### 9.6.4 Penalties for Exceeding Prescribed Length for an Assignment

Assignments that exceed the word count or presentations that exceed their time allocation can be penalised by deducting up to 10% of the mark, depending on the extent of the problem. As a consequence, this may have a detrimental impact on the overall mark awarded for the module.

### Appeals

If you do not agree with the decision of the Board of Examiners, you have the right to appeal if you can produce evidence of one or more of the following:

1. that your performance has been adversely affected by illness or other factors which, in exceptional circumstances, you were unable or, for valid reason, unwilling to divulge to the Board of Examiners before reaching its decision; if the appeal is based on mitigating circumstances, written corroborating evidence must be produced; if the appeal is based on evidence that the student had been previously unwilling to divulge to the Board of Examiners, the letter should set out the reasons why you were unwilling to produce such evidence at an earlier stage and provide any appropriate supporting documentary or medical evidence
2. that there had been a material administrative error in the conduct of the examination
3. that the assessment had not been conducted in accordance with the appropriate regulations for that programme
4. that some other material irregularity had occurred
5. that, in reaching its decision, the Board of Examiners had erroneously concluded that you had cheated, plagiarised, or attempted to gain an unfair advantage in an element of work submitted for a degree
6. that the supervision of your project or external placement was unsatisfactory to the point that your performance was seriously affected

Students may not question the academic judgement of the examiners and any request based on such grounds will be dismissed. Students wishing to make an appeal and who have evidence of extenuating circumstances unknown to the Board of Examiners when making its recommendation, or allegations of error or irregularity, should in the first instance discuss the matter with the University of Chichester Head of the Quality Standards (or their nominee). At this stage, the matter can be referred to the University of Chichester Deputy Vice-Chancellor who may advise the student that the Examination Board will reconsider its decision at its next meeting, taking into account the new evidence, and that the appeal is not necessary.

If the above fails to resolve the issue, you should write to the University of Chichester Head of Academic Standards Unit (or nominee), setting out the grounds for the appeal and the revised decision you seek. A request for an appeal should reach the University of Chichester Head of the Academic Standards or nominee within 21 calendar days of the announcement of the decision of the Board of Examiners. The University of Chichester Head of the Academic Standards will refer the matter to an Appeals Panel. The Panel will be chaired by the University of Chichester Vice-Chancellor as Chair of the Academic Board and will consist of two other members of the Academic Board and two members from Boards of Examiners, other than the Board against which the Appeal is lodged. The composition of the Panel will be in line with the University and College's Equal Opportunities Policy. The University of Chichester Head of the Academic Standards (or nominee) will be in attendance.

The Panel may:

* Dismiss the appeal if the grounds are unsubstantiated, or if in the case of alleged extenuating circumstances these would not have affected the recommendation of the Board of Examiners
* Uphold the student's case and request the Board of Examiners to reconsider its recommendation(s)
* Dismiss the case but request a change in the procedures of the programme or of the Board of Examiners

Appeals Panels will not strike out appeals solely because of minor procedural deficiencies in the application. The Panel will instruct the Chair of the Appeals Panel (or nominee) to convey its decision in writing to you as soon as possible after the conclusion of the hearing and not later than 14 calendar days after the hearing. The registered status of any student who lodges an appeal will be reinstated (if appropriate) on a provisional basis. In the event of an appeal being rejected, the provisional registration will no longer be valid and will be terminated. Boards of Examiners will not normally reconvene solely to consider students whose appeals have been upheld. The Board of Examiners shall have the power to amend its original decision, in light of the Appeal Panel's finding, or to adhere to its original decision where it feels the Appeals Panel has acted outside of these regulations. Such cases must be referred to Academic Board for resolution at its next meeting. The Academic Board may decide to accept the Examination Board's original decision, or the Appeals Panel's recommendation, or to amend either decision.

If the Chair of the Appeal Panel considers that the Board of Examiners has not taken due and proper account of the recommendations of the Appeals Panel they may refer the matter to the Academic Board. The Academic Board may decide to annul or amend the decision of the Board of Examiners or to take no action. Appellants who have exhausted the internal appeals procedures will be issued with a formal Completion of Procedures letter and may then consider applying to pursue their cause through the Office of the Independent Adjudicator, within three months of the issue of the Completion of Procedures letter. Acceptance of an award, for example by attendance at an awards ceremony to receive the award, will be taken as agreement to the decision of the Board of Examiners by the student concerned. In such circumstances, no further appeal will be allowed.

