



# Pre-Enrolment Information

2017-18



ANGLO-EUROPEAN  
COLLEGE OF CHIROPRACTIC

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# Welcome

Congratulations on choosing the AECC as your educational institution whilst you undertake our Access to HE Diploma in Health Sciences. This pre-enrolment information booklet contains useful information about the Access Diploma and the AECC. It's a good idea to read through this information before you arrive on enrolment day to help orientate you to the way Access Diplomas are assessed and graded, and to help you understand the facilities available to students when you have enrolled. A more detailed Student Handbook will be available for you to look at once your enrolment is complete.

To ensure that you are fully aware of the College's policies and procedures as well as the student support network and facilities available you will also be directed to relevant information available on the College's website and VLE during your induction.

You are about to embark on an intensive course that will require a lot of hard work and commitment. However, the reward could be a place in Higher Education (HE) and a route to employment as a healthcare professional.

Remember that all the staff of the AECC are here to help you achieve your goals; feel free to ask any questions or ask for help whenever you need it whilst you are with us.

We look forward to seeing you soon and hope that you enjoy the year.

A handwritten signature in black ink, appearing to read 'Philip Dewhurst', with a stylized flourish at the end.

Philip Dewhurst

Course Leader

# College Calendar

## Academic year (Provisional Dates for 2017-18)

|                        |                                    |  |
|------------------------|------------------------------------|--|
| <b>Start of Year</b>   | 15 September                       | The AECC is open to students all year round (with the exception of the Christmas/New Year and Easter periods). Opening times are displayed around campus and on the VLE. |
| <b>Christmas Break</b> | 11 December - 11 January inclusive |  |
| <b>Spring Break</b>    | 26 March - 12 April inclusive      |  |

## Dates for your diary

|                                       |  |
|---------------------------------------|--|
| Induction session                     | 15 September 2017                                    |
| Recommended UCAS application deadline | 2 October 2017 (medicine) 5 January 2018 (all other) |
| Diploma teaching ends                 | 29 April 2018  |
| Final Assessment Board                | w/c 25 June 2018 – date to be confirmed              |

## Course Structure

The Access course has been designed to be a flexible part time route to gaining the necessary qualifications for progression onto Higher Education. The course has been arranged across the academic year and you will complete a number of units, each of which is equated to either 3 or 6 credits. Units are delivered at weekends so as to maximise your potential for independent study and fulfilling work/family commitments. Due to this design the weekends are intensive and you will be exposed to all relevant materials required for the unit but you will need to actively engage in study during your own time. **It is strongly recommended that you dedicate 10-15 hours each week to completing your reading, revision and assignments.**

The AECC recognises that students will likely undertake paid employment during the course of the Diploma. However, managing the demands of paid employment are the responsibility of the student and any such work should not impede the student's ability to attend classes or meet assessment deadlines. Students who do not attend classes or miss assessment deadlines may have their registration on the Diploma reviewed in line with the AECC Fitness to Study policy. **Therefore, we suggest that students engage with paid employment up to a maximum of 22 hours a week.**

## 2017-18 Course Planner

| Unit | Unit title                                   | Credit value | Level | Proposed Delivery Date                   |
|------|--|--------------|-------|--|
| 1    | Study Skills                                 | 6            | 3     | 16-17 September 2017                     |
| 2    | Introduction to Chemistry                    | 3            | 2     | 22-24 September 2017                     |
| 3    | Introduction to Biology                      | 3            | 3     | 29 September – 1 October 2017            |
| 4    | Placement Practice                           | 3            | 3     | 13 October 2017                          |
| 5    | Introduction to Physics                      | 3            | 3     | 13 - 15 October 2017                     |
| 6    | Stress and Wellbeing                         | 3            | 3     | 27 - 29 October 2017                     |
| 7    | Biochemistry                                 | 6            | 3     | 10 - 12 and 24-26 November 2017          |
| 8    | Human Movement                               | 3            | 3     | 8 - 10 December 2017                     |
| 9    | Health Education and the Promotion of Health | 6            | 3     | 12 - 14 January 2018                     |
| 10   | Psychology- Psychological Disorders          | 3            | 3     | 19 - 21 January 2018                     |
| 11   | Cardiopulmonary System                       | 6            | 3     | 26 - 28 January and 9 – 11 February 2018 |
| 12   | Homeostasis                                  | 3            | 3     | 23 – 25 February 2018                    |
| 13   | Human Disease and Immunity                   | 3            | 3     | 09 - 11 March 2018                       |
| 14   | Human Nutrition and Digestion                | 6            | 3     | 23 – 25 March 2018                       |
| 15   | Research Issues in Health and Social Care    | 3            | 3     | 13 – 15 April 2018                       |
| 16   | Ethical Issues in Professional Practice      | 3            | 3     | 27 – 29 April 2018                       |

