

3D Design

Level 4: Certificate of Higher Education (Cert HE)

Level 5: Diploma of Higher Education (Dip HE)

Barking & Dagenham College

COURSE HANDBOOK 2021/22

Collaborative edition



University of

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ACCESSIBILITY NOTICE

[Click here for guidance on viewing this document in Word's Immersive Reader](#)



INTRODUCTION / WELCOME FROM THE PRINCIPAL

Introduction / Welcome from Head of Higher Education and Technical Skills

We value your decision to study on the 3D Design Cert HE / Dip HE programme at Barking & College (“BDC”/“the College”) and during your time with us, we will value the contribution you make to this course, to the learning environment it occupies and your views on how we can enhance the course and the learning experience for you.

The College offers a range of Higher Education courses, as you will discover from our website and during your time with us, some of which you might decide to progress to after completing this course or alternatively study at a higher level at another institution, such as University of East London (UEL), with whom we continue to have a longstanding and successful partnership.

UEL is one of our validating partners and has validated this course. In effect, you are regarded as a student of both UEL and BDC, which provides you with a range of educational benefits, such as access to increased learning resources. Your course will be awarded by UEL.

Both UEL and BDC work closely together to ensure and assure the quality of the course, the student academic experience and its continuous improvement, as well as maintaining academic standards. UEL has ultimate responsibility for the quality of the course. This collaborative approach benefits students, since it ensures that students remain at the heart of this process and take advantage of the improvements that emerge.

This course handbook contains a range of information about the College, UEL, your course of study and associated resources, key policies and procedures, links to a range of documents and the support that is available to you should you need it or wish to access it. You will be guided through this document during induction, but it is important that you familiarise yourself with the content and refer to it during your time with us.

Your course handbook will also be made available electronically on Google Classroom. Once fully enrolled this can be accessed from anywhere with internet access and will include key documents including module handbooks, assessment tasks, teaching and research materials and useful links to additional information both from the College and UEL.

I look forward to meeting you during your time on this course.

Best of luck with your studies and I hope you enjoy the student journey while with us.

[enter NZ signature]

Nabeel Zaidi
Head of Higher Education and Technical Skills

INTRODUCTION TO THE COURSE

- **Level 4: Certificate of Higher Education (Cert HE)**
- **Level 5: Diploma of Higher Education (Dip HE)**

This handbook has been developed to provide you with information about the college, its systems and procedures, and the programme on which you are enrolled. 3D Design is one area of study within the Construction, Creative, Digital, Technology (CCDT) departments at Barking & Dagenham College.

Both programmes at Levels 4&5 are divided into three terms per academic year. You will be required to study for a minimum of 35 hours per week. This comprises approx. 15 hours per week contact time and 20 hours independent study. This will be made up of a mixture of lectures, seminars, practical workshops, independent study, research and project work. There is full access to general college facilities.

Barking & Dagenham College offers a wide range of student services and support, to ensure that your time at the College is rewarding and enjoyable. Information about these services is outlined in this student handbook.

You are enrolled on a programme of study leading to a Level 4 Certificate of Higher Education (Cert HE) or a Level 5 Diploma of Higher Education (Dip HE) validated by the University of East London (UEL). As such, you are regarded as a student of UEL as well as BDC and both institutions work together to ensure the quality and standards of the programme on which you are registered. The final responsibility for all quality assurance, validation and standards' matters rests with UEL.

Rationale for the Programme

The 3D Design Cert HE and Dip HE programmes have been designed to provide students wishing to follow a career within the 3D Design industries; specific areas of career progression may include:

- product/furniture/interior design
- model making, computer aided design (CAD)
- other specialist career paths linked to the creative industries

Aims of the Programme

The purpose of the HE programmes are to prepare students for a career in the 3D Design field by providing an educational experience which balances learning essential technical design skills with developing the critical and conceptual capacity of the individual student.

The programmes also aim to raise student awareness of the evolving role of 3D Designers and the changing context of design practice, and to provide students with approaches and strategies enabling a flexible response to practice and career paths now and in the future.

Objectives of the Programme

Course objectives are set out to show the core relevance of the programme.

