



BRENTWOOD
OPEN LEARNING COLLEGE

Brentwood Open Learning College

Study Guide

2014



Welcome to your Distance Learning Course.

Welcome to Brentwood Open Learning College. Studying with us means that you can study with your work or other family commitments. We are very proud of helping our students to realise their potential who otherwise may not have found such an opportunity to further their study either due to family or work commitments, geographical location, social or cultural circumstances, disability or simply a lack of confidence.

One of the main reasons for BOLC 's success is its **uniquely individual, friendly and supportive service**. We believe in quality; from our course materials to our tutor support and from our customer service to administration sector, students find fully committed team of professionals to deal with. Tutors respond 90% of emails with 24 hours. Learning Materials and Assessments are of high quality and are provided in easily accessible formats which can be viewed online or printed.

Personal Tutor

When you enrol with Brentwood Open Learning College for an online / distance learning course. You are allocated your personal tutor. Tutors' help and support will always be there throughout your study with the college. He/she will assess your work, and will provide you with regular feedback on your progress.

Access to BOLC Learning Management System & Student Forum

Using your unique student ID and pass word you can log into our Learning Management system, where you find your study material to download, latest news and updates about your course and can also join the online student forum:

- Where you can take part in discussions
- Collaborate with your course mates
- Discuss with your fellow students the areas of module you are unsure about

Course Materials

You are not required to buy any text books, all the study material is provided to you from the College. The course materials are written by subject specialists in easy to understand language especially for home study. At the end of each course unit you will have to complete an assessment which you will submit to your tutor for marking.

Assessment of the Course

On completion of each assessment you **MUST** send it to your tutor with your signed assessment sheet for marking. When a student submits an assessment, it is marked in accordance with the set assessment criteria at BOLC. The grades are; PASS, MERIT and DISTINCTION.

There are set Learning Objectives for each unit. All Learning Objectives **MUST** be Passed in order to progress. If your work does not meet the PASS criteria (40% Marks), the tutor will indicate what you need to include in order to satisfy the Learning Objectives. At this point you will have to resubmit your work to achieve a pass.

Once the work has been graded you cannot resubmit it for achieving the higher grades.

If you are unable to make one point per mark, then consider giving a more in depth analysis of the point.

How the Assessments Are Graded?

Grades are important both in giving feedback to you about your performance and deciding whether your work has **Met the Learning Objectives** of the unit or not. The tutor also comments on your strengths and progress you have made throughout the course as well as indicates specific areas for improvement, this thorough feedback helps you to analyse where you went wrong and helps you to improve your grades in the future.

Grading and Grade Descriptors

Unit results are graded as:

Pass (P)

Merit (M)

Distinction (D)

Re Submit (R)

Re submit	Pass	Merit	Distinction
0-39%	40-59%	60-69%	70+ %

If the work you produce doesn't meet the grading criteria for a Pass grade, you will be awarded R, which means 'Re submit'.

Assignment Marking Criteria

Each assignment is marked according to specific criteria:

Assignments gaining a mark of 70% and above (Distinction)

This grade will be assigned to work which is considered to be of a very high standard and which meets every criterion, both generic and specific.

Work at this level must provide clear evidence of the following:

- meeting the brief of the assessment task completely;
- giving a clear, concise and well-structured account of the brief;
- critical understanding of and insight into key issues;
- examples of analysis of practice to support and/or question established theory;
- full bibliography and appropriate referencing;
- being correctly written in standard English.

Marks above 80 will only be given to work considered to be outstanding and original both in the way it is written and in its ability to integrate ideas, theory and practice.

Assignments gaining a mark of 59-69 %(Merit)

Work at this level must provide clear evidence of the following:

- meeting the brief of the assessment task;
- references to literature that are not always critically evaluative, and may not always be appropriate to the argument being supported;
- some reading, perhaps not as wide, recent or relevant as possible;
- providing a bibliography;
- being correctly written in standard English.

Assignments gaining a mark of 40- 59% (Pass)

Work at this level will be of a generally low standard and will barely meet the stated criteria. It will show limited evidence of reading and few attempts to link theory to practice. The work may be poorly structured and/or referenced.

