OXFORD LEARNING COLLEGE

ACCREDITED LEVEL*s* 2 AND 3 DIPLOMA COURSES

STUDENT HANDBOOK

REQUIRED READING FOR ALL STUDENTS on Oxford Learning College Accredited Levels 2&3 Diploma courses

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Welcome to Oxford Learning College

Dear Student,

We would like to take this opportunity to warmly welcome you to your course. At Oxford Learning College, we seek to ensure that all students have an enjoyable and productive relationship with the College, grow both academically and personally and leave satisfied.

By enrolling and taking responsibility for your learning, you have started on a path that will interest and challenge you in equal measures and allow you to develop, grow and leave with knowledge and skills that will be of great use to you in the working environment.

We wish you the best of luck on your journey!

Darren Wood and Deborah Coombe

Academic Directors of Oxford Learning College

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1.Introduction

Important Notice

This handbook has been written to help you settle into your course and get started. You should check the handbook regularly for updates; the cover page indicates the date of last revision. Updates will be uploaded on the system for students to have access to.

Your learning and completion of your course remains your responsibility, including the liaising with your tutor and the planning and submitting of work in a timely fashion.

You can contact Student Services between 9AM and 5PM (GMT) from Monday to Friday by telephone. If you leave a message outside of these times, Student Services will get back to you as soon as possible on the next working day. The quickest way to get in touch with student services is to use the following methods:

- Telephone 01865 595 263
- 'Ask A Question' Link on Campus
- Via email: contact@oxfordcollege.ac

All telephone calls to and from Student Services are recorded for training purposes.

Your personal information

To support you on your course, we need to obtain and process personal information.

By enrolling on a Course and using the Campus site, you are acknowledging that you have read and accepted the Conditions of Use and the Privacy Policy that are on our website.

The College use personal data in a transparent way and only with your full cooperation and knowledge.

If you have any query regarding the use of your personal data, send your query in writing to gdpr@oxfordcollege.ac

Contact with your tutor

All contact with your tutor is to be conducted via your Campus account. Do not give out personal contact details, such as email addresses or phone numbers and do not accept contact details from tutors. Notify Student Services if this occurs.

Asking for help

We are here to help! If you have any problems at any point during your course, you can contact us for assistance. Student Services and your Tutors are on hand to help you, but have distinct and separate roles. To help you get help quicker, see the following breakdown of who to contact:

Tutors should be contacted for the following reasons:

- Academic Questions about course materials and content.
- Questions about assignments.
- Academic guidance on the course.

Student Services should be contacted for the following reasons:

- Technical problems.
- Fee payments.
- Password/login issues.
- Course material glitches, eg typos.
- Change of circumstances/address/contact details.
- Referencing Assistance.

All telephone calls to and from Student Services are recorded for training purposes.

Your responsibility

Due to the nature of distance learning, you are expected to be self-motivated and driven when it comes to studying. Your tutor will not chase you for work, nor will they check in with you if you haven't submitted any work, this is entirely up to you to manage.

Your course materials

All Oxford Learning College study materials can be found online via your Campus account. If you wish to have hard or pdf copies of your materials, refer to website: https://www.oxfordcollege.ac/courses/merchandise/

Appropriate communication with others

Oxford College takes interaction between students, Student Services and Tutors very seriously and regularly reviews messages to ensure that standards are being maintained and to check that all contact is appropriate. All messages are logged and saved on Campus.

Oxford College requires all parties to be polite, respectful and courteous at all times and will not tolerate rude, offensive or discriminatory language towards or by tutors, Student Services or others.

Students are not permitted to share personal contact details or to contact tutors outside of the College messaging system. Tutors are instructed to ignore messages from students that are not from the Campus system.

In the rare event that the Campus messaging system is unavailable, Student Services will facilitate communications between tutors and students.