***(Please note that dates of delivery may change but you will be updated through the VLE, Email and your class rep if this happens)***

## Credit Value

Credits are awarded to you when you have successfully completed a unit. Each unit has a credit value indicating how much it is worth. Note that the same number of credits are awarded whatever your passing grade. (E.g. a pass, merit or distinction are all passing grades and are all awarded the same number of credits).

## Credit level

Credits are awarded at level 2 or 3. These levels are mapped to the Regulated Qualifications Framework (RQF) available here: <https://www.gov.uk/what-different-qualification-levels-mean/compare-different-qualification-levels>

### Level two

At level two you are expected to acquire a broad range of competencies, knowledge and understanding. You are expected to demonstrate that you can extend your previous abilities in unpredictable and less structured contexts. **Level two broadly equates to GCSE study.**

### Level three

At level three you are expected to acquire a more complex range of competencies, knowledge and understanding. You will be expected to show that you are developing autonomous, analytical and critical abilities. Level three prepares you to progress to further independent achievements. **Level three broadly equates to A level and BTEC National Diploma study.**

## Learning outcomes and assessment criteria

Learning outcomes describe the skills, knowledge or understanding that you will be able to demonstrate as the result of your studies. At the beginning of each unit your tutor will provide you with the appropriate learning outcomes.

The assessment criteria for the units you study tell you exactly what you have to do to demonstrate that you have successfully completed each learning outcome.

You will find a list of assessment criteria for each unit of the Access course within the unit reference sheets (Appendix I) of this handbook.

## Grading

A grade of Pass, Merit or Distinction is awarded for Level 3 units which are part of the graded 45 credits of the Diploma. 15 credits of the Diploma will not be graded and may contain Level 2 units. In order to achieve a Pass you must demonstrate that you have achieved all the specified assessment criteria as stated on each assignment. To achieve Merit or Distinction grades the work must first evidence the achievement of all relevant assessment criteria. Level 3 work for the graded 45 credits of the Diploma, that evidences all criteria will be eligible for grading and will be awarded according to the descriptors

identified on the unit reference sheets (Appendix 1). The full grade descriptors are shown in the 'Grade' section of this handbook.

## Assessments

You may have both formative and summative assessments for each unit. A formative assessment does not contribute to your grade in a unit and is aimed at improving a student's performance by providing feedback.

A summative assessment demonstrates the extent of the learner's success in achieving the assessment criteria and meeting the learning outcomes of a unit. Summative assessments contribute to your final grade and are present in every unit.

Your final work submitted will be assessed through a range of different summative assessment methods as outlined for individual units as shown below:

## Completing Assessments

You are expected to attempt all questions/tasks relating to a particular assessment. Any deliberate attempt to avoid answering questions/tasks with the aim of giving yourself an advantage in later assessments may be considered an academic offence and subject to disciplinary proceedings. The AECC Student Disciplinary Procedures – Access Diploma Programme are available to view on the VLE.

## Recognised Prior Learning

You may request accreditation for achievements gained on other courses by completing a CAVA accreditation of prior learning (RPL) claim form.

