Postgraduate Student Handbook

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ACADEMIC YEAR 2018/2019

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WELCOME

WELCOME FROM THE MASTER OF THE COLLEGE

NCH students experience one of the best student-to-staff ratios in UK higher education, with extra contact hours each week and personal guidance in all aspects of study and work, including one-to-one and small group tutorials.

The College Registry and teaching facilities are in Bloomsbury, with library and union facilities all within walking distance.

Higher education is not just about studying. NCH students can make the most of London with its rich cultural life, theatre, music, exhibitions, museums, art and film festivals, literary events, and much more. The College provides information, helps secure discount tickets for theatre, opera and dance, and arranges private exhibition visits and a programme of visits from authors, performers and artists, as well as social events.

We offer an outstanding intellectual experience and undergraduate education. Your three years at the College will not only be stimulating and a great start to a career, but also memorable and fun.

Our aims and ethos are outlined here.

Professor AC Grayling

MA, DPhil (Oxon) FRSL, FRSA

Master of the College

WHAT TYPE OF INFORMATION IS IN THIS HANDBOOK

This handbook provides you with information about the College and all the facilities.

This handbook is accompanied by information on the NCH website, which can be found here.

A copy of "Solent University New College of the Humanities Academic Partnership Student Handbook 2018/19" is available on Moodle. You are advised to read through this handbook and familiarise yourself with the relationship between the two institutions.

If any changes are necessary, the NCH Student Handbook will be updated and the most recent version will be available on Moodle. Similarly, any updated versions of the Solent Student Handbook will be given you.

COMMENT

If you have any comments on this handbook, what you found useful or what you think could be included to make it better, please email:

rebecca.morrison@nchlondon.ac.uk

Rebecca Morrison

Head of Quality Assurance

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HOW WE WILL COMMUNICATE WITH YOU

Outside of induction meetings, personal tutor meetings, lectures, tutorials, or other scheduled sessions, the College email system and Moodle will be the main methods of relaying important information to you. Emails will be sent to your NCH email address, which you need to check regularly. Any hard copy correspondence will be sent to the address on your student record. It is important that you keep this up to date via your account details held by Student and Academic Services (SAS).

Other methods of communication are via noticeboards and Moodle, as well as announcements in lectures.

FACILITIES AT THE COLLEGE

THE REGISTRY

The Registry is the main building of the College; the building is typically open Monday to Friday from 08:00-21:30. It is located at: 19 Bedford Square, London WC1B 3HH.

During exam periods or under special circumstances the College can be open at the weekends. You will need to contact the Sanjay Nair, Facilities Coordinator, as far in advance as possible for this to happen.

Click here to find your way around the Registry.

For access to the Bedford Square Gardens, located on the square, please go to Central Office for a key. You will be asked to hand over your ID card, and this will be returned once the key has also been returned. The keys cannot be lost or damaged.

AUDIO-VISUAL

The Registry has been fitted with a good range of A/V for all events. Apart from the standard projectors and sound systems that are needed in the lecture rooms, we also have an outstanding Mackie sound system. The PA is available to students if they have had the adequate training.

If you have any questions about audio visual equipment, please contact Sanjay Nair via email: sanjay.nair@nchlondon.ac.uk

INFORMATION TECHNOLOGY

EMAIL

You will be issued with an NCH email address when you register. All College communications will be sent to this email address, and you are therefore required to check your email at the beginning and end of each day during term-time and vacation periods so that you do not miss important messages.

Students are given 5GB of disk space on Google Drive. This space is only for non-Google documents (i.e. PDFs, Microsoft files, movies, pictures, etc.) which means that any Google document is not counted. This 'cloud' filestore is less risky than using a USB stick: it is regularly backed up so your data will always be safe. It also has the benefit of enabling you to access your files anywhere in the world with Internet service.

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PRINTING & PHOTOCOPYING

Printers and scanners are available in the Registry and Senate House Library. Student Union Officers will have access to free printing and scanning during the election campaign, and for promoting clubs and events.