### 9.6.6 Notification of Examination and Assessment Results

All records of your progress are submitted to the Boards of Examiners for approval in the final degree outcome. Generally, you will be informed of your results within three working days after the Board of Examiners meeting. Results will be sent out by post to your home address and will not be available over the telephone, so it is important that any change of address has been notified to Admissions. You can expect to receive your end of year results within 21 working days of the Final Board of Examiners. If you have not received your results at the end of 21 days, call the STEM Office on 02143 786321 ext: 2526 and another copy will be sent to you.

### 9.6.7 Special Arrangements for Examinations / Assessments

A variety of special arrangements for examinations and assessment are available to students, who for specific reasons are deemed to need them. You will need to contact the College’s Additional Support department, or the Student Health Services to discuss and record your requirements. These will be subject to confirmation by the College’s Additional Support team. It is your responsibility to request special arrangements for examinations/assessments as soon as possible from the start of the academic year. Late requests may not be able to be accommodated. A recent educational psychology report or medical evidence from a Doctor or other specialist will be needed to support your request.

## HEAR Statement

Throughout your course you will accumulate an electronic Higher Education Achievement Report (HEAR) which provides a single comprehensive record of your achievement <http://www.hear.ac.uk/>. You will receive a blank HEAR at the start of your course. It provides a place where you can record all the verifiable additional activities you engage in alongside your academic programme, which add value to the University or the wider community through University or Students’ Union coordinated activities. This will show the full range of skills you have gained as part of your University experience. For example it could include details of IT, communication and team working skills, all expected of a University graduate. Or how you have developed in confidence and assertiveness or become more aware of business and commercial opportunities.

The Higher Education Achievement Report is a university verified electronic document which will be released to you on graduation. The aim of the report is to enable you to demonstrate to a potential employer the full range of skills you are to offer both academic and non-academic and so increase the chances of you finding a job. You use a token system to allow potential employers electronic access to your HEAR. The report is provided as part of the University Careers and Employability Service and further information about HEAR can be accessed online.

<https://www.chi.ac.uk/study-us/student-services/welcome-careers-and-employability-service/hear>

## Board of Examiners

### 9.8.1 The Role of the Board of Examiners

There is a Programme Examination Board that sits each year which comprises of the:

* Chair (as appointed by Academic Board)
* External Examiner(s)
* Head of Learning
* Programme Leader
* Module Tutors

The Programme Examination Board makes recommendations to the Undergraduate Awards Board whose job it is to ensure that the Regulations are applied fairly across all programmes. The Board also meets as an Interim Board of Examiners, early in semester 2.

### 9.8.2 The Role of External Examiners

The programme has external examiners who act as ‘critical friends’ to ensure that the programme is maintaining the highest quality in terms of programme delivery and student achievement. The external examiners are involved in the assessment of coursework and examinations, receive the annual review of programme report and will be involved in discussions with Tutors as appropriate. The external examiners note students’ perceptions of the programme, review samples of assessments and attend Board of Examiner meetings. The external examiners also play a major role in the continuing evaluation of the programme. Their annual reports form a part of the Chichester College and University of Chichester’s documentation and are responded to by the programme’s annual report to the Academic Standards Committee.

The external examiners will moderate work from over a number of modules to ensure that the work has been marked fairly and consistently, and that effective feedback has been provided. If an assignment of yours is going to be seen by an external examiner, it may be that when you collect your assignment it will have already been sent to an external examiner. In this event, you will be provided with a copy of your Tutor’s comments, details of your grade and where appropriate a photocopy of your marked assignment. You must retain all of your assignments during your degree programme, as at any point they may be recalled for external examiners. If a Module Coordinator needs your assignment they will contact you. All assignments will be returned to you after the Examination Boards. External examining is part of the marking and moderation process for assignments. If your assignment is recalled, please return it promptly.

# 10 Programme Management

Your degree route is part of the Business portfolio of higher education and professional courses at Chichester College.