2.Your Accredited Levels 2 and 3 Diploma Course

Overview

"Accredited" means that upon successful completion of either Level 2 or Level 3, students receive a certificate awarded by an establish UK Awarding Body, CIEGlobal, http://www.cieglobal.co.uk. Both levels are also accredited by the Continuous Professional Development (CPD) Certification Service, https://cpduk.co.uk/

The courses are 1-year in length. The Level 2 courses vary in the number of units of study; however, Level 3 is 10 units. Both Levels have 2 assessments, which students are required to complete and submit within the 1-year. Students will need to pass both assessments to achieve the qualification. Unfortunately, students are not allowed to resubmit a second attempt at an assignment if they fail the first time on a Level 2 course. For a Level 3, one resubmission only is allowed.

Both courses align with the UK National Framework of Qualifications, https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels

Accredited Level 2 Diplomas

The Accredited Level 2 course falls within the same level as GCSEs on the National Qualification Framework. However, unlike iGCSEs, courses there is no external examination; they are studied entirely online with assessments. You are free to study the course materials at your own pace and submit required assignments as and when this suits you.

Accredited Level 3 Diplomas

Our Accredited Level 3 Diplomas are equivalent to A Level courses. As with Level 2, there is no need to undertake an external examination. An Accredited Level 3 Diploma programme awards 120 Academic Credits. Academic Credits are very similar to UCAS points and can be used in support of an application for placement at a university or college.

However, before students begin their studies, we do recommend they check their CIE Accredited Level 3 course is accepted by the University that they are interested in. Most universities do accept the qualification, however, if you find that your chosen one will not accept it, contact Student Services.

If you're running out of time on your course

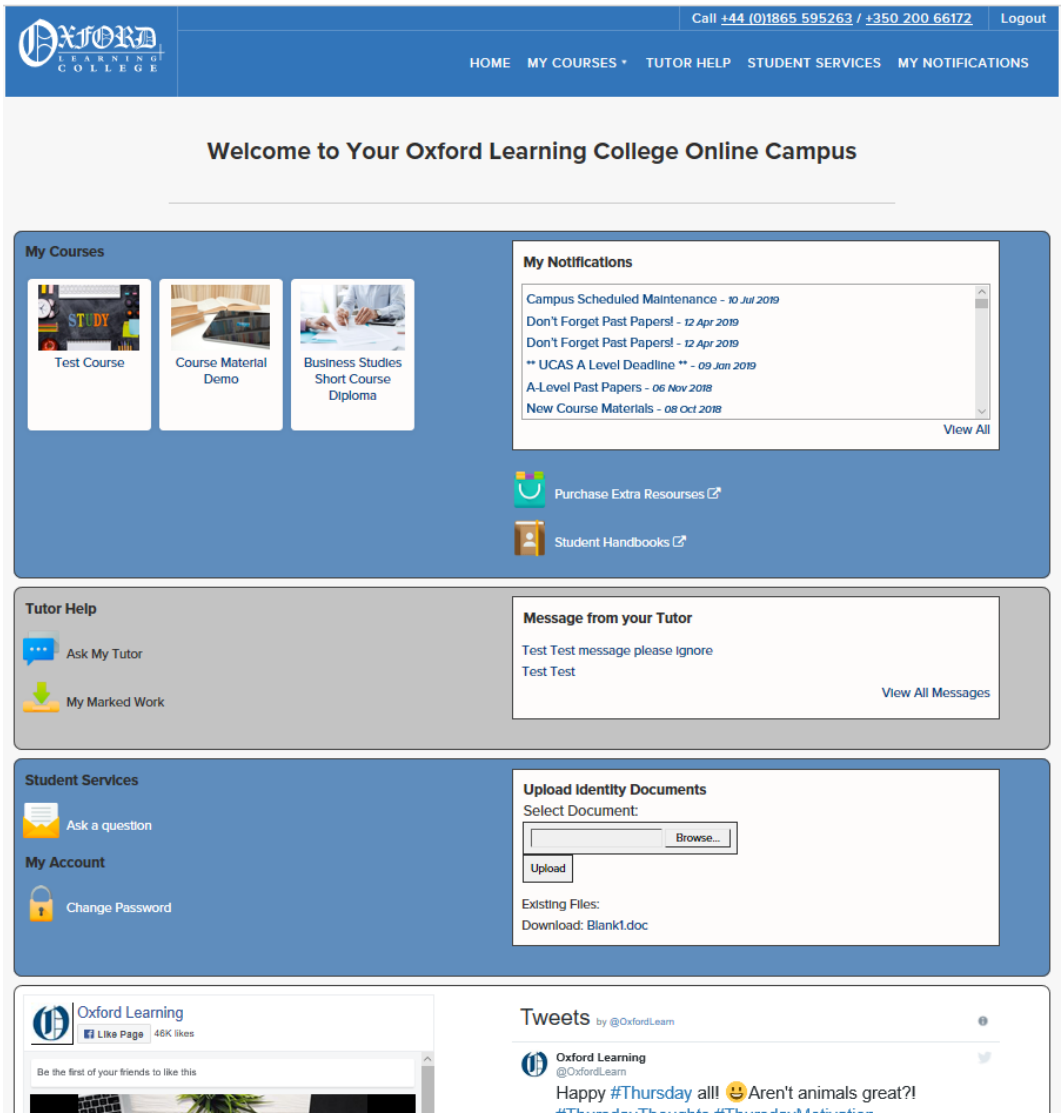
If you find that during your year, you may need more than 1 year's study time, you can apply for an extension. See https://www.oxfordcollege.ac/product/courseextension-1-month/