The prior achievements must

- be at level 2/3 or above
- be directly relevant to the areas of study on the Access course and can demonstrate equivalence to a complete unit
- not be more than 30 credits out of the 60 required for an Access to Higher Education Diploma.

Should you wish to consider this then please clarify further details with the Course Leader.

## Grades/rules for assessed work

Your submitted work will need to cover all the learning outcomes for a unit. It will also be assessed against 'grade descriptors' to determine if your work is worthy of a merit or distinction grade. Each unit has a specific set of grade descriptors that your work will be assessed against. There are seven grade descriptors in total and each unit reference sheet gives details of the grade descriptors in use for that unit.

# Grade descriptors for the Access to HE Diploma

## 1. Understanding the subject

### About this descriptor

This descriptor provides the opportunity to recognise the extent to which a student has acquired the knowledge relevant to the given unit. Knowledge includes fact, theories, models, perspectives, practices and conventions.

| Indicative content for Merit :  | Indicative content for Distinction:   |
|---|---|
| <p><b>Using this descriptor</b></p> <p>Any choice (one or more) from the list a to c.</p>   | <p><b>Using this descriptor</b></p> <p>Any choice (one or more) from the list a to c.</p>   |
| <p>The student, student’s work or performance</p> <p>a. demonstrates a <b>very good</b> grasp of the relevant knowledge base</p> <p>b. is <b>generally</b> informed by the major conventions and practices of the area of study</p> <p>c. demonstrates <b>very good</b> understanding of the different perspectives or approaches associated with the area of study</p> | <p>The student, student’s work or performance</p> <p>a. demonstrates an <b>excellent</b> grasp of the relevant knowledge base</p> <p>b. is <b>consistently</b> informed by the major conventions and practices of the area of study</p> <p>c. demonstrates <b>excellent</b> understanding of the different perspectives or approaches associated with the area of study</p> |

## 2. Application of knowledge

### About this descriptor

This descriptor provides the opportunity to recognise a student’s ability to apply the knowledge that they have acquired. This may be in a wide variety of ways, such as essays, projects, experiments, case studies etc. This ability is distinct from the student’s demonstration of the acquisition of knowledge and the actual structure and presentation of the work.

| Indicative content for Merit :  | Indicative content for Distinction:   |
|---|---|
| <p><b>Using this descriptor:</b></p> <p>Any choice of bullet points (1 or more) from a, with either b and/or any of the bullet points (1 or more) from c.</p> | <p><b>Using this descriptor:</b></p> <p>Any choice of bullet points (1 or more) from a, with either b and/or any of the bullet points (1 or more) from c.</p> |

|   |  |
|---|--|
| <p>The student, student's work or performance</p> <p>a. Makes use of relevant ideas<br/>facts<br/>theories<br/>perspectives<br/>models,<br/>with <b>either</b></p> <p>b. breadth <b>or</b> depth that goes beyond the minimum required to Pass,<br/>and/or</p> <p>c. <b>very good</b> levels of<br/>consistency                      precision<br/>accuracy                          insight<br/>analysis                            synthesis<br/>creativity</p> | <p>The student, student's work or performance</p> <p>a. Makes use of relevant ideas<br/>facts<br/>theories<br/>perspectives<br/>models,<br/>with <b>both</b></p> <p>b. breadth <b>and</b> depth,<br/>and/or</p> <p>c. <b>excellent</b> levels of<br/>consistency                      precision<br/>accuracy                          insight<br/>analysis                            synthesis<br/>creativity</p> |
|---|--|

### 3. Application of skills

#### About this descriptor

This descriptor provides the opportunity to recognise a student's ability to apply the skills that they have acquired. The term 'skills' can be defined in relation to the content of the unit. It can refer to the intellectual, technical or practical skills students need in their work, such as editing skills in media, laboratory techniques in science, vocal techniques in drama.

