



Pearson BTEC
Higher National Diploma
in Business (2016)

Student handbook

Jan 2020

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1 Introduction to Oxford Business College [“OBC”]

Over the last 30 plus years OBC has worked with various universities and professional bodies in providing courses to high-achieving students. Our main aim is to provide you with a high standard of tuition and administrative support throughout your studies. Our goal is to ensure that your learning process is a satisfying and rewarding experience.

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2 Higher National Diploma (HND) in Business

2.1 Introduction

Welcome to Oxford Business College’s Higher National Certificate (HNC) in Business and Higher National Diploma (HND) in Business.

You have joined a challenging course, which is designed to provide you with a thorough grounding in key concepts and practical skills required in Business Management.

BTEC Higher Nationals offer a strong emphasis on practical skills alongside the development of requisite knowledge and understanding of business.

Students are attracted to this strong vocational programme of study as it meets their individual progression needs, whether this is into employment or to further study on degree or professional courses.

A major progression path for BTEC Higher National Certificate and Diploma learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

2.2 Aims of the qualification

- Equip individuals with knowledge, understanding and skills for success in a range of administrative and management positions in business
- Provide specialist routes of study which relate to individual professions within the business world in which learners are working or intend to seek employment
- Enable progression to an undergraduate degree or further professional qualification in business or related area
- Develop the individual's ability in the business field through effective use and combination of the knowledge and skills gained in different parts of the programme
- Develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment.
- Provide flexibility, knowledge, skills and motivation as a basis for future studies and career development in business

2.3 BTEC Higher National Certificate in Business

The 8-unit BTEC Higher National Certificate in Business provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in business. The Higher National Certificate is studied over a period of 9 months. The programme structure is shown on the following table:

Year 1 HNC Level 4 Business

Code: 601/8364/0 Pearson BTEC Level 4 HNC Diploma in Business (RQF)

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
Autumn Term Feb-Apr (10 weeks)						
1	Business and the Business Environment	60	90	Core	15	4
2	Marketing Essentials	60	90	Core	15	4
6	Managing a Successful Business Project (Pearson-set)	40	60	Core	10	4
Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
Spring Term Aug - Oct (10 weeks)						
3	Human Resource Management	60	90	Core	15	4
4	Management and Operations	60	90	Core	15	4
6	Managing a Successful Business Project (Pearson-set)	20	30	Core	5	4
8	Innovation and Commercialisation	20	30	Core	5	4
Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
Summer Term Apr –Jun 2020 (10 weeks)						
8	Innovation and Commercialisation	40	60	Core	10	4
9	Entrepreneurship and Small Business Management	60	90	Core	15	4
5	Management Accounting	60	90	Core	15	4
Total Hours Year 1 HNC		480	720		120	

Additional Term for Fast Track Students and Retakes: Jul –Sep (10 Wks.)

2.4 BTEC Higher National Diploma in Business

Students commence by enrolling on the Higher National Certificate programme, and upon successful completion of units worth 120 Credits at the end of the first year of study, progress onto the Higher National Diploma programme. Having achieved 240 Credits, students are awarded the Higher National Diploma. Students who are not able to progress or who wish to complete only one year of studies can be awarded the HNC. Where one or more units are completed but there is no further progression, students may claim the relevant Unit Certificate(s). Student must submit for all eight modules but only need to pass seven for the HNC. Students who have not passed the HNC as ratified by the College’s Assessment Board and the Awarding Body will not be able to progress to HND Level 5

BTEC Higher National Diploma provides greater depth and specialisation than BTEC Higher National Certificate qualifications. These qualifications are mode-free but are predominately followed by learners to allow progression onto a wide range of business-related undergraduate degree.

