



**INDUCTION**

Welcome to the first part of your new course at Central Bedfordshire College!

Your first week will be filled with a mixture of important activities, meeting other students, getting to know the College and your tutors, finding out about the services you can use and making sure that you have chosen the right course!

**DAY 1**

On the first day you will be in your group with other new students. You will begin to get to know each other and find out about what will happen for the rest of your induction and the course.

**Assessments**

During the next two weeks your tutors will be finding out what skills you have in a range of subjects – English, ICT and Maths. All students will be developing their Functional Skills/GCSE’s and the tests you will be carrying out will help us to know what your starting point is. There will also be formal assessments to complete on your chosen subject.

**Learning Styles**

Some of the activities you do will show us what kind of learner you are – this will help you to plan your study and overcome any barriers to learning. It will also help your tutors provide you with the appropriate ‘tools’ for learning.

**Individual Learner Profile**

By the end of induction, we will have a ‘profile’ of you as a learner and this will help us to make sure that you are on the right course, that you have all the help you need to succeed on your course and that we can make your learning enjoyable. You will have learned a lot about yourself as a learner too. Starting a new course is a good time to start a new approach to learning.

**Final Course Choice**

Part of the purpose of induction is to help you make up your mind about the course you have chosen. Some students may realise that they would like to take a different subject/course – and then they can move across. Induction also enables your tutors to know if you are on the right level of course. Some students may need to change levels either up or down to ensure that they succeed.

Whatever level you start out on, you can always progress to the next level. Your tutors will explain what you need to do to move from one course to the next. You are also able to speak to a qualified Careers Advisor who can assist you.

**Time to Relax**

An important part of being a student is knowing when to relax and enjoy yourselves. There will be opportunities for this during your induction and after!

We would like to wish you every success in the year ahead.

GOOD LUCK !

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**SECTION ONE**

**Course Handbook**

Welcome to Central Bedfordshire College. We hope you really enjoy your time here and get the most out of both your course and the time you spend on the premises.

College life is different from school, a fact many of you may be quite pleased about, but it can also be a bit confusing and daunting. Although the College may well be bigger than your school, Central Bedfordshire College is still small enough to be a very friendly place. We will try hard to help you settle in and that you get to make new friends so that you will soon feel at home.

Have fun and make the most of your new start with us.

**College Mission**

**Mission Statement:** ‘We will provide excellent learning and progression for our communities in Bedfordshire and beyond. We will be innovative, enterprising and inclusive in what we do and how we do it. We will value and support our learners, our colleagues, and our partnerships.’

**Consideration for Others**

For the comfort, health and safety of all our students we have a no smoking policy that operates on all College premises.

The College does not permit consumption of alcohol, being intoxicated with alcohol or narcotics and does not permit non-prescription drugs on its premises. Neither does it permit people under the influence of alcohol or non-prescription drugs to be in College. The College has procedures to deal with any breach of this rule and is classified as gross misconduct.

Food and drink is not permitted in classrooms other than bottled water and **energy drinks** are not permitted AT ALL.

Mobile phones and other handheld electronic devices **must not be used** in the Classrooms, the Library, the Workshops or the Examination Rooms. These devices should all be **switched off before entering** any rooms within the College. **Failure to switch off mobile phones is considered a disciplinary offence.**

**Health and Safety**

You are required to undertake an in-depth and specific health and safety induction.

**College Kit Fee**

All full time students between 16- 18 years old are not required to pay an enrolment fee. If it is your first level 2 or 3 course at age 19 years you are also not required to pay a fee.

A USB memory stick however is essential and you will possibly need more than one of these. There may be other kit requirements for your course and these will be explained by your course tutor either during enrolment or interview.

**Learner Agreement**

When you have signed your enrolment form you have entered into an agreement with the College that you understand the learning goals of your course and the assistance that the College can offer you.

**Identity Card**

All students are required to wear an identity card. **THIS MUST BE WORN AT ALL TIMES and BE VISIBLE** - Failure to do so will result in students unable to enter the building and therefore classes, this will count as an absence, if you forget your pass you will be required to purchase a new one. The fee to do this is **£5.**

ID cards will be processed during your enrolment session. It will allow you to use the facilities within the College, i.e. library (LRC), refectory, this also enables you to enter the College car park if you require to park.

Failure to have your identity card with you will result in you being asked to leave the College premises. Please remember this, any member of staff can ask to see your ID at any time.

**Financial Assistance**

During your time at College, you may experience hardship or need financial assistance towards achieving your learning goal, we may be able to help, please visit the Student Services Helpdesk in reception or email [funding@centralbeds.ac.uk](mailto:funding@centralbeds.ac.uk).

**Academic Performance**

You are expected to meet the minimum academic requirements of your course. If you do not meet the minimum requirements, you will be given advice and guidance through your 1:1 tutor sessions or through Personal Professional Development (PPD) sessions and may be encouraged to seek assistance from Student Services.