However, skills associated with the general researching, finding and use of new information, and general literacy skills are most appropriately dealt with through Grade Descriptors 4 and 5, which address these essential skills for Access to HE students in more detail.

| Indicative content for Merit :   | Indicative content for Distinction:   |
|--|---|
| <p><b>Using this descriptor</b></p> <p>a. and/or b. with any choice (one or more) of the listed items</p> <p>Where a. and b. are both used, the skills, techniques or methods applied in b. must be those selected in a.</p> | <p><b>Using this descriptor</b></p> <p>a. and/or b. with any choice (one or more) of the listed items</p> <p>Where a. and b. are both used, the skills, techniques or methods applied in b. must be</p> |

|   |  |
|---|--|
|   | those selected in a.   |
| <p>The student, student's work or performance</p> <p>a. <b>generally</b> selects appropriate</p> <p>skills</p> <p>techniques</p> <p>methods</p> <p>b. applies appropriate (selected or given)</p> <p>    skills</p> <p>    techniques</p> <p>    methods</p> <p>with <b>very good</b> levels of</p> <p>    confidence</p> <p>    consistency</p> <p>    creativity</p> <p>    innovation</p> <p>    precision</p> <p>    accuracy</p> <p>    efficiency</p> | <p>The student, student's work or performance</p> <p>a. <b>consistently</b> selects appropriate</p> <p>skills</p> <p>techniques</p> <p>methods</p> <p>b. applies appropriate (selected or given)</p> <p>    skills</p> <p>    techniques</p> <p>    methods</p> <p>    with <b>excellent</b> levels of</p> <p>    confidence</p> <p>    consistency</p> <p>    creativity</p> <p>    innovation</p> <p>    precision</p> <p>    accuracy</p> <p>    efficiency</p> |

#### 4. Use of information

##### About this descriptor

This descriptor provides the opportunity to recognise a student's ability to work with new information. They may search for and identify this information for themselves, or it may be provided for them by others at any stage in the course of a piece of work. It describes a number of the skills associated with research and the effective use of information, and is therefore a more appropriate and detailed descriptor for this activity than the less defined coverage of Grade Descriptor 3, Application of skills.

Research skills of this nature are regarded as particularly important for students aspiring to progress to HE in certain disciplines.

| Indicative content for Merit :  | Indicative content for Distinction:  |
|---|--|
| <p><b>Using this descriptor</b></p> <p>Any choice of items (one or more) from the list a to f.</p> <p>The student, student's work or performance</p> <p>a. identifies new information from sources which are <b>generally</b> appropriate</p> <p>b. makes <b>some</b> use of additional information</p> <p>c. <b>generally</b> appraises the relevance and value of new information accurately</p> <p>d. shows a <b>very good</b> grasp of the meaning and significance of new information</p> <p>e. <b>generally</b> combines or synthesises information with outcomes that are:</p> <p>accurate</p> <p>appropriate</p> <p>In practice-based/practical work:</p> <p>f. is informed by research that draws on a range of sources and resources that goes beyond the minimum required for the work</p> | <p><b>Using this descriptor</b></p> <p>Any choice of items (one or more) from the list a to f.</p> <p>The student, student's work or performance</p> <p>a. identifies new information from sources which are <b>consistently</b> appropriate</p> <p>b. makes <b>extensive</b> use of additional information</p> <p>c. <b>consistently</b> appraises the relevance and value of new information accurately</p> <p>d. shows an <b>excellent</b> grasp of the meaning and significance of new information</p> <p>e. <b>consistently</b> combines or synthesises information with outcomes that are:</p> <p>accurate</p> <p>succinct</p> <p>innovative</p> <p>creative</p> <p>In practice-based/practical work:</p> <p>f. is informed by research that draws on an <b>extensive</b> range of sources and resources</p> |