3. Campus – Your on-line environment

Campus is Oxford Learning College's Virtual Learning Environment (VLE). Campus is where most your time studying will be spent and is where you access your course materials and contact your tutors or Student Services.

Once you have enrolled and received your log-in details, you will be able to log into Campus.

A screenshot of the Campus homepage can be seen below:



A full guide on how to use Campus and all the areas open to you on the system can be found ready for downloading on the Student Handbook page.

Uploading your assignments

When you upload an assignment, the Campus system automatically allocates your assignment to the appropriate slot on your account. For example, your first assignment will go to slot one and so on.

Therefore, if you upload the wrong document, contact Student Services immediately.

When submitting your work, make sure it is in Microsoft Word format.

4.Working with your Tutor

You will have support throughout the duration of your course from your tutor, who has a great deal of experience and knowledge in the subject matter. All Oxford Learning College Tutors are trained in delivering distance learning courses and will be able to assist you.

What your tutor can do for you

Your tutor can provide advice on how to progress through the course materials, answer your questions, and guide you through challenging concepts.

What your tutor can't do for you

Your tutor cannot plan or complete your assignments for you, in part or in whole. They cannot proofread your assignments prior to submission and cannot simply "give you the answers".

How to make the most of your tutor interaction

When contacting your tutor, you will get the best results and quickest responses if you can format your question in a clear, concise manner that allows your tutor to see exactly what you are struggling with.

If you are stuck on something, before contacting your tutor try working through the course materials that cover the concept before sending the question. If you are still stuck, then ask your tutor for help, making sure to include the following in your message:

- Unit Number.
- Page numbers (If applicable).
- Your question.
- An explanation of your understanding of the topic (to allow your tutor to identify any errors and check your progress).

The reason we suggest you include these details is to allow your tutor to answer to your question as directly and as quickly as possible, which minimizes the time before you can progress on your course. Consider the following two questions.

Question 1.

Hi, I don't really understand Business Management, can you help?

Thanks, Student A

Question 2.

Hi, I don't understand how Ansoff's concepts of management might not apply to a modern global business, as indicated on page 200, Unit 1 of the course materials. Can you help?

Thanks, Student B

The first question lets the tutor know that you need help, but requires the tutor to ask a number of questions before they understand what you need help with. This delay means they cannot help you to progress at an optimal pace.

The second question is much better, because it lets the tutor know exactly where you are, which concept you are working on and why you are having difficulties with it. You are more likely to receive an answer much more quickly.

