Student Handbook 2021/2022

XENOPHON
COLLEGE LONDON

Contents

Welcome to XCL

XCL provides an interactive, innovative experience that aims to engage students in a broad variety of activities including the acquisition of in-depth knowledge of core subjects, and the enhancement of critical thinking skills so that students develop employability skills. We continue to promote a lifelong learning attitude.

Our students will have the opportunity to be part of a wider global academic and professional community, with clear connections in the business and tech industry. Through the use of experiential learning activities, during our residential schools, and a design thinking approach embedded in our teaching, we will provide you with the practical skills for the professionals of the future in Industry 4.0 and IoT, formed in an international environment where an entrepreneurship mindset is part of their everyday life.

Our Mission

To create, disseminate and curate knowledge while opening HE opportunities for all. To achieve this, we aim to:
- Design relevant courses with employers and economical changes in mind
- Include experiential learning as part of the student experience, with the inclusion of soft and collateral skills for a cross-disciplinary approach
- Be truly international and open to all, through Access funds and flexible modes of teaching delivery
- Commit to a socially responsible and sustainable approach to everything we do, to help our students become their best selves for the future of our world

Introduc

Welcome!

Your new life at XCL starts here.

XCL offers engaging online, blended and face to face higher education courses designed to help you enhance your intellectual interests and skills. We provide you with a practical and ideal solution that makes it far more convenient to obtain a degree without leaving your home or giving up your job. Our degree programs are likewise perfect for those who wish to further specialise in a particular field without compromising career or business activities.

You can complete stimulating courses for the jobs of the future through a modern and engaging model which combines lecture courses, internships, and practical and vocational activities to make learning a positive and dynamic experience.

Information About Admission

(For more detailed information regarding admissions, requirements and submitting supplemental information such as disabilities, criminal convictions, credit transfer and recognition of prior learning please refer to our website or contact the Student Office where more in-depth information can be obtained and individuals questions and circumstances can be addressed.)

XCL is committed to fair, transparent and consistent admissions practices that promote access, opportunity and achievement, irrespective of characteristic or barrier. This policy is underpinned by XCL's policies on Data Protection, Disability, Equality & Diversity and Access.

XCL is committed to equality in education. Students are selected based on their merits, abilities and aptitudes.

XCL aims to increase the diversity of its student population: we believe that diversity is educationally as well as socially desirable in a civilised society, enriching the educational experience for all. We, therefore, seek to attract a wide range of applicants from different social, cultural and educational backgrounds who can demonstrate the academic ability and the skills required to succeed in their chosen studies. We actively encourage applications from students from all groups who are currently under-represented in higher education.

XCL aims to offer clear advice and guidance to prospective applicants to enable them to make informed choices and to apply to programmes appropriate to their interests, academic qualifications, sector experience and potential.

Submitting an Application

All applications for Bachelor programmes from UK resident students must be submitted through the UCAS portal. All other application for degree study with XCL must be submitted by completing the application form and send via email to Admissions.

Credit Transfer and Recognition of Prior Learning

XCL accepts a diverse range of qualifications; this includes considering prior learning as credit towards your degree. You can apply to be exempt from taking certain modules on your degree at XCL, if you have previous relevant qualifications or experience. Credit transfer and Recognition of prior learning (RPL) are two ways your previous education, training or experience can contribute to a new qualification. For further details, please see the Credit Transfer and Recognition of Prior Learning policy.

Selection

For all programmes, the selection process will take into account:

• **Achieved and pending academic qualifications**
• **The academic context and sector in which qualifications have been achieved**
• **An applicant's interest, commitment and motivation for study**
• **Where relevant, work or other non-academic experience**
• **Academic and/or professional references**
• **Where required, an applicant's performance at an interview**
• **Where required, an applicant's portfolio or sample of written work**
• **An applicant's English language proficiency.**

Entry Requirements

Entry Requirements- Undergraduate Programmes	
Academic Requirement	**Minimum Entry Requirements:** A minimum of two passes at A level at grade BB or above. Alternatively, Advanced Highers at comparable grade; IB grade 32 (including core points) or above; any other comparable international certification. For comparable grades, applicants are required to use UK Naric's services.
Non-academic Requirements	**None.**
RPL	A Credit Transfer and Recognition of Prior Learning scheme (RPL) is in place.
Entry Requirements- Undergraduate Programmes	
IELTS	6.0 overall with no lower than 5.5 in each component
TOEFL iBT	79 overall with • 18 in Reading • 17 in Listening • 20 in Speaking • 17 in Writing
Pearson	50-57 with no lower than 42-49 in each component
Cambridge Certificate of Advanced English	CAE Score 169 – 175 with no less than 162 in each score
Anglia Proficiency	Merit

City and Guilds IESOL	Communicator B2
Trinity College	ISE II
Language Cert International ESOL	B2 Communicator High Pass
Indian Class XII / CBSE / CISCE	70%
Oxford Test of English	120 OTE
Common European Framework	B2

Entry Requirements Postgraduate Programmes

Academic Requirement	**Minimum Entry Requirements:** Undergraduate degree with High 2:1 honours, with a final mark of at least 65%. Recommended: some familiarity with data analysis/statistical software, such as Microsoft Excel or SPSS.
Non-academic Requirements	None.
RPL	A Credit Transfer and Recognition of Prior Learning scheme (RPL) is in place.