Work at this level will provide evidence of the following:

- lacking precision about the brief of the assignment, but just meeting the necessary criteria;
- barely meeting the requirements set;
- attempting to engage critically at points;
- being descriptive or narrative rather than critically evaluative or analytical;
- presenting arguments that are poorly backed by evidence;
- making assertions without providing evidence at points;
- attempting to link theory with practice;
- limited references to reading;
- inappropriate referencing;
- being correctly written in standard English.

Assignments gaining a mark of 0-39 %(R- Resubmit)

Works achieving a grade R with a mark lower than 40% will have to resubmit their assignment. Work is deemed a fail because of one or several of the following reasons:

- it fails to meet the brief of the assessment task;
- it lacks a focus and/or an appropriate structure;
- it contains no/inadequate references to literature;
- there is inadequate linking of theory to practice;
- it fails to critically engage with ideas;
- it fails to display critical reflection;
- it lacks a bibliography.

Preparing Assignments

Preparation

Check that you know all the following about the assignment;

- What the assignment requires you to do
- What the question means
- How long the answer should be
- How and where to submit the assessment
- How the work will be assessed

Word count

There is no fixed word count that needs to be written for each question. Each question shows the marks it carries. Mark allocation can usually be found on the right hand side of the question. It is advisable that students should always aim to make one point per mark. In case you cannot make one point per question, consider giving in-depth explanation of the points you are making.

Understanding the Questions

Analyse: this requires you to look for the main ideas and show why these ideas are important and how these are related.

Compare: This requires you to explain giving all the similarities and differences.

Define: This usually requires you to give a memorized definition.

Describe: this requires you to write the detailed account in well organized for. Means detailed answer.

Discuss: This requires you to give all the details explaining the argument for and against it.

Diagram: this is about making graph, chart, or drawing. If any of these is used in support of your answer please label the diagram used and add a little explanation for this as well.

Explain: This requires you to give detailed explanation of the idea supported by examples.

Evaluate: This requires you to give your opinion or to support your answer by experts' opinions. You are also required to outline any advantages or disadvantages.

Illustrate: This requires you to explain using examples comparisons or analogies.

Interpret: This requires you to use examples and personal comments to your writing.

Justify: This requires you to give a statement of how you think about it. You are also required to give reasons to support your statement or conclusion.

Outline: This requires you to give a summary of the series of main ideas supported by secondary ideas. The ideas should be well organized. Do not include minor details.

State: This requires you to describe the main points precisely.

Summarise: This requires you account of the main ideas in clear wording but precisely.

Writing the assignment

- All assignment must be completed in Microsoft word format ONLY.
- All assignment should use Ariel font ONLY
- All assignment should be in 12- font size.
- All assignment pages should be fully justified with margins on both sides and 1.5 line spacing.

Using the cover sheet

Use the cover sheet as the first page of your assignment and fill all the required details. i.e your full name, course name, student ID, assignment number. Any assignments received without these details will not be accepted. Print your name for your signatures. Assignment must reach to us in word format only. PDF or any other format is not accepted.

Sending the Assignment

Assignments are marked and feedback is sent to the students within 10 working days from the receipt. Do not chase your assignment unless the period of 14 days has elapsed from the date of your sending the assignment whether it is by post or through email.

When to Submit the Assignment

There are no fixed dates for submitting the assignments. But we suggest that:

If your course has 10 assignments then you should submit a minimum of one assignment every 5 weeks. The students set a timetable for themselves and work accordingly.

How to send Assignments

All assignments can either be posted or emailed to the course tutor depending on the nature of the task.

Sending by email

When sending by email, only send in Word format and send only one attachment per assignment. Multiple attachments or incorrect package used will be returned unmarked for reformatting in the correct format. You will receive a confirmation email stating that your assignment has been received. When submitting assignment online also consider that one slight error in address or overloading of the internet system can cause delay and loss of emails. So do not assume that sending is the proof of receipt.

Sending by Post

Postal assignments must be sent either by registered post or by courier service. Do not assume that just by posting your assignment it will arrive.

Essentials for submitting Assignments

You must keep a backup copy of your assignment as a precaution against any mishap caused by a loss of your original assignment.

- have carefully studied the brief for the assignment
- have thoroughly read the instructions for completing and submitting assignments

Before you finally submit your assignment please ensure that you:

- have carefully studied the brief for the assignment
- have thoroughly read the instructions for completing and submitting assignments
- have followed the instructions in the study guide.