Year 2 HND Level 5 Business

All level 4 units above are core units for level 5

Code: 601/8365/2 Pearson BTEC Level 5 HND Diploma in Business (RQF)

Unit Number	Unit Title	Guided Learning Hours	Independent Study Hours	Core Specialist	Credit Value	Level
Autumn Term Oct – Dec (10 weeks)						
11	Research Project (Pearson-set)	40	130	Core	30	5
12	Organisational Behaviour	60	90	Core	15	5
32	Business Strategy	60	90	Other	15	5
Spring Term Jan – Mar (10 weeks)						
11	Research Project (Pearson-set)	40	60	Core	10	5
35	Developing Individuals and Teams	60	90	Other	15	5
40	International Marketing	60	90	Other	15	5
Summer Term Apr –Jun 2020 (10 weeks)						
11	Research Project (Pearson-set)	40	60	Core	10	5
43	Tapping into New and International Markets	60	90	Other	15	5
45	E-Commerce and Strategy	60	90	Other	15	5
Total Hours Year 2 HND		960	1440		240	

3 University Entry: HNC & HND

Some of the Universities which accept students with our HNC/D onto the 3rd /final, 2nd or 1st year of a degree in business (normally subject to a merit or distinction profile) are as follows:

Higher National Diploma University Entry Requirements

Top up BA Programmes		
Birmingham City University Blackburn University University of Bolton Bucks New University Cardiff Metropolitan University City College of London Coventry University Kingston University University of Kent Harper Adams University College University of Gloucestershire University of Glamorgan	University of Cumbria University of Derby University of Essex Manchester Metropolitan University Middlesex University London South Bank University Leeds Metropolitan University University of Huddersfield Holborn College University of Hertfordshire University of Greenwich University of Stirling	Sheffield Hallam University Northumbria University University of Northampton Teesside University University of Winchester Southampton Solent University University of Worcester University of Wales, Newport University of West London Staffordshire University University of London Oxford Brookes University
Final/ 3 rd Year Entry		
University of Abertay Dundee Bath Spa University Bournemouth University University of Brighton University of Buckinghamshire De Montfort University	Edinburgh Napier University University of Gloucestershire University of the Highlands and Islands University of Wales, Trinity St David University of the West of Scotland Kingston University	Oxford Brookes University University of Chester University of Hull Nottingham Trent University University of Portsmouth
2 nd Year Entry		
Bangor University University of Chichester University of Dundee University of East London Newman University College, Birmingham	University of Exeter Lancaster University University of Sussex University of the West of England	Edge Hill University Newcastle University University Campus Suffolk University of Surrey
1 st Year Entry		
Aston University, Birmingham University of Bath University of Birmingham University of Bristol City University London University of Edinburgh Glasgow Caledonian University University of Glasgow	Queen's University Belfast Durham University The London School of Economics University of Manchester Queen Mary, University of London Keele University University of Warwick Liverpool University	King's College London University of Leeds Loughborough University University of Nottingham University of Reading University of Southampton University of Strathclyde University of Norwich

Higher National Certificate University Entry Requirements

2 nd Year Entry	
University of Abertay Dundee Bath Spa University University of Bolton Bournemouth University University of Buckingham Bucks New University De Montfort University	University of Chester University of Hull Nottingham Trent University Edinburgh Napier University University of Greenwich Heriot-Watt University University of the Highlands and Islands
1 st Year Entry	
Bangor University University of Chichester	University of Glasgow Keele University

University of Derby University of Dundee University of East London Edge Hill University University of Exeter Glasgow Caledonian University Queen Mary, University of London	Kingston University Lancaster University Loughborough University Middlesex University Queens University, Belfast University of Manchester
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The above are some of the universities who will accept a Higher National Certificate/Diploma for progression onto an undergraduate degree. If the university of your choice does not appear on this list then it is advisable to contact the university to find out whether you will get entry to the first, second or third year of your choice of degree.

4 Assessments

4.1 Aims

Through formative and summative assessment, the Academic department aims to provide appropriate and timely feedback to students on assessed work in a way that promotes learning and facilitates improvement but does not increase the burden of assessment. Feedback is given within three weeks of submission.

Providing feedback during a course has the added benefit of giving students advice on how to improve their performance in time to affect their final mark (formative assessment).

All assessments will be designed to ensure both fairness and consistency for students and will be monitored as part of the quality assurance process.

The requirements of all awarding bodies will be adhered to within the assessment process.

4.2 External Reference Points

OBC are under licence to Edexcel, the awarding body who have validated and approved the BTEC Higher Nationals and BTEC Professional qualifications. OBC also delivers HND in Business Courses in partnership with USP College.

We have a responsibility to ensure that quality of provision meets the level and standards set by Edexcel and in line with the UK Quality Code. OBC policies related to learning, teaching and assessments are aligned to the requirements of the Pearson awarding body and those of the OBC partner organisation where these are applicable.