- Ability to understand and work to a design brief, meet a project schedule and deliver appropriate and creative solutions for an identified need
- Understand the role and responsibilities for specific disciplines within 3D Design
- Demonstrate ability to research, evaluate and resolve human factor issues in the process of developing a creative solution
- Demonstrate competence in a range of design skills and methods including 3D modelling (digital and manual), freehand drawing, graphical presentation, report writing, scenario development, etc.
- Develop skills to communicate project proposals, research outcomes, concepts and creative solutions, coherently and attractively.
- Develop capacity to work co-operatively, exchanging data, ideas and knowledge.
- Develop awareness of contextual issues and the critical capacity to locate 3D Design ideas and influences within a coherent historical and cultural framework.
- Effectively apply various research methods and integrate research outcomes into the design of new 3D artefacts
- Understand and apply state-of-the-art manufacturing processes and engineering materials.
- Develop capacity to innovate and improve on existing 3D artefacts within a prescribed development plan.
- Develop awareness of the impact of globalisation in different market sectors within 3D Design
- Demonstrate ability to incorporate innovative technologies, materials and processes in creating new 3D artefacts

Structure of the programme

Both the Cert HE and Dip HE programmes of study are structured in a way to allow students to develop their own independent interests within a chosen discipline area of 3D Design. However, the fundamental knowledge, understanding and skills that a student will need to develop in order to progress successfully (irrespective of chosen design discipline) are listed below:

- **Research:** The understanding of target markets and user groups to highlight problems and opportunities from which to develop and resolve solutions.

- **Conceptual:** Development of design ideas, design values and creative strategies through project work sessions.
- **Contextual:** Broadening awareness of individual, social, historical and future context of 3D Design through contextual and business studies lectures, visits and assignments.
- **Technical:** Main principles of common materials and processes that are universal to all specific design discipline areas within 3D Design.
- **Design Skills:** Freehand drawing and 3D modelling (manual and digital) to develop form building capability through design studio and workshop sessions. Presentation and graphical skills.

The programmes will be exploratory and diagnostic, enabling students to identify and position their own interests within 3D Design. This is to encourage their own responses and outputs through project work and entering into discourse in seminar sessions and critiques.

Students will have their own design preconceptions challenged through the introduction to issues of meaning, value, and relevance of different design approaches within lifestyle, social and business contexts. Idea generating strategies will be introduced in design projects and students will be encouraged to push boundaries in design form and functionality.

Students will be required to think about change in lifestyle, user-centred-values, the market place and manufacturing. An appreciation and understanding of inclusive design will also be integrated into the delivery of project briefs.

The purpose and boundaries within the subject of 3D Design will be explored.

Learning environment

Your programme will be delivered in purpose built art and design studios, with spacious workshops and computer suites using industry standard software, such as: Adobe Creative Suite and 3D computer aided (CAD) software such as Auto-CAD and SolidWorks. Resources also include a high quality 3D printer and laser cutter.

Assessment

The 6 modules that make up each of the HE qualifications, have a total credit value of 240 (120 at level 4 and 120 at level 5). The method of assessment will vary across the modules and you will be required to present work for assessment in the form of major moving image projects, portfolios of written or practical creative work, reports, diaries, live presentations or essays. There are no formal exams.

There are regular formative assessment points leading up to summative assessment, which for most modules takes place towards the end of the year in May. The overall grade for the award is calculated as the average mark across all 6 modules over each qualification level.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they have the appropriate support to be able to fully engage with all assessment within the programme.

All modules for the programme are 'core' modules. This means that you must pass them in order to be able to continue on with the programme. There are no optional modules for either programme.

You will see that some modules have 'pre-requisites' listed in the module specification documents. A pre-requisite is a module that you must pass before you can register for the new module (see module specifications).

Where the word count is provided for assessed written tasks students are permitted to submit 10% less or 10% more of the number published.