**Attendance in College**

You are expected to achieve full attendance, except for justifiable absences. Full attendance means attendance at all classes and activities required by your course. Failure to attend regularly without giving genuine reasons prior to or on the day of absence may result in you being asked to withdraw from the course. You will be contacted by our Learning Mentors if you fail to report your absence.

**Punctuality**

You **must** be on time for every class. If you arrive late you will disturb your peers who have arrived on time and will miss vital information as lessons will start promptly.

**Assignments**

Most full-time vocational courses are assessed on a continuous basis via an assignment programme. If this applies to you, for each assignment you may be awarded a grade, as follows:

Low Pass Pass High Pass Merit Distinction

If you do not submit enough evidence for assessment for a unit to pass, you will be given a **Referred** grade. You will be given an action plan/Smart Target to enable you to produce the work to gain a pass or a higher grade.

If you do not produce the work then you will fail that unit. You must achieve all the units to work towards your final grade.

**Assessment Methods**

Assessment is divided into two main types:

• Formative Assessment focuses on giving you written and/or verbal feedback on your progress, so that you learn about your strengths and weaknesses and receive guidance on forward planning and how you may improve your work and learning.

• Summative Assessment occurs at the end of a unit of study and is concerned with making judgements about the standard of your work in relation to unit learning outcomes and assessment criteria.

These can be carried out in a number of different ways

Informal Assessment

• Observation in class

• Verbal Question and Answer

• Group Discussions

• Self Evaluation

Formal Assessment

• Finished sketchbook/idea sheets/final outcomes

• Time Management

• Completion of action plans to timescales

• Self review/ILP

• Tutorials/Tracking Units

**Deadline Dates**

Assignments will be set on a regular basis and your tutor will tell you when that work has to be handed in and will also be printed on your assignment brief. If you need extra time, you must ask your tutor in good time. It is at your tutor’s discretion whether the work is marked. You are strongly advised to keep up to date with your work.

**Appeals Procedure**

The College has an appeals procedure that meets the examination and accreditation bodies’ requirements.

At the start of your course you will receive information on the number of assignments and the scheduling of these assessments as a unit plan. You will also be given clear assessment criteria as each assignment is set. However, if you do not understand for any reason, you should get back in touch with the tutor who set the work to ask for further clarification. If you are unhappy about how your work has been assessed you should take this matter up with the tutor concerned in the first instance. If you are still dissatisfied or disagree with the outcome of the marking process, you should take the matter up with your Learning Area Manager.

**Plagiarism Statement**

Plagiarism involves using the work (writing, recording, photography etc.) of another person and presenting it as your own. Therefore, the work you submit as your own must be your own and materials taken from any other source (books, magazines, internet etc.) must be clearly identified as such. Where you quote from or use someone else’s work you must explicitly state that is what you are doing by acknowledging it as a source, either in the text or in a footnote.

It is also plagiarism if you submit an assignment written by someone else (by another student, parent or by assignment/essay writing service) and take credit for it as your own work.

The College takes plagiarism very seriously and you should be aware that the practice may well lead to the use of the student disciplinary procedure, with severe penalties being imposed upon a repeat offender.

**Examination Information**

The College is committed to making sure that any learner with a disability is not placed at a disadvantage in an examination setting. Additional support arrangements are made for learners with specific needs through the Examination Officer and the Additional Learning Support Co-ordinator. Special provisions for examinations, following assessment and liaison with others, such as your GP, hospital, previous school or examination bodies, might include one of the following:-

* extra time
* alternative rooming arrangements
* a person to read or write on behalf of the candidate in the examination
* large print examination papers
* chaperoned breaks
* use of a laptop

It is important that the College knows your requirement as early as possible so that we can make the appropriate arrangements. Examination Boards set limits on the support and allowances that the College can make. Any difficulty or disability, whether temporary or permanent, that arises during a course of study will be addressed if it is brought to our attention.

It is important that you adhere to the JCQ regulations when entering an exam. You are not permitted to have your mobile phone, any other electronic device (including watches) or personal belongings with you. You will be provided with a secure room to store these for the duration of the exam. You must remain under exam conditions for the entire duration of the exam including upon entering the room. Failure to adhere to the JCQ regulations will result in reports to the awarding body which could lead to disqualification. Please find more information on Moodle.

**Personal & Professional Development**

Your course will provide opportunities to develop and utilise a broad, transferable skills through encouraging an ethos of personal and professional development. Specifically it will allow students to demonstrate

* Initiative
* Independent Enquiry
* Creative Thinking
* Reflective Thinking
* Team Working
* Self-Management
* Effective Participation
* Problem Solving
* Communication

**Individual Learning Plans and Tutorials**

There are 2 types of tutorials in place:

Individual Tutorials -

These take place twice a term and we use these to:

* Discuss your individual progress and grades for your projects.
* Discuss issues relating to your achievement of the units and course.
* To set personal learning targets to enable you to improve and succeed.

Group Tutorials -

* These take place once a week for one hour for the whole year and are taught by your subject tutor.
* Topics will include safeguarding, careers and employability skills etc.