If you have any problems understanding the requirements of an assignment don't hesitate to contact your tutor. This will save your time as well as your tutor's.

When submitting your assignment by email write your student number, name and course title in the subject line of your email. Emails received with subject headings like "Hello, Hi, RE" or even blank will be rejected by the server and will not be received.

Your tutor will help you in handling queries directly related to your assignments and tutorial work but for other matters you can contact college administration or student advice services.

Your assignments are marked and you get feedback on your assignment within 10 working days from the receipt.

When querying a missing or lost assignment result please write clearly in your email the following information:

- the name of your course
- your full name
- your student number
- your postal address
- the date you sent your assignment
- how you sent your assignment
- the assignment number.

Once you have completed all your course assignments, they will be sent by your tutor for moderation to the accreditation board. This process can take up to 16 weeks. Please note BOLC cannot speed up this process of issuing the certificate as this is out of our control and down to the awarding body.

Important Note on Plagiarism

What is plagiarism?

Plagiarism is copying or imitating the language, ideas or writings of someone else passing them own as your own.

At Brentwood Open Learning College we take plagiarism as a serious offense. All the work that you submit **MUST** be your own. However we encourage our students to seek additional information to further their information. The students can directly quote other authors but the quotes must be acknowledged.

Student's Rights & Responsibilities:

Your Academic Programme:

Your Tutor is required to

- respond promptly to all correspondence;
- advise on all module specific questions.

As a Student you are required to:

- check your email account regularly (several times a week);
- log into and engage with the BOLC LMS and module pages at least twice a week;
- take responsibility for maintaining your College accounts, specifically resetting passwords when prompted and updating personal details .
- Respond promptly to all correspondence from the College – email, phone call or hard copy

Standards of Academic Conduct:

Study by distance learning is heavily reliant on autonomous learning.

It is the College's responsibility

- to provide all necessary learning materials and programme documentation.

As a student it is your responsibility

- to read carefully, absorb and understand all learning materials and support documentation.

Assessment

The College aims

- to provide constructive feedback and guidance on all assignments, and to provide feedback wherever possible within 10 working days.

As a Student you are required to;

- submit assignments timely to take responsibility for ensuring work is correctly labelled along with the assignment cover sheet;
- read and understand the penalties for plagiarism.

Registration

Your final result/ certification may be delayed or cancelled, if there are any monies or items owing to the College.

- You are responsible to pay fee timely according to the given deadlines,
- Students withdrawing from their studies remain responsible to any outstanding fees.

Rules for Using Online Discussion Forum

- General Behaviour – It is each student's responsibility to be tolerant, caring and respectful of others' opinion.
- The student must not transmit to Discussion Forum any message/ post that is unlawful, illegal, fraudulent, offensive, threatening, abusive, harassing, tortuous, indecent, obscene, defamatory, invasive of another's privacy, or discriminatory whether racially, ethnically, sexually, religiously or otherwise.
- Use of Language - students must not Post or Access Messages containing language that is in any way unlawful, threatening or offensive. This includes the use of swear-words, bad language and offensive nicknames.

We reserve the right to:

- access and monitor the use of Discussion Forums and any Messages Posted on them; and
- take whatever other steps we consider are necessary to protect our Discussion Forum Users/ students, including editing or removing any Messages or suspending or blocking any student's access to the forum.

Study Tips for Distance Learners

Success in a distance learning environment requires a self-directed and well organised person who is comfortable with technology. Distance learning has some challenges. You are not given specific dates for completing and submitting the assignments, so it is very easy for students to get distracted. Therefore many distance learners agree that the most difficult part of studying online is staying motivated. Don't let this happen to you – plan ways for yourself to stay motivated before you're tempted to stray from your course materials. Follow the following tips:

1) Discuss what you learn.

Find someone (a friend or relative who has similar interests or who would enjoy hearing about your studies) and let them know how much course you have covered and what you have learnt. You'll understand the material better when you have a chance to explain it out loud and will be motivated to stay on task in order to keep up with the conversation.

2) Keep in touch with your course mates

Sure, virtual people may be hard to connect with, but making an effort to actually get to know your classmates can be rewarding. If you find students from your area, consider a physical study group at a library or bookstore. If not, try to create an online support group of peers. They'll appreciate having someone to keep them on track in their work and you'll reap the benefits of being accountable as well.

