Exeter College

Teaching, Learning and Assessment Handbook for:

FOUNDATION DEGREE IN AIRCRAFT ENGINEERING

2026-2027

Dear Student,

Important – please note

The College will do its best to provide appropriate support for students with a disability. In the context of Higher Education study, the term disability covers a range of impairments, medical conditions, mental health issues, and specific learning difficulties. We have put in place a few changes to procedures and to our campus to make our courses more accessible, and this is reflected in the diversity of students studying with us. However, it is important for us to consider any individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University

If you have already told us about a disability, we may ask you for further information or invite you for a meeting with the DSA Supervisor, if necessary. We can then properly assess, in discussion with you, your individual requirements and ensure that we have the best possible chance of having any necessary adjustments in place at the start of your course. We can also offer information, advice, and guidance about applying for **Disabled Students' Allowance (DSA)** **https://www.gov.uk/disabled-students-allowance-dsa** via Student Finance.

If you have a disability but have not yet told us about it, please contact:

Carmen Dix
DSA Supervisor/Advisor
Adult Advice Hub
IoT Building
Hele Road
Exeter
EX4 4JS
Telephone: 07385466593 or 01392 400443
Email: dsa@exe-coll.ac.uk

While we can make reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in advance, and that could negatively impact your experience of the course or even your ability to complete your course or to take up your place.

Please respond positively to any requests from us for information. We can then explore with you the support available such as assistive technologies. We can also address any health and safety issues and relevant academic or professional expectations and if necessary, advise you on alternative options. Any information you give us will be dealt with in confidence and only shared within the University with your consent and on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study, and to be able successfully to complete your university course.

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1. WELCOME AND INTRODUCTION TO THE FOUNDATION DEGREE IN AIRCRAFT ENGINEERING [IN COLLABORATION WITH KINGSTON UNIVERSITY]

Congratulations on your choice to study at Exeter College. We hope that you will thoroughly enjoy your experience here with us and aim to support you and guide you effectively through your studies. Whilst studying here you will benefit from the excellent teaching and learning, and pastoral support provided by the staff in the College.

This Handbook contains important information including:

- The Institution Procedures, facilities, and opportunities
- Programme Information
- Academic Regulations including Extenuating Circumstances
- Student Support including wellbeing, careers education, information, and guidance
- Financial information and guidance on funding
- Learning Resources
- Study Skills Support including key resources on Referencing and Plagiarism

Welcome to the Kingston University course for the award of an 'Foundation Degree in Aircraft Engineering'. Based in the new state-of-the-art Future Skills Centre, this programme will achieve a Foundation Degree qualification in two years, with an opportunity to progress to a full- time or part-time bachelor's degree in Aircraft Engineering' after graduating. Or into employment to pursue a career in a relevant industry through achievement of the CAA [Civil Aviation Authority] award, which is studied alongside the degree.

You will study a number of modules that will develop your understanding of a wide range of engineering techniques and provide you with the analytical tools and concepts necessary to understand the technical and managerial issues you may face in an engineering career. You will apply theories and techniques to real world examples. This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

Please note that this document should be read in conjunction with the following links to Kingston University advice, information & guidance.

Kingston University Web Page
Aircraft Engineering FdEng | Kingston University London

Programme Specification
Programme Specifications - Home

Future Skills
Future Skills at Kingston University | Kingston University London

Kingston University Policies and Regulations
Policies and regulations | Kingston University London

Kingston University General Student Regulations
General student regulations | Kingston University London

Kingston University Student Complaints Procedure
Student complaints procedure | Kingston University London

Kingston University Mitigating Circumstances and Extensions Regulations
Mitigating circumstances and extensions regulations | Kingston University London

Student Conduct and Behaviour Procedure
Student conduct and behaviour procedure | Kingston University London

Qualification code:

UCAS Code: 2H60
Course: FdEng/AE

Course make-up:

The restrictions imposed by UK CAA Pt 147 and the knowledge requirements of Pt 66 have had a major influence on the design and structure of the FD Aircraft Engineering course. However, the FD Aircraft Engineering course has been designed in accordance with the university Undergraduate Modular Scheme (UMS).