Programme Structure Diagram

Level	Module	Credit Weighting
<i>Certificate of Higher Education (Cert HE)</i>		
4	AR4021 BDC Material Integration 1	20
4	AR4023 BDC Design Resolution 1	20
4	AR4024 BDC Design Investigation 1	20
4	AR4025 BDC Technical Studies & Representation 1	20
4	AR4026 BDC History & Theory 1	20
4	AR4027 BDC Mental Wealth Professional Life 1 <i>Professional Engagement</i>	20
<i>Diploma of Higher Education (Dip HE)</i>		
5	AR5020 BDC Design Investigation 2	20
5	AR5021 BDC Design Resolution 2	20
5	AR5022 BDC History & Theory 2	20
5	AR5023 BDC Design Integration 2	20
5	AR5024 BDC Material Integration 2	20
5	AR5025 BDC Mental Wealth Professional Life 2 <i>Professional Development</i>	20

Programme Specification: Can be accessed using this link:

TBC

Programme Learning Outcomes (LO) and the Skills Curriculum

Each of the modules listed above will have a series of specific learning outcomes that will be referenced in the module handbooks. The module handbooks will be distributed to students when a new module commences. In order to successfully pass each module of the programme, students will need to demonstrate through their assessed work that each learning outcome has been completed. For each module, the learning outcomes will be specifically mapped to the assessment tasks required.

The Skills Curriculum consists of learning outcomes for four different skillsets (listed below). The curriculum is assessed against a set of learning outcomes, grouped under each of these skillsets:

- Knowledge
- Thinking skills
- Practical skills
- Skills for life and work (general skills)

Induction programme

The first timetabled week of the new academic year will comprise of a specifically devised induction week. This is considered an extremely important aspect of the programme and offers students an engaging and informative start to their chosen programme of study. The following list clarifies the key elements that will be covered during induction week:

- Initial ice breaking session for students and staff
- Programme leader to deliver introductory presentation on course
- Ice breaking activity
- H&S summary
- All relevant forms to be completed (BDC protocol)
- Academic calendar to be discussed (BDC and UEL)
- Timetables issued and discussed
- Student handbook discussed + weblink circulated
- Introduction to online teaching and learning resources
- Student emails to be configured
- Programme leader to arrange online diagnostic tests (TBC)
- BDC Campus tour to see resources and facilities
- UEL Induction visit (docklands campus) students to familiarise themselves with staff, facilities/resources, enrol, and collect their ID badges (this is a separate scheduled event)

Progression to Level 5&6 at UEL

Students on the 3D Design Level 4 Cert HE programme have the option of progressing internally to study on the Level 5 Dip HE programme at BDC, or, can progress to UEL (or any other University) to study at Level 5 - subject to gaining 120 credits at Level 4 and having a sufficient portfolio of work. Students studying Level 5 Dip HE at BDC can progress onto the Level 6 BA (Hons) product design programme at UEL. A formal interview with the UEL link tutor will be scheduled, and an appropriate portfolio of work will be required by the student wishing to progress, which will be discussed during the interview.

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KEY STAFF, CONTACT DETAILS AND STAFF ROLES

The Key Staff and Contact Details are correct at point of publication. You will be notified of any changes.

General Enquiries

Barking & Dagenham College
Dagenham Road
Romford
Essex
RM7 0XU
+44 (0)20 8090 3020

Website: www.barkinganddagenhamcollege.ac.uk

Mathew Brown

Programme Leader Cert HE & Dip HE 3D Design
Personal Tutor, and Lecturer in 3D Design
Mathew.brown@bdc.ac.uk

Isabella Parenti
Module leader in 3D Design
Isabella.parenti@bdc.ac.uk

Cenk Cevizli
Curriculum Team Leader for the Creative Arts at BDC
& lecturer in 3D Design
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Programme Leader BA (Hons) Product Design and Academic Link Tutor
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UEL Academic Partnership Office
020 8223 3000
apo@uel.ac.uk



- [Link to the Student Handbook page for When to Contact UEL Directly](#)

COURSE OPERATION AND STUDENT REGISTRATION

There will be a specific induction day scheduled during the beginning of Term 1 at UEL Docklands Campus. Full instructions will be confirmed during this visit regarding your UEL enrolment and collection of student ID badge.