Entry Requirements- Undergraduate Programmes

IELTS	Minimum 6.5 overall with no lower than 6 in each component
TOEFL iBT	89 overall with • 18 in Reading • 17 in Listening • 20 in Speaking • 17 in Writing
Pearson	58-64 with no lower than 42-49 in each component
Cambridge Certificate of Advanced English	CAE 176 - 184 with no less than 162 in each score
City and Guilds IESOL	Expert C1
IELTS	Minimum 6.5 overall with no lower than 6 in each component
Trinity College	ISE III
Indian Class XII / CBSE / CISCE	70%
Oxford Test of English	130 OTE
Common European Framework	C1

Each application will be considered on an individual basis by at least two staff of appropriately trained and qualified staff working to agreed selection criteria. These Student Handbook
staff are normally drawn from the Student Office and the Programme relevant to the application.
Admissions decisions will be made as quickly as possible. However, due to the possible large volume of applications, and to operate a fair admissions process, in some cases it may take longer for decisions to be reached. For admission to some programmes, a full or partial 'gathered field' will operate, whereby some or all applications from suitably qualified candidates will be held until the application deadline before decisions are made. XCL aims to keep such delays to a minimum.
Admissions decisions will be communicated to applicants in an appropriate and timely manner. Any conditions attached to an offer of a place will be clear and specific.
In some cases where XCL is unable to make an offer for an applicant's programme choice, an offer for an alternative programme may be made.

Disabled Applicants

Applications from disabled students will be assessed against XCL's entry requirements on the same basis as any other application and will be subject to the same selection process. Any support needs or adjustments that are required will be considered separately after the admissions decision has been taken and endeavours made to ensure all reasonable adjustments are in place and appropriate to the students need to be able to undertake effective study.

Disclosure of Criminal Convictions

XCL must ensure the safety of its student and staff community. The application process requires applicants to disclose relevant unspent convictions.
Applications from applicants with declared criminal convictions will be assessed in the first instance based on standard academic and non-academic selection criteria. If it is recommended that an offer is made, further investigation of the relevance of the criminal conviction(s) will be carried out before the final decision is made.
Having a criminal conviction does not necessarily preclude an individual from making an application and encourage all applicants concerned to use the following as guidance.

Attendance and Absence

XCL delivers teaching and learning through a variety of formats and media that are both live (i.e., streaming, webinars) and static (i.e., pre-recorded sessions, resources and activities).

Consistent and regular student attendance in sessions, webinars and seminars (or equivalent) as well as thorough use of resources and materials, promotes student success. Inconsistent and irregular attendance and use is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded. In particular:
• A high level of attendance and participation in learning and teaching will mean you will develop a strong sense of identity with members of XCL's learning community.
• Student support is most relevant and beneficial when a member of staff can talk
to a student they know and have a relation with.
• Regular attendance and use of online opportunities mean that you can take full advantage of the learning and teaching opportunities available to you and gain the greatest benefit from your programme.
• When undertaking study by distance or blended learning, you are expected to engage in your studies, whether through learning materials or your tutor, with the same diligence as if you were physically attending.
• Attendance is expected where active engagement with teaching staff is provided, irrespective of whether this is online in a one-to-one session, webinars, seminars or residentials.
• Non-attendance in classes is detrimental to your academic success and is therefore highly discouraged.
• Poor attendance not only affects you but also affects others who rely on you in group projects and for peer learning and peer feedback: where group work and peer learning are central to the subject, poor attendance can lead to the failure of an assessment and ultimately of the whole module.

XCL monitors the attendance of its students and where required will report non-attendance to appropriate departments (and regulators, if required).
Students are expected to engage fully with their course of study, take responsibility for their own learning and cooperate with their School. Students must comply with the requirements for their programme as set out by XCL.
Students are expected to inform the School of any health problems, changes in circumstances or other difficulties that may affect their progress. If a student fails to inform the School, these circumstances cannot be taken into account.
Where students are required to attend face to face elements, such as residentials or seminars, students, either full-time or part-time, must attend a minimum of 75% of all lectures, seminars and other teaching and learning events.

Distance Learning students must download at least 80% of all online videos and attend 75% of online seminars.
In cases of repeated failure to meet the attendance requirement, students may be asked to withdraw from the course.
Please refer to XCL's Attendance Policy, available on the website or from the Student Office.

Disabled Applicants

As a student, you can either enrol at XCL part-time or full time.
Both Undergraduate and Postgraduate programmes are available to students interested in different modes of delivery according to their needs and circumstances.

Face-2-face Students will experience a traditional UK learning environment, within an international context and will attend face-2-face lectures and seminars in our Kent campus. They will have access to a variety of physical and online resources.

Blended Learners will get access to our distance learning provision, plus residential events throughout the year, mainly in the Summer period. This will allow them to benefit from the flexibility of learning at their own pace during the academic year and have an element of more traditional learning in a HE environment, with peers and staff, while deepening their knowledge through experiential projects.

Distance Learners are typically students who wish to study more flexibly perhaps due to other personal and/or work commitments. These students are able to access online materials through an extensive VLE.
Full-time students: both distance learners and face-2-face students can apply for a full-time programme. In general, terms, while intake dates are September and January, teaching terms are two: fall term (October to December), and spring term (January to March). The Summer term (April to June) can be used for final exams and revision. Full-time students should be able to complete class-based modules of the programme after two teaching terms.

Part-time students: both distance learners and face-2-face students can apply for a part-time mode of delivery. In that case, students will find all the information they need in relation to programme structure and module specification in their Welcome Package.

Courses are delivered in intensive 6-week block teaching and include a relevant component of experiential and practice-based learning/activities.
Due to this teaching strategy, entry points will be 4 throughout the year.
Depending on the chosen course of study, you will come across an academic calendar similar to the followings:

Example of Bachelor's Programme Term Calendar.

	Term I	Term II	Term III
Full-Time September Intake	October-December	January-June	Non-compulsory residential classes/other activities

	Year 1 Term I	Year 1 Term II	Year 2 Term I	Year 2 Term II
Part-Time September Intake	October-December	January-June	October-December	January-June

Example of Bachelor's Programme Term Calendar.