The Head of Academics aims to promote understanding of the use of assessment and best practice through tutor groups and one-to-one meetings with individual tutors. Topics ranging from the design of tasks to sharing new approaches, to formative and summative assessment, will be addressed.

4.3 Approach to assessment

The assessment procedures relating to specific programmes will be made available to students prior to the commencement of their course and will be reinforced throughout their programme of study.

Students must be made to understand the reason for assessment, as a way of ensuring that learning and understanding has taken place, related to the learning outcomes/assessment criteria set by the awarding body. Students must understand that they can use assessment and feedback to their advantage.

Assessment opportunities will be based on good practice and will comprise the following elements:

- Assessment planning
- A variety of Interesting, challenging and realistic assessments
- The inclusion of common/basic skills testing as appropriate
- Comprehensive feedback mechanisms, both summative and formative
- Clear and accurate recording of grades
- Quality assurance via internal verification and moderation
- Tutor monitoring of student performance

4.4 Resources and mechanisms to support students

The College will ensure:

- Appropriate resources to enhance learning. The aim is to continue identifying and recommending up-to-date resources. Currently available materials include access to EBSCO Elite Business Source, textbooks on Pearson HN Global, access to Market line and to the Oxford Brookes Library.
- Appropriately qualified staff to carry out and monitor assessment
- Appropriate resources for students with special learning needs if requested
- Provision of appropriate resources to support differing cultural backgrounds and learning preferences.
- Quality management related to the assessment process
- A commitment to the use of appropriate technology in the delivery of its courses. Resources utilised by tutors and students will be periodically reviewed. In addition to this, the college will continue to maintain an effective approach to social media communications (Google/ Facebook/ Twitter).

4.5 Studying online – Distance and Blended Learning

The course or part of the course at OBC may have to be delivered online, which will be explained to you at enrolment and in the induction. The College will be using video conferencing software to deliver all lessons and for you to deliver any oral presentations that are required for your assessments. For guidance on how to use Zoom please see the following YouTube video:

<https://www.youtube.com/watch?v=9isp3qPeQ0E>

Important guidelines for studying with OBC online

Make sure that you have appropriate equipment to study online: laptop with audio/video and good internet connection. If you have any issues with IT, please let your Tutor and the Head of Academics know immediately. You may do this by email or calling the telephone number you were given in the induction.

When joining an online lesson

- Turn on video and audio so that people can see and hear you, but make sure you are sitting in a place where there is nothing inappropriate you do not want anyone to see.
- Use mute to cut out background noise when you are listening and not speaking
- Use the Chat feature to write questions if you do not want to interrupt someone
- Use the raise hand feature to get the teacher's attention
- Use reactions such as thumbs up and clapping icons to share your feelings with others

Being the Host

The teacher will be the host for the lesson and will invite you by email. You will need to check your OBC email address for the invitation Zoom link just before the lesson starts. During a lesson, the teacher may decide to make you the host so that you can share your screen with the class.

General Behaviour

Although you will be studying online from home, all the College Policies and Procedures will still apply. <https://www.oxfordbusinesscollege.ac.uk/about/handbooks-policies>. Students and teachers will be expected to treat all online lessons with the same importance and respect as a face to face lesson in the College.

Recording Lessons

There may be times when the teacher will record lessons. You will be told about this beforehand. The purpose of recording lessons could be the following:

- To provide evidence of online teaching for internal audits or external inspections
- Recording student presentations for teaching and assessment purposes
- Recording lessons for students to view after the lesson
- Marketing the College to show potential students what our lessons are like
- No recording of you will be made public on our website or elsewhere without your permission.

4.6 What students can expect

All students will be entitled to the following:-

- Advice and guidance on assessment appropriate to the programme of study given by tutors through timely feedback
- Acquaintance with assessment policies, as part of their induction process
- An awareness of their responsibilities with respect to the assessment process and requirements. Students should be encouraged to self-assess their own work whenever possible.
- All assessments will be planned by subject tutors to avoid the same deadline dates.
- Written and, where appropriate, oral feedback will be given on the outcome for all assignments
- An explanation of the internal verification process and its purpose.
- A copy of the key policies and procedures around learning, teaching and assessments, appeals and complaints given to all students as part of the induction process

4.7 Benchmarking of grades

Various approaches are used to ensure the evidence of achievement provided by students is appropriate for the level of the unit and is consistent across the programme.