Once you have gained admission to the course you must login to the UEL direct page using your student username which will be your UEL ID number and password and complete the on-line enrolment. 3D Design will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at <https://www.uel.ac.uk/students> (click on 'new students')

For general enquiries concerning enrolment, you must contact your local Student Support/Administrative Office for guidance in the first instance and then if you are advised to contact UEL, please send an e-mail to the UEL Academic and Employer Partnerships Office at apo@uel.ac.uk

Once you have gained admission to the course you must login to the UEL direct page using your student username which will be your UEL ID number and password and complete the on-line enrolment. 3D Design will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at <https://www.uel.ac.uk/students> (click on 'new students')

For general enquiries concerning enrolment, you must contact your local Student Support/Administrative Office for guidance in the first instance and then if you are advised to contact UEL, please send an e-mail to the UEL Academic and Employer Partnerships Office at apo@uel.ac.uk.

EQUALITY AND DIVERSITY

BDC welcomes enquiries from everyone regardless of their age, race, colour, gender, sexual orientation, religious or political beliefs, marital status, disability or background



- [Link to the UEL Equality and Diversity Strategy](#)

COURSE MANAGEMENT

Google Classroom will be the default online platform for all teaching and learning on the programme. This provides an excellent resource which can be accessed remotely from any device with a suitable internet connection.

Student feedback is considered an essential aspect of the programme to ensure there is a positive and ambitious culture embedded into the programme delivery. At the beginning of every academic year there will be two student reps selected for both L4 and L5 cohorts. The reps will speak on behalf of their peers' at programme organising committee (POC) meetings which will be scheduled once per term. Minutes will be taken and circulated from these meetings.

Course Committees provide a formal structure for student participation and feedback on their course of study. Course committees provide a forum in which students can

express their views about the management of the course, and the content, delivery and assessment of modules, in order to identify appropriate actions to be taken.



- [The Committee's terms of reference](#)

ATTENDANCE AND ENGAGEMENT

You will be required to follow the BDC student policy regarding attendance and punctuality. As a full time student studying on the programme, you will be expected to attend all scheduled teaching lessons and a register will be used to record attendance and punctuality for every lesson

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KEY DATES

To include:

- A link to the collaborative partner's academic calendar AND/OR
- A link to UEL's academic calendar (available at: <https://www.uel.ac.uk/Discover/Key-Dates>)

MODULE SPECIFICATIONS

Module specifications define each module of study on the course. They will include **learning outcomes** and the **aims** for each module. These documents form part of the 'definitive' documentation for the course. It is important to note that reading lists and indicative content are likely to change.

Please include here a link to where students can view all the module specifications for the course.

AWARD CERTIFICATES

UEL will be Awarding your certificate and you will have the opportunity to attend Graduation events at both BDC and UEL soon after your programme of study has been completed

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[Link to the University's academic regulations](#)



Barking & Dagenham College is committed to widening participation into Higher Education and we provide a supportive learning environment for students from a range of backgrounds. In the early stages of the course there is an emphasis on identifying individual needs and providing additional support if and when required.

In general, you will find that Level 4 has a greater amount of structured teaching whereas Level 5 there are increasing opportunities for self-directed study and project work. The learning approach is very student centred with opportunities for you to pursue your own interests and specialisms within the broader subject field.

A variety of teaching and learning methods are used throughout the programme including:

Project Work: studio based work is undertaken by an individual or group of students in collaboration with module lecturers. It includes an introductory briefing and the development of ideas and often culminates in a group critique.

Professional Practice: you will develop an understanding of professional practice through working in an environment that simulates professional practice in the way assignments are written, deadlines are adhered to and the use of a professional studio environments. The academic staff have appropriate professional experience and contacts in the industry, and there will also be visiting lecturers to support both delivery and assessment.

Self-Initiated Work: these are structured projects based on your own written proposal, agreed and discussed with your module tutor.

Lectures and Seminars: lectures are usually used for the presentation and discussion of theoretical issues. They will often be supported by seminars, which provide an opportunity for interaction between staff and groups of students, and allow you to extend and examine the issues raised. Where appropriate you will be encouraged to relate critical theories to your own production practice.

Workshops: practical demonstrations and hands on learning takes place especially in relation to your own self-initiated projects.

Study Visits: these are trips to external venues such as work place visits, exhibitions, museums and art galleries which are arranged as part of the unit delivery.