3) Chart your progress.

Design your own map of topics covered and paste it somewhere that is visible daily. There's a certain satisfaction that comes with watching your goals been accomplished. When times get hard, you can always turn to your chart and see how much you have covered.

4) Reward yourself

Be proud of your accomplishments! Reward yourself for doing well in your coursework. Whether it is a night on the town, a new dress, or dining out, setting up a reward system just may be the extra push you need to succeed. If you stick by your system, you may find yourself pleasantly surprised.

5) Take time for fun

If you're spending all your time working, studying, and looking after the kids, you'll likely suffer in all areas. Everyone needs some down time to re-group. So, set aside a little time every week for a favourite activity. You'll be more productive when you return to your work.

6)Where to Study

Finding correct and suitable circumstances for studying is important. . Some students need absolute silence while others can't seem to concentrate without noise in the background. No matter what your preference is, a well-lit place that is free from distractions is recommended. Distractions prevent students from acquiring necessary knowledge. A Study Spot is a special place you put together just for completing the work you need to get done. Instead of working on the bed, near the television, or just about anywhere in the chaos of home life, you can create a place that is best suited to actually doing your work and doing it well. Most people set a few ground rules for their Study Spots to ensure that they won't be faced with the normal distractions while they are busy. The first step to Study Spot success is organising the place that will be home to your studies. Walk around your home at its busiest hour (if you have family or roommates living with you, this will probably be when everyone gets back from school or work). Find the place that is the quietest in the whole house. It may be in the corner of your bedroom or perhaps you have a den or a small room that isn't being used. Whatever place you choose, make sure it is large enough that you won't feel cramped and check to see that the temperature can always be kept at a comfortable level. As soon as you find your place, begin organising the materials you will need and setting up your Study Spot. Completing the following steps will leave you with a well-organised, work-ready area you can call your own:

- Get a traditional desk with drawers
- Get a good chair
- Organize your supplies

Put books, pens, pencils, erasers, and everything else you need in the drawers of your desk. If you study online, make sure that you have all necessary software and passwords available. If you study through mail, make sure you have the needed stamps and addresses at your desk. Add your special touch. Personalise your Study Spot and make it your own. If you're an art fan, put your favourite paintings on the wall. If you like to study with background music, bring in your c.d. player and a bunch of your favourite cds. If you like to munch while you work, put a box of your favourite snacks by your workspace. Some people like to hang up inspirational posters or magazine clippings of people who are in the profession they are working on becoming a part of. Add anything that will help make your Study Spot feel like home and keep you focused.

Study Spot Rules

Once you've created a Study Spot for you, set a few ground rules for yourself and anyone else you live with. Rules can help keep distractions away and keep you focused. Start with just a few that will be easy to follow and add more as you become more disciplined in your work. Some examples of rules that people have found useful are:

- Work time is between the hours of 6 and 11 p.m. I won't plan anything else during that time.
- The ringer on the phone is always turned off while I'm working.
- When I put a sign on the door, family members and friends should know that I'm working and not disturb me.
- I will take one big break in the middle of my work, but will stop taking lots of small breaks throughout the study time.

Study Spot rules are very personal and are meant to help you work in the way that's best for you. When you decide on the rules that will help you study, talk to the people you live with and explain what you need them to do to help out.

7) Scheduling / Time management

Time management may be the most overlooked aspect of distance learning. Usually, there are no set times for lessons so it is up to the student to set aside time for studying. This should include a regularly scheduled time when you are mentally prepared and can devote the required amount of time to the lesson and the work without being disturbed. Being flexible may lead to too many missed study opportunities. If this is the case, a revision of the schedule is necessary. First determine what time of day you think you will be most focused on your studies. Make sure you are not too tired to focus on your studies. Take adequate rest before you start studying.

Do you concentrate best after a cup of coffee or after lunch? Is it after lunch on Monday when your partner is at Gym? Is it the morning time when the kids are at school? Once you narrow in on a time of day reserve a designated allotment of time to dedicate to your course. Stay committed to that reserved time, and take it like an appointment that can't be missed out.