## The Higher Education Board and Academic Board

The Higher Education Board at Chichester College and the Academic Board at the University of Chichester are ultimately responsible for strategic and management policy decisions and initiatives in respect of the programme. They are accountable to the governing body of Chichester College and the University of Chichester. The Boards will normally meet once every semester. Specific responsibilities include:

* providing opportunities for students, and Tutors to consider key matters relating to the programme
* monitoring the workload and assessment of students
* reviewing the development of the programme and to consider proposals for revision and improvement
* ratification of the annual monitoring and evaluation reports for the Academic Standards Committee. (The Business programme is subject to rigorous monitoring and review and student feedback provides a key element within the evaluation process)
* to make recommendations to the Higher Education Board
* to feedback to the student body responses to issues raised by student representatives

## Composition of the Programme Board/Staff Student Liaison Committee

* The Head of Higher Education will normally act as chairperson
* Head of Learning; Science, Technology, Engineering and Maths
* Head of Learning; Creative and Performing Arts
* Quality Manager
* Subject Librarian
* The Programme Leader
* Module Coordinator /Work Experience Coordinator
* Higher Education Student Adviser
* Student representative

A quorum shall be one third of the members of the programme board. Note - in addition to the members of the programme board any other staff that teach on the programme are entitled to attend.

The final decision of your degree will be given at the Programme Board of the University of Chichester.

## Student Representatives

The Student Voice is a key priority within Chichester College. Your opinions have a valuable role in informing the development and enhancement of courses and shaping all aspects of the learning experience. There will be many opportunities to share your views and tell the college what you think, including:

* Student Unit Evaluation (SUE) at all levels (a module-level satisfaction survey)
* Internal student survey which incorporate the national student survey questions - the results of which are analysed by the Quality Management team and disseminated to Course Leaders
* Feeding back to the Programme representative, or representing the course yourself
* Informal feedback during scheduled sessions or with the Programme Leader
* Taking part in Programme Development/Periodic review panels/teams
* Staff and student liaison committee
* Student membership on the HE Board and HE Committee
* HE student conferences
* Students’ Union

Usually each programme will have one or two nominated programme Representatives who will attend be-tween 2-3 meetings a year. Representatives will be chosen during the initial stages of your programme of study.

# Programme Administration

## 11.1 Registration

At the beginning of the academic year you will be required to register against specific modules. It is your responsibility to ensure that you register for sufficient modules to ensure both a full programme of study and progression within the programme of study. Where optional modules are included within your programme, it is your responsibility to ensure that you have undertaken any option module pre-requisite requirements that may exist.

## 11.2 Withdrawal

If you are considering withdrawing you are strongly advised to first discuss your plans with your Programme Leader. They can act as a sounding board for you to test out whether withdrawing is the best option for you. We sometimes find that some students think they need to withdraw when perhaps there are other options such as intermitting which may be better for them. If after if you wish to withdraw you must undertake the Chichester College process available from the Higher Education Student Adviser.

## 11.3 Intermission

Intermission is an interruption of study for up to two years. Normally, it will take place at the end of one academic year and before the start of the next. You may, however, wish to intermit at the end of the first term, in which case the procedures are the same. These are the steps in the process:

* After seeking academic advice from tutorial staff, you should collect an Intermission Form from Director of Higher Education.
* The completion of this form will involve you obtaining the signatures of the Programme Leader and Director of Higher Education. What you are seeking to verify at this stage of the process is that you are able to return to a viable programme of study (for example, that your projected return date does not create problems in terms of the sequence of modules; this is particularly relevant where double modules and pre-requisite modules are involved).
* You are responsible for liaising with Student Finance England over any funding implications – Student Admissions may be able to help by supplying explanatory letters, but you are responsible for this part of the process. You should check carefully your personal financial implications since you are not likely to be eligible for Income Support or Housing Benefit and will lose your Council Tax exemption and your Student Loan.
* The completed form should be returned to the HE Registrar - you have not intermitted until the form has been recorded by HE Registrar and up to that point, examination boards will assume that you are a continuing student.
* Conditions of intermission may be set - these are requirements that must be met before your return.
* When you are returning from intermission, you should HE Registrar and notify them.
* You will be expected to resume your programme at the point where you left it - so on or before your return you may need to complete assessment or re-assessment. If this is the case such conditions will be set at the time your Intermission is authorised.