5.Planning your studies

Introduction

To make the most of your time on the course and to help you achieve the best possible results, we strongly advise students to take time at the start of the course to carefully develop a study plan.

Plans can range from simple target dates for completion of units, to very specific breakdowns and timetables of daily study. There is no one-size-fits-all plan, you will need to work out which plan works best for you.

As a rule of thumb, if you are highly self-motivated or have extensive experience in the area of study, you can use a simpler plan. If you find that you struggle to motivate yourself, or find it difficult to concentrate, then you may benefit from a more detailed timetable.

What to consider when planning

The key points to consider when planning are:

- Length of your course.
- Total Study hours suggested for your course – guide on website.
- Your assignments.
- Tutor marking and feedback time – can be up to 7 days.

When setting out your plan, you should ensure that you are realistic when setting goal which is to achieve a successful outcome on your course. You may want to throw yourself into the course headfirst – and we in no way want to discourage your enthusiasm! – but you should consider if you can sustain the initial rate of work.

6.Your Coursework

Portfolio of your work

Students are required to keep a digital portfolio throughout their time on the course.

Its purpose is to give your studies a central reference point and it may be requested by the College or your Tutor at any point during your course. A portfolio can be expanded to your needs, but should contain the following as a minimum:

- Course notes copies.
- Copies of your self-assessment assignments.
- Copies of your annotated assignments, (assignments returned by your tutor).

Deadlines

There are no specific deadlines for presenting your assignments for marking by your Tutor. However, you are expected to have all completed within one year of enrolling.

7.Studying

All students learn differently, so not all parts of this section's advice will be suitable for your personal requirements. However, this section outlines 'best practices', which will be beneficial in part or whole for students.

Study environment

Whenever possible, you should try to set aside a designated study environment in which you are able to focus entirely on your studies. Some of the key features you should aim to achieve are:

- Quiet and relatively isolated place where you're not distracted.
- Minimal interruptions – not just a noise household, but also other forms of distraction, such as social media notifications, phone calls, TV etc.
- Purposeful environment – space set aside directly for your studying.
- Comfort – assemble everything to help you study – cup of tea, snack, blanket if you think you may get cold!
- Sufficient lighting – natural light is the best; if this is not available make sure you have sufficient lighting so you're not squinting etc.
- Use study tools – whether pen and paper or digital ways to make notes, note pads etc. Some people use index cards to note key points to help revision. We recommend you back up notes to a spare memory stick or use a cloud service such as Dropbox or Evernote

At Oxford Learning College, all study materials are presented in written format, either online or in Paper/PDF form. You will be required to read through the materials and carry out additional research or self-assessment exercises where directed to do so in the text.

Pen and Paper

The simplest tool that you will use and probably the most common, making pen and paper notes is how most students start learning.

When making notes, you should make sure that your notes are clear and detailed, but concise. Beware of excessive note taking, as this can be counterproductive. You do not want to find yourself copying out the course materials verbatim.

A good idea is to review your notes regularly and re-write them in a clearer and easier to read format. As well as making your notes more useful and accessible, you will also find that you are revising the course topics as you go.

Students commonly use highlighters to select sections of interest. While this can be useful to direct your attention to important parts, it is best used in moderation.

If you don't type up your notes to keep in your portfolio, still keep hold of them should they be asked for.

Flowcharts

Flowcharts are best used to demonstrate a linear process and can be useful as learning tools because they allow you to breakdown a process step-by-step until you have retained the information.

Mind maps

Mind maps are a flexible visual tool, allowing you to split complex concepts into simpler sections or link different subjects together. A particularly good tool for visual learners, mind maps can be used as part of a brainstorming session, revision exercise or summary of a Unit. They are also particularly useful in helping to plan an assignment by letting you see a visual representation of the concepts you need to include.

Flashcards

Flashcards are small cards that can be bought from stationers or made at home. They are designed to be used to create extremely concise notes for reference and revision purposes. Best used in short sessions, flash cards let you go over important topics in a short space of time, meaning that you can carry out micro study sessions when you have five minutes to spare. They can also be useful when working on an assignment, to remind you of the key points you need to make.