- Video recording of presentations
- The witnessing of presentations by the lead internal verifier, or other
- Second marking
- Internal verification
- Moderation, where there are significant differences between markers

4.8 Student obligations

With regards to assessment students must:

- Undertake assessments as required by their tutors
- Comply with assessment deadlines
- Follow guidelines on referencing conventions
- Maintain good academic conduct in relation to cheating, collusion, impersonation and plagiarism, as explained in the Academic Misconduct Policy and covered in the Student Induction
- Actively engage with formal and informal assessment feedback

- Share responsibility with the tutor for ensuring assessment criteria are understood and effectively addressed.

4.9 Assessment Outcomes

OBC is required to assess learners' evidence against published learning outcomes and assessment criteria. BTEC National units are individually graded as 'pass', 'merit', 'distinction' or 'refer'.

To achieve a pass grade, learners must meet the assessment criteria set out in the unit specifications. This gives transparency to the assessment process and ensures adherence to national standards.

5 Assignments

5.1 Approach to Assignment Writing

Assessment of the Higher Nationals is assignment-based; some units may be assessed by individual /group presentations.

The skills that you employ in your studies, and in writing assignments, are not simply a set of academic skills, which are relevant only to doing coursework, but are 'job skills'.

As a Higher National student, you need to develop coherent arguments, which reflect an understanding of the matters in hand; use tools and techniques appropriately and accurately; base your assertions and ideas upon evidence; be original and creative. The processes you use are the everyday processes of management, employed in a particular situation. So, in writing assignments, you should bring to bear the lessons about reasoning, thinking, reading and note-taking, communicating verbally, handling information, using charts, diagrams and numbers, project management, problem-solving, research skills, writing and presenting, all of which are part of the course.

You should keep any relevant assignment in mind as you study, and at least start collecting ideas from the moment you begin the relevant study modules. You will have to do the assignment in parallel with your study. As in life and business, you leave it all to the last minute at your peril.

In the language of evaluation, this is formative assessment as shown in written assignments, tests and examinations which helps you with your learning and summative assessment. This enables us and you to make a judgement at a particular time about your knowledge and skills.

We make clear to you the standards which OBC and Edexcel require, and the criteria by which we operate, so that you can, as the course progresses, develop your understanding of the requirements. We give you feedback on your assignments, together with the grade awarded.

5.2 Assignment writing – DO`s and DON`Ts

- Read the assignment questions thoroughly and identify key words and points of issue
- Formulate a draft assignment plan featuring the main headings and sub-headings of the assignment
- Ensure you have good paragraphs of introduction and conclusion with a reference list and a bibliography reflecting research sources
- Produce a contents list at the commencement of the assignment
- The assignment must word processed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data needed as supporting evidence.
- The sequence of points discussed in the assignment should be logical.

- The text should be rational and have analytical comments. Assignments full of assertions and opinions will receive poor (even refer) grades. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall the assignment should have a strategic focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own experiences.
- All research data used should be referenced in the text and the bibliography.
- The assignment must represent all your own work and not extracts without acknowledgement of research sources or colleagues/students. Assignments which copy material from the module or textbooks without acknowledgement will be given a **REFER** grade. Do not copy any material from a fellow student's assignment. Both assignments will be given a refer grade so do not give your assignments to another student.
- Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set and not the one you wish had been set.
- Ensure the assignment or task within the assignment is completed by the specified date and within the word count.

5.3 Assignment Briefs

All units have a standard format which is designed to provide clear guidance on the requirements of the unit for learners. Unit title is accredited by the Regulated Qualifications Framework (RQF), and this will appear on the learner's Notification of Performance.

Learning outcomes and assessment criteria for each unit contains statements of the evidence that each learner should produce in order to receive a pass. Learners must meet all assessment criteria in order to pass the unit.