Module guides: A key ingredient to the organisation of the teaching and learning on the programme are the module guides, which are issued at the beginning of the academic year. These guides outline the schemes of work for lectures, the assessment tasks, assessment dates, suggested reading lists, and enable you to plan your research, workshops, resource needs and project work.

Study expectations: You are expected to commit 35 hours per week (approx. 15 hours contact teaching time, and 20 hours, independent study) and this is reflected in the assessment tariff and the indicative learning hours stated on module specifications. During the two years of the programme, you are expected to develop independence and autonomy in the pursuit of your own specialised interests, whilst being supported and mentored by well qualified specialist staff. You are also encouraged to relate your academic research interests to your professional practice.

Study costs:

All students will be required to purchase a basic list of art materials and equipment for the academic year (approximately £50).

Students will be expected to cover their own costs for travelling to galleries and exhibitions in London which are scheduled at least once per term. There will also be the opportunity to engage in at least one overseas field trip per academic year. The cost of this will depend on the location and nature of the trip, however, most visits within the EU will be approx. £500 (*NB: attending overseas trips is not a compulsory requirement of the programme delivery*).

Online Learning Environment: Barking & Dagenham College has its own online learning platform (Google Classroom) which has proven to be an important learning resource for the programme. Both Formative and Summative assessment submissions are also linked to this resource.

During induction week you will be issued with an assignment schedule which outlines all of the assessment points throughout the academic year. Every module on the programme is assessed using both a formative and summative process. For clarification purposes; *formative* assessment is an ongoing and developmental assessment process whereby you will receive constructive feedback from the module leader regarding how you can improve your work and overall assessment mark. *Summative* assessment is the finalised mark for each module.

Each module has a credit weighting of 20 reflecting the complexity of each module being delivered. Once all of the formative assessment processes have taken place throughout the academic year, the course work for each module is submitted for summative marking.

Assessment and feedback are fundamental parts of your learning experience. The UEL Assessment and Feedback Policy seeks to:

- actively promote student success and academic achievement;
- provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback;
- maximise the potential for consistency and fairness in assessment
- locate assessment and feedback as an integral part of learning and teaching processes.

A range of assessment methods are used, which provide students with the opportunity to demonstrate their achievement of a range of skills, as well as subject specific technical knowledge and analytical ability.

Every component of assessment that contributes to an award, at all levels, is subject to Internal and External Examiner moderation. This ensures the maintenance of standards both internally and in comparison with similar programmes delivered at other higher education institutions.

Assessment tasks are clearly described in the module guides with clear deadlines, assessment tariffs and grading criteria. Assessed work is to be submitted up to, but not beyond, the agreed and published module assessment deadline, and is submitted to the Higher Education Office

with a completed front sheet and hand-in form. You will receive a receipt for your work which will include the date and time of the submission.

'Summative assessment' contributes to your overall grade and is usually towards the end of each module. However, some modules may be divided into separate components which have summative assessment points throughout the year. In addition; 'formative assessment' in the form of feedback from tutors and/or peer presentation is provided at identified developmental stages throughout the progress of a module and is intended to offer you an opportunity to receive feedback and improve your work.

Where a word count is provided for assessed written tasks students are permitted to submit 10% less or more or the number published. Where group work is used for assessment, these are usually structured so that they can take into account individual contributions to the group production or presentation. Further details will be outlined in module guides regarding specific assessment instructions.

MORE INFORMATION

- [Link to the Student Handbook page on Assessment and Feedback](#)
- [Link to Student Policies](#)



REFERENCING

As a student you will be taught how to write correctly referenced essays. UEL's standard **Harvard referencing** system is from *Cite Them Right*. Cite them Right is the standard Harvard referencing style at UEL for all Schools, however professional body requirements will take precedence for instance the School of Psychology which uses the APA system.

MORE INFORMATION

- [Link to the Student Handbook page on Cite Them Right](#)



ACADEMIC MISCONDUCT & PLAGIARISM

For the purposes of University regulations, **academic misconduct** is defined as any type of **cheating** in an assessment for the purposes of achieving personal gain. Please follow the link below to learn more.