8.Your Assignments

Understanding your assignment

The first steps of completing an assignment should always be:

- Read the question carefully – try to think about what is it really asking.
    - Identify key words, especially verbs which will refer to the "doing" part of the question.
- Read and understand the course materials.
- Research the topic thoroughly.
- Plan your assignment

Researching

The first step once you've read the question clearly is to research the question and the topic. Look carefully at the way the question is written. Ask your tutor if there are any instructions that you don't understand. This could be when you're, for example, asked to "analyse" or "comment upon" which could mean different things.

Before you start researching, think about how you would find information that is relevant to your question.

As you continue to research whilst working on your assignment, you may find that the focus of your assignment alters as you find new information. This is fine so long as your assignment still answers the questions that you have been set.

Your research materials can come from a wide variety of sources, including websites, books, magazines, journals, newspapers and television. Details on how to reference these can be found later.

Planning an assignment

Once you have done your initial research, you should think about planning. Every assignment should have an initial plan, even if you find that you diverge from it at a later stage.

Plans can be visual – in the form of tables, illustrations or diagrams – or they can be written. Find the style that suits you. Your plan should be acting as a checklist to make sure you don't miss anything, to avoid irrelevant information and to help you keep track of what you need to include. It also should give you an idea of the initial structure of the assignment itself.

Include:

Key themes of your answer.
Key points and the order in which you plan to present them.
Outline of the main ideas that you intend to convey in your answer.
Checklist formulated against the assignment question to help avoid missing any points.
Have an introduction, a main body, and a conclusion.

The introduction

This is a brief outline that comments on the main topics, but doesn't suggest a conclusion. It should clearly communicate the intent and focus of the essay. You may wish to define the terms of the question and include any assumptions that you are making.

The main body

The most important section; here you will be addressing the main focus of the question, so it is vital that you follow your plan carefully and don't leave anything out.

Focus your attention on answering the question – this sounds obvious, but it can be easy to start writing at a tangent and lose focus on the question.

Try not to interject personal opinions or viewpoints unless the question specifically asks for them, or they are otherwise relevant. Generally, essays will be asking for facts, not personal viewpoints.

The conclusion

The conclusion is where you 'wrap up' or finish your essay, so don't introduce new content here. If you have content you want to introduce, then go back and redraft the main body.

Try not to add your personal views, unless specifically asked. You should treat the conclusion as a summary and review of the information that you have presented in the main body.

Writing style

When you write, ensure that your writing follows these key points:

- Uses clear, straight forward language.
- Is presented without British spelling or grammar errors.
- Uses technical language appropriately and where needed.
- Does not use excessively wordily words for the sake of it.
- Harvard Referencing System (HR) is used throughout.

- Does not exceed word count limited advised in assignment.

Try to think about how you would read the essay if you had not seen it previously. It can also help to have someone read over your work – an impartial outsider can often spot mistakes that you cannot.

By writing in a specific and consistent style, your assignment will be much easier to read and evaluate.

Review your work regularly and check back to your checklist and plan – have you missed anything out? If so, go back and make sure that you have included it before continuing.

1st Vs 3rd Person

Generally, you will be expected to write in the 3rd Person. This means that you should avoid phrases like we, you and us. Instead you should be using phrases like he, she, it, they, him, her and them.

Example comparison:

1st Person - "In this assignment, I will examine how theories of business management have developed over the last 2 years."

3rd Person - "Business management theories have changed over the last 2 decades, with a variety of a different approaches emerging."

Formatting

The specific format of your work is relatively open, as the only restrictions are:

- It must be saved in MS Word format.
- It should be written in blue or black fonts.
- It should be easy to read.

You will want to ensure that your work is presentable and most importantly, easy for your assessor to read. We suggest that you use a standard font, such as Arial, Calibri or Times New Roman. Do not use fonts that would appear unprofessional, *or are hard to read.* Assignments should be written in size 11 or 12 fonts and double spaced unless otherwise stated.