**References**

If you wish to use the College for a reference, please contact your Course Tutor.

**GCSE and Functional Skills**

GCSE and Functional Skills English and maths are a government requirement to achieve your full Study Programme for any learners that left school without achieving GCSE grade A\*-C in these. English and maths will be additions to your vocational programme on your timetable.

Functional Skills are an essential step to success, particularly for younger learners. They are a range of skills that underpin all your other studies and personal development at College.

They are practical skills that help you to:

* plan, research, present and evaluate different forms of information
* improve your level of achievement in other areas of work
* increase your self-confidence and ability to work with greater independence
* reflect on your own learning and performance

There are two Functional Skills English and maths. They can be taken at Entry Level, Level 1 and Level 2. It is College policy that all 16-18 year old full-time students must study at Functional Skills whilst they are at College if they achieved GCSE grades E or below.

To achieve a Functional Skill at Entry Level you must pass an internally set test and to pass a Functional Skills at Level 1 and Level 2 you must pass an externally-set test.

GCSE English and maths is a requirement for all full time students that achieved a grade D. Attendance at all English and maths lessons are mandatory and form part of your Study Programme.

**Disciplinary Procedure**

There are 3 stages of the Disciplinary Procedure

1. Stage 1 – Verbal Warning: Course Team Leader/Tutor with Action Plan/Smart target and planned review date. Copy sent home to parent/guardian.

2. Stage 2 – Written Warning: Meeting with Course Team Leader (your Parents/Guardians may also be involved) with Action Plan and planned review date. Copy sent to parent/guardian to sign and return

3. Stage 3 – Meeting with Learning Area Manager, Course Team Leader and other tutors if required (your parents/guardians will also be involved). You will be withdrawn from your course.

These are some of the areas where this procedure will come into effect

* Unacceptable behaviour and attitude to others including students and members of staff in any part of the college.
* Use of alcohol and other prohibited substances on college grounds.
* Continued poor attendance below 90% and poor punctuality.
* Dangerous, aggressive or threatening behaviour to others including bullying and verbal abuse to other students and members of staff.
* Disruptive behaviour in any lessons.
* Failure to meet Health & Safety procedures or adhere to code of conduct after induction.
* Continuous failure to complete the work asked of you, resulting in non-achievement of units of the course.
* Missing of deadlines.
* Failure to uphold the good name of the college when attending galleries or on any other college business.

A copy of College disciplinary procedure can be found on our online platform Moodle.

**Responsibility for your Own Learning**

College life requires you to act as an adult and as such demonstrate motivation and commitment to your course. Tutors work hard to ensure that the learning environment is the best that we can provide. It is your duty to respond with a mature attitude and manage your time effectively. Working well, both with each other and staff.

**Learning Support**

It is likely that you will not enjoy your life at the College if you are continually worrying about not being able to cope with the work. We understand this and in addition to the help you will receive during your normal classes, our Learning Support Team can offer you the extra help you need. Whether you need to develop your reading, writing, spelling and maths or just help with your study skills, then support is available. The Learning Support staff are very friendly and helpful and have already made College life easier for very many students in previous years.

**Equal Opportunities and Disabilities**

You should be aware that Central Bedfordshire College operates an Equal Opportunities Policy. This policy aims to remove all barriers and to encourage participation by all groups at all levels and to remove any unfair practices or issues with respect to inequality. A copy of this policy can be obtained from the Student Services Help Desk.

The College actively promotes equality of opportunity and seeks to respond positively to the particular needs of all our students through:

* Identifying and removing unfair practices
* Fostering positive images of all groups
* Encouraging participation by all groups at all levels by recognising barriers and striving to remove them
* Attempting to meet the particular needs of students and staff so that everyone has opportunities however they study. This includes part-time study, Open Learning and courses starting outside the traditional College year

**Race Equality**

The College is particularly concerned to promote racial equality and will actively tackle discrimination and promote equality of opportunity for all sections of the community who access the College, whether it be to learn or to work.

**Fire Procedures**

**The Store**

Please note the fire exits within the buildings. If the alarm is raised you are required to vacate the premises ***immediately.***  Please familiarise yourself with the fire evacuation procedure at your relevant campus, this will be explained to you during induction.

**Progression Routes**

Progression is all about the opportunities that are available to you once your current course of study has been completed. The staff that teach you should be able to advise you, but there are also other experts employed within the College, such as the Careers Advisers and Apprenticeship Team who will be able to help. There are entry requirements to progress to the next level of study and these include meeting your minimum attendance, achieving the desired grade (generally at least a Merit), meeting deadlines, attitude and behaviour.

**Careers Guidance**

Careers information, advice and guidance is available from the College Careers’ Advisers. It gives you the opportunity to plan and explore your career choices. It is available to learners of all ages. You can expect to receive impartial information, advice and guidance based on your needs and circumstances. You can find Advisors in the LRC and they will also be in involved in some of your PPD sessions.