## 11.4 Changes to Your Programme

For any of the above changes, you will need to collect and complete, by no later than the first week of the term, a Change in Registration form available from the HE Registrar.

To complete this form, you will need the signatures of the relevant Programme Leader. The purpose of this process is to ensure that your change has been fully advised and approved by those responsible for running the programme, or part of the programme to which you wish to transfer. Change must normally be negotiated within the first week of term.

All such transfers will be contingent upon the availability of the programme, mode or module in question and the amount of credit you have at the point of transfer. You must be particularly careful that in transferring you will not run the risk of reaching the end of year examination board without sufficient credit to progress to the next year. The Higher Education Student Adviser will work with the University Admissions staff who will be happy to advise you on your credit profile, and to indicate any implications in your requested transfer.

You must return the completed form to the University Admissions staff. Until your request has been agreed by the STEM department, your original module registration will stand. You should not leave a programme or module on the assumption that your transfer will be agreed - stay in contact with your original programme or module until you are sure a transfer is possible. If in doubt, contact Student Admissions by telephone on 01243 786321. You are responsible for your registration on a viable programme of study, but staff are happy to advise. Once all procedures are completed satisfactorily, the College will confirm the change in writing to the student and the HE Registrar will advise all relevant internal colleagues and Student Finance England accordingly.

## 11.5 Change to Registration

There may be circumstances where you wish to make amendments to your programme of study. For example, you may wish to:

* change your subject(s)
* change to another programme
* change of mode of attendance
* change modules
* intermit (i.e. suspend your studies) for a semester or year
* apply for a transfer to another Institution
* withdraw

There are formal procedures which you must follow and support services in place to advise you. In the first instance it is suggested that you should always consult with your Higher Education Student Adviser. Your Programme Leader will also be able to offer helpful advice. If you are experiencing any difficulties with any of the procedures outlined below you should contact the Academic Student Hub located in A Block reception. For withdrawal and intermission queries please ask for the Higher Education Student Adviser. For changes of module, withdrawal, programme and/or mode of attendance please ask for the Higher Education Student Adviser. You should ensure that you are fully aware of any financial implications on whatever course of action you are taking - preferably before you start. The College’s advice services can give general advice but you are strongly advised to contact Student Finance England direct for clear interpretation of the rules governing Student Loans and Awards. Transfers to other institutions become increasingly difficult to arrange as a programme progresses and are not normally possible after the end of the first year (see section 4.5.7)

## 11.6 External Transfer

If you wish to transfer to another Institution, you must contact the Higher Education Student Adviser who will contact with the University of Chichester Student Adviser team for a release/withdrawal form. The transfer will not be approved on academic grounds if the correct form is not completed, which may cause problems with Student Finance England. The form should be returned to HE Registrar promptly, who will then amend their records and advise all relevant internal colleagues and Student Finance England accordingly. Please note that it is your responsibility to make your own application to your chosen establishment - the College and University are unable to assist in this procedure.

## 11.7 Change of Address

If you change your home or term-time address, you must update your personal details immediately, including postal code and contact numbers through Student Records at Chichester College and we will update the University of Chichester. Failure to do this may result in missed communication, delay of receipt of examination results or other important documentation.

## 11.8 Change of Name

If you wish to change your name in order to have a different name appear on the final certificate from the one under which you are registered, you should supply Student Records at Chichester College with a copy of your Marriage Certificate or Deed Poll Papers and also notify the Programme Leader and the University of Chichester of the change.