Make use of paragraphs to break your assignment up into easy to read chunks. This will make it easier for your Assessor to read. In reports, headings and subheadings should be used where necessary.

When it is relevant, you may include visual images. When you create pictures, charts, or diagrams, they coordinate with your current document look.

To change the overall look of your document, Word has many tools you can use, following the design tab or simply the home page.

Referencing

There are several reasons why you need to use the HR system, including showing your sources, demonstrating that you have read widely on the topic and providing proof for claims. Most importantly it helps your tutor to identify which parts of the work are your original writing, which come from other sources and which portions have been inspired by other authors. By omitting relevant references to a text, you are passing off the work of others as your own i.e. plagiarism.

How to reference

Learning how to reference is straightforward, as you simply must follow a specific process for each reference. A couple very good sites used by college and university students to seek advice upon referencing are:

http://www.citethisforme.com/harvard-referencing
https://www.ukessays.com/referencing/harvard/

To reference a source in your assignment, you need to follow two steps:

Intertextual Reference - Place a reference to the source in the body of the text or assignment.

Reference List – Add your reference to your reference list at the end of your assignment.

Plagiarism

Plagiarism is an act of fraud. It involves, for example, stealing someone else's work and passing it off as your own, not crediting another's production and to present as new and original an idea or product derived from an existing source.

Plagiarised work will not be accepted. If your assignment includes plagiarised content, your assignment result is likely to be a "referral" (fail).

Avoiding plagiarism

Plagiarism can be intentional or unintentional. It can be extremely hard to differentiate between a mistake made in good faith and overt plagiarism. Students are therefore advised to take a great deal of care with references.

In addition, before submitting work, you are required to make a declaration that the work is your own, making a false declaration is classed as ´malpractice´ which can also result in dismissal from the course.

There is a range of Anti-Plagiarism software available to check your work before submitting it. A couple popular software packages are:

https://www.duplichecker.com/ or https://copyleaks.com

As a general rule, you should expect less than 10% of your work to consist of quotes or any other use of other people's words. In some disciplines, such as Law, there is often a necessity to use greater amounts of direct quotations, this is expected and only becomes a problem if referencing is inaccurate.

Proofreading

You should always proofread your assignment before you upload it to your tutor, as once uploaded the work cannot be retrieved. Proofreading ensures that you don't make silly mistakes that will negatively impact your work. It helps you to ensure that it is well written following the guidance already provided.

Don't rely on the spell and grammar checker on your Microsoft Word package. If possible, leave the assignment alone for 24-48 hours before proofreading, as you will find that more errors can be spotted this way. Ideally, have your friends or family read it for you. Be wary about giving a copy to other students however. You may have the best intentions but if they use your work you may find yourself in trouble.

A note on Assignment/Essay writing services

You may be tempted to use one of many online Assignment/Essay writing services to complete your assignment/essay for you. These sites will at best, generate an assignment that is unlikely to be suited to your study and at worst will send you a plagiarised assignment.

If you accidentally upload the wrong document

When you upload an assignment, the Campus system automatically allocates your assignment to the appropriate slot on your account. For example, your first assignment will go to slot one and so on.

Therefore, if you upload the wrong document, contact Student Services immediately using the "Ask a Question" link on your account.

On rare occasions, if you're having problems uploading materials because of technical issues, contact Student Services and they should be able to help you.

9.Feedback from your tutor

Your assignment should not be returned without thorough, respectful and helpful feedback, identifying where you have done well and what you need to work on for your continuous progression.