**Work Placements**

Most courses in the college require you to do a Work Placement. The hours and days of these Placements will depend on what course you will be studying.

We have a Team on hand that can help you in finding an employer if you are unable to source your own Placement. The Team can be found in The Link which is based on the ground floor just off of Reception.

**Personal Problems**

It is not easy to generalise, but learners experiencing personal problems are advised to speak in the first instance to their Tutor. If this tutor cannot deal effectively with the issue, they may well refer a learner to a member of the Student Services team who can offer practical help and advice on such matters as accommodation, childcare, finance and other similar matters. Student Services operate a referral service to external agencies to support students who are experiencing emotional / psychological difficulties or who need additional specialist information.

**Safeguarding**

The College recognises its responsibility under the Safeguarding legislation and works to support those affected by these issues.  The College has a **zero tolerance**to bullying and encourages students to be safe while using IT.

**SECTION TWO**

**Names and contact details of tutors:**

**Karyn Godfrey -** Curriculum Director & Learning Area Manager

Public Services, Sport and Service Industries

01582 349671

[kgodfrey@centralbeds.ac.uk](mailto:kgodfrey@centralbeds.ac.uk)

**Student Facilities**

Make good use of the Learning Resource Centre (Library) along with the computers. There are some very good books, and the library staff are very good at advising on books to read or websites to visit regarding your course don’t be afraid to ask.

Private study rooms are available and are also a good resource but you must book in advance with the LRC staff.

The refectory serves a variety of food including a daily vegetarian option and is generally open from 8.30 until 15.00.

Don’t forget the coffee shop on the ground floor in A block - great coffee and scones, run by the college pathways department, they also have a small shop selling a few stationary items, open 10.00 – 14.45.

**Student Responsibilities**

* Attendance, punctuality and absence procedures as stated in section one
* Always have a pen and paper
* Wear appropriate clothing (no low neck tops, no midriffs visible, no very short skirts, sensible shoes, no low hanging trousers, no hats or coats inside the building and minimum jewellery)
* Uniform if specified/supplied by placement
* Adhere to any other work placement rules
* Study time is essential and you must ensure you allow **at least eight hours** a week for private study (this may be completed at home or in the college LRC)
* Mobile phones should be switched off at all times during lessons; failure to do so is a disciplinary offence.
* No food or drink is allowed in the classroom (only bottled water is permitted).
* Personal stereos, iPods, MP3 players etc. must not be used in classroom or the LRC.
* Attendance at all 5 elements of your Study Programme is compulsory

**Student Ambassador**

As a group you must choose a member or members of the class to represent you at course meetings and Student Council meetings. This person/persons will take forward your queries or suggestions regarding your course to the course meeting and matters regarding College as a whole to the Student Council meetings.

**SECTION THREE**

**Study Skills**

Having the right approach to studying can be the difference between achieving well and failing.

**Effective Habits**

You can prepare yourself to succeed in your studies, try to develop and appreciate the following habits:

• Take responsibility for yourself; responsibility is recognition that in order to succeed you can make decisions about your priorities, your time, and your resources

• Centre yourself around your values and principles; do not let friends and acquaintances dictate what you consider important

• Put first things first; follow up on the priorities you have set for yourself, and do not let others or other interests, distract you from your goals

• Discover your key productivity periods and places; morning, afternoon, evening; study spaces where you can be the most focused and productive. Prioritise these for your most difficult study challenges

• Consider yourself in a win-win situation; you win by doing your best and contributing your best to a class, whether for yourself, your fellow students, and even for your teachers and instructors. If you are content with your performance, a grade becomes an external check on your performance, which may not coincide with your internally arrived at benefits

• First understand others, and then attempt to be understood; when you have an issue with a tutor, for example a questionable grade, an assignment deadline extension, put yourself in the tutor’s place. Now ask yourself how you can best make your argument given his/her situation

• Look for better solutions to problems; for example, if you do not understand the course material, do not just re-read the material. Try something else! Consult with the tutor, a classmate or the College’s study skills centre

• Look to continually challenge yourself;

**M.U.R.D.E.R**

Studying can literally be murder, but do not let this deter you let it help you.

**Mood:**

Set a positive mood for you to study in. Select the appropriate time, environment, and attitude

**Understand:**

Mark any information you don't understand in a particular unit; keep a focus on one unit or a manageable group of exercises

**Recall:**

After studying the unit, stop and put what you have learned into your own words

**Digest:**

Go back to what you did not understand and reconsider the information; contact external expert sources (e.g., other books or an instructor) if you still cannot understand it

**Expand:**

In this step, ask three kinds of questions concerning the studied material:

o If I could speak to the author, what questions would I ask or what criticism would I offer?

o How could I apply this material to what I am interested in?

o How could I make this information interesting and understandable to other students?

**Review:**

Go over the material you've covered,

Review what strategies helped you understand and/or retain information in the past and apply these to your current studies

(Adapted from Hayes, John R., The Complete Problem Solver, Lawrence Erlbaum Publishers, Hillsdale, NJ: 1989. ISBN: 0805803092)

**Time Management**

**Developing time management skills is a journey**that may begin with this Guide, but needs practice and other guidance along the way.