The course is divided into two years, and each stage is divided into modules. Each module is worth 15 credits for a single module and 30 for a double module. Students must complete 240 credits to be awarded the FD Aircraft Engineering. The modules in each year, and the module titles, credit ratings and UK CAA relationship can be seen in the course structure below..

Year 1 Level 4 FdEng Aircraft Engineering

Core modules	Module code	Credit Value	Level
Mathematics and Physics for Practitioner Engineers	AE4001	30	4
Electrical Engineering Fundamentals	AE4002	30	4
Aerodynamics and Aircraft Electronic and Digital Systems	AE4003	30	4
Navigate With Aircraft Practical Skills	AE4017	30	4

Year 2 Level 5 FdEng Aircraft Engineering

Core modules	Module code	Credit Value	Level
Aircraft Materials, Hardware and Maintenance	AE5001	30	5
Aircraft Structures and Systems	AE5007	30	5
Explore with Aviation Legislation and Human Factors	AE5008	30	5
Propulsion systems	AE5043	30	5

Note: The information in this handbook should be read in conjunction with information posted by your programme team.

1.1. Staff / Student Communication

Group Head of Higher Education	HE Department contacts	HE Librarian
Marianne Readman HEOffice@exe-coll.ac.uk	Tracey Cheetham – Group HE Quality Officer traceycheetham@exe-coll.ac.uk 01392 400249	Please visit your subject specific LRC and the LRC pages on Moodle:
HE Wellbeing/Support	**HE Careers/ Employability**	**Student Experience Lead**
College Wellbeing Team – the wellbeing officers can also refer students to the College Counselling Team in Appropriate. studentexperience@exe-coll.ac.uk Carmen Dix - Supervisor/Advisor HE Learning Support dsa@exe-coll.ac.uk 01392 400443	Deborah Kearney deborahkearney@exe-coll.ac.uk	Kat Toomey kattoomey@exe-coll.ac.uk 01392 400511

All staff will communicate with students in the following ways:

- College Email
- Teams class site pages
- Programme and University Level Notice Boards
- Institution extranet/ intranet / virtual learning environment
- General study guidance is always available, and the site can be accessed 24/7 on and off site from the beginning of your studies.
- Module guidelines for all modules are available from the beginning of your studies and specific handouts and presentations will be available within 24 hours of a session.
- Students need to ensure that they update their information regularly to maintain access to their student account.
- Programme Notice Board
- University Level E-bulletins
- Higher Education and Adult Learning SharePoint site:

It is in your interest to check all of these on a regular basis to ensure you have not missed important messages.

1.2. Student Voice

Your opinions and needs, often known as 'Student Voice', are an important aspect of being an HE student. The Quality Assurance Agency (QAA) for Higher Education in the UK suggests that 'Student engagement is all about involving and empowering students in the process of shaping the student learning experience'. Thus, the Student Voice is important and as such we actively encourage all students to get involved at a range of levels in their learning and in quality assurance, enhancement, and management of their course.

The Student Voice is one of the tools we have at our disposal to facilitate real, positive change in partnership with our University Level student community. We are committed to the ongoing improvement of our services, but it relies heavily on the exchange of feedback between students and staff so that we can focus our efforts effectively.

There are many opportunities for the student voice to be heard within an academic year. Student Reps will be invited to share their views at regular course level Programme Committee Meetings. Student feedback is taken very seriously and is acted upon as much as possible to ensure student satisfaction. Unfortunately for operational reasons, not everything is feasible, but we will maintain a commitment to transparency on these occasions.

In addition to the formalised student voice meetings processes, we aim to offer informal feedback through an open contact policy with the Student Experience Lead. Informal feedback made through this contact route will be logged and presented alongside the regular student voice activities.