WI-FI

The wireless service provides Internet access from your own computer and from some smart phones. There are numerous wireless hot-spots situated around the Registry. If you have your own laptop you can connect to the college network in various locations by using the wireless network.

INFORMATION SHARING & PHISHING

The Internet exposes you to constant risks from malware and from criminals who want to defraud, harass or harm you.

To combat this, you need a combination of common sense, security awareness and the right software tools. You also need to be alert to the possibility of 'phishing', i.e. attempts, generally via email messages, which trick you into divulging personal information such as bank account details, credit card numbers or passwords. Some phishing takes the form of bogus websites. Therefore, be cautious of any site which claims to be part of the College but is not within the nchlondon.ac.uk domain. The College recommends free antivirus software, such as AVG.

The College will NEVER ask you to disclose personal information or your password in an email. You will only use your password to gain access to services. If you use any college websites to enter or update your personal information, always check for https:// and nchlondon.ac.uk in the security certificate, which you can see by clicking on the padlock in the toolbar or footer of the web page. If you do inadvertently disclose any personal information, please change your password immediately so that we can protect your account.

On special occasions and in certain circumstances, the College can provide laptops to students. There is protocol in place regarding where they can be used and for what they are used.

Please familiarise yourself with the Acceptable Use Policy for Students (IT), which can be found here.

HEALTH AND SAFTEY

At the College, health and safety is a serious matter. Please take care and report anything you deem to be unsafe to the Operations Team located in the Central Office. The College has Health and Safety committee, and anyone is more than welcome to come along and share their opinions. If you would like to attend, you should contact Sanjay Nair (secretary to Health and Safety Committee) at sanjay.nair@nchlondon.ac.uk

FIRE EVACUATION PROCEDURE

Routine fire alarm tests are run between 09:00 – 10:00 every Friday. These are announced beforehand.

In case of a fire:

- Stop what you are doing.
- Calmly leave the building.

- Do not stop to pick up your belongings.
- Exit the Registry, turn left and cross the road. Meet at the red post box at the corner of Bedford Square.

STUDENT AND ACADEMIC SERVICES

As a student at NCH your experience is personal, not anonymous. The smaller scale of the College means that there isn't the same sense of isolation that students might sometimes feel at other universities. All our members of staff are friendly, responsive and easy to contact. Whether you need guidance on day-to-day student life, academic matters, illness or other worries, whatever your question there is always someone who will listen and offer support.

The College has strong support structures in place to assist you in times when you require a little extra support.

MEMBERS OF THE STUDENT AND ACADEMIC SERVICES TEAM

SAS staff are there to support and advise you, and are based on the ground floor of the Registry.

ROSALIND BARRS

Registrar

Contact details: rosalind.barrs@ nchlondon.ac.uk

Rosalind has management responsibilities for student and academic administration, including admissions, examinations, quality assurance, registration, and timetabling. Please contact her if any members of the SAS team cannot help you.

Rosalind has a BA in Philosophy and an MA in Latin American Studies, both from the University of London. She was a senior administrator at Birkbeck College for over 15 years and so has extensive knowledge and experience of university administration.

EMMA NORMAN

Student Wellbeing Coordinator (SWC)

Contact details: emma.norman@nchlondon.ac.uk

Emma is the Student Wellbeing Coordinator (SWC). She is normally in College from 09.00 to 17.00, and is available to provide support, guidance, and information to students.

She has undertaken counselling training and is always happy to listen, no matter how big or small the concern. Should the need arise, she is also able to direct you to the various forms of help available to students in London, including low-cost therapy and learning support.

Emma completed a BA in English at the University of Lincoln; and she has worked at other UK institutions such as the University of Lincoln and London South Bank University, gaining a varied higher education skills set from large bodies of students.

KATHERINE WALSH

Academic Services Coordinator

Contact details: katherine.walsh@nchlondon.ac.uk

Katherine manages Moodle, which is the NCH VLE, and Turnitin. This includes coordinating the administrative processes for course assessment submissions, marks management and entry,

examinations, and assessment board preparation She also works on administering aspects of student finance; reviewing and processing College bursary and maintenance applications; and liaising on fee invoices and maintenance payments with other departments.