**One goal is to help yourself become aware of how you use your time**as one resource in organising, prioritising, and succeeding in your studies  
in the context of competing activities of friends, work, family, etc.

**Strategies on using time:**

* **Develop blocks of study time;** about 60 minutes? How long does it take for you to become restless?  
  Some learners need more frequent breaks for a variety of reasons  
  More difficult material may also require more frequent breaks
* **Schedule weekly reviews and updates**
* **Prioritise assignments; w**hen studying, get in the habit of beginning with the most difficult subject or task
* **Develop alternative study places free from distractions;** to maximize concentration
* **Got "dead time"?** Think of using time walking, riding, etc. for studying “bits”
* **Review studies and readings just before class**
* **Review lecture material immediately after class**(Forgetting is greatest within 24 hours without review)
* **Schedule time for critical course events**Papers, presentations, tests, etc.

Develop criteria for adjusting your schedule to meet both your academic and non-academic needs

**Effective aids:**

* **"To Do" list**Write down things you have to do, then decide what to do at the moment, what to schedule for later, what to get someone else to do, and what to put off for a later time period.
* **Daily/weekly planner**Write down appointments, classes, and meetings on a chronological log book or chart.   
  If you are more visual, sketch out your schedule. First thing in the morning, check what's ahead for the day, always go to sleep knowing you're prepared for tomorrow
* **Long term planner**Use a monthly chart so that you can plan ahead.  
  Long term planners will also serve as a reminder to constructively plan time for yourself

**Goals and objectives**

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| **Time management: Goals/objectives & priorities:** |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Print and complete**  List three goals or objectives that are most important to you, and indicate whether they are long range, medium range, or immediate:   |  |  |  |  | | --- | --- | --- | --- | |  | **long range** | **medium range** | **now!** | | 1. |  |  |  | | 2. |  |  |  | | 3. |  |  |  |   **How much time have you set aside to meet each goal during your week?**   |  | | --- | | A. | | B. | | C. |   **Does your time allocation reflect the priority of your goals?**   |  | | --- | |  |   **Can you change your hourly commitments to meet your priorities?**   |  | | --- | |  |   **Where do you have the most flexibility:  weekdays or weekends? Can you change one or the other? Or both?**   |  | | --- | |  |   **Can you change your goals?  What are your options?**   |  | | --- | |  |   **Can you postpone any goals until school breaks?**   |  | | --- | |  |   **How will assignments and tests affect your time allocation? What can you change to meet your class responsibilities?**   |  | | --- | |  | |

* **Develop a calendar of important dates for your classes;** tests, papers, projects, readings, mid-term and final exams, holidays, breaks, study days, etc.
* **Enter important dates for your social and family life**
* **Each week develop a daily schedule that includes routines and important dates**
* **Post this schedule in your study area;** for referral and review, and to mark your progress
* **Each evening develop a schedule;** to help you organize the next day, include routines, errands and important appointments
* **Review each day's schedule that morning**

**Tips for the Classroom**

**Preparing for Classroom Learning**

Compared to classrooms in schools, colleges tend to be more informal. There are, however, some very important basic rules:

**Before class:**

* **Do your homework!**  
  Read critically; form your own opinions
* **Review your notes**  
  from the previous lecture and reading for the day
* **Communicate immediately with the tutors**about any study problems
* **Focus on the task at hand before class:**  
  take a moment of silence to gather your thoughts and mentally prepare yourself to the topic
* **Write any objectives**that come to mind at the head of your notepaper:
  + preparing for an up-coming test,
  + understanding a particular concept,
  + gaining a good foundation on a topic
  + understanding or reviewing the readings

**In Class:**

* **Arrive on time for class.**   
  Tutors and other students do not take lateness lightly
* **Position yourself in the classroom**   
  to focus on the subject matter;  consider the best location for:
  + listening
  + asking questions
  + seeing visual materials
  + discussing--not only with the teacher but also your classmates
* **Avoid distractions**   
  that may interfere with your [concentration](http://www.studygs.net/concen.htm)  
  (daydreaming, looking around the room, talking to a friend, passing notes, dozing)
* **Evaluate as you listen:**
  + Decide what is important and should be placed in your [notes](http://www.studygs.net/Lcturnote.htm) and what can be left out;
  + Listen long enough to be sure you understand what was said before writing.
  + *Ask clarifying questions* (but wait for "breaks" in the instructor's stream).
* **Review your class objective(s)** throughout the class period
  + Did your objective(s) mesh with the instructor's introductory remarks?
  + Has the class digressed from stated objectives, yours or the instructor's?
* **Write a "to do" list** including
  + assignments;
  + reviewing difficult concepts
  + joining study groups
  + making appointments with a study pal, tutor, study support team.  
    One resource often overlooked is a classmate who seems to have a good grasp of the material. If it seems appropriate, seek the individual out for help.