You can find the Student Voice page here:
https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Adult-Student-Voice.aspx

1.3. Student surveys

You may be asked to participate in surveys throughout your course to give us feedback during your course, and we encourage you to provide feedback throughout the year. You can also give us feedback by visiting the Student Voice page.

Surveys provide valuable information to enable us to improve your programme and learning experience. You will receive feedback from tutors on changes that have been made due to your feedback, so it is key to engage with these surveys to have your voice heard.

You will also have the opportunity to complete the Office for Students, National Student Survey and Graduate Outcomes Survey to inform Kingston University, Exeter College and the Office for Students about:

- your learning, assessment & progression.
- the future design of the qualifications.
- other aspects of the quality assurance mechanisms.
- the development of resources.

More information can be found at the Office for Students web site Home - Office for Students

1.4. Your Virtual Learning Environment

Your Programme Manager will introduce you to the College's virtual learning environments VLE each teacher will have their own preferences, but assignments should be submitted on the course Microsoft Teams page where you will find resources such as:

- Module guides - Teaching, Learning and Assessment
- Teaching materials
- Links to appropriate academic resources
- Links to Study Skills
- Guide to referencing

1.5. Your Library - Learning Resources

You will be introduced to using the Learning Resource Centres (LRCs) during your induction. You will also be inducted in how to borrow books, access online materials, use systems and obtain the necessary resources to assist you with your studies.

Each Learning Resources Centre has:

- Networked PCs for student use. A Mac suite and TV studio is also available at the Creative Industry Learning Resources Centre
- Wi-Fi facilities allowing students full network access on their own IT equipment.
- Self-service photocopying and binding services

The online library catalogue is available both on and off campus. Students can use the catalogue to renew and reserve items, and media equipment and PCs can be booked via the online booking systems.

Full information on the range of services and resources and how to contact the Learning Resources Centres can be found on the Learning Centre portal pages:

Essential Information for Higher Education Learners (sharepoint.com)

You also have access to the CAA module presentations through Microsoft Teams which can be accessed through your college IT account. This uses Microsoft 365 which can be downloaded onto personal home computers for additional & occasional virtual learning. You will be shown how to access this during induction and can review this procedure through the college SharePoint hub Getting Started with IT.

2. DISTINCTIVE FEATURES OF THE PROGRAMME

Whichever pathway you choose, each is taught in a similar manner and is assessed primarily by assignment work, presentations and summative exams. You will generally work in larger groups for core units but smaller classes for specialist units. Where you will partake in formal lectures and undertake laboratory/practical work which is designed to develop a practical investigating approach to learning.

2.1. Course Contact List

You will be assigned a Personal Tutor, who will normally be your programme lead. They will be available for pastoral advice and study skills development. The key staff helping you through the challenges of study at this level include:

Name	Role	Tel	Email
Gary Herrington	Kingston Liaison Officer	01392400482	garyherrington@exe-coll.ac.uk
Susan Senior	Administrator	01392400380	susansenior@exe-coll.ac.uk
Mike Robinson	CAA Manager	01392400395	mikerobinson@exe-coll.ac.uk
Nick Tucker	Level 4 Programme Lead		nicktucker@exe-coll.ac.uk
Richard York	Level 5 Programme Lead		RichardYork@exe-coll.ac.uk
Jonno Bell	Lecturer		JonnoBell@exe-coll.ac.uk
Josephine Langdon	Lecturer		JosephineLangdon@exe-coll.ac.uk
Malcolm Brown	Lecturer		malcolmbrown@exe-coll.ac.uk

College and programme staff will communicate with students in the following ways:

- Email
- Higher Education and Adult Learning SharePoint site:
- University Level Student Moodle site (see section below).
- HE programme classroom notice boards.
- HE Newsletter.
- Teams course site.

It is in your interest to check all of these on a regular basis to ensure you have not missed important messages.