Katherine can also be contacted with general queries, including student letters and transcript requests.

Katherine completed her BSc in International Development and Food Policy, and MBS in Public Policy and Diplomacy at University College Cork. Before joining NCH she worked at Hult International Business School as Applications Manager, and has previous experience working in student accommodation and student societies.

LEE FENWICK

Academic Operations Officer

Contact details: lee.fenwick@nchlondon.ac.uk

Lee manages the timetabling needs of the college. He is the main contact for any timetabling queries you have. He can also assist with any ad-hoc room bookings students or staff have for study or event purposes. Lee is the contact for any attendance queries students have. Additionally, he coordinates the provision of reading material for the students with Senate House Library and is the Deputy Prevent Officer and Deputy Data Protection Officer for the College. Lee is also a first-aider and a fire warden.

MEMBERS OF THE QUALITY TEAM

REBECCA MORRISON

Head of Quality Assurance

Contact details: rebecca.morrison@nchlondon.ac.uk

Rebecca is responsible for strengthening and developing the College's academic standards and its assurance and enhancement policies and procedures, ensuring that the College is compliant to its external bodies and collaborative partners, such as Solent University and the Quality Assurance Agency. She is also responsible for ensuring that the student have a "voice" at the College; that the student's feedback is heard and acted upon when appropriate.

Rebecca completed her Bachelors and Masters degrees in Osteopathic Healthcare at the British School of Osteopathy. Before joining NCH, she was senior management at other private higher education institutions, responsible for quality assurance, student engagement and Masters level degrees. She is a reviewer for the Quality Assurance Agency and a Senior Fellow of the Higher Education Academy.

MICHELE LONGHURST

Quality Manager

Michele is responsible for managing the quality assurance and enhancement aspects of the College's undergraduate and postgraduate programmes. She leads projects relating to the annual quality cycle, including yearly monitoring, student satisfaction surveys, programme and course modifications, and new programme approval events. Michele has over 14 years of quality management experience in both public and private further education providers. She has gained experience in higher education over the last two and a half years where she has led the development of programmes at Levels 4 – 6. She has been an active participant in gaining the Matrix Award, EABHS, BAC and Tier 4 approvals. She has experience of producing self-assessment reports, quality improvement plans and overseeing actions to improve the quality

of the student experience.

Michele is also the College's Prevent Officer. If you have any concerns or questions about the Prevent or Freedom of Speech, please contact michele.longhurst@nchlondon.ac.uk.

Academic Tutors

You will get to know your tutors and lecturers from your very first day at the College. They will take a personal interest in your academic development both in the classroom and at the variety of subject specific events that take place throughout the year. Your lecturers and tutors are your first port of call if you have any queries or concerns about your academic performance, workload or specific assignments. They are friendly, approachable and responsive.

Buddies

The buddy system is an optional part of our SAS network. In conjunction with the Student Union Welfare Officer, we assign all offer holders a College Buddy. This is normally a student in the second or third year, often taking the same degree subject as you. Once you enrol, they'll be a friendly face to greet you during Freshers' Week, an additional point of support with any academic queries, and to generally help you settle into life at College.

Personal Tutors

You will meet with a designated member of academic staff at least once a term. They will advise you on your work, monitor your overall academic progress, and offer help and support if any problems arise, whether academic or personal.

STUDENT WELFARE

Please familiarise yourself with the College's Welfare Policy.

STUDENT WELLBEING COORDINATOR AND WELFARE ADVICE

Emma Norman, (SWC), can provide support, guidance and information on wellbeing matters, and you can book an appointment to see her if required.

Emma has undertaken introductory counselling training and can provide initial advice and guidance. Should the need arise, she is also able to direct you to the various forms of help available to students in London, including low-cost therapy and learning support.

STUDENT UNION WELFARE OFFICER

Each year, NCH students elect a Student Union Welfare Officer (SUWO). This student acts as a focal point for pastoral issues within our student community. If something external to your programme of study is negatively affecting your College experience or academic performance, you can talk to the SUWO about it and they'll point you in the right direction to get it fixed. This might be a health issue, a family crisis, a disagreement with a staff member or student, or just difficulty settling into university life. Whatever it is, your SUWO is here to provide impartial advice and help you identify and access the resources available to you.