The assignment brief will contain instructions as follows:

- A cover-sheet detailing: Module number, Module level, Assignment title and Number, Learning outcomes
- The indicative content of the assignment (learning outcomes), i.e. what you will have learnt upon completion
- A scenario or case study which may be related to the application of the student's own working experience/environment
- Tasks detailing what the candidate needs to do
- Student Guidelines, where applicable, to assist candidates in their understanding of the exact requirements of the assessment
- A submission hand-in date
- The assessment criteria to be met

5.4 Assignment Structure

Students are advised to adopt a semi-formal report format, so that they are experienced in this form of business communication when they enter university or employment (along the lines of this document).

Word Process - we expect that, unless previously agreed, you will submit assignments in word-processed form, at least one-and-a-half spaced, with wide margins.

Identify the task/assignment - all sheets must have your name, ID number and page number clearly shown.

5.5 Submission Deadlines

A copy of your assignment/task must be submitted through Turnitin on the College VLE by the deadline dates specified.

Submission dates are printed on each assignment/task brief. Please ensure that you submit your assignment/task on or before the date stated on the assignment/task brief.

Where students are unable to meet an assignment deadline, they may apply for an extension. Extensions to deadlines will only be granted to candidates who apply in writing with a legitimate reason for being unable to produce their work on time. Your first point of contact, should you find yourself in a position where you may need an extension, is your Tutor or Programme Leader.

Failure to submit your assessment on the specified deadline, without providing valid evidence of your absence, will mean that your assignment is not accepted in that term. A late submission can be marked in the following term. Referred work will not be capped at a Pass and not considered for Merit or Distinction grading on re-submission.

Should one of the tasks within the assignment be a group or individual presentation and you are absent, a doctor's note will be necessary, and your tutor will arrange a convenient date for you to complete this task.

TWO VERY IMPORTANT ACADEMIC RULES:

- **STUDENTS WHO GET A PASS OR MORE CANNOT RESUBMIT FOR HIGHER GRADES**
- **STUDENTS WHO DO NOT HAVE EXTENUATING CIRCUMSTANCES AND SUBMIT BY THE LATE DEADLINE, WILL BE CAPPED AT A PASS**
- **STUDENTS WHO RESUBMIT A REFERRAL, WILL BE CAPPED AT A PASS**
- **STUDENTS WHO REFER ON RESUBMISSION, WILL HAVE TO RETAKE THE UNIT UNLESS THERE ARE EXTENUATING CIRCUMSTANCES. RETAKES CAN INCUR COSTS.**
- **ALL STUDENTS ARE EXPECTED TO ATTEND AT LEAST 80% OF THEIR CLASSES.**

5.6 Assignment Grades

Grades will be released within a three-week period and are subject to ratification by an internal and external verifier.

The Internal Verifier will moderate a sample of students' work prior to final awards being made. The function of the internal verifier is to ensure that standards are consistent. The verifier has the right to scrutinise all course materials, including assignments.

Refer Grades

If you gain a refer grade on any of the assessments, you will have the opportunity to retake them. The first re-assessment will be covered in the fees that you have paid.

Review of Assessment

In addition to being able to communicate assessment issues with subject tutors, students will also have the opportunity to make comment via the module questionnaires. The programme tutors, internal verifiers and external verifiers will also provide evidence of the quality of assessment.

Assessment Regulations

Academic Impropriety covers a range of infringements within the assessment process. These regulations seek to define what is covered and to provide a process for dealing with suspected cases.

They apply to any situation where a student is attempting to gain credit by unfair or improper means and while they cover cheating, attempts to cheat, plagiarism and collusion they apply to a similar allegation. Please note the term 'assessment' covers all types of assessment be it assignment, examination or presentations.

Internal Verification

Oxford Business College's internal verification policy is designed to ensure that the quality of assessment practices meets the requirements of BTEC Edexcel and is managed in accordance with Pearson guidelines for best practice.

These procedures are central to the College's quality assurance framework, an aim of which is to nurture a culture of continuous improvement within the College.

Internal verification is one of a range of quality assurance processes that the College is required to use to demonstrate high quality assessment practice.

It assists in bringing consistency, transparency, and reliability to all aspects of assessment design, and grading.

Internal verification has two components. One focuses on verification/review of assessment design. The other is concerned with accuracy and consistency of the assessors' judgements on student work. The College must ensure that assignments are 'fit for purpose' and that assessors' judgements are correct and consistent.