3. PROGRAMME STRUCTURE

Attendance Requirement

Students must complete a minimum of 2400 hours of managed training in order to successfully complete an UK CAA approved course and be awarded a full Training Certificate. To achieve this, you must attend all of the timetabled sessions. Any significant absence in a single module may preclude recognition of that module(s) under UK CAA ruling and this may prevent you from being allowed to take the associated UK CAA assessment.

Learning Delivery

Each year requires 36 weeks of attendance and Kingston modules are integrated into the CAA part 66 modules as follows. Each module will be assessed on completion of delivery.

1st Year modules and assessment strategy

KU unit Title/ number	Assessments	CAA Module	Assessments
Mathematics and Physics for Practitioners [AE4001]	*2 x In Class Test and 2x Assignment*	Module 1 & 2	*2x MCQ examination*
Electrical Engineering Fundamentals [AE4002]	*2 x In Class Test and Lab Portfolio*	Module 3	*1x MCQ examination*
Aerodynamics and Theory of Flight, Digital and Electronic Systems [AE4003]	*2 x In Class Test and 1x Assignment*	Module 4 & 5 Module 8	*3x MCQ examination*
Navigate with Aircraft Practical Skills [AE4017]	*Portfolio of Practical Evidence, Course Journal*	N/A	*N/A*

2nd Year modules and assessment strategy

KU unit Title/ number	Assessments	CAA Module	Assessments
Aircraft Materials, Hardware and Maintenance [AE5001]	*3-hour end-of-module examination* *1x Assignment*	Module 6 & 7	*2 x MCQ examination & Short Essay (Mod 7. Only)*
Aircraft Structures and Their Mechanical Systems [AE5007]	*1.5-hour end-of-module examination*	Module 11	*1 x MCQ examination*
Explore with Aviation Legislation and Human Factors [AE5008]	*2 x 1.5 hour In Class Test (ICT)*	Module 9 Module 10	*2 x MCQ examination &* *2 x Short Essay*
Propulsion Systems [AE5043]	*2-hour end-of-module examination*	Module 15 &17	*2 x MCQ examinations*

3.1. Employment and Progression Opportunities

You will be taught by industry experts and will apply theory to practical working situations. All previous students have either progressed onto related industry jobs or higher studies. You may also wish to continue your studies. The teaching team recommend that you progress on to an Aircraft Engineering BEng (Hons) top-up with Kingston University Aircraft Engineering BEng (Hons) top-up | Kingston University London where you take your engineering skills to the next level Your Programme Manager will be able to advise you on alternative progression routes as required.

CPD and Professional body recognition

Your programme leaders will advise you on professional bodies such as IMechE Institute of Mechanical Engineers], IEEE [Institute of Electrical and Electronic Engineers], RAeS [Royal Aeronautical Society] and ALAE [Association of Licenced Aircraft Engineers].

3.2. Formative and Summative Assessment

The academic year is 36 teaching weeks where assessment and marking are a continuous process throughout. Unit grades will be presented to a formal Award Board for the finalisation of your award. Any Units which have not been passed may be referred for resubmission with a deadline during the summer holidays and will be assessed by a Referral Board to consider whether the student has Passed any referred units. If a student fails to achieve a pass on the second attempt, then the Referral Board will normally require the whole unit to be retaken with attendance. Please note that progression is dependent on achievement and any failed modules that need to be taken will incur a fee.

Course: Foundation Degree (FdEng/AE)
Course Code: *UCAS 2H60*

University Assessment Process and Terminology

The University operates a common Undergraduate Modular Scheme with the same general rules and regulations applying to the assessment of all degree courses.
Under the normal process, students are given one opportunity to complete each element of assessment during the academic year. The first attempt results are then considered by the Programme Assessment Board (PAB) at the end of the academic year, normally at the end of June. The PAB makes the award, progression and final reassessment decisions based on each individual student's results and achievement. All decisions made must be in accordance with the UMS Regulation. The basic decisions available to the PAB are:

Pass.