SUPPORT FOR STUDENTS WITH MEDICAL CONDITIONS, DISABILITIES AND SPLDS

At NCH, we use the term 'disability' to include any physical, sensory and intellectual impairment (i.e. mobility impairment, visual impairment/blindness, hearing impairment/deafness), certain medical conditions (i.e. HIV, cancer, epilepsy, multiple sclerosis), mental health difficulties, Asperger's Syndrome, or specific learning difficulties

(SpLDs) such as dyslexia, dyspraxia, dyscalculia, dysgraphia, or ADHD/ADD.

In general, a 'disability' is the result of interactions between an impaired person and the environmental and attitudinal barriers he or she may face. The Equality Act (2010) defines disability as: 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'.

'Normal day-to-day activities' refers to everyday things like eating, washing, walking and going shopping. It is also defined as anything not unusual or individual. It doesn't necessarily mean it is something everybody does; it just needs to be fairly usual. Examinations, for example, would be seen as 'normal' activities.

We realise that many students, especially those with specific learning difficulties (SpLDs) may not regard themselves as 'disabled'. However, if you do have any of these conditions, we feel it is important that you are aware of support that could be arranged for you should you need it. You don't have to accept the word 'disability' as a label, but it can be used as a way to get support; remember that everyone, including those with or without a disability, can ask for help with their studies.

If you are disabled or have a special learning difficulty, the College will always try to ensure that your requirements are met in a way that suits you best. Under the Equality Act, colleges and universities have to make 'reasonable adjustments' so that disabled students are not 'substantially disadvantaged'. This means they have to put in place support to help you access the course and successfully complete your studies. The specific factors that may be relevant to take into account are listed as follows:

- the need to maintain competence standards
- the financial resources available to the education provider
- any grants or loans available to the student (specifically Disabled Students' Allowances)
- the cost of the adjustment
- how far it is practical to make the adjustment
- the technology available
- how far aids or services may be provided by others
- health and safety requirements
- the relevant interest of other people, including other students

Where a disabled student would otherwise use a facility located in the Registry, but is unable to do so by reason of his or her disability, for example for tutorials, the College will arrange alternative accessible and/or adapted accommodation in nearby buildings.

The types of provisions and arrangements that might be made include:

- flexibility regarding attendance and coursework deadlines (time off for appointments, etc.)
- specialist equipment and/or software
- copies of handouts in advance of your lectures
- providing handouts on different coloured paper, or in a larger font

Please note that this list is not exhaustive so additional adjustments could be made, based on

your particular circumstances.

DISABILITY/MEDICAL DISCLOSURE FORM

Before we can make arrangements to support you, we first ask that you fill out a Disability and Medical Disclosure Form, during Fresher's Week, which permits us to share confidential information about you with relevant members of staff. In many cases, it's fairly common for people with certain medical conditions to keep their information private. For example, if your health has previously been well-controlled then there may be little need to tell anyone, even your parents. However, this does make it difficult to introduce the information to people you have known for some time. This, in turn, can lead some students to struggle on for weeks and months without seeking help until a crisis is reached. To avoid this situation, we recommend that you speak with an NCH staff member as soon as possible if any health or disability issues begin to have a detrimental effect on your ability to reach your full potential.

For reference, the form can be found here.

It is your choice whether or not you disclose your medical condition, disability or SpLD to us. No disclosure will take place unless you have signed the form. You can disclose your disability to NCH whenever you like, although we recommend that you inform us sooner rather than later. Even if you do not tell us until after you start your studies, we will endeavour to put support in place as soon as possible. Please be aware that later disclosure may result in delays which can adversely affect your studies. After you have completed the form, and if you have agreed to disclose your information, we will meet with you first to discuss your needs and then contact your respective tutors to inform them of any provisions or arrangements you require.