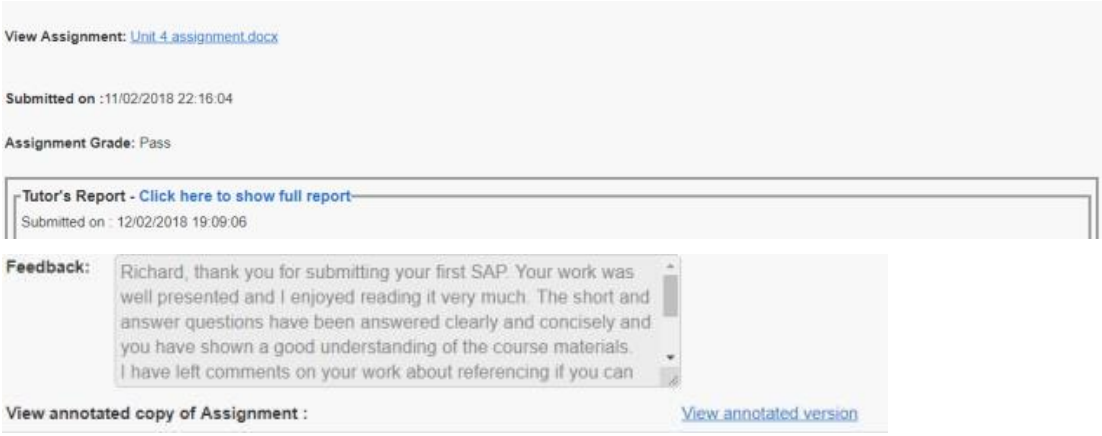
Feedback from your tutor is vital for progression through the course. If there is anything they say that you are not sure of, contact him/her via your Ask a Question link.

Pass or Referred result – when your tutor has marked your work, they will provide a "pass" or "referred" result. A pass means your work is good or better; a referred result indicates your work is not to the standard expected of the qualification and may have an impact on your overall result. In both cases, take note of comments your tutor gives you in the textbox (explained below). Plagiarised work will immediately result in a "referral". Your tutor will inform you if it is appearing that your work is plagiarised.

If you are on a Level 3 Diploma and you receive a "referral" result on an assignment, you can try once more. This is not allowed on the Level 2 Diploma.

Textbox - You should see a textbook that gives you a brief 3-4-line overview of how you have done.

This is an extracted example to give you an idea of what your screen will look like (*personal data redacted*):



Comments on your work (click "View annotated version") – Your tutor should have inserted comments on your work using a Red or Plum coloured text.

Appeals on feedback from your tutor

Programmes are delivered by an online system and therefore processes are in place to ensure that assessment is rigorous but flexible and fair to accommodate the needs of all involved. In addition, it is important within distance learning delivery to maintain a student-centred approach and consider the difficulties with meeting the learning preferences of students within a virtual learning platform which makes facilitation of learning more complex than via a traditional model.

With this ethos in mind the assessment process allows for considerable flexibility yet offers security of process in a timely and professional assessment and feedback process. Assessment is carried out by qualified tutors and verified to ensure accuracy and consistency and that we are maintaining the integrity of the level of course you are studying.

The system is highly effective and reliable, being endorsed by awarding bodies such as Edexcel/ATHE/CIE and the ABC National Award Organisation.

Occasionally you may receive a result and feedback that you're not happy with. Please do read your tutor's comments carefully. Occasionally, they need to be somewhat direct in order to help you take note in order to progress. However, if you feel unnecessarily uncomfortable do speak with the Student Support team.

10.Internal and External Verification

Internal and External Verification is a quality assurance process for vocational courses.

The purpose of internal and external verification is to ensure that the marking (and set assessment criteria) is standardised as much as possible and is fair to students as well as undertaken to the level expected of the course.

The Campus system automatically selects work to be internally verified. This is a random monthly process. If, in the meantime, there is a dispute between the tutor and the student, the Centre will often ask for an internal verification on the assignment.

The Internal Verifier is a separate qualified and experienced person to your tutor. They do not liaise with you directly; they will liaise with your tutor or the Student Support team.

On the rare occasion, the judgement of the Internal Verifier disagrees with your Tutor's judgement. The judgement of the Internal Verifier is final as far as the internal process is concerned.

Awarding Bodies regularly externally verify our standards of tutoring and verification as well as overall policies, materials and procedures of the College. As part of this process they will look at students' work and tutors' and internal verifiers' judgements and comments.