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| --- |
| **Periodically ask yourself if the course is meeting your objectives.** If you find yourself dissatisfied with a particular class or the course in general, make an appointment with the course team leader/tutor to discuss your expectations.  **The earlier the better.** |

**Note Taking**

You can develop your own note taking system and study strategy:

[**Record**](http://www.studygs.net/Lcturnote.htm#Record) **\* Reduce \* Recite \* Reflect \* Review**

**Get a good loose-leaf notebook:**  
This will enable you to add, delete, and re-sequence pages and materials.

Begin each session's notes with a cover page for later summaries and test preparation.

**A typical notes page:**

**Heading** • Date

• Class/subject title & unit number

• Guest speakers' names; including your fellow students' contributions

1. **Record/take notes here:**

* identify the main points
* capture the main ideas
* Use outlines or concept maps

Use words and pictures and graphs or whatever it takes to get the information down quickly. Avoid quoting unless it is very necessary.

**2. Reduce; after class notes:**

* key/cue words
* phrases
* questions

Link information from the text or other sources. Keep your notes in a folder so that they are easy to find for reviewing and studying (see 5 below)

**3.  Recite:** [**Talk aloud!**](http://www.studygs.net/thinkingaloud.htm)

* Review from memory what you have learned
* Using the left hand margin's key words and questions, talk through, or illustrate definitions, concepts, etc.
* Create your own examples

**4.  Reflect:  Think over!**

* How does this relate to what you knew before?
* Note the [essay terms](http://www.studygs.net/essayterms.htm) and find the best ones that refer to your studies: Analyse, Compare, Diagram, Describe, Evaluate, etc...

**5. Review the notes you took**

* At your next study session
* Before reading new material
* When studying for tests

Make notes on your "notes page"

**Multiple pages of notes for one lecture:**

* summarise each page at its bottom,
* summarise the lecture on a cover or end page

(Adapted from Walter Pauk (1989) and the Cornell Notetaking System)

**Writing an assignment**

**The Five Paragraph Essay – A good place to start**

The five paragraph essay measures a student's basic writing skills, and is often a timed exercise. Use this Guide to help you practice and succeed at this form of writing.

**Getting started means getting organised:  
Analyse the assignment; determine what is required.**  
With a highlighter, note important words that define the topic.  
Then organize your plan

**For example, you have been given this writing prompt:**

You have a present that was really memorable. It could have been given for an important occasion or just for no reason at all. Tell us about the present and why it was memorable. Include the reason it was given, a description of it, and how you felt when you got it.

**The objective is to write a narrative essay about a present you were given**

The subject is a **memorable present**  
The three main subtopics are:

* **the reason it was given**
* **a description of it**
* **and how you felt when you got it**

**Outline your five paragraph essay; include these elements:**

|  |  |  |
| --- | --- | --- |
| **Introductory Paragraph**  General Topic Sentence:   **memorable present**   1. Subtopic One: **the reason it was given** 2. Subtopic Two: **a description of it** 3. Subtopic Three: **how you felt when you got it**   (Transition) | | |
| **First Supporting Paragraph**  Restate Subtopic One  Supporting Details or Examples  Transition | **Second Supporting Paragraph**  Restate Subtopic Two  Supporting Details or Examples  Transition | **Third Supporting Paragraph**  Restate Subtopic Three  Supporting Details or Examples  Transition |
| **Closing or Summary Paragraph**  Synthesis and conclusion of the thesis  rephrasing main topic and subtopics. | | |

**Write the essay!**

Think small; build the full essay gradually.   
Divide your essay into sections and develop each piece separately and incrementally.

**The Introductory Paragraph**

* **The opening paragraph sets the tone**  
  It not only introduces the topic, but where you are going with it (the thesis).  If you do a good job in the opening, you will draw your reader into your "experience." Put effort up front, and you will reap rewards.
* **Write in the active voice**  
  It is much more powerful. Do that for each sentence in the introductory essay. Unless you are writing a personal narrative, do not use the pronoun "I."
* **Varying sentence structure**  
  Review to avoid the same dull pattern of always starting with the subject of the sentence.
* **Brainstorm to find the best supporting ideas**  
  The best supporting ideas are the ones about which you have some knowledge. If you do not know about them, you cannot do a good job writing about them. Don't weaken the essay with ineffective argument.
* **Practice writing introductory paragraphs on various topics**  
  Even if you do not use them, they can be compared with the type of writing you are doing now. It is rewarding to see a pattern of progress.

**Supporting Paragraphs**

* **Write a transition to establish the sub-topic**Each paragraph has to flow, one to the next.
* **Write the topic sentence**  
  The transition can be included in the topic sentence.
* **Supporting ideas, examples, details must be specific** to the sub-topic  
  The tendency in supporting paragraphs is to put in just about anything.  
  Avoid this:   the work you have made above with details and examples will help you keep focused.
* **Vary sentence structure**  
  Avoid repetitious pronouns and lists  
  Avoid beginning sentences the same way (subject + verb + direct object).