## 5. Communication and presentation

| Indicative content for Merit :   | Indicative content for Distinction:  |
|--|--|
| <p><b>Using this descriptor</b></p> <p>Any choice (one or more) of items from the list</p> | <p><b>Using this descriptor</b></p> <p>Any choice (one or more) of items from the list</p> |

|  |  |
|--|--|
| <p>The student, student's work or performance shows <b>very good</b> command of</p> <p>format</p> <p>structure</p> <p>use of images</p> <p>language (including technical or specialist language)</p> <p>syntax</p> <p>register</p> <p>spelling</p> <p>punctuation</p> <p>referencing</p> | <p>The student, student's work or performance shows <b>excellent</b> command of</p> <p>format</p> <p>structure</p> <p>use of images</p> <p>language (including technical or specialist language)</p> <p>syntax</p> <p>register</p> <p>spelling</p> <p>punctuation</p> <p>referencing</p> |
|--|--|

### About this descriptor

This descriptor provides the opportunity to recognise a student's ability to structure and present their works in ways that aid the effective communication of their thinking and the reader's and viewer's ability to understand it. It includes all forms of presentation: written, visual, and oral.

## 6. Autonomy/independence

### About this descriptor

This descriptor provides the opportunity to recognise a student's ability to take responsibility for how they carry out their work.

| Indicative content for Merit :  | Indicative content for Distinction:   |
|---|---|
| <p><b>Using this descriptor</b></p> <p>Any choice of items (one or more) from the list a to e.</p> <p>The student, student’s work or performance</p> <p>a. makes <b>generally</b> sound judgements about how to complete work</p> <p>b. <b>in most cases</b> takes opportunities to initiate appropriate actions</p> <p>c. specifies problems for completing work and <b>promptly seeks</b> clarification and/or guidance</p> <p>d. responds promptly and effectively to guidance</p> <p>e. demonstrates <b>very good</b> time-management</p> | <p><b>Using this descriptor</b></p> <p>Any choice of items (one or more) from the list a to e.</p> <p>The student, student’s work or performance</p> <p>a. makes <b>consistently</b> sound judgements about how to complete work</p> <p>b. <b>nearly always</b> takes opportunities to initiate appropriate actions</p> <p>c. specifies problems for completing work and <b>independently generates</b> and pursues solutions</p> <p>d. works effectively with a high level of independence</p> <p>e. demonstrates <b>excellent</b> time-management</p> |

## 7. Quality

### About this descriptor

This descriptor is used in all units. It is deliberately of a different nature and character compared with other descriptors, as it allows for a tutor to make a holistic judgement about a student’s work, reflecting the quality of the totality of that work in a way that the grades awarded against individual descriptors may not entirely achieve.

| Indicative content for Merit :   | Indicative content for Distinction:   |
|--|---|
| <p><b>Using this descriptor</b></p> <p>Any choice of items (one or more) from the list a to c.</p> | <p><b>Using this descriptor</b></p> <p>Any choice of items (one or more) from the list a to c</p> |

|   |   |
|---|---|
| <p>The student, student's work or performance</p> <p>a. is structured in a way that is <b>generally</b> logical and fluent</p> <p>b. contains some ambiguities or limitations in the expression of arguments or ideas</p> <p>c. taken as a whole, demonstrates a <b>very good</b> response to the demands of the brief/assignment</p> | <p>The student, student's work or performance</p> <p>a. is structured in a way that is <b>consistently</b> logical and fluent</p> <p>b. arguments and ideas are unambiguous and cogent</p> <p>c. taken as a whole, demonstrates an <b>excellent</b> response to the demands of the brief/assignment</p> |
|---|---|

## Assessment Regulations

Your final grades are considered and confirmed by the awarding body (CAVA) following rigorous internal assessment and internal verification followed by external moderation. **It is strongly recommended that you always make a copy of all submitted work.**

You will be provided with feedback on your coursework on the Assessment Brief. The feedback should be helpful and informative and aid your learning and personal development. **The declaration of authorship attached to your assignments must be signed before your work can be marked.**

## Coursework Submission

### Handing in coursework

The Undergraduate Programmes Office will publish deadlines for submission of coursework in the 'Assessment and Grading' page of the VLE. Deadlines for coursework are also available on the individual Assessment Briefing Sheets and on the Access to HE year planner. **All assignments must be word processed and saved in the .docx, .xlsx, pptx etc, file format unless stated otherwise. You should make a copy of all your work prior to submission and keep a backup of your work at all times.**

Coursework and other forms of written work are submitted electronically through the VLE. You will be shown how to make electronic submissions using the college's VLE. Submission of hard copies are made directly to the Undergraduate Programmes Office. The deadline for the submission of all written work (be it by electronic submission or hard copy) is **12 o'clock on the deadline date**. Queries relating to coursework submission should be directed to the unit tutor or the Undergraduate Programmes Office team.