Develop good study habits. Set aside a significant amount of time each week for your studies. You should be planning to spend between 5 to 7 hours a week on your course, if you are in full time employment and have other family commitments.

8) Learn how you learn

Are you a night owl or an early bird? Do you prefer discussion groups, reading alone or writing a report? Distance learning should be adaptable to your learning style. The more aware you are of your strengths, the easier you can adapt and maximise the course to your needs.

9) Read the syllabus carefully

Read the syllabus and other course materials carefully to understand requirements, submitting assignments and performing other learning activities.

10) Ask Questions

Keep in touch with your tutor. If you don't understand something, ASK your tutor. Online chat rooms give students a forum to meet other students taking the same course and ask questions or discuss assignments. More than likely another student taking the course has had or will have the same question. If you need an immediate answer – do your best to find the answer yourself.

11) Keep up-to-date with the course

Frequently check in with staff, schedules, postings, messages, discussions, websites and other students. Be aware of changing course information etc. Check your email at least once a day.

12) Get to know the website

Log on frequently. Being familiar with the website will allow you to find what you need as quickly as possible.

13) Maintain classroom etiquette

Conduct yourself as you would in any classroom, even if you're perched on the breakfast bar. Maintain professionalism through online conferences, discussion groups, etc. Speak and act as you would face-to-face.

14) Prepare and submit assignments with care

- When to submit your assignments, please take care and read all the questions. Do not rush your answers, and you should present your work in a clean, tidy and precise manner.
- Work with the discipline and self motivation to complete assignments.
- Demonstrate good communication skills. Nearly all communication is written so it is vital that you are comfortable expressing yourself in writing
- Take your time; rushing through the course just to get a certification is not the way to proceed.

Provision of a Quality Programme of Study

Brentwood Open Learning College aims to provide a quality service, which promotes equal access for all groups of students throughout their contact with the College. Students can therefore expect the quality of service both from their tutors and from the administration staff at BOLC. BOLC in return expects that all students will abide by the College rules and regulations.

Please see the policies below on how to access these procedures and related policies of interest.

Equal Opportunities and Diversity Policy

Policy Purpose

The purpose of this policy at Brentwood Open Learning College is to:

- Develop and implement policies that positively promote equal opportunity and diversity for learners, staff and the wider community.
- Ensure equality of access to all potential learners.
- Ensure that all the learners enjoy equal access and diversity is reflected in terms of curriculum, assessment, support services and resources.
- Promote good relations and celebrate diversity in our learner and staff groups, ensuring that harassment and discrimination are not tolerated under any circumstances.
- Ensure that effective systems for the monitoring and evaluation of equal opportunities and diversity practices are in place.
- Work towards a staff team that reflects and complements our communities and learners.
- Ensure that all members of the staff understand the significance of equality of opportunity and diversity, and they know how to implement it in their work.
- Comply with all current equality legislations in employment and services delivery.

Policy Implementation

1. Develop and implement policies that positively promote equal opportunity for learners and staff.

- Bring forward policies on race, gender, age, disability, religion or belief and sexual orientation issues that actively promote equal opportunity and good relations and subjecting them to regular review.
- College plans and operating statements must deliver the equal opportunity and diversity policy goals.

2. Ensure equality of access to all potential learners by:

- Providing written entry criteria and procedures which are free from any form of discriminatory practice.
- Providing an impartial guidance for all applicants to ensure their placement on appropriate courses which offer success and progression.
- Ensuring that all course information promotes equality of opportunity and diversity and is free from explicit or implicit discrimination.

3. Ensure that learners enjoy equal access and that diversity is reflected in terms of curriculum, assessment, support services and resources by:

- Ensuring that curriculum delivery is underpinned by access to language and learning support where required.
- Ensuring that the range and level of the college curriculum meets and reflects the diversity of our learners and community.
- Ensuring diversity, gender, age, race, religion or belief, sexual orientation and disability are recognised in curriculum development and that teaching staff identify opportunities in all areas in which they work to adopt the best approach to promoting diversity, good race relations, opposition of racism, sexism, ageism and prejudice against a person's sexual orientation or religion or belief in terms of course contents and overall organisational management.
- Ensuring that all teaching and learning materials actively promote diversity, tolerance and equal opportunity, are not racist, sexist, ageist or prejudiced on the grounds of sexual orientation on religion/belief and diverse images.
- Ensuring through monitoring that all candidates for vacancies have access to fair and reliable assessment and constructive feedback.
- Ensuring that all learners have equal access to the full range of support services within the college.