**The Ending or Summary Paragraph**This is a difficult paragraph to write effectively.  
You cannot assume that the reader sees your point

* **Restate the introductory thesis/paragraph** with originality  
  Do not simply copy the first paragraph
* **Summarise your argument** with some degree of authority  
  this paragraph should leave your reader with no doubt as to your position or conclusion of logic
* **Be powerful** as this is the last thought that you are leaving with the reader.

**Edit and revise your essay**

**Check your spelling and grammar**Subjects and verbs agree, and verb tenses are consistent.

**Examine your whole essay for logic**  
Thought builds and flows?   
Avoid gaps in logic, or too much detail.

**Review individual sentences**

* **Use active verbs to be more descriptive**  
  Avoid passive constructions and the verb "to be"
* **Use transitional words and phrases**  
  Avoid sentences beginning with pronouns, constructions as "There are....,"

Example: "There is a need to proofread all works" becomes "Proofreading is a must."

* **Be concise**  
  though vary the length and structure of sentences

**Ask a knowledgeable friend to review and comment on your essay**and to repeat back what you are trying to say.  You may be surprised.

**(Adapted from:** Kasper, J. **The Five Paragraph Essay,**www.geocities.com)

**Transitional Words & Phrases**

**Using transitional words and phrases -**helps papers read more smoothly by providing coherence

**A coherent paper allows the reader -** to flow from the first supporting point to the last.

**Transitions indicate relations -** whether from sentence to sentence, or from paragraph to paragraph. This is a list of "relationships" that supporting ideas may have, followed by a list of "transitional" words and phrases   
that can connect those ideas:

**Addition:**  
also, besides, furthermore, in addition, moreover, again

**Consequence:**  
accordingly, as a result, consequently, hence, otherwise, so then, therefore, thus, thereupon

**Summarising:**  
after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally

**Generalising:**  
as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

**Restatement:**  
in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently

**Contrast and Comparison:**  
contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast

**Sequence:**  
at first, first of all, to begin with, in the first place, at the same time,  
for now, for the time being, the next step, in time, in turn, later on,  
meanwhile, next, then, soon, the meantime, later, while, earlier,  
simultaneously, afterward, in conclusion

**Diversion:**  
by the way, incidentally

**Illustration:**  
for example, for instance, for one thing

**Similarity:**  
likewise, similar, moreover

**Direction:**  
here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance

For more information get a good dictionary/thesaurus – improve your word power! (electronic versions are quick and easy to use)

m of Form

**Assignment – written work guidelines**

All work must always have a header that includes:

* Your name
* The course
* The unit title
* The task name and number

Suggested layout:

* Contents page
* Introduction
* Any other relevant topic areas
* Conclusion
* Reference list
* Bibliography

Type font – use any of the following size 12:

* Arial
* Century gothic
* Trebuchet MS (this document has been written using this)
* Comic sans
* Times New Roman

Line spacing:

This text is **ARIAL** font size twelve and is one and a half line spaced. Remember use different sentence beginnings, and different **words** within the text, as continually using the same **words** gets a little monotonous and may give the tutor **word** blindness. Working in the first person is not appropriate (using ‘I’) in most work unless it is asking for your opinions, experiences or conclusions, you may like to try ‘the researcher’, ‘the author’, ‘the student’, or ‘the writer’.

This text is **COMIC SANS** font size twelve and is one and a half line spaced.

This text is **CENTURY GOTHIC** font size twelve and is one and a half line spaced.

**What is Referencing?**

Referencing is how you show within your text where you have gained your knowledge, there are two types:

1. Quote – something that has been copied directly and must be set out like this; (If it consists of a **small quote less than 2 lines** it can be encompassed within the text) e.g.

When researching disability discrimination it is good to remember that Moonie, N. (2000:27) states “*a disabled person is treated less favourably* *than someone else*”, this means that care staff or service providers must take reasonable care when dealing with those that have a disability.

It is sometimes nice to use *Italics* for quotes but is not compulsory – see above.

If however the quote is longer than 2 lines it must be indented and laid out as follows;

Further research into the topic highlights that:

“*The Act does not guarantee people with disabilities the same services as others under all circumstances, and in particular no one is required to do anything that would endanger the health and safety of any person, including the disabled person*”

Moonie, N. (2002:27)

**NOTE**

Moonie,N is the author of the book

(2002:27) is the (year the book was printed: and the page number)

1. Indirect referencing is where you have adapted or changed the text but only slightly form the original and can be referenced as follows;

e.g. ORIGINAL TEXT

“It may not seem immediately obvious why it is necessary to know about the European Convention on Human Rights and its associated bodies, the European Commission of Human Rights and the European Court of Human Rights”.

(Moonie, N.2002:31)

e.g. YOUR TEXT

Whilst learning about discrimination and the law it may also be wise to become familiar with such things as The European Convention on Human Rights and similar bodies with whom they work closely such as the European Commission on Human Rights and the European Court of Human Rights, even though at first it may not seem to be necessary.