	Term I	Term II	Term III	Term IV
Full-Time September Start	October-December	January-April	April-June	July-September (dissertation)

	Year 1 Term I	Year 1 Term II	Year 1 Term III	Year 2 Term IV	Year 2 Term V
Part-Time September Start	October-December	January-April	April-June	October-December	January-June (dissertation)

Closure dates

Christmas/New year: 22 December 2021 – 2 January 2021 (XCL reopens on 3 January 2022)
Easter Holiday: 11 April 2022 – 19 April 2022 (XCL reopens on 20 April 2022)
Early May Bank Holiday: 2 May 2022
Spring Bank Holiday: 31 May 2022
Summer Bank Holiday: 29 August 2022

Individual Programme Information

Details specific to a particular programme such as academic calendars, specific entry requirements, assessments and assignments, course content and learning outcomes can be found in the Programme Handbook and any information contained in this Student Handbook is superseded by the more specific contents of a Programme Handbook.

For more detailed information on your programme related to matters such as:
• Points and credits on achievement
• Dates and calendar of the course
• Programme contents and learning outcomes.
• Academic Entry requirements
• Assessment methods and assignment details
• Level and course code
• Learning Strategies

To provide students with the best learning experience, engagement is a key component of our curriculum design and teaching and learning strategies. Peer review and group work are a fundamental component of our teaching and learning strategy, while practical experiences and experiments in a trial-by-error format will enhance student's soft skills and promote creativity, independence and leadership abilities.
A particular emphasis will be given to teaching methods that result in the combination of theoretical learning and practical application in real-life contexts, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.

Assessment methods that follow these principles:

•   The School is composed mainly of Module Leaders with significant industry experience and/or academic research track records that can be considered innovative and contemporary.
•   Students will benefit from peer-led activities, in conjunction with external partnerships, mentoring and coaching opportunities from industry partners and guest speakers, to broaden and make learning relevant.
•   Extra-curricular activities will be offered, for those able to physically join us in one of our UK and/or European campuses, enhancing students' possibilities to develop further their social and academic skills, working with leading professionals in several sectors.
•   Feedback between staff and students will be timely, constructive and proactive,
with particular attention to highlight potential areas for improvement. PDP planning will be followed up regularly by tutors, so that students can record their progress – academic, personal and/or professional – and have the chance toreflect upon their learning journey in a safe environment where no judgement is given, to promote a life-long learning approach. Digital certificates and badges can be achieved throughout the programme.
•   Students will be exposed to a variety of cultures, to make them aware of international/ global diversity, whether in a personal and/or professional instance. Flipped classroom exercises, as well as student-led activities and group work, will be used to allow everyone to develop their leadership and team skills, as well as working on their personal development as global citizens and change agents.

- Further development of students' cognitive skills continues by encouraging them to reflect in more detail about themselves and their environment and analyse where approaches could be developed more effectively, failure is encouraged as part of the learning process. Creativity and critical thinking continue to be developed in evaluating and applying digital models, theories and solutions in increasingly complex simulated or real scenarios.
- The use of forum and chat features, as well as group-work assessment, enhance students' ability to confront themselves with others and learn autonomously, while increasingly focusing on effective critical dialogue. It is expected that students will continue to develop their critical thinking and demonstrate effectively their ability to approach issues with a systemic and developing approach.

Examples of learning hour structures

	Scheduled Learning				Directed Learning				Private Study
	Total	Lectures	Seminars/ Workshops/ Labs	Revision/ Feedback	Total	Group Discussion (preparation)	Project-based activities	Contact Hours	Total
15 Credit 150 notional learning hours	28	20	5	3	60	12	30	18	62
30 Credit 300 notional learning hours	45	30	10	5	92	18	50	24	163

Assessment Methods

Learning outcomes will be tested in different ways: coursework reports, reviews and essays; examinations (closed and open book); Individual reports and presentations; group assignments and presentations; analysis of case studies; reflective journal; flipped classroom exercises. The approaches to the assessment methods will be developed as the levels progress with more analytical approaches to core concepts developed and demonstrated and key skills built upon to produce effective approaches not only issues but the development of innovative ideas, challenging thinking and the production of innovative solutions.

Because assessments will require the use of a variety of IT and tech media (i.e., blogs, social media, online chats), students will showcase the ability to communicate effectively in different contexts, both during the formative and summative assessment.

These will include written reports, role play and team activities, reflective insights, online discussions, video presentations and experiential workshops, training and simulations. While progressing at levels 5 and 6, students will be required to use prior knowledge and investigate digital problems in the organisational context.
Please find more information on Assessment in XCL's Assessment Handbook, available here (link XXXXX).

Examples of learning hour structures

One of the most common questions when being tasked with an assignment or project that carries marks, is just how big, or rather in-depth should it be, how wordy is it expected to be and just how long should you be spending on completing it?

There is no one size fits all for all programme although endeavours have been made to create an "equivalence" to the different types of assessment expected for submission. For a more explicit and accurate guide to the expectations of an assignment, please refer to the Programme Handbook and the assignment brief, but as a rough guide, the tables below outline the overarching principles/
These tables are non-exhaustive, and the brief and programme handbook supersedes any information below.

The tables below demonstrate the equivalence between the different types of assessment designed with an "essay" used as a benchmark on which to set equivalence for other assignments and methods of assessment, not only in the size of submission but also in terms of notional hours required to complete the assignment. This recognises that there may be elements of some assignments that require greater depth of work than others (i.e., the level of research for one assignment may be far more onerous than for another assignment).