- [Link to the Student Handbook page on Academic Misconduct and Plagiarism](#)



RESEARCH INTEGRITY

The University adheres to its responsibility to support and promote the highest standards of **rigour and integrity** and embed a culture of honesty, transparency and care and respect for all participants and subjects of research. The University is committed to ensuring that research is conducted with integrity and good research practices are upheld. Please follow the link below to learn more.



- [Link to the Student Handbook page on Research for On Campus programmes](#)
- [Link to the Research Integrity and Ethics Document page](#)



PLACEMENT ARRANGEMENTS

Placements and volunteering provide opportunities for students to gain work experience, develop work-related skills, learn about professional sectors and how your studies can be directly applied in the work environment. Many programmes include placements as part of the formal programme of study, and for others placements are a mandatory professional requirement.



SUPPORT FOR STUDENTS

As a UEL collaborative student you are entitled to access a number of services at UEL, but you will probably find that the vast majority of any support needs you may require are to be found directly at Barking and Dagenham College.

Here are some examples of the support we can offer to applicants with learning difficulties and/or disabilities:

- **Learning Support Practitioners** and **Support Coaches** to provide In-class support for assistance with note-taking, reading and to assist you outside the classroom with research, assignments directed private study, etc.
- A trained member of staff to assist you with **personal care needs**, both inside and outside the classroom.
- **One to one specialist teaching** for English, Maths, and Dyslexia
- **British Sign Language / Sign Supported English Communicators** if you are deaf or hearing impaired
- **Dyslexia assessment and support service**
- **Educational Psychology service**
- **Technical support** and the loan of technical equipment
- **Notetakers / readers**

Equipment and technological support

We have a wide range of specialist equipment available and on loan, including:

- Computers with software such as Read and Write (for learners with dyslexia)
- Spell checkers and thesauruses
- Dictaphones
- Closed circuit televisions (CCTVs) to enlarge text and pictures
- Voice input software e.g. Dragon Dictate
- JAWS (screen reading software for blind computer users)

If you would like a full list of what is available, please contact the Learning Support Service. If we do not have the equipment you require, it may be possible for us to purchase it – provided we have enough notice and it is to meet an identified learning need. Each year we aim to increase our provision of **assistive technology**.

Please contact **the Learning Support Service** if you think you may need specialist support or equipment to succeed on your course.

Your Entitlement to Information, Advice and Guidance (IAG)

Our Aim is to offer an IAG service for all students to access. We will source and provide up to date, comprehensive information, advice and guidance.

The service is available to all who wish to access educational or training opportunities or are already learning with BDC.

We can provide:

- Experienced and competent staff that have a wide range of relevant qualifications and background and participate in continuous professional development
- Free confidential and impartial information, advice and guidance on the full range of services and support that we offer.
- Written information on all courses and opportunities. Advice and services to enable you to study effectively if you have a disability or additional support needs
- Telephone/face-to-face and internet services providing information and advice
- Information on relevant courses, training and awareness on related careers and Labour Market Information
- Advice on finding ways of overcoming any barriers which might get in the way of achieving your goals
- The opportunity to attend a booked interview with a careers advisor where you will be offered an action plan/written summary of any guidance/labour market information given where appropriate
- If study elsewhere is more appropriate then we will, where possible, suggest alternatives
- A signposting and referral service to other agencies (if we are unable to offer the information or advice you require)

What you can expect from us

- We will be welcoming and friendly
- We will offer a professional service
- We are happy to answer your enquiry by telephone or e-mail or to offer you an individual appointment
- We will treat you fairly and equally

What we expect from you

- To attend any booked appointment or let us know if you want to cancel or rearrange

- As much relevant information as you can give us, so that we can answer your enquiry fully; for example, disclosing a disability or additional requirement, to enable us to provide extra support if applicable
- To be honest and open with us and work towards meeting your agreed aims
- To treat college staff and fellow students with respect
- If you have any queries or concerns about your application, your enquiry, your course or your progress, we expect you to contact us as soon as possible, so that we can best support you.

Confidentiality

In order to provide the best possible service, we keep a record of your details and a summary of your discussion with us. This record can only be accessed by authorised staff that may need to see this information as part of their work. BDC complies with the requirements of the Data Protection Act 1998.