## Deadlines

Deadlines must be met when submitting coursework. Sometimes the deadlines from different tutors may unavoidably overlap and it is important to ensure that you plan your workload to ensure you can meet all deadlines.

Coursework submission dates and formal examination dates apply to all students without exception, including any alternative dates granted through approved mitigation. Late Submission, Non-Submission and Non-Attendance without valid circumstances all carry fixed penalties

## Return of work

Normally you can expect your work to be marked and returned within four weeks from the date of submission. This allows for marking and internal moderation. During holiday periods (such as Christmas or Easter) the return of marks and feedback may take longer. Expected return dates are provided on the year planner.

## Resubmission of work/reassessment:

### Unsuccessful Submissions and Examinations

Any submission (coursework, exam, presentation etc.) is unsuccessful when one or more of the learning outcomes for the assessed work has not been achieved. The original submission will be returned to the student with written feedback which explains which learning outcome(s) has / have not been achieved and why. The tutor will use his / her discretion as to what is required in the resubmission. If undue advantage could be gained by resubmission of the same assignment or assessment task (e.g. exam) an equivalent task will be devised to assess the same set of learning outcomes. A new resubmission date will be given and written on the front sheet. Successful resubmissions will be marked in the same way as successful first submissions, i.e. grades will apply.

### Referrals

There is only one opportunity for resubmission (unless mitigating circumstances have been identified). If the resubmission is unsuccessful (that is, the resubmitted work still does not meet the learning outcomes in full), the only means by which credits can be awarded is through referral to the CAVA Referrers panel or External Moderator. **Grade indicators for the referred resubmission are capped at Pass.**

If a referral is required the unit leader, Course Leader and Undergraduate Programmes Office will prepare the request form and inform the student of the decision. **Referrals will not normally be considered where the total credit value of the units which have already been achieved through referral, or might be achieved as an outcome of a further referral, is more than 15.**

### Mitigating circumstances

Students who wish the college to take account of extenuating personal circumstances which are affecting the ability of the student to complete the work in the required timescale must bring them to

the attention of the Undergraduate Programmes Office as possible. The AECC Mitigating Circumstances Policy and Procedure will be followed in all mitigating circumstances requests.

The following circumstances will **not** normally be considered:

- Pressure of work
- Computer/IT failure of students own equipment
- Timetabling of coursework/assessments
- Misreading of assignment deadlines
- Poor time management
- Scheduling of holidays or time abroad
- Demands of paid employment

Unit grades cannot be reconsidered following receipt of mitigating circumstances. The AECC will make reasonable adjustments, where necessary, to allow students to undertake assessment without disadvantage. This may include supportive arrangements such as extra time in assessments, or to sit the assessment again. The only circumstances in which grade indicators may be amended are following the Representation or Academic Appeals processes (see Appeals below).

## Your responsibilities

One of the aims of the Access to HE Diploma course is to help you become an independent and autonomous learner. This means that you must learn how to take responsibility for your own studies and progress on the course. Some of the areas for which you are responsible are explained in the following sections of this course handbook.

### Attendance

You are required to attend a minimum of 80% of your classes but in order for you to reach your full potential 100% attendance is expected. If you are absent from class then it is your responsibility to catch up with missed work. You will find that missing even one class will put you at a disadvantage in your learning; it is therefore essential that you attend all classes unless there is a good reason not to. Attendance is taken at each class and the Course Leader will review adherence.