(Moonie, N. 2002)

**NOTE**

**NO** speech marks or page numbers are required in the reference.

**What is a reference list?**

This is a list containing all the resources you have used in the text as shown above:

* It must be in alphabetical order – of the AUTHORS surname
* If the same author has written more than one of your reference then place them in date order
* It is a good idea to list all books first
* Followed by journals
* Then the internet
* Then other such as T.V, radio, newspapers, leaflets, videos etc.

Referencing a book – format;

* Author or authors
* Date book was published
* Title of book (write exactly as shown on the cover)
* Include whether or not it is second or third edition.
* Publisher
* Where it was printed

e.g.

Moonie, N. (2002) ADVANCED Health and Social Care (third edition)

Heinemann Educational Publishers, OXFORD.

**NOTE**

This information can normally be found inside the front cover or within the first few pages.

Referencing the internet – format;

* Website as shown
* Name of the article (if available)
* Author of the article (if available)
* Date of the article (if available)
* Date of access to site

**NOTE**

It is sometimes quite difficult to find out the author and date of the article.

[www.easyjet.com](http://www.easyjet.com) accessed 01/09/2016

**NOTE**

Referencing Journals and other resources may be difficult and it is best to seek advice from a tutor or the library staff when the problem arises.

Or better still have a go and see how you get on!!!

**Handing in your work**

When you have finished please hand your work as follows:

* **Work must be handed in on the deadline date, unless otherwise agreed with your tutor in advance**
* Staple the pages together
* Sign and date the learner declaration forms that state that the work is all your own words
* Put it in a single plastic sleeve – please do not use large folders as your tutor has to carry them!!!

**Notes:**

**Student Disciplinary Code**

We are proud to say that all our sites are recognised for being professional, safe, respectful, learning, teaching and working environments for all!

May we please remind all visitors, staff and students.

The College reserves the right to carry out random security checks, drugs, weapons, ID badge checks. These checks apply to all of our sites and persons using our facilities, there are NO exceptions

The progress and attainment of all of our students is of the upmost importance to us at Central Bedfordshire College and we firmly believe that in order to make outstanding academic, career and work place progress student behaviour and conduct must also be outstanding.

In regards to workplace skills, Central Bedfordshire College firmly believes in preparing and helping students’ master: communication skills, time management skills, organization skills, independence, and relationship building. These are all qualities that most employers look for in a potential candidate. Without these traits, an individual will not be able to successfully function in the workplace on their own or amongst their peers

With this in mind we would like to make you aware of some examples of unacceptable behaviours which can/ will result in disciplinary action, or removal from your course. It is not attended that this is an exhaustive list of such behaviours, for a full list please check Moodle or College disciplinary code with your LAM or Student Behaviour and Security Lead.

· Refusing to wear, show or hand over ID badge when instructed to do so by an authorised member of staff (ID badge must be worn and visible at all times whilst on college premises)

· Physical, racial, or verbal abuse, or threat of abuse, of any person on college premises (or at college activities); or anyone employed by, or working on behalf of the college.

· Possessing, selling, using or distributing controlled substances(i.e. drugs)

· Carrying or possessing any kind of weapon (i.e. knife, knuckle duster, c.s spray, etc.)

· Wilful disruption of college activities e.g. not following class rules or instructions given by member of staff

· Constantly handing in course work late/ failing to complete given assignments

· Repetitively arriving late for lessons/not attending scheduled lessons whilst on college premises (poor time keeping, technical issues, public/ private transport issues will not be accepted as a satisfactory explanation)

· Refusing to depart from college when instructed to do so by an authorised member of college staff (especially student safe guard officers)

· Unauthorised entry to college premises or activities

· Theft or attempted theft of personal or college property, breaches of no smoking policy

· Wilfully encouraging others to commit any of the above acts

· Where the college considers an instance of unacceptable behaviour to be unlawful or intimidating the relevant authorities will be contacted immediately (i.e. Police) with no exceptions

Thank you for your co-operation

Please return this page signed and dated by yourself and a parent/guardian once you have read this handbook. You also need to sign a portrait disclosure and agree to short trips and visits outside of the main College site and The Store, this is for reasonable short trips that are required as part of a lesson where photography or filming on location may be needed. The students may be unaccompanied and will only involve travel within the vicinity of Dunstable Town i.e. Priory Gardens, The Quadrant etc.

I have read the handbook and the above statement in relation local trips.

Student name……………………………………………Student signature…………………………………………………………………

Date……………………………………………………

Parent/Guardian name………………………………..Parent/Guardian signature………………………………………………

Date………………………………………………………

Portrait disclosure: I am happy to for my picture to be taken and understand they may be used in College literature or lawful publication.

Student name……………………………………………Student signature…………………………………………………………………

Date……………………………………………………

Parent/Guardian name………………………………..Parent/Guardian signature………………………………………………

Date………………………………………………………