Where a student chooses a topic or research subject that requires greater depth than would normally be expected, any deviation from the indicative table below or the assignment brief requires written confirmation before undertaking the assignment and this confirmation must be submitted with the assignment.
More detailed information on Assessment can be found in XCL's Assessment Handbook, available here (link XXXXX), or refer to the Teaching, Learning and Assessment Strategy (available here XXXXX) and the assignment brief for information related to that assignment.

Distance Learning

Our courses have been designed to maximise integration between online learning and face-to-face interaction. You will attend virtual classes within myXCL (link XXXXX), where your peers and lecturers will be able to interact with you in a safe environment. Our platform contains all the relevant information you might need during your Programme of study, as well as providing you with the learning tools needed to make your experience with us a success.
As part of your learning journey, you will be expected to regularly attend to classes during the week and engage with your peers and Faculty. Although you might think that online learning can be more flexible than traditional face-to-face one, you will still need to follow the same rules.

Successful Distance Learning
Good Study Habits

One of the best ways to be a successful distance learner is to develop and execute good study habits including

- checking your XCL email account at least once a day
- time management - don't let assignments go until the last day, you will make mistakes and leave little time for research
- use all the available resources
- work in a quiet, uninterrupted area as much as possible
- dedicate at least 3 hours per week for each credit hour of your course
- communicate frequently with your instructor and peers
- reach out when you need help, you will not be the only one who feels they need help at one time or another.
- recognising you will make mistakes, it is a natural part of learning, studying and growth
- have a strong sense of self-awareness Learners who have a strong sense of self- awareness and good study habits usually have better strategies for understanding new information and are typically more successful in an online environment

Self-Discipline and Motivation

Another characteristic shared by successful distance learners is self-discipline. Whilst distance learning should not be the be-all and end-all of your student life, it is important to stay on top of things, time manage effectively and participate in online discussion, forums and activities when available.
Learning from afar, you need to be self-motivated. Unlike traditional courses in which the students and instructor meet face-to-face, learning activities and communication in distance learning courses are remote. This arrangement allows you the flexibility to work when it is most convenient for you. It will be your responsibility to remain motivated and engaged. You are responsible for knowing when course activities are due.

Time Management

Time management is a commitment. You must set aside a significant amount of time each week for class work. Distance learning classes require as much time and effort as traditional seated classes, and in many ways more discipline. Plan your time to include any potential technical difficulties in software, hardware, or internet connections. Typically, for assignments that are not completed on time, instructors assign a grade of zero or reduce the grade by a percentage.
These details will be
posted in the course syllabus. Using the course syllabus as a guide and the calendar you developed for self-discipline will help you better manage your time. Class Communication Successful distance learners interact frequently with instructors and fellow students during course activities. As an online student, effective communication is key but can be difficult.
Without the face-to-face contact of a traditional classroom, written communication becomes paramount. Since written communication lacks the facial expressions, tone of voice and other non- verbal cues seen or heard during face-to-face communication, the following tips are recommended:

•   identify the course matter and section in the subject line of an email
•   when asking a question, be specific and provide details about what you are trying
•   avoid "texting" language and abbreviations (unless commonly accepted on the
•   course)
•   vary your sentence length, but avoid very long (run-on) sentences
•   write in a positive tone do not respond in anger
•   always edit and proofread your work before you send it
•   check spelling and grammar
•   to figure out and what you don't understand always identify yourself in the message keep it simple - be clear and concise avoid using jargon and overusing "big" words use concrete, specific words rather than vague, general words write professionally, but as you would talk

Reasonable Adjustments

XCL has a duty to make reasonable adjustments for disabled students. However, part of this commitment relies on the sharing of information, and in particular, relies on students to make XCL aware of their additional needs at the soonest available opportunity. XCL will always have due regard in relation to making reasonable adjustments, however, if an applicant or student fails to disclose their disability, this will make it difficult for an adjustment to be assessed as reasonable. Early identification enables XCL to offer advice and guidance, ascertain students' support needs and make individual reasonable adjustments where appropriate. Late disclosure may delay the implementation of reasonable adjustments.
All students who undertake study and have disclosed a disability will be contacted by the Student Office prior to, or shortly after the start of their studies. Students will be invited to discuss their support needs with a member of the team and further advice will be provided on matters such as assessment and examination, physical resources and medical evidence requirements.
Students who choose not to disclose their disability upon their application, or who develop or become aware of a disability during their studies, may disclose their disability at any point by informing their tutor or the Student Office. Please refer to XCL's Reasonable Adjustments Policy, available here (XXXXX).

Instruction to Candidates for Examinations

The examination timetable where applicable will be published on the students VLE module page It is the students' responsibility to plan effectively any other commitments that coincide with this period.
It is the students' responsibility to make sure that they attend the right session in the right room. Detailed information should be found on a student's VLE personal page. Be aware that misreading the information will not entitle students to another examination opportunity or to have extra time if they students arrive late.
If students have declared a disability to XCL, we will provide them with a link to information about reasonable adjustments to examination arrangements. We will also ask students to complete a request form for examination arrangements, to tell us if and what reasonable adjustments they may require to be able to undertake the examination. According to the evidence the students show, we will decide which arrangements to provide them with. Students must ensure to complete this form within the given deadline, otherwise, we may not be able to make the arrangements required, leading to a delay to the examination and consequently on the planning of the qualification.
Please refer to XCL's Examination Policy (link XXXXX).
In case students receive fewer arrangements than required and this is felt to have affected the examination and subsequent result, students can appeal in writing. Please see the Appeals policies and processes (link XXXXX).

If Students Are Ill or Have Additional Requirements

If students are ill at the time of the examination or have additional requirements, it may be possible to take examinations at home or in hospital. If students have caring responsibilities (for example, breastfeeding a newborn baby or caring for a disabled dependant) that make it difficult or impossible to take the examination on our campus.
Please refer to XCL's Examination Policy (link XXXXX).