4. Promote good relations and celebrate diversity in our learner and staff groups, ensuring that harassment and discrimination are not tolerated under any circumstances.

- ensuring that college takes regular opportunities to celebrate the diversity of our learners and staff groups in publications, events and specific occasions, e.g. cultural celebrations(e.g. Ramadan, Divali, Eid).
- Ensuring that the college develops and implements a set of policies, programmes and activities that work to promote good relations in our learners and staff groups.
- Ensuring that any advice includes references to the college's student complaints procedure and the staff Grievances and Disciplinary Procedure.
- Ensuring that all staff and learners are made aware that any harassment on college premises (including racial and sexual harassment, and harassment on the grounds of religion, sexuality or disability) may amount to a criminal offence under the public order Act 1986.

5. Ensure that effective systems for the monitoring evaluation of equal opportunities and diversity are in place.

- Collecting and reviewing data on student applications, enrolment, retention and achievement in terms of ethnicity, gender and disability and monitoring religion or belief, with a view to comparing trends and take action to improve any imbalance identified.
- Monitoring staff recruitment and selection (including promotion) to help address any disparities.
- Monitoring the take up of the staff training and development opportunities.
- Monitoring student progression.

6. work towards a staff team that reflects and complements our communities and learners by:

- Having a recruitment policy that positively supports equality of opportunity and diversity.
- Mentoring and supporting to senior managers with appropriate policy advice on the take up of the staff training by gender, age, religion/belief and ethnicity.
- Monitoring the composition of the College staff with regards to gender, religion or belief, disability and ethnicity at all levels, set targets that will improve representation.

7. Ensure that all members of the staff understand the significance of equality and diversity and know how to implement it in their work by:

- Ensuring that all newly appointed staff (full and part time) attends an induction programme within the first term of the service. The programme should underline the College commitment to equal opportunity and diversity.

8. Comply with all current equalities legislation in employment and services delivery by:

- Ensuring that the college complies with all appropriate sections of:
 1. The Sex Discrimination Act 1975
 2. The Disabilities Discrimination Act, 1995
 3. The Special Education Needs and Disability Act, 2001
 4. The Human Rights Act, 1998
 5. The Race Relations Amendment Act, 2001
 6. The Employment Equality(sexual orientation) Regulation
 7. The Employment Equality(religion or belief) Regulations, 2003

Extended Learning Support Policy

Introduction

Brentwood Open Learning College will seek to provide all reasonable levels of support which are required by individuals who experience difficulty in learning or making progress

All students have learning needs and some have additional learning needs, regardless of level of study. The majority of students will have their needs met within Learning and Teaching frameworks, but a significant minority will require Extended Learning Support.

Aims

Following are the aims of this policy:

- To ensure full access for our students to high quality education within a broad, balanced and relevant curriculum.
- To have an effective whole school approach where every member of staff shares in the responsibility of ensuring that the individual needs of students are met.
- To provide appropriate support with minimum disruption or anxiety to students.
- To stimulate and maintain student interest and enjoyment in their education.
- To ensure that pupils are given every opportunity to succeed on courses despite their specific learning difficulties.

Supporting Students across the College

Guidance

As part of the pre-entry guidance procedure the College will ensure that students have the opportunity to self-identify any learning difficulties which they believe will require additional support.

Learning Support

Brentwood Open Learning College recognises that it is likely that many students will require some support to learn during their studies i.e. study materials in large prints, students whose first language is not English may require some additional support. Additional support will be made available to students who are following mainstream programmes but who are experiencing difficulties.

Learning support will be provided within the college on a team basis involving, the Guidance and Counselling Advisor, Tutors, and Student Advisors.

Access

The College will provide appropriate information and guidance for potential students who require support to learn in its publicity and marketing materials.

Resources

Students will be assisted when seeking to access other sources of funding to support their personal and educational needs, e.g. Disabled Student Allowance, or other external agency funding.

Monitoring and Evaluation

The Special Programmes and Extended Learning Support services outlined in this policy will be monitored continuously as part of the College's self evaluation process and will include information from a range of services such as student guidance reviews and student satisfaction surveys.