You can change your mind about declaring your medical condition, disability/SpLD at any time. If you decide that you want to make the information about your needs either more or less confidential then simply complete another Disclosure Form. You may choose to keep all information about your disability/needs entirely confidential so that information cannot be disclosed to any other person. It is your right to do this but please be aware that the College will be restricted in its ability to meet your needs, hence some or all of your support may not be put in place.

Your time at university is often said to be the best years of your life. However, for some students higher education can also be daunting and stressful. Problems can arise from the exacerbation of an existing mental health condition, or simply as a result of a new situation in which you find yourself.

A range of support services are available to help. Our SAS Team will liaise with you on how to contact internal and external sources of support, and will help you plan your responses to stress triggers and managing crisis/relapse situations.

It is advisable that you let Emma Norman (emma.norman@nchlondon.ac.uk), SWC if you currently manage a mental health condition. This will be dealt with in strict confidence, and she can liaise with academic staff on your behalf if necessary. You are advised to register with a local GP at the earliest opportunity. This will often be the quickest route to accessing specialist services if necessary. You can also find more information on counselling services here.

HERE ARE A FEW TIPS FOR STAYING HEALTHY AND HAPPY

- Talk about your feelings
- Keep active

- Eat well

- Drink sensibly

- Keep in touch with friends and loved ones

- Care for others

- Take a break

- Do something you enjoy

- Be kind to yourself

- Ask for help

IF YOU NEED TO TALK TO SOMEONE URGENTLY

Call Samaritans any time you like, talk in your own way, and off the record – about whatever's getting to you: 08457 909090.

London Nightline provides emotional support to students in distress. Their phones are manned from 6pm to 8am during term time: 020 7631 0101.

You can contact your local Crisis Team who are available 24 hours a day, 7 days a week. Providing you a registered with a GP, you can access their services. If you are registered with Holborn Medical Centre your Crisis Team contact number is 020 3317 6777. If you are registered elsewhere, please contact your GP for further details.

COUNSELLING

Counselling can help you to understand and cope with difficult experiences and feelings. If you are finding life difficult, the opportunity to think and talk reflectively about your difficulties can bring relief and meaningful changes. Counselling is offered for any personal issue that may affect you. Though our SWC has had some counselling training, she is not fully qualified, and so we can put you in contact with local therapy services. The College's GP at the Holborn Medical Centre offers a free counselling service. The service has a six to eight week waiting list so, if necessary, Emma can arrange some interim counselling until a place at the GP's service is available.

You might also find the Counselling Directory or the Minster Centre helpful. For more serious issues, we recommend that you contact Emma Norman who will advise you on your next step.

Here are some other useful support sites:

Addaction

Action on Addiction

Gender Identity Clinic

Transgender Health

PREVENT DUTY

The Prevent duty in the Counter-Terrorism and Security Act 2015 imposes a duty on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. The College's Prevent Policy is in place to safeguard students and staff. If you are worried that a student or member of staff is becoming radicalised or is radicalising others, you must report this to the SWC who will pass the matter on to the

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appropriate staff member to investigate.

Please familiarise yourself with the College's Prevent Policy.

STUDENT HEALTH

DOCTORS

We strongly recommend that you register with a local doctor within two weeks of arrival for the duration of your studies. The College's local GP surgery is The Holborn Medical Centre. You can only be registered with one GP at a time, but if you would like to switch practices the Student SWC will help you do this.

The Holborn Medical Centre,

64-66 Lamb's Conduit Street,

Holborn,

London

WC1N 3NA
020 3077 0044

http://www.holbornmedicalcentre.com/

DENTISTS

The College's local dentist is Holborn Dental Centre. If you would like to register with them, speak to the SWC, and she will talk you through the simple application process.

If you are 19 or older, you do not automatically receive free NHS dental care. You may be eligible for an HC2 Certificate, which will entitle you to financial assistance with NHS charges. You can apply for an HC2 Certificate by completing an HC1 form, which is available from your dentist. The application process normally takes up to six weeks and is dependent upon your means. Please note, the HC2 Certificate also entitles you to free prescriptions and eye tests. It is only valid for six months and requires re-application after that time.