Appendices

# Appendix 1 Grading Matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Class /Marks Overall Quality | Relevance | Argument (reasoning) | Evidence | Structure and Presentation (visual / written) |
| Fail 0% | Non-Submission or work of no value |
| Fail1-9%Minimal Quality | Contains little of relevance to the objectives of the assessment task.Fails to answer and address the set topic | No practical, academic or intellectual application. | Based on little or no evidence. Lacks academic and intellectual integrity and quality. Use of non-academic sources limits intellectual understanding. | Presentation is inappropriate, unclear and inaccessible. Work is not coherent or succinct. Serious errors of vocabulary, syntax, spelling and punctuation obscure the overall meaning. No logical development or organisation of the materials with few links between statements and sections. References are absent, incorrect or inaccurate. |
| Fail10-19%Very Poor Quality | Contains limited relevance to the objectives of the assessment task. May address the topic but not the assignment brief. May be scanty and brief. | Work is descriptive and anecdotal. Minimal or no argument. May be entirely reliant on the work of others, with no practical and /or academic application to demonstrate understanding of the material. | Irrelevant or minimal use of recommended sources, resulting in a lack of understanding and inadequate supporting evidence. Non-academic sources that lack intellectual integrity are relied upon | Presentation is inappropriate, unclear and inaccessible. Points are not made coherently or succinctly. Compound errors of vocabulary, syntax, spelling and punctuation seriously detract from the overall meaning. Materials lack logical development. Relationship between statements and sections are hard to recognise. References may be absent, incorrect or inaccurate |
| Fail20-34%Poor Quality | Inconsistency of relevance to the objectives of the assessment task. Addresses topic but not always the assignment brief. May be significantly short of required length/ time. | Descriptive or anecdotal work with scanty or no argument. Reliant on the work of others and does not use this to develop own arguments. No critical discussion or theoretical engagement. Little practical and intellectual application. | Minimal and inadequate knowledge of relevant and recommended sources. Their use as supporting evidence may be inaccurate, inappropriate or negligible. Reliance on dated, unreliable or non-academic sources. | Poor visual and written presentation. The style may be inappropriate, unclear and inaccessible. Points may not be made coherently or succinctly. Errors of vocabulary, syntax, spelling and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. Relationship between statements and sections may be difficult to recognise. References may be absent, inaccurate or incorrect. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fail/PP35-39%Weak Quality | May be some deviation from objectives of the assessment task. May not consistently address set question or assignment brief. May be short of required length/time. | Descriptive or anecdotal with little or no critical discussion and theoretical engagement. Unconvincing or minimal line of argument. Mostly reliant on the work of others, displaying little understanding or ability to apply the material. | Very limited range, use and application of relevant and recommended sources. Demonstrates lack of real understanding. Too much reliance may be placed on dated, unreliable or non-academic sources. | Weak presentation. Aspects of the style may be inappropriate, unclear and inaccessible. Some points will not be made coherently or succinctly. Errors of spelling, vocabulary, syntax and punctuation may seriously detract from the overall meaning. The materials may lack logical development and organisation. Relationship between some statements and sections may be difficult to recognise. Limited use of references and some may be inaccurate. |
| 3rd40-49%Acceptable Quality | Satisfactorily addresses most objectives of the assessment task Completed to acceptable tolerance, limits of time/length. | Work is descriptive with minimal critical discussion and limited theoretical engagement. Too much reliance on the work of others rather than developing own understanding and application of the material | Limited range of relevant and recommended sources are used, but with some inadequacies in their use and employment as supporting evidence. There may be some reliance on dated or unreliable sources | Acceptable presentation. Some aspects of the style may be unclear. Points may not be made coherently or succinctly. Some errors of vocabulary, syntax, spelling and punctuation but these are not serious distractions from the overall meaning. Some lack of logical development and organisation of the materials. The relationship between some statements and sections may be hard to follow. Work is referenced accurately with some errors. |
| 2 (ii)50-59%Sound Quality, competent with some limitations | Competently addresses objectives of the assessment task, but may contain minor errors or omissions at the lower end, where treatment of issues may be superficial. Completed to required time/length, etc. | Some limited critical discussion, but argument is unconvincing, particularly at the lower end where the work is more descriptive. More reliance on work of others rather than developing own arguments. Limited theoretical and conceptual analysis. | Range of relevant and recommended sources are used, but this may be in an unimaginative or literal manner, particularly at the lower end of the range. Limited use of sources beyond the standard recommended materials. | Generally sound presentation. Style is largely clear and accessible. There may be minor errors of vocabulary, syntax, spelling and punctuation but these should not detract from the overall meaning. There may be inconsistencies in the organisation and development of materials. The relationship between some statements and sections may not be easy to follow. Some points may not be made coherently or succinctly. Work is referenced accurately with few errors |
| 2(i)60-69%High Quality, skilled work | Clearly addresses the objectives of the assessment task, especially those elements requiring critical analysis. At the higher end the work will not contain errors or omissions. | Generally clear line of critical and evaluative argument, with ability to develop own ideas from the work of others. Ability to engage in theoretical and conceptual analysis. | Good range of relevant and recommended sources used in an imaginative and largely consistent way as supporting evidence. Use of some sources beyond recommended texts including more complex materials. | Good visual and written presentation. Clear and accessible style. Generally good standards of vocabulary, syntax, spelling and punctuation. Logical organisation and development of materials. Coherent. Relationship between statements and sections are easy to follow. Referencing is accurate and appropriate. |
| 1st70-79%Excellent Quality | Authoritatively addresses the objectives of the assessment task, especially those components requiring critical analysis, synthesis and evaluation. | A clear and consistent line of critical and evaluative argument, displaying the ability to develop one’s own insightful ideas from the work of others. Excellent engagement in theoretical and conceptual analysis. | Wide range of relevant and recommended sources used in an insightful and consistent way as supporting evidence. Some in depth use of sources beyond recommended texts, to demonstrate independent research. | Excellent visual and written presentation. Very clear and accessible style. Good standards of vocabulary, syntax, spelling and punctuation. Logical and fluent organisation and development of materials. Coherent and succinct. Relationship between statements and sections are very clear. Referencing is accurate, appropriate and extensive. |
| 1st80-89%Outstanding Quality). | Innovatively addresses objectives of the assessment task, especially those components requiring sophistication of critical analysis, synthesis and evaluation. | A clear and consistent line of highly critical and evaluative argument, displaying the ability to develop one’s innovative ideas from the work of others. Creative flair in theoretical and conceptual analysis | Wide range of recommended and relevant sources used in an innovative and consistent way to support arguments. In depth use of sources beyond recommended texts, demonstrates creative flair in independent research. | Outstanding visual and written presentation. Sophisticated yet clear and accessible style. Very good standards of vocabulary, syntax, spelling and punctuation. Possibly innovative yet logical and fluent organisation and development of materials. Articulate, coherent and succinct. Relationships between statements and sections are clear and precise. Referencing is accurate, appropriate and extensive. |
| 1st90-100%Exceptional or distinguishedQuality | Professionally addresses the objectives of the assessment task, especially those components requiring originality of critical analysis, synthesis and evaluation. | Consistent line of profound critical and evaluative argument, displaying the ability to develop original ideas from an innovative synthesis of the work of others. Creative flair in advanced theoretical and conceptual analysis | Wide range of relevant and recommended sources used in a profound and consistent way as supporting evidence. Use of cutting-edge sources beyond the recommended texts, including in-depth use of complex material demonstrating advanced independent research. | Distinguished visual and written presentation. Highly sophisticated yet clear and accessible style. Extremely good standards of vocabulary, syntax, spelling and punctuation. Innovative yet logical and fluent organisation and development of materials. Highly articulate, coherent and succinct. Relationships between statement and sections are precisely made with great clarity.Referencing is accurate, appropriate and extensive. |