Identification

Students must bring an acceptable form of identification to the examination room and it is the responsibility of the student to ensure they have acceptable ID prior to exams and XCL recommends that students apply for any such ID well in advance of undertaking an examination. Acceptable forms of identification include: their XCL student card, a photo driving licence, a passport, a national identity card, a CitizenCard or Validate UK card with a debit/credit card, an Irish public services card, or an NI electoral card.

If students fail to provide suitable identification at the examination, they will be contacted after the examination and required to produce identification in person at the campus. Their result will not be released until the matter has been satisfactorily resolved and if it is not satisfactorily resolved students will receive a "fail" result.

Examination Rules

Examinations can be stressful and students are encouraged to download and read the examination rules prior to undertaking any such examination and should they have any queries or questions well in advance. This will enable XCL to address these concerns and put in any remedial actions where appropriate to ensure all students can undertake exams and assessments effectively and with equal opportunity within the regulations.

Please refer to XCL's Examination Policy (link XXXXX).

Academic Integrity and Academic Misconduct

XCL is against any form of academic misconduct, and it will not encourage nor accept any form of dishonest academic behaviour.

Any inappropriate activity or behaviour by a student which may give that student, or another student, a false academic advantage in a summative assessment is considered to be an act of academic misconduct and is unacceptable within XCL. Such action(s) will be considered a breech under academic regulations and may lead to a penalty being imposed, or in serious case a student being removed from the programme. Examples of academic misconduct are the followings: plagiarism, collusion, cheating.

XCL will investigate every case of suspected academic misconduct, and the investigation's leader will be able to decide the proper disciplinary action, in consultation with other senior staff members. Gross academic misconduct will be treated more seriously, with a maximum penalty of expulsion from XCL.

Please refer to XCL's Academic Misconduct Policy, available here (XXXXX).

Plagiarism

As stated in XCL's Academic Misconduct Policy, plagiarism is defined as the practice of taking someone else's work, ideas or images and passing it off as your own. This is irrespective of the medium used to create, convey or transfer the item or work in question. Work submitted with citations and links to others work must be correctly referenced to avoid academic misconduct.
Students at XCL will use Turnitin as part of their assessment.
Please refer to XCL's Academic Misconduct Policy, available here (XXXXX).

Cheating

Which is defined as acting unfairly or dishonestly to gain an advantage, whether or not at the expense of someone else.

Collusion

Collusion can be defined as conspiring with another or others, whether they are part of XCL or any other third party, to cheat or deceive and inappropriately represent abilities or ideas as achieved or attained on one's own. This does not include work submitted and recognised as group work, or work submitted as collaboration and allowed under the assessment of the module, although work submitted as such must be clearly identifiable as such.
Please refer to XCL's Academic Misconduct Policy, available here (XXXXX).

Referencing Work

As part of recognising others works when completing assignments, students must reference the work of the author correctly The referencing system recognised by XCL is the Harvard style of referencing. It is a good academic practice to acknowledge sources you have used for compiling a piece of work. It is important that you do not pass off the work of others, as your own as this is considered plagiarism (see above).
Failing to reference appropriately could result in your assessors thinking you are guilty of plagiarism – the act of using somebody else's work or ideas as your own. You will find information relating to academic honesty in various student documentation including module guides and student handbooks.

Why do I need to provide references in my work?

- By providing a reference to the original source you are acknowledging that you
  have read the work and recognise the original author(s) ideas.
- To enable the reader to locate where you obtained each quote or idea.
- To demonstrate that you have read widely and deeply.
- To show anyone who reads your work that you understand the topic and can demonstrate your own thoughts on this.

How do I provide references in my work?

You can refer to the XCL's Assessment Handbook (link XXXXX) to receive detailed information on how to provide references in a variety of different circumstances. In general terms, you will be asked to use the Harvard referencing system.

- Remember to be consistent in the way you record your references.
- In the Harvard system, there are two steps
- Identify the author(s) and year of publication of the source you are using - for your in-text citation or reference.
- Provide the full details of the reference in a list at the end of your piece of work. Arrange this list - by author(s) - in alphabetical order.

Confidentiality of Assignments and Other Assessment

Information provided in assignments and other assessments are confidential between students, module leaders, the marker, qualification bodies and XCL, and will not be divulged to anyone outside XCL. Because some modules are designed to be assessed using collaborative tools, such as, forums, wikis or blogs, meaning that by definition they are accessible to anyone with the relevant permissions to the website on which they are hosted, work may not be considered confidential in such cases and the module leader should ensure the student is aware of this.

In case we ask students in assignments to give information about, and occasionally to pass judgement on, the company or organisation for which students work or have worked for in the past, be reassured that this information will always be treated as highly confidential and related to the purposes of the single module.

Assessment Board

Each module has a module leader that is ultimately responsible for ensuring the determination of module results. Module leaders and markers use their academic judgement and clear assessment criteria given in the handbook, to decide whether or not each student has reached the standard required to qualify for credit for the module. Where disparity or uncertainty exists, advice and input of the Programme Board will be sought.

Moderation meetings are held (among internal examiners/markers with the same specialism) to ensure the consistency of marking and External Examiner feedback and input is also sought before the Assessment Board to ensure the final grades given are appropriate and accurate.

Before the Assessment Board, all student work will be marked by internal examiners and moderated. A Programme Internal Assessment Board meeting of the internal examiners will be held in advance of the Assessment Board and moderation meeting to collect data to be presented (including a summary of problematic decisions).