Equal Opportunities

BDC welcomes enquiries from everyone regardless of their age, race, colour, gender, sexual orientation, religious or political beliefs, marital status, disability or background.

Support available for those who need help using some of the service

- There is wheelchair access to all of our support services
- If you are a sign language user, we do have staff we can ask to assist and we also have access to a hearing loop
- If you require information in a different format (large print, community language) this can be supplied on request

INFORMATION, ADVICE AND GUIDANCE

We can help you with:

Getting Careers advice
 Enrolling you on to your course
 Change of personal details
 Welfare & Financial advice

Careers advisers can help you with:

- A confidential one to one careers guidance interview that takes you through your options and helps you with career planning
- Applying for Apprenticeships
- Searching for part-time work
- CV writing, applying for work, interview techniques and signposting to entrepreneurial activity within the college

We do provide careers at our other sites and some evenings, so please contact us and we will book you an appointment

Wellbeing Coordinator

We offer a free confidential counselling service, support and guidance in: the following areas

- Sexual Health
- Contraception/distribution of condoms
- Drug or Alcohol concerns
- Anxiety, Depression and Phobias
- Relationship problems

- Anger management
- Bereavement

WHERE YOU CAN FIND US

Support and Guidance

Location office / room / Advice Street for all learning support enquiries located at our Rush Green Campus



As a UEL collaborative student you will be fully encouraged to use the Library facilities at the University campuses in addition to the learning resources at BDC. You will have the opportunity to be introduced to the UEL library facilities during your induction. You will also receive an entitlement list being a collaborative UEL student

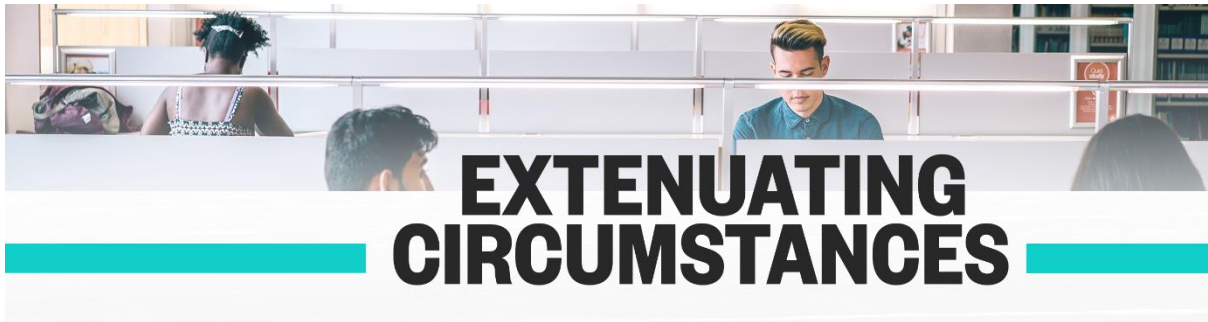


You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as 3D Design and both institutions work together to ensure the quality and standards of the course on which you are registered.

The final responsibility for all quality assurance, validation and standards' matters rests with UEL.



- [Link to the Student Handbook page on Quality and Standards](#)



Extenuating Circumstances are circumstances which:

1. impair your examination performance or prevent you from attending examinations or other types of assessment, or
2. prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date

The University of East London has agreed, through Academic Board, procedures governing extenuation for students concerning the assessment process.

This course will be subject to equivalent procedures, with the process being administered by, and the panel being held within, 3D Design.

The Head of HE at BDC will be informed of any extenuating circumstances and will communicate with you directly regarding the correct protocol

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- [Link to the Student Handbook page on Extenuation](#)



[Academic Appeals](#)

[Academic Integrity](#)

[Academic Tutoring](#)

[Accreditation of Experiential Learning](#)

[Assessment and Feedback Policy \(click on other policies\)](#)

[Centre for Student Success](#)

[Complaints procedure](#)

Counselling Please include a link to where students can access advice on counselling support

Disability support Please include a link to where students can access advice on disability support

Engagement & Attendance Policy Please include a link to where students can access Engagement and Attendance policies