The modules have all been passed. For students who have completed all of the modules necessary to receive an award, the PAB will also decide on the classification of the award (i.e., pass with merit, first class etc.). The classification is based on the grades achieved and the grade profile (see the UMS Regulation). A pass in all modules studied in a year means the student may progress to the next year or stage of the course, or if it is the final year, will be eligible for the award.

Retake as if for first time.

A student may be given the opportunity to retake assessment (coursework, examination, both) "as if for the first time" if it is the first attempt at the assessment for a module or repeat module and they were unable to take the assessment due to mitigating circumstances. For such a decision to be granted, mitigating circumstances must have been submitted in accordance with university procedures by the deadlines set for the course and they must have been accepted by the mitigating circumstances panel.

Retake.
A student may be given the opportunity to retake assessment (CW, Examination, or both) if they have only had one attempt at the assessment for a module or a repeat module. A retake opportunity is not a right, the decision will be made by the PAB and will be based on overall performance. Poor overall performance may result in the PAB deciding a student must repeat a module. The retake assessment is completed in July and August, and the results are considered by a further MAB and PAB held at the start of September. The same rules and decisions apply to the resit boards.

Repeat.
Students given a repeat module must enrol on the module through the Faculty Student Office, attend lectures, and attempt all of the module assessment. Repeat modules have to be completed and passed before a student is allowed to progress to the next year/stage or receive an award. Repeat modules have to be paid for. Students allowed to progress trailing repeat modules may not have to pay for them if they are paying a full year's fees. The Faculty Student Office will be able to provide fee status information for repeat modules.

Fail No Repeat (FNR).
This board decision means a student is no longer permitted to continue on the programme and will not be able to receive the programme award. If a student's achievement satisfies the requirements for a lesser award, the PAB may offer the student that award.

Making one of these five decisions is not as simple and straight forward as it may appear. It is possible for a board to **compensate** (award a bare pass 40% D-) a module based on overall performance. There are limits to what can be compensated and how many modules can be compensated. There are also restrictions on the type and quantity of reassessment that can be granted, and these restrictions depend on the academic level of the module.

3.3. Submission of Assessed Work and extenuating circumstances

All work should be submitted by the given deadline unless an extenuating circumstances claim is made.

If a work is submitted late and there has been no application for extenuating circumstances/ the extenuating circumstances claim is found to be not valid by the panel, then this work will be counted as a fail and you will potentially be given a resubmission opportunity in the summer.

Extenuating ccircumstances (also known as mitigating circumstances) are circumstances which:

- affect your ability to attend or complete an assessment or a number of assessments
- are exceptional
- are outside your control
- can be corroborated by independent evidence
- occurred during or shortly before the assessment in question

Students who wish to claim extenuating circumstances should apply, with independent supporting evidence, by completing the online form on the Student SharePoint page. For any queries or support with extenuating circumstances contact the heoffice@exe-coll.ac.uk. Your programme lead will help you with this procedure.

Assessed coursework / major project / dissertation or equivalent:

Extenuating circumstances claims should be submitted as soon as possible, and normally no later than 10 working days after the deadline for the submission of the work.

Examples of circumstances which would NOT normally be considered valid:

- You slept in or your alarm clock did not go off.
- Your car broke down, or your train or bus (or equivalent) was delayed or cancelled, unless you can show that you'd made reasonable allowance for such disruption.
- Childcare problems, or problems with similar caring responsibilities which could have been anticipated.
- Minor illness, such as a cough/cold/sore throat or minor viral infection, unless the illness is incapacitating and at its peak at the time of a time-specific assessment such as an exam or test.
- Accidents or illness affecting relatives or friends, unless serious, or you are a sole carer.
- Financial problems, excluding cases of exceptional hardship or significant changes in financial circumstances since enrolment.
- Family celebrations, holidays, house moves, or similar events, in which you have input to, or control over, the date or may choose not to participate.
- Computing problems, such as corrupt data or media, poor internet connectivity, printer failure, or e-submission of an assessment file in an incorrect format, or lack of access to IT facilities because of debt sanctions imposed by the University.
- Problems with postal or other third-party delivery of work.
- Misreading timetables of any kind, or time management problems, such as assessment deadlines close to each other.
- Appointments of any kind, including legal or medical appointments, which could be rearranged.
- Sporting, recreational, or voluntary commitments, unless you are representing the College at national level or your country at international level or participating in an event that is of benefit to the College's national or international reputation.
- For full-time students, normal pressures of employment, because, by enrolling as a student, you have made a commitment to make time available to study