At least twice a year (although can be more often if the need arises), the Assessment Board meet. The Assessment Board comprises of internal examiners (usually members of the module team) and at least one External Examiner. External Examiners are senior academics from outside XCL, usually from another university or institute of higher education. (Please refer to the Moderation Policy for further information XXXXX).

The Board will have each student's:
•   individual summative and formative assignment scores
•   overall continuous assessment score before and after substitution
•   overall examinable component score with individual question scores and project scores
•   Rank score, showing the weighted average of both the overall continuous assessment score and the overall examinable component score.

The Board will also have:
•   all the examination scripts (or other examinable work)
•   information students have provided about extenuating circumstances that affected their work
•   various statistical analyses
•   information about any additional arrangements and reasonable adjustments made for the examination.

The Assessment Board is responsible to the Academic Board, which sets the upper and lower boundaries for each grade and abides by its policies.
All marks will be released as soon as they have been approved by the Assessment Board.
For more information on the process and procedures XCL adopts to ensure transparency, fairness and consistency of its assessment processes, please refer to the Assessment & Moderation Handbook, here (link XXXXX).
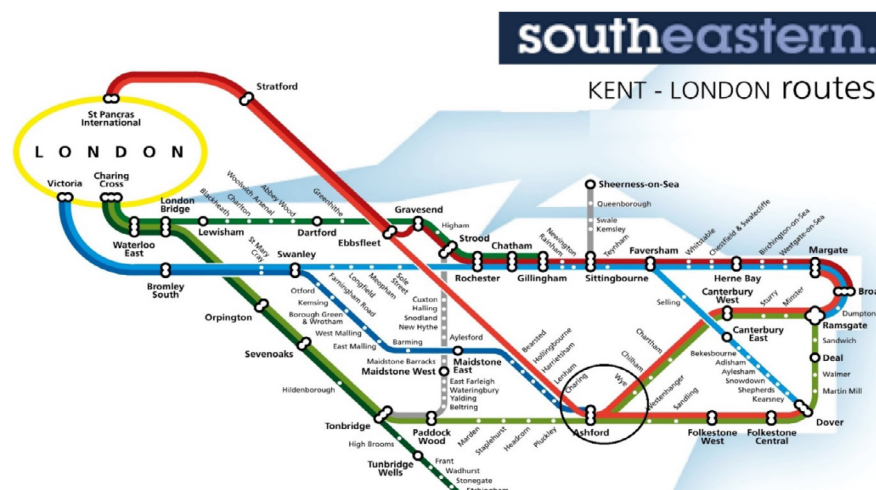
Board

Location and Facilities:

XCL is based in London and in Wye, Kent.

London Campus: 12 Bedford Square, Bloomsbury, London – WC1B 3JA
Nearest Tube: Goodge Street & Russel Square

Kent Campus: Withersdane, Coldharbour Lane, Wye, Kent TN25
Nearest transport: Wye Rail Station (1 mile) Ashford International 3 miles

Your main location(s) of study will be:

Online, Kent Campus if you are face-to-face, while London or Kent Campus for your residential school (blended). For more information, refer to your Programme Handbook.

Working While Studying

At XCL, we recognise that learning does not know barriers. Our learning methods are designed to support students that are working while studying, allowing them to balance the best of the two worlds.
If you work and you are stressed about your learning commitments, we invite you to have a friendly chat with our tutors, who will be able to support and guide you through a coping phase.

Careers and Student Support

We pride ourselves on our commitment to our students. Please refer to our Careers, Information and Advice Policy, available here (link XXXXX).

Supporting Students with Disabilities and Special Needs

As part of this commitment, XCL has a duty to make reasonable adjustments for disabled students. However, part of this commitment relies on the sharing of information and relies on students to make XCL aware of their additional needs at the soonest available opportunity.
XCL will always have due regard concerning making reasonable adjustments, however, if an applicant or student fails to disclose their disability, this will make it difficult for an adjustment to be assessed as reasonable. Early identification enables XCL to offer advice and guidance, ascertain students' support needs and make individual reasonable adjustments where appropriate. Late disclosure may delay the implementation of reasonable adjustments.
All students who undertake study and have disclosed disability will be contacted by the Student Office before, or shortly after the start of their studies. Students will be invited to discuss their support needs with a member of the team and further advice will be provided on matters such as assessment and examination, physical resources and medical evidence requirements.
Students who choose not to disclose their disability upon their application, or who develop or become aware of a disability during their studies, may disclose their disability at any point by informing their tutor or the Student Office. However, in cases where a prospective or current student fails to provide XCL with reasonable notice, or where the needs are more complex, may be required to defer their entry, assessment or examination until a time when sufficient time enables the reasonable adjustment to be made.

Information about students' needs will be treated with the utmost confidentiality and only disclosed to members of staff when necessary to improve learning and support environment or activities. Students will be informed about the management of the information relating to their disabilities or special needs and their consent will be sought before sharing any information. Exceptions to this specific issue are in relation to a demonstrable serious risk to life and health of the student and others, and concerning general laws and regulations.

General Policies

Smoke-Free Policy

It is the policy of XCL that all our campuses are smoke-free, and all students and employees have a right to work in a smoke-free environment. Smoking is prohibited in all enclosed and substantially enclosed premises in the workplace. This policy applies to all students, employees, consultants, contractors and visitors.