If you require dental care and have not got a HC2 Certificate yet, you must pay for your NHS dental care. If you keep your receipts you can obtain a refund of your charges when you receive your certificate.

Holborn Dental Centre,

3 Lion Court, Procter Street,

Holborn,

London

WC1V 6NY
020 7242 7212

enquiries@holborndental.co.uk

http://www.bupa.co.uk/dental/find-dental-centre/london-holborn-dental-centre?cmpid=soc-googlelocation

SEXUAL HEALTH AND AWARENESS

For many students, university marks the point in their lives when they become sexually active. The best way to protect yourself and your partner is to always use a condom and try to carry one at all times if you are sexually active. If you do have unprotected sex (or the condom splits/comes off) go to your local sexual health clinic as soon as possible, to talk about STI tests and emergency contraception.

It is also important to remember that you have complete autonomy over your body – never do anything that you don't feel totally comfortable with, and report any abuse or violence to the police or SAS Team. For further advice and support, you can book an appointment with the SWC or the SU Welfare Officer. Condoms are available in the JCR.

The local Sexual Health clinics include:

1. The STI Clinic**,** 12 Harley St, London W1G 9PG
   8.00 -18.00, 020 7419 8762

2. Marie Stopes International**,** 1 Conway St, London W1T 6LP
   8.00 17.30, 020 7636 6200

3. Better2Know, 55 Wimpole St, London W1G 8YL
   0844 561 0750

4. Soho NHS Walk-in Centre, 1 Frith St, London W1D 3HZ
   8.00 – 20.00, 020 7534 6500

5. Urgent Care Centre**,** 42-52 Nottingham Place, London W1U 5NY
   8.00 – 22.00, 020 7908 2144

Other useful links may be found at here and click on 'Sexual Health and Wellness'.

KEY INFORMATION ABOUT THE ACADEMIC YEAR

ACADEMIC YEAR

The Academic Year governs the College's academic operations and service provision and within this, we have set term dates and examination periods.

The key term dates in 2018-19 are:

Freshers' Week	17 September 2018
Teaching year starts	24 September 2018
Michaelmas Reading Week	5-9 November 2018
Christmas vacation	15 December 2018 – 6 January 2019
Teaching starts for Hilary term	7 January 2019
Hilary Reading Week	18-22 February 2019
Easter vacation	30 March 2019 – 22 April 2019
Teaching/formal revision starts for Trinity term	23 April 2019
Bank holidays	6 May 2019 and 27 May 2019
College year ends	14 June 2019
PG Dissertation submission	August 2019[1]

YOUR TIMETABLE

Students can view their timetables via CELCAT, the College's timetabling application. During induction in Freshers' week, training sessions on how to use CELCAT are held, and a 'how to' guide can be found on Moodle.

PROGRAMME SPECIFICATION

The programme specification is the definitive record of your Programme. It is approved by both the College and the validating body, and it can only be amended by following strict processes. Your programme specification can be found in your Programme Handbook.

TEACHING AND LEARNING

ENGAGEMENT

The College expects you to attend all your timetabled teaching sessions. We monitor your attendance, as we know that consistent attendance is closely linked to good academic performance, so it is in your best interest to attend each teaching session if you want to be successful in your studies.

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[1] Exact dates to be published once confirmed

LECTURES

Lectures provide both context and content for topics in the course being studied. They are aimed at providing guidance, stimulation, and orientation, as well as transmitting factual information where relevant. A typical lecture will last for up to two hours. You are expected to attend all the lectures in courses for which you are enrolled. They will be interactive and may require you to be familiar with the topic beforehand so that students can participate constructively. It is important to learn quickly how to take notes.

Please arrive promptly to your lectures; a few minutes will be allowed at the beginning and end of lectures for students travelling to or from lectures in other buildings. There will be an opportunity for students to raise questions for discussion in lectures and usually the last 15-20 minutes of each lecture hour will be devoted to questions and discussion. The responsibility of lecturers and students alike is to attain clarity, to understand, and to master the topic in question.

Different lecturers have different styles of lecturing, and provide different lecture aids in the course of them; some use PowerPoint, others handouts, others do neither. Encountering