Records of internal verification for both the assignment design and the assessment decisions must be maintained and made available to the External Examiner.

Cross-standardisation is seen as a feature of good assessment practice through cross marking and involvement of tutors in the verification process.

6 Academic Malpractice

6.1 Policy

It is Academic Malpractice to commit any act whereby a person may obtain for himself/herself or another, an un-permitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any form of Academic Malpractice in relation to a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of the qualification is discussed in detail in the Academic Malpractice Policy.

6.2 Why does OBC monitor plagiarism?

Throughout your studies you will gather information from many sources. When you present work for assessment, you are asking the markers to judge your opinions and conclusions from the studies you have undertaken. This judgement will be carried forward into the outside world as a means of telling future employers, universities, financial sponsors, and others who have an interest in your capabilities that [1] you have undertaken the academic work required of you by course regulations, [2] you are capable of performing at a certain intellectual level and [3] you have the skills and attributes consistent with your range of marks and the level of your award.

6.3 What Constitutes Plagiarism?

Plagiarism is presenting someone else's work as your own. Some examples of plagiarism are:

- Reproducing or paraphrasing published material without acknowledging the source Presenting information from electronic sources without acknowledging the source
- Passing off ideas, designs, inventions or any other creative work as your own.
- Copying the work of another student.

- Undeclared collusion with another student.
- Getting someone else to do the work for you

Please refer to the College's Academic Malpractice Policy for the processes followed by the College when dealing with allegation of Academic Malpractice.

7 Quality Assurance of Learning, Teaching and Assessment

7.1 Learning Contract

By embarking on your programme of study you confirm your commitment to Oxford Business College's Learning Contract. This learning contract is a 'partnership' between you, the student, and OBC as your learning provider to help you understand the roles and responsibilities of each party during the learning process (See Appendix 1 "Learning Agreement").

7.2 Academic honesty and plagiarism

As you read through the Learning Contract, you will note that there is a specific point about plagiarism. This involves penalties that apply when students cheat in written assessment or present someone else's material for assessment as if it were their own (this is called plagiarism). In order to avoid plagiarism it is imperative that you reference your work appropriately. (See Appendix 2 – The Harvard Referencing System: A Guide).

By using Turnitin on the College VLE (Moodle), students are able to check their assignments for similarity scores to see if they are in danger of allegations of plagiarism. Student may amend their work and resubmit it multiple times before the deadline.

7.3 Student term-end feedback

As part of OBC's quality assurance obligations, students will be invited to complete a Module feedback questionnaire for each Module you have studied at the end of each term. This questionnaire is very important as it is an opportunity for you to raise any concerns or issues and in addition for you to highlight good and poor practice that you wish OBC to be aware of.

Note: All information is dealt with in the strictest confidence and anonymity is maintained.

7.4 Mid-term Reviews

Students are required to attend a tutorial meeting with the Programme Leader or Head of Academics once a term to discuss their academic progress and attendance as well as any problems there may be. A record of your progress will be kept from these meetings.

If you feel that there are particular areas of study which you are finding difficult, or you are not getting the best service out of the College, the Academic Support Officer, Programme Leader or Head of Academics may be able to give you guidance. It can only be resolved if you keep your tutors and other College staff informed. You might also benefit from taking part in the academic workshops taking place during the term.

Please refer to the following policies for further information on the quality of learning, teaching and assessment:

- Academic Appeals Policy
- Recognition of Prior Learning Policy
- Assessment Policy
- Attendance Policy

8 Appendices

8.1 Appendix 1 – Learning Agreement/Contract

The learning agreement is a 'partnership' between you, the student, and Oxford Business College as your assessment centre.

To help you understand the roles and responsibilities of each party during the learning process could you please complete the following form?

Programme of Study:

I _____ agree to:

- abide by Oxford Business College Rules and Regulations.
- be responsible for my own learning.
- attend all the classes at the college.
- retain copies of the assignment and feedback sheets.
- submit all work as per deadlines set by tutors both for drafts and final submissions.
- not plagiarise the work of others.
- conduct video recordings of presentations for assessment purposes

Signed:

Date:

We at Oxford Business College, agree to:

- give you advice and guidance regarding all aspects of your programme of study.
- provide you with the necessary learning and resource materials to enable you to undertake the full learning process.
- give you regular feedback regarding your progress on the course including assessments.
- respond to queries within 48 working hours.
- return graded assignments to students within three weeks of the official submission.