Implementation

Overall responsibility for policy implementation and review rests with XCL. However, all students are obliged to adhere to and support the implementation of the policy.
Appropriate 'no-smoking signs will be displayed at the entrances to and within the premises. XCL reserves to right to warn, refuse access or ask to leave any individual who smokes on XCL's premises and refuse the right of re-entry.
Please note: Vaping/E-cigarettes forms part of this smoke-free policy and whilst it is accepted that vaping poses far less risk, individuals have the right to be free from any possible dangers vaping might pose.
For help to stop smoking, the NHS offers a range of free services to help smokers give up. Visit gosmokefree.co.uk or call the NHS Smoking Helpline on 0800 169 0 169 for details. Alternatively, you can text 'GIVE UP' and your full postcode to 88088 to find your local NHS Stop Smoking Service

Health and Safety

XCL recognises the importance of and is committed to its legal duty and responsibilities for the safety of students and others affected by its operations. XCL take seriously its legal duty for providing a safe and healthy environment for its students, staff and others who could be affected by its operations or undertakings. Please refer to our Health and Safety Policy, available here (link XXXXX).
XCL will ensure that:
• there is strong and effective health and safety leadership at XCL
• adequate resources are made available for assuring the health and safety of all stakeholders and visitors
• active participation in the improvement of health and safety is encouraged and recognised and student contribution and activity are an important part of this health and safety as a culture is continually reviewed and assessed at least annually.

Health and safety are the responsibility of all students, stakeholders and staff. The college expects all individuals to conduct themselves safely, and a spirit that ensures themselves, the environment they are in and the individuals around them are free to conduct their business, free from risk and harm.
In support of this policy, regular assessments will be conducted by the College with monitoring activities completed and will set targets with the aim of:

- reducing accidents and cases of work-related ill-health,
- improving the health and wellbeing of the staff,
- complying, as a minimum, with all relevant health, safety and environmental legislation and best practice,
- developing a positive health and safety culture throughout the College.

It is expected that students take an active part in these assessments, promoting ideas and behaviours that create a culture and environment of wellbeing and safety.

Safety Rules and Regulations

The safety and health of students and employees is a priority. XCL makes every effort to comply with all laws relating to workplace safety requirements. XCL's safety rules and regulations require that:

- Students must not access areas where they are not permitted, restricted areas or areas that could pose a risk, including areas where building work is taking place;
- Students must not attempt to deal with any hazardous electrical equipment;
- Students must not attempt to deal with fire, if not authorized and trained to do so, instead raising the alarm and leaving as detailed in the fire evacuation procedure;
- No student is expected to, and must not deal with any official electrical equipment unless authorized to do so;
- Each student is expected to obey safety rules and exercise caution and common sense in all study or leisure activities.
- Any equipment such as laptops, electronic equipment and study resources should be in a reasonable and safe state of use. Where safety testing activities are being conducted on behalf of XCL, this equipment when available will form part of this safety testing (i.e., PAT testing).
- XCL reserves the right to refuse the use of any appliances it deems to be unsafe and affect the safety of individuals or others.

Equality and Diversity

XCL endeavours to provide a safe and secure environment where everyone is free to develop, grow and thrive. The provider supports diversity, freedom and expression and operates a culture of consideration, tolerance and acceptance irrespective of background, characteristic or belief. XCL mission is to create the graduates and leaders of the future, equipped to deal with the fast-changing world we live in.
For everyone to be able to maximise the opportunities available to them, students and staff are expected and required to show respect for one another and to guests and visitors in all aspects of their conduct.
You can find our full policy on Equality and Diversity here (link XXXXX). Please also refer to our Student Conduct Policy here (link XXXXX).

Safeguarding and Prevent

As an organisation, XCL is firmly committed to safeguarding all individuals, irrespective of background or characteristic that we come in contact with. We believe that all individuals have an equal right to protection from abuse, regardless of their age, race, religion, ability, gender, language, background or sexual identity and consider the welfare of the individual is paramount. XCL has a statutory and moral duty to ensure that it functions in a way that safeguards and promotes the welfare of our staff, students and stakeholders.

Safeguarding in XCL is considered to be everyone's responsibility and as such our College aims to create the safest environment within which every student has the opportunity to achieve their outcomes. XCL recognises the contribution it can make in ensuring that all students, and those who use our facilities both in-person and online, feel that they will be listened to and have appropriate action taken to any concerns they may raise. Students will be able to talk freely to any member of staff or regular visitors to our facilities if they are worried or concerned about something. All staff and regular visitors will know how to recognise a disclosure from a student or will know how to manage this. You can find our full policy on Safeguarding and Prevent here (link XXXXX).

XCL's Main Policies and Procedures

You can find all relevant policies and procedures in your myXCL, or here (link XXXXX).

Regulations for Students

You are expected to familiarise yourself with our Terms and Conditions, as well as all the relevant academic and institutional regulations given to you at the time of registration.
Please refer to this link (XXXXX).

Assessment Procedures and policy

All procedures, processes and policy related to assessment, late submission, provisional marks, and similar, can be found in our Assessment and Moderation Policy, here (link XXXXX):

Extenuating Circumstances

In some circumstances, you may be eligible for extenuating circumstances, to balance out the detrimental effect some circumstances might have on your studies.

These are circumstances that are:
• Sudden, serious and unpredictable and/or
• Worsening of an ongoing circumstance
• Relevant to an individual student and
• Likely to seriously impair the student's performance and taking place at the same time as an assessment event or before an assignment deadline

Please refer to the Extenuating Circumstances Policy and Claim Form for more information (link XXXXX) or speak to your Personal Tutor.

Academic Appeal Procedure

The academic appeals procedure applies to all taught students undertaking a course at XCL. This procedure forms part of the contract of agreement between XCL and students and provides a framework for students to challenge decisions based on academic matters related to the student, their progression, grades, removal from study or decisions based on academic performance. It should be noted that the appeals procedure sits separately from the complaints procedure where a complaint is normally an expression of dissatisfaction about a lack of action, service or quality of the service/s or provision within the College. Where dissatisfaction is experienced in relation to academic matters, the appeals procedure should be referred to in the first instance. It is also recommended that all students read the code of conduct and student charter to ensure familiarity with the expectations of both themselves and XCL.
The process of an appeal is overseen by the Student Office and handled directly by the Programme Leader except in cases where the original decision was completed by the Programme Leader, in which case the appeal will be dealt with by the most appropriate sector lead in consultation with the Programme Leader. Please refer to our Academic Appeals Policy, available here (link XXXXX).