Examples of circumstances which MIGHT be considered valid:

- Your own health problems, including major accident or injury, acute ailments, hospitalisation (including for operations), or those affecting a significant period of study.
- Personal or psychological problems for which you are receiving counselling or have been referred to a counsellor or similarly qualified practitioner.
- Clinical depression or other significant mental health issue.
- Pregnancy-related conditions and childbirth (including a partner in labour).
- Bereavement causing significant impact.
- Separation or divorce of yourself or your parents.
- Recent burglary, theft, or serious car accident.
- Jury service which cannot be deferred.
- Representing the College at national level, or your country at international level, or participation in an event that is of benefit to the College's national or international reputation.
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances.
- Late diagnosis of, for example, dyslexia, meaning you have not had the appropriate support for assessment, including provision in exams.
- Unavailability of the virtual learning environment (VLE) where the module lead confirms that this would have a significant impact on your preparation for an assessment or exam.
- Disruption in an exam or assessment, such as a fire alarm going off, or excessive noise from building works.
- A significant change to your financial circumstances after enrolment, such as withdrawal of Student Finance England (SFE) funding or its equivalent mid-year.
- Interviews for placements, but only in cases where you have asked the employer or provider to reschedule, but this has not been possible.
- Significant positive life events, such as weddings of close family members, where you can show that no alternative arrangement, such as the date or your attendance, is possible.

3.4. Referencing Guide

ALL referencing MUST be completed using Kingston guidelines

There is also guidance on study skills and referencing on the following Exeter College areas of the Learning Centre Portal:

Academic Support

Study Skills Guides (sharepoint.com)

Essential Information for Higher Education Learners (sharepoint.com)

You may also like to purchase a copy of the referencing guide '*Cite them rite'* or access one of the library copies of this.

It is also important that you take note of the Exeter College Plagiarism and Academic Misconduct Policy to avoid the associated penalties resulting from such offences. These can be found at:
Exeter College Plagiarism, Malpractice and Maladministration Policy

3.5. Academic Integrity

Issues of plagiarism and any form of academic dishonesty are treated very seriously.

If you are suspected of having committed an academic offence, then evidence will be put forward to a Panel which you will have the option to attend. If it is found that you have committed an academic offence then a penalty can be applied (for example, your piece of work could be given a fail grade and you will have the opportunity to resubmit over the summer, but the new piece of work will be capped at a Pass grade).

Types of Academic Dishonesty

- Buy an essay online.
- Steal essays from another student.
- Not doing your fair share of group work
- Copy bits of your housemate's essay
- Copy and paste large chunks of an essay from the internet.
- Just copy 'a little bit'
- Work with a friend to produce an individual essay.
- Taking bits from a coursework already submitted
- Making up results from a questionnaire
- Use of generative artificial intelligence without acknowledgment

Plagiarism

Definition: using others' ideas, words, or research without clearly acknowledging the source of that information.

To plagiarise, you:

- never have references to your sources
- Reference some sources, but not all
- Reference bullet points or phrases without showing that they are direct quotations.

Some students might feel that paraphrasing is disrespectful, produces nonsense, or poor English. However, a British university education is meant to teach you how to criticise the work of others. We expect original work: your own poor English is preferred to other people's good English - you will improve. In addition, good paraphrasing improves the meaning.