Quality Assurance

A Student Satisfaction Survey on Extended Learning Support will be conducted at the end of each student's programme.

Staff Development

All academic and support staff have responsibility for ensuring equality of opportunity as set out in the College's Equal Opportunities Policy. The College will ensure that staff responsible for managing provision for students with learning difficulties, have appropriate qualifications and expertise. In addition the College will continue to support staff, who wish to undertake specialist teaching qualifications in the support to learn area. Regular staff development opportunities will be made available for academic and support staff throughout the year via staff induction programmes, programme and moderation group meetings and specific training sessions.

Review

The College will undertake a review of this policy every year or earlier if substantial legislative or policy changes require such action.

Complaints Procedure

Introduction

Brentwood open Learning College, believes in providing the services of the highest quality. Its aim is to provide a supportive environment to the learners and to be responsive to the complaints or concerns from any source. We regard feedback, both negative and positive, as a valuable resource to help us improve the quality of our services and provision. The college has designed a complaints Procedure to enable anyone interacting with the College to bring matters of concerns about their experiences of our services and provision of our attention and to enable investigation to those concerns to reach to satisfactory conclusions. This procedure provides us with welcome feedback to help us improve our services further and to resolve any particular problems experienced by the complainant.

What is a Complaint?

The complaints procedure covers any expression of dissatisfaction about:

1. action or lack of action by the College, or staff
2. standards of service, courses or facilities provided by the College;
3. provisions of the College affecting students, customers, partners or stakeholders

The Complaints Procedure does not cover the following:

1. matters related to academic performance
2. request for a new or different services or provision
3. matters covered by separate policies or procedures, including:
 - Academic Appeals
 - Disciplinary related issues
 - Equal Opportunities

The Complaint Procedure is for the use of students, prospective students and for those people, who are directly affected by the activities of the college.

Guidelines for Making and Handling Complaints

All complaints will be taken seriously, in line with equal opportunities policy, these will be treated equally. Any complaints made more than three months after the incident or action which is the subject of the complaint will not be investigated.

1. With all complaints due consideration will be given to confidentiality for all concerned.
2. Complaints will normally be made by the complainants themselves and not by others on their behalf. However, vulnerable adults and those students who would have difficulty in making a complaint on their own behalf are entitled for assistance what they require.

How to Complain

This procedure outlines number of simple routines to be followed by any student or user depending on the seriousness of the complaint. Informal resolution is encouraged at every stage of the process. Use of the formal complaints procedure should only be taken as a last resort.

Informal Stage

Stage 1

Complaints of a minor nature should be raised immediately with the member of staff responsible with the aim of resolving the problem directly and informally. It is anticipated that large number of complaints will be resolved in this way. The complainant who is a student as well can approach his/her course Tutor first in this regard. For users of College who are not Students may approach the member of staff by:

- a telephone conversation with appropriate person
- an email or letter to the appropriate person

Informal complaints should normally be responded to within 7 days of receipt of the complaint. Records of such complaints will not normally be retained or recorded centrally, unless the member of staff dealing with it wishes to do so.

If the problem has not been satisfactorily resolved at this stage, the complainant can use stage 2 of the procedure underlined below.

Formal Stage

Stage 2

The college is also aware that there may be occasions in which, for whatever reason, a complainant feels that it is impossible to raise an issue directly with the member of staff concerned. In any of these circumstances, the College's formal complaints procedure should be used.

The complainant can write to the Quality Manager and can be submitted by post. The complaint should be specific and comprehensively documented, should include the complainant's name, address, relevant documentation, dates, and witness as appropriate.

The complaint will be referred to the appropriate person, who will carry out an investigation and report the findings in writing within 20 working days of its receipt. At this stage majority of complaints will be resolved with no further action required. However, if the complainant is not satisfied with the response received as a result of stage 2, the complaint may be taken to stage 3 of the procedure.

Stage 3

If the complain has still not been satisfactorily resolved after stage 2 of the Procedure, the complainant can write directly to the Programme Director. Normally, the complainant can receive a full response within 14 working days.

Stage 4

If despite the best efforts of the Quality Manager and the Programme Director, the complainant still remains concerned. He/ she can approach the C.E.O; however the complainant must have followed stages 1-3 before doing so.