[Equality and Diversity Strategy \(click on other policies\)](#)

[Extenuation Procedures](#)

IT Support Please include a link to where students can access IT support

Library Resources Please include a link to where students can access library resources

[Manual of General Regulations](#)

[Mentoring](#)

[Referencing guidelines](#)

[Student Protection Plan](#)

[Suitability Procedure \(Manual of General Regulations – Part 13 – Suitability Procedure\)](#)

APPENDIX A: ACADEMIC APPEALS

Students who wish to appeal against a decision of an Assessment/Progression Board may appeal in accordance with the procedure for Appeals against Assessment Board decisions (Manual of General Regulations: Part 7 Appeals Against Assessment Board Decisions).

Disagreement with the academic judgement of a Board of Examiners' decision cannot, in itself constitute a reason to Appeal. Academic judgement is a judgement that is made about a matter where only the opinion of an academic expert will suffice. For example, a judgement about assessment or degree classification or a judgement about a decision where a student is required to repeat or take further assessment will usually be academic judgement, and a student cannot appeal simply because they believe they ought to have received a higher grade or mark. For further information on the scope of this procedure, please refer to Part 7 of the Manual of General Regulations.

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available to view at <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Appeals>

To help you decide whether your query would be an Appeal or Complaint, please refer to <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies>

If you would like to lodge a formal appeal or have any queries, please email the Institutional Compliance Office at appeals@uel.ac.uk

APPENDIX B: COMPLAINTS

If you feel that you have not received the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint. Complaints should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students

Separate procedures exist for the following, which therefore cannot form the substance of a complaint:

- appeals against the decisions of Assessment Boards (**Manual of General Regulations : Part 7 Appeals Against Assessment Board Decisions**);
- appeals against annual monitoring reviews, transfer of research degree registration or oral examination decision for postgraduate research students (**Manual of General Regulations: Part 9 Research Degrees**);
- appeals against the decisions of the Extenuation Panel (**Manual of General Regulations: Part 6 Extenuating Circumstances**);
- complaints against the Students' Union (see the **Complaints Procedure** in the **Students' Union constitution**);
- appeals against decisions taken under disciplinary proceedings (**Manual of General Regulations: Part 12**);
- complaints about businesses operating on University premises, but not owned by our university (contact the Deputy Vice-Chancellor and Chief Operating Officer);
- complaints about the behaviour of other students (see **Part 12 of the Manual of General Regulations this Manual**);
- appeals against the decisions of Academic Misconduct Panels (see **Part 8 of the Manual of General Regulations**)
- appeals against the decisions of Attendance Appeal Panels (see the **University's Attendance Policy**).

Students wishing to submit a complaint must, in the first instance, follow the complaints policy of which aligns to the Office of the Independent Adjudicator's good practice framework (<https://www.oiahe.org.uk/media/96361/oia-good-practice-framework.pdf>). The 3D Design complaints policy is available at: [insert link to collaborative partner complaints policy]

3D Design will administer all stages of its complaints policy and, upon exhaustion of this policy, will issue a formal letter to the complainant notifying them that its complaints policy has been exhausted. If the complainant is still not satisfied with the outcome they will be entitled to request that the University of East London undertake a review of their complaint.

The University of East London will conduct a review of the complaint in accordance with Stage 3 of its own Complaints Procedure. The University of East London Complaints Procedure is available at: <https://www.uel.ac.uk/discover/governance/policies-regulations-corporate-documents/student-policies/manual-of-general-regulations>

The University of East London will administer the Stage 3 review in accordance with its Complaints Procedure and, upon completion of the review, will issue a Completion of Procedures Letter. If the complainant is still not satisfied with the outcome they will be entitled to make a complaint to the Office of the Independent Adjudicator.

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of 3D Design staff most directly concerned with the matter, such as the Course or Module Leader, before submitting a formal complaint.

Complaints must normally be lodged within the set time limits outlined in the relevant complaints policy. This ensures that the people involved still remember the case, and the facts can be established.

If you would like to request that the University of East London undertake a review, following the exhaustion of the 3D Design complaints policy, please email the Complaints and Appeals Office at complaints@uel.ac.uk