The judgement of the Awarding Body overrides the College's judgement. They will not release a certificate unless satisfied with the comments and results provided by tutors and internal verifiers.

11.Certification

Upon successful completion of your course, Oxford Learning College will order a certificate from the CIE Global Awarding Body.

We have no control over the time an Awarding Body takes to produce a certificate as they have their own quality assurance process in place. It usually takes 1 month; however, it could take up to 3 months.

Make sure that the College has the correct address for sending certificates.

In the meantime, if you need confirmation of your achievement for your employer, university etc you are able to order one via:

https://www.oxfordcollege.ac/product/request-academic-reference/

12.Errors in materials

Oxford College are continually reviewing the materials provided to students to stay in line with either trends of the particular topic or with Awarding Bodies.

If, however, on the very rare occasion, you find what appears could be a mistake, we would really appreciate it if you could let us know.

If you find something that appears to be a mistake, such as a spelling, general grammar, punctuation or a formatting mistake, send an email to the Student Services team, along with a screen shot that indicates where there appears to be an error.

If what appears to be an error is academic, eg an out of date fact, a miscalculation in your mathematics course material, or a wrong formula in a science course material or simply something doesn't appear to be explained clearly, contact your tutor directly via the messaging system.

Feedback from students is always welcome for continuous improvement.

13.Student Complaints Procedure

The College values greatly the views of its students. It aims, therefore, to manage complaints in a way that is sensitive to the needs of each specific case, and supportive of the College's overall ethos.

There are a number of informal channels through which is it hoped that most problems can be resolved. These have been explained earlier. If, however, you need to pursue a complaint formally after attempting to resolve your issue via the informal channels, you can be sure that the College will treat it seriously and impartially, on the basis set out in this document.

Advice on how to use the complaints procedure is available from a variety of sources, but in the first instance students are encouraged to contact the Student Services Team, by sending an email to contact@oxfordcollege.ac

What complaints can be considered?

1. Grounds for complaint (after informal attempts) might include:
    - Dissatisfaction with standards of academic provision (for example, the content and structure; resources and facilities; arrangements for assessment and information provided to you about your course).
    - Dissatisfaction with the quality of supervision and tuition.
    - Failure to meet obligations promised to you by the College.
    - Persistent deficiencies in standards of services you have been promised.
    - Harassment, bullying and victimisation by College representatives.
2. Generally, complaints are most easily resolved if they are raised at the time the problem first occurs and with the person/s directly involved. Often, students will be able to resolve their issue, simply by discussing it with a Student Advisor or with their personal tutor.
3. If students cannot, or feel unable to, resolve concerns in this way, they can submit their complaint by completing a Service Request form, available from the student services team.
4. Once your complaints form has been received, your case will be investigated and a full report presented to the Academic Director for consideration and you will be notified of the outcome within 21 working days.

5. Non-completion of this form will mean a complaint is not investigated.
6. Refunds on the purchase of your course are available only if claimed within the first 14 days of enrolling.

14.Special considerations and reasonable adjustments

Oxford Learning College recognise disabilities are of a diverse nature and we do not tolerate discrimination based on disability. We allow fair access to our courses for all students.

Equal opportunities and diversity categories include age, disability, gender reassignment, sexual orientation, marriage and civil partnerships, national origin, ethnicity, religion or belief, pregnancy and maternity.

All candidates have an equal opportunity to demonstrate their knowledge, skills or understanding to the level of attainment required to enrol and succeed. Barriers to entry and continuous learning via on-line are removed where possible.

However, in terms of sensory disability the responsibility lies with the student to make appropriate arrangements necessary to progress with their learning. Unfortunately, the college does not provide equipment necessary for students with visual difficulties.

Students who suffer with health during their course are provided with support upon medical reports from doctors, psychiatrists and other specialists. The College, wherever the Awarding Bodies will allow, will provide extension to programmes as requested. Individual tutors are made aware, without disclosing confidentiality, of the problems their student may be experiencing.