# Appendix 2 Missed Sessions

Log on to “My Courses” on CCGOnline & complete Absence Form. Save and print off 2 copies

**Hand 2 copies of the form in person**, to Module Coordinator before, or at, the next session attaching evidence if applicable, e.g. doctor’s certificate if absence more than one week, jury service summons etc.

Module Coordinator signs and approves the action you are going to take to make up the missed session.

Take agreed action as soon as possible to make up for missed session.

Discuss any concerns affecting your engagement with the module, with Module Coordinator.

Module Coordinator sends their copy to programme administrator who logs the absence and send form onto your Course Leader.

Discuss these or more general concerns with your Higher Education Adviser

**copy copy**

Copy 1

Copy 2

NB. If your absence is likely to be prolonged please ensure that you contact the Programme Leader and Higher Education Student Adviser to discuss further.

# Appendix 3 Submitting Assessment Work

All assignments should be submitted online via Turnitin software which can be accessed via your own CCGonline account which you will receive after registration.

# Appendix 4 Chichester College Policies available to staff on CCG ChiDrive

**6(a) DBS Policy**

**6(b) Equality, Diversity and Inclusion Policy**

**6(c) Disability Disclosure Process**

**6(d) Recruitment and Selection Policy**

**6(e) Health and Safety Policy**

**6(f) E&D Report (2014-15)**

**6(g) Recruitment of Ex-Offenders Policy**