GAI [Generative Artificial Intelligence]

Kingston University guidelines can be found at Student Guide to AI in learning and teaching_14042023 v3.docx where generative AI has contributed to an assignment. In brief, a statement on the use of generative AI as part of the assessment should normally be provided at the end of a written assignment with the heading 'Acknowledgement of AI Contribution'. Module staff will advise on how this should be done.

Writing in your own words

Academic writing involves summarising, synthesising, analysing, or evaluating other people's arguments. To "write in your own words" you understand, reflect on, and digest your source material. Then you discuss or re-state this using your own vocabulary and an argument that is structured to the specific task you have been set. (Source: Open University)

Advantages of good paraphrasing

- It clarifies your understanding of the material
- It improves your ability to remember it
- You will be able to use the material in new contexts
- Your argument will be tighter, with fewer words
- Your argument will be appropriate to the question or assignment
- If you can't handle the coursework, you won't be able to answer the exam questions

It is also important that you take note of the Exeter College Plagiarism and Academic Misconduct Policy to avoid the associated penalties resulting from such offences. These can be found at:
Exeter College Plagiarism, Malpractice and Maladministration Policy

3.6. External Examiner's Report

External examination is how awarding bodies check that we are operating appropriate quality assurance and maintaining national standards for our programmes.

The KU allocates an External Examiner (EE), who is a subject expert, to conduct sampling of assessment instruments and assessed student work to provide judgments and feedback. External Examiners support your programme team in identifying good practice and areas for further development, giving us guidance on how we can improve your assessment.

If you wish to view your programme's latest EE report, please speak to your Programme Lead in the first instance.

3.7. Return of Assessment and Feedback

The course team aim to return the majority of the assessed work within 5 working days. The College policy is to return marked work within 15 working days.

4. RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is a method of assessment that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. It is used sparingly and can be applicable to adult students returning to education. Your programme Lead will support you with this

5. THE APPEALS AND COMPLAINTS PROCESS

A student appeal is a request to review decisions made by a centre on their progression, assessment, and awards.

Students have a final right of appeal to Kingston University, but only if the procedures in place at the centre have been fully utilised or if the student is dissatisfied with the outcome.

A student complaint is the expression of a specific concern about matters that affect the quality of their learning opportunities.

For further information on appeals and complaints please contact the HE Office.

6. YOUR APPROACH TO STUDYING

Below there are some **key messages to you as a new student.** The rest of this section gives a detailed explanation of what to expect and where you can find help as you begin your studies.

Probably the most significant difference between university level study and secondary education is the amount of personal responsibility you have. This has implications for how you approach your studies:

You will receive some 'traditional teaching' – when lecturers tell you what you 'need to know' – **but you will have to take responsibility for acquiring** all the required knowledge for the level 4/5 and requirements, especially for higher grades, where development as an independent learner is required.

If you read nothing else in this section, please read this:

Key Messages to become a Successful Student:

You must take responsibility for your own studies. We will give you as much help and support as we can but ultimately your success (or failure) is down to you.

Plan your time carefully. Write a personal timetable as soon as you can.

Attend all lectures and take notes.

Do not miss deadlines.

Read extensively around your subject. Just being familiar with the set textbooks is unlikely to be enough to pass.

Seek help if you need it, as soon as possible. If you need specific help with your studies, speak to your lecturer or tutor or make a personal appointment to see them. Even if your problem has nothing to do with your programme, it may influence your ability to study. Let someone at the College know – ignoring problems will only make things worse later.