Learning from Complaints

In order that the College can learn and improve from as a result of complaints, The Quality Directorate will keep accurate and complete records of all complaints received and the resulting correspondence, interviews and actions. A report on the complaints received and their outcomes will be submitted to the Directors at least once per academic year.

Terms & Conditions

Below are the terms and conditions on which we supply our products, services, courses and course materials to you. These terms and conditions apply to all the courses available on our website <http://www.bolc.co.uk>.

Enrolment

- College reserves the right to accept or decline any application for enrolment. Placing the order simply does not mean that your order has been accepted and you have been placed on the course. The College will confirm the acceptance through email.
- Failure to complete the course shall not entitle you to withhold payment of fees or to receive any refund.
- You will not be issued your certificate until you have paid for your course in full.

Course/ Course Materials

- We endeavour to say that the materials will be of satisfactory quality but do not warrant that the materials will be error free.
- Course Materials will be available for you online on our Learning Management System and will also be sent to you through email on the email address you have given to us.
- Copyright in the course materials is owned or licensed by the Company. Copying, adaptation or other use without written permission of the company is prohibited.

Services

- We will provide you with support and tuition for a period as set out in our promotional materials and website.
- If you pay for your course in instalments, we will register you with awarding body on completion of your payment.
- We reserve the right to change awarding body we use for qualifications and will always provide an equivalent or better education.

Payment

- If you are paying by instalments and your fee is not received to us until the end of month for which the fee is due, we will charge £10 late fee fine.
- If you fail to pay 3 monthly instalments we reserve the right to remove you from the course. In such a case you will be able to reregister for the course for a re- registration fee of £50.
- All outstanding fees to us must be paid before we will issue you a certificate of completion.

Cancellation

- According to the Distance Selling Regulation 2000, you have a cooling off period of 7 days from the receipt of your materials. This period allows you an unconditional right to cancel. You will be required to make such a request in writing to Brentwood Open Learning College Limited. Cancellations by email and telephone are not acceptable.
- You will not have the right to cancel electronic and downloadable products by giving cancellation notice. These products include; online course materials which have been accessed by you and any software or Cds which have been unsealed by you or products which have been downloaded by you.

Limitation of Liability

- Our total liability for any loss or damage, caused by the use of courses, course materials or this website will not exceed the actual payment received by us from you for the course.
- We shall not be liable for any indirect loss or damage arising out of, loss of profit, loss of revenue, loss of opportunity or your liabilities to third parties.

Written Communications

- As part of the Agreement you accept that communication with us will be mainly electronic. We will contact you through email and will update you by posting notices on our website. You agree that the information we provide to you electronically comply with any legal requirement that such communications will be in writing.
- All formal notices from you must be sent in the written form and must arrive to us by recorded delivery post.

Termination

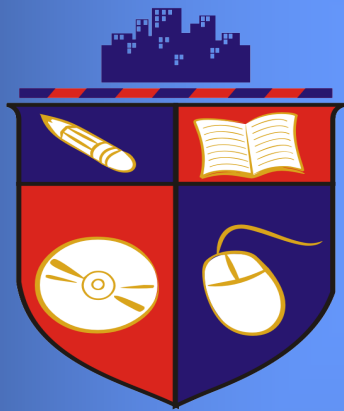
- If you fail to pay any amount due in accordance with this Agreement or you breach any of the terms and conditions set out in this Agreement or any information provided by you proves to be false or incomplete, we shall be entitled to terminate this Agreement once the Default Notice period is served on you.
- You must observe all the College's rules applicable to the course. If you commit any breach of such rules or are guilty of any offensive behaviour, the College shall be entitled to expel you from the course, without reimbursement of the fees.

Other Terms

- This Agreement shall be interpreted in all respects in accordance with the law of England and Wales. The parties here by submit to the exclusive jurisdiction of the English courts for determination of any question or dispute arising in connection with this Agreement.
- We reserve the right to amend these terms and conditions from time to time. Any such changes when made will be published on the website
- If any clause in these terms and conditions is held to be unenforceable or invalid, it will be deemed to be deleted but the remaining terms and conditions will continue in force.

We are glad that you have taken a distance learning course with BOLC and hope you will enjoy it.

GOOD LUCK



BRENTWOOD
OPEN LEARNING COLLEGE

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