Student Complaints

The complaints procedure relates to any service of either XCL, facilities, provision operation or the academic services it provides. A complaint is normally an expression of dissatisfaction about a lack of action, service or quality of the service/s or provision within the College, It should be noted that the complaints procedure sits separately from the academic appeals procedure and where dissatisfaction is experienced in relation to academic matters, the appeals procedure should be referred to in the first instance.
It isalso recommended that all students read the code of conduct and student charter to ensure familiarity with the expectations of both themselves and XCL.
Both prospective applicants and enrolled students are able to make a complaint under the Complaints Policy although applicants who have not yet been enrolled are not usually able to complain to the OIA (Office of the Independent Adjudicator). More information on referring a matter to the Office of the Independent Adjudicator can be found here. Office of the Independent Adjudicator Where a student has comments or suggestions relating to XCL are invited to raise these informally or in writing to the Student Office, as well as discussing these with Heads of Departments, Managers and Academic staff.
Please refer to our Student Complaints Policy available here (link XXXXX).

Student Disciplinary Procedure

The Student Disciplinary Procedures applies to all Students, irrespective of the course they may be studying and at any time in which they are enrolled, undergoing enrolment or maybe representing XCL (such as on placement, residentials or work experience).
It applies to students both on and off College premises and at any time a student is undertaking activity associated with XCL but does not apply to students in respect of any activity undertaken in the students personal, private and family life. The exception to this is where criminal activity outside of college activity has resulted in a conviction that has a direct bearing on activities undertaken with XCL.
The Student Conduct Disciplinary Procedures also do not apply to allegations of academic misconduct and the Misconduct Policy should be referred to in instances of academic misconduct, plagiarism and cheating.

Where a student is on placement, work experience or residential, the rule and regulations of the host will supersede any regulations imposed by XCL in relation to legislation, workplace activity and conduct. This can include such things as health and safety implementation, attendance, equality, safeguarding and data protection but is not limited to these. Students are however expected to behave in a way that is commensurate to the code of conduct and culture within XCL, and deviating from such may result in students being subject to the disciplinary procedures as below.

These channels will usually offer the most effective and immediate means of influencing and managing student conduct and will usually be used in the first instance unless the nature of the allegations makes that inappropriate. The College recognizes that individuals may at times be unaware of the effect and consequences of their conduct on others and these rules provide proportionate and positive local responses to misconduct.

Please refer to our Student Disciplinary Policy, available here (link XXXXX).

Copyright Policy

XCL aims to operate in an open and ethical matter, creating a culture that values honesty, transparency and integrity. As part of this commitment, XCL promotes the fair and lawful use of third-party materials. The aim of the policy and behaviour is to protect the creator of materials from infringements on their material copyright and to protect XCL staff, students and stakeholders against claims of copyright infringement.

Use of IT Facilities, IT Usage Policy

Access to XCL's IT services is a right granted to our users and XCL expects that all users will act responsibly in accordance with relevant laws, and obligations including, but not restricted to: - licensing, copyright, harassment and libel.

Any User utilising IT resources is deemed to have accepted the IT Usage Policy and is bound by it. Users should also refer to the Copyright Policy for further information (link XXXXX).

Should users be in any doubt as to what constitutes acceptable use, they should consult the IT Usage Policy available here (link XXXXX), or they should seek further advice and guidance from their Line Manager, Programme Leader, Senior Tutor or the IT Service Desk.

Student Office

Your main contact point will be the Student Office, where our administrative staff will assist you in all the aspects of your learning journey. There are several reasons for you to contact the Student Office, which can be related to admissions, enrolment, procedures for claims and appeals (e.g., extenuating circumstances), tutors, residential schools, IT support and so much more. A list of main email address to contact is presented here:

Email address	Competencies
info@xecol.org	General questions.
student.support@xecol.org	For any request of support, except for technical issues in myXCL (e-learning platform)
VLEsupport@xecol.org	Support for technical issues in myXCL (e-learning platform)
finance@xecol.org	Questions related to financial issues
admissions@xecol.org	General questions related to admissions' procedures and processes
tutor@xecol.org	For interacting with your tutor
placement@xecol.org	For questions related to placement opportunities within your Programme of Study
accommodation@xecol.org	To make arrangements related to accommodation issues during the residential school

Student

Well-being, support and Advice

XCL understands the difficulties students may encounter during their higher education journey and has in place mechanisms to help and support them. The first point of contact for our students will be their Personal Tutor, who will be regularly in contact with them to check on their progress and well-being. Students are encouraged to see regularly their tutor, whether for academic or personal concerns. Sometimes, the life of a student is very lonely, and maintaining open communication with someone that might understand you is crucial. Our staff is trained to support and guide students in a variety of contexts, and in case of more serious issues to seek advice from specialised consultants.

Student Representatives

As part of our commitment to our staff, students and stakeholders, we promote a culture of engagement and open feedback. Student representatives are a great way to empower change and implement innovative ideas to make the learning journey a rewarding experience. Each cohort of students will independently elect their representatives, who will sit in key boards and committees of XCL, spreading the views and needs of students and make their voices heard.

Student Surveys

Regularly throughout the academic year, XCL will ask its students for feedback on a variety of services and projects. This will happen through formal surveys, informal meetings with the School of Management's staff, or independent feedback forms provided by students themselves. Results will then be published, and relevant committees and boards will take into account students' views in their action plans.