At this level of study, **you will be treated as a responsible adult,** capable of acting on your own initiative. This new freedom can be exciting and stimulating but it can also be worrying or even frightening at times. You may be used to a learning or workplace environment with more fixed hours and routine activities, so your weekly timetable may not appear to be particularly full. For example, the contact time that you have with lecturers will be a fraction of the hours that you should expect to spend on the module. As an indication, the average amount of 'total student effort' expected for a 15-credit module will be around 150 hours, but you may only be timetabled for a fraction of this. **You must, therefore, learn to use your time constructively.**

Your most valuable learning may be done in your own time and in your own way as student-centred Learning:

- **Reading**

You will not complete your programme successfully if you do not read regularly and in-depth. You will be given reading lists for each module. You should purchase at least one recommended text for each module. Since books are expensive, however, it may be a good idea to pool resources by sharing with friends in a study group.

Please note that you may only be able to borrow basic texts from the library on a short-term basis. Demand for such texts may be very high at certain times in the year so do not rely on them being available.

You are strongly recommended to follow current issues relevant to your programme in the quality press, for example, The Times, Independent, Guardian and Telegraph. You should also make use of subject-related journals held in the library. Reading texts for higher education demands notetaking as well as reading skills, as with lectures (see section 3.4.1), keep careful notes from your reading.

- **Private Study**

Your private study time is likely to be taken up by different tasks for each Unit, by preparing for tutorials or undertaking some reading of a programme text or library research. In addition, private study time provides students with the opportunity to ensure they have understood the subject, reflecting on any feedback on assessed work and building up a good set of notes for revision.

- **Study Groups**

In all our programmes, the College encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your programme. In any employment context you will find such skills and experiences invaluable. Sometimes you will find you are assessed on a piece of written work or presentation completed as a group. Many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise.

- **Academic Teaching and Lectures**

Most modules have timetabled lectures. While lecturing styles may vary, you will need to develop note-taking skills and other techniques to help you get the most out of a lecture.

You should develop a style of note-taking that suits you. There is no 'right method', but certain general principles are useful:

- Your notes need to be an accurate record of the key points
- Notes should be neat and tidy and in such a form that they can be easily supplemented
- Notes should be presented in a logical fashion and deal with the essentials
- Make a note of questions or doubts and leave space to insert solutions later
- Keep a clear record of references – these will need following up

In some lectures, you will be given handouts of diagrams, key concepts or the material used to deliver the lecture in the form of presentation slides. These are often available for reference electronically. **Reading handouts or getting copies of slides is not a substitute for attending the lecture.** You will miss vital verbal information and guidance on your assessments.

Lecturers will not give you all the information on a topic but provide a structure from which you can work to develop your knowledge and ideas. While a lecture introduces important concepts, you will need to develop your understanding of these concepts by further reading, research, discussion and working through problems in tutorials.

- **Seminars/Tutorials/Workshops**

These sessions are meetings of small groups of students. Here you will have a chance to demonstrate what you have learnt and understood and to clarify areas you are not so sure about. Normally you will be assigned to a group, and you will have to attend a specific timetabled slot, which will normally be weekly.

A lecturer will manage the session, although the focus is on students' contributions. Sometimes you will be given assignments beforehand, so you can prepare materials, or you might be asked to lead the tutorial in an informal way or give a formal presentation.

Seminars, tutorials, and workshops are a crucial part of the learning process, as you have the opportunity to analyse problems and discuss issues in depth. You should come to these sessions prepared to participate fully. Although you may be shy at first, you will find that as the group gets to know each other and develop more confidence, these discussions become one of the most valuable parts of your learning.

- **Practical Lessons**

Some units have timetabled practical or laboratory sessions these are for developing practical skills, field trips or site visits.

- **Other Academic Support**

Some modules may have relatively little formally timetabled teaching. This is part of a deliberate strategy to help you develop and manage your own learning. Where this is the case, there will be other academic support such as:

- Feedback on assessed work – to help you develop your knowledge, understanding and skills through undertaking assessments.
- Tutorials by appointment. Teaching staff normally have 'office hours' when you can book an appointment to see them.
- Student Portal and email. Some staff use these to initiate discussions and set up learning support groups for their units.
- Learning packs. Some units use learning packs for students to work through in their own time. These may involve exercises to help you develop your understanding of the materials.