If you know in advance that you will be absent from a class please inform the unit leader and the Undergraduate Programmes Office (contact details on page 5) giving a reason for your absence.

- Your attendance will be logged and if it is problematic you will be asked to meet with the Course Leader to discuss reasons why and set targets for improvement. If necessary you will be referred to Student Services for support.
- Continued absence will result in a letter being sent to your home address (and copied to your AECC email) requesting you to contact the college and explain your reason for absence.
- A maximum of three attendance letters will be sent to your home address. Failure to reply to all three letters may result in your withdrawal from the course.

- If you discover at short notice that you are unable to attend college on a day then you must speak to the Undergraduate Programmes Office administrator by phoning the Undergraduate Programmes Office (contact details on page 5) you should also email your tutor explaining your reason for absence.
- All medical, dental, driving lessons or other routine appointments should be arranged outside of scheduled classes.
- Your tutor reference for progression to university, will comment on your attendance.

Students who are absent from teaching may contact tutors to request meetings to discuss the missed work and assessment requirements. These meetings will be arranged at the discretion of the tutor.

## **Punctuality**

It is good practice and courteous to your lecturer and fellow students that you are on time for your classes. There may be occasions when lateness is unavoidable, however, punctuality and persistent lateness will be closely monitored and will be addressed by the Course Leader.

## **Other Expectations**

### **Directed Study**

Due to the intensive nature of your Access to HE Diploma course you will need to undertake a large amount of independent study. This will include background reading, directed study tasks, revision and assignments. Students who complete their directed study tasks will find that they improve their chances of achieving and obtaining high grades. It is strongly recommended that you dedicate 10-15 hours each week to completing your reading, revision and assignments. Therefore, we suggest that students only engage with paid employment up to 22 hours a week.

### **Organising your time**

One of the most important skills you need to develop to become a successful student is learning to organise your time. This skill will not only help you achieve your Access Diploma but will be essential for successful completion of your studies in higher education. It is recognised that students studying on Access courses are mature students who often have to juggle other commitments and demands on their time alongside their studies. Part of your Study Skills unit and your personal tutorial time will be allocated to helping you develop a time management plan. This will help you to recognise the best way for you to plan your time.

You will need to be honest with yourself when logging how you spend your time and then from that draw up a realistic timetable of study. This will not be fixed because circumstances change. However, it is important that you find the best way for you to fit studying into your life. Taking control in this way will ensure that you do not fall behind with your work and go on to achieve your aim of studying in higher education.

# Guidelines for References and Bibliographical Presentation

The College uses the **Bournemouth University Harvard Referencing System**, and most publishers and universities use the **Harvard system**. You will be given guidance on referencing in your Study Skills unit and additional help is available on the [Referencing page](#) of the Learning Services Website. .

## Support for your Studies

### Personal Tutors

When you begin your studies one of your tutors will be allocated to you as your personal tutor. Your tutor will expect to meet with you on a regular basis. It is your responsibility to make yourself available for planned meeting times.

The individual meeting will be used to discuss your progress, attendance and engagement to date. This information will be recorded and if necessary you will set targets, with the aid of your tutor. The targets will enable you to focus on areas that need improvement to ensure that you achieve your ultimate goal of completing the Access to HE Diploma successfully.

These meetings also work in the other direction. They are valuable opportunities for you to voice any concerns you may have about your work. Of course, you do not have to wait for one of these planned meetings to talk to your tutor, you can request a meeting at any time to discuss any matter that may be concerning you. Indeed, if you are experiencing a difficult situation at home, at work or at the College that is having an effect on your ability to complete work satisfactorily then it is important that your tutor is made aware of your problems. Your tutor will treat any information you give them as a matter of confidence.

The Course Leader collates information regarding your attendance, performance and behaviour throughout the course. If the Course Leader feels that there are concerns about your progress they will request a meeting with you to discuss the issue and offer support.