Signed: _____

Date: _____

PLEASE RETURN THIS FORM TO THE COLLEGE

8.2 Appendix 2 - The Harvard Referencing System – A Guide

Citing your reference correctly is an essential part of your academic work for two main reasons:

- To enable other people to identify and trace your sources quickly and easily
- To support facts and claims you have made in your text.

Citing - acknowledging within your piece of work the source from which you obtained information.

Reference - full details of the source from which you obtained your information.

Bibliography - a list of the references you have used, usually placed at the end of your text.

Citing references in the body of the text

When reference is made in the text to a particular document, the author (or editor, compiler or translator; individual or organization) and year of publication are inserted in brackets:

e.g. Agriculture still employs half a million people in rural Britain (Shucksmith, 2000).

If the author's name occurs naturally in the sentence, only the year of publication is given:

e.g. This concept is discussed by Jones (1998)....

When referring to more than one document by an author published in the same year, these are distinguished by adding lower case letters (a, b, c) after the year:

e.g. (Watson, 1999a)

If there are 2 authors, the names of both should be given:

e.g. (Lines and Walker, 1997)

Where there are more than 2 authors, cite the first author, followed by 'et al' (in italics).

e.g. (Morgan et al., 1998)

If the author is unascertainable, cite (a shortened) title:

e.g. (Burden of anonymity, 1948)

Page numbers should be included when there is a need to be more specific, for example when making a direct quotation:

e.g. As Kelvin stated (1968, p. 100) 'the value of....'

If referencing a secondary source (a document which you have not seen but which is quoted in one of your references) the two items must be linked with the term 'cited':

e.g. ...economic development (Jones, 2000) cited in Walker (2001).

NB (1) Whenever possible, try to read the original source;

(2) Some guides to Harvard advise that you can only cite the secondary source –

e.g. ...according to Jones as cited by Walker (2001).

Quotations

Short quotations may be run into the text, using single quotation marks (see Kelvin example above)

Longer quotations should be separated from the rest of the text by means of indentation and optional size reduction, and do not need quotation marks:

e.g. Simone de Beauvoir (1972, p.365) examined her own past and wrote rather gloomily:

The past is not a peaceful landscape lying there behind me, a country in which I can stroll wherever I please and will gradually show me all its secret hills and dates. As I was moving forward, so it was crumbling.

References and Bibliography

References are arranged alphabetically by author's name (or title if no author) which has been used in the body of the text.

a. Book references

- Include, where possible, the following information in the order listed here:

Author(s)/Editor(s)

Surname first, followed by first name(s) or initials (be consistent).

- Include all names if there are 2 or 3 authors; if more than 3, use the first name and then et al.

For editors, compilers or translators (instead of author), give the abbreviation ed/eds, comp/comps or trans following the names (s):

e.g. Peckham, T. and Smith, G. (eds.)

Year of publication

If date not known, use: n.d. If the date is ascertainable but not printed in the document, give in brackets, adding a question mark if the date is uncertain.

e.g. (1996) or (1996?)

Title

Capitalise the first letter of the first word and any proper nouns.

Use bold, italics or underline (be consistent)

Include any sub-title, separating it from the title by a colon.

Edition

Only include if not the first edition. Series Include if relevant.

Place of publication and publisher

Use a colon to separate these elements. If not given use: s.l (no place) and s.n. (no publisher).

Page numbers

Include if referring to a specific quotation etc.

Examples of book references:

e.g. Gombrich, E.H. (1977). *Art and illusion*. 5th ed. London: Phaidon.

e.g. Ridley, A., Peckham, M. and Clark, P. (eds.) (2003). *Cell motility: from molecules to organisms*. Chichester: Wiley.

e.g. Royal Society (2001). *The future of sites of special scientific interest (SSSIs)*. London: Royal Society.

b. Section/Chapter in book edited by another

The explanatory notes given in Section 2a, for books, are still relevant, but additional elements of information are also required, so:

Author(s) of section, Year of publication, Title of section (use normal type) followed by In:

Author/Editor of whole book, Title of whole book (use bold, italics or underlined – as for complete books), Editor, Place of publication and publisher, Page numbers of section

E.g. Smith, H. (1990). Innovation at large. In: James, S., (ed.) *Science and innovation*. Manchester: Novon, pp. 46-50.

c. Journal references

NB: Please see Section 3 for citing electronic journals.