### Student Services

Student services can be located on the top floor of Cavendish House and provides student counselling services, general advice regarding life at college/university, wellbeing support and study support. This is a free service provided by the AECC and appointments can be made by prior arrangement. If you believe you would benefit from speaking to the Student Services team, please contact them directly. All meetings are confidential and not disclosed to the faculty without permission.

### Additional Learning Support

If you have indicated during the application and enrolment process that you may require additional facilities or consideration of any medical condition which could affect your ability to study or to take examinations and assessments, e.g. epilepsy, heart disease, diabetes, sensory impairment or physical disability, you must meet with the Head of Undergraduate Programmes Administration within the first few weeks.

If you know you need additional learning support, e.g. you have dyslexia or dyspraxia, you should contact the Undergraduate Programmes Office and submit your documentation supporting this. All registered students who have been assessed for and diagnosed with a Specific Learning Difficulty (dyslexia, dyspraxia, etc.) will be interviewed by a specialist tutor from the college once the Undergraduate Programmes Office has been informed.

Students who suspect that they might need additional learning support but have not yet been assessed should contact the Undergraduate Programmes Office. Arrangements will then be made for screening to take place and, if necessary, further specialist assessment. If you have or develop a medical condition that you think may be affecting your ability to study effectively, you should contact the Head of Undergraduate Programmes Administration for advice. Once your needs have been assessed, measures will be taken to support you in assessments, this might include:

- Extra time for written examinations, normally 25%, in a separate room
- Examination papers printed on coloured paper or the use of coloured overlay if recommended
- Use of a computer to record your answers
- Other measures recommended by the expert assessor

## Resources for Students

### Learning Services and E-Developments

This is located on the ground floor of the main building and encompasses the AECC library and electronic learning resources. The library can accommodate 75 students in study areas and the ground floor computer suite. The library holds around 10,000 books, 7000 periodicals and a variety of multimedia resources.

As well as holding many copies of recommended textbooks and health care journals, it will give you access, through the [Learning Services website](#), to a vast range of electronic resources, including electronic journals, databases and online anatomy programmes. The Learning Services staff are ready to help you in finding the resources you need.

### Computers and Wi-Fi

The AECC has a total of 70 computers available to Access students. These are located in the Library (20 computers) Cavendish House (30 computers), refectory (4 computers) and Anatomy Models Laboratory (6 computers). All computers on campus are PCs using Microsoft Windows and Microsoft Office programmes. There is also extensive Wi-Fi coverage across the entire campus which can be accessed on any device using your student ID and password (the same ID and password you use to log-on to a computer on campus). Please ensure that if you plan to use a computer at home and at the AECC to complete your work that you save your files in a format compatible with Microsoft Office. This is typically a file format ending in .docx / .pptx / .xlsx. Please note that mitigating circumstances are not normally granted for IT problems (see Mitigating Circumstances above).

You can also directly connect your smartphone, laptop or tablet's email software to the college's email server meaning your AECC emails go straight to your device. Details on how to do this are available on VLE.

## **Sports and Societies**

Access Diploma students are welcome to join the college's sports teams, clubs and societies but are not allowed to compete within the British Universities and Colleges Sport (BUCS) fixtures. For further information please contact the Students Union.

## **Applying to University**

To apply for a place at university you first have to identify the degree courses you are interested in studying. Help will be available to aid you in this choice. The Course Leader and Admissions team are very experienced in this process. A UCAS workshop morning will be held shortly after the course commences. This will be facilitated by the Course Leader and explain the process of applying to university using UCAS. A member of the admissions team will also be available to answer any questions you may have about the application process. The advice you receive at this workshop is not specific to the AECC's courses and will help you in applying to any institution.

After choosing the course you wish to apply for the next step is to write your Personal Statement. Your tutors will offer some assistance in this process and a personal statement forms part of the summative assessment of the Study Skills unit.

It is recommended that all UCAS applications for courses are completed by 1st December with the exception of medicine and veterinary science. Please speak with the Course Leader if you are applying for these courses.

## ***Finally***

*Good luck from the Access Team. We hope you enjoy your studies at the AECC.*