Explanatory notes given in Section 2a, for books, are relevant. The elements of information required are:

Author(s), Year of publication, Title of article (use bold, italics or underlined – as for complete books)

Volume number, Issue number and/or date, Page numbers

e.g. Williams, J. (2000). Tools for achieving sustainable housing strategies in rural Gloucestershire. *Planning Practice & Research* 15 (3), pp. 155-174.

d. Conference papers

For single papers:

e.g. Studer, M. (2001). Civilian military relations and co-operation in humanitarian emergencies. Paper presented at a workshop organized by the Swiss Development Agency, Bern, 26th January.

For papers published as part of a set of proceedings in book form, treat the reference as a section of a book.

e.g. Webb, N. L. (1993). Management education reform in Canada. In: *Management education in the United States: eight innovations*. Proceedings of a conference, Colchester, 1991. London: Routledge.

e. Newspaper articles

e.g. Hunt, P. (1999). Time is running out. *Daily Telegraph*, 8 February, p.10

f. Videos

e.g. Open University (2000). Art in 14th century Siena, Florence and Padua. 5: The Spanish Chapel. 25 min. London: BBC for the Open University. Videocassette.

Guidance on other types of resources, such as legal material, standards and personal communications, is available in Pears and Shields (2004).

Citing Electronic Resources

Electronic resources, including the internet, are subject to copyright in exactly the same way as printed books or journals. To show the extent of your research, and to avoid plagiarism, it is essential that you fully acknowledge all sources used, both printed and electronic, including web pages.

a. Citing electronic resources in the body of the text

As far as possible, follow the guidance given for printed sources (Section 1) – cite by author if known, by title if no identifiable author, or by URL if neither author nor title is given.

b. Arranging electronic resources in the bibliography

References to electronic resources should be integrated into your bibliography for printed sources. As far as possible, provide the same information as you would provide for a print reference (author, title, date of writing, if these are stated). Also provide the URL and the date on which you retrieved it, as the web changes constantly.

Example of web page: Labour Party (2005). News and speeches: Our third term will be our best yet. [Online]. Retrieved on 22 July 2005 from: [http://www.labour.org.uk/index.php?id=news2005&uxnews\[id\]=tbnpf05&cHash=64dcd1591](http://www.labour.org.uk/index.php?id=news2005&uxnews[id]=tbnpf05&cHash=64dcd1591)

Example of electronic journal: Arimah, B. (2005) What drives infrastructure spending in cities of developing countries? *Urban Studies* 42(8), pp.1345-1368 [Online]. Retrieved on 22 July 2005 from EBSCOhostEJS database <http://ejournals.ebsco.com>

Example of internet journal (published solely on the internet): Francis, R. Raftery, J. (2005) Blended learning landscapes. *Brookes eJournal of Learning and Teaching* 1 (3) October [Online]. Retrieved on 16 January 2006 from http://www.brookes.ac.uk/publications/bejlt/volume1issue3/perspective/francis_raftery.html

Example of report from database: Mintel (2004). City breaks in the UK. *Mintel Leisure Intelligence: UK*. April. [Online]. Retrieved on 14 November 2005 from Mintel database <http://reports.mintel.com>

Example of report available as pdf: Commission for Rural Communities (2005). The state of the countryside 2005. Cheltenham: Countryside Agency. [Online]. Retrieved on 22 July 2005 from: <http://www.ruralcommunities.gov.uk/data/uploads/State%20of%20the%20Countryside%202005.pdf>

Further examples are given in: Pears, R. and Shields, G. (2004). *Cite them right: referencing made easy*. Newcastle upon Tyne: Northumbria University. Library copies are available.

Common Errors

1. Check that all the authors/text referred to in the text are in the reference list and vice versa
2. Reference the source of statistics, including date in tables and figures
3. Put the page number when using a direct quotation and put the quote in “inverted commas”.
4. In the reference list, put page numbers for journal articles and book chapters.
5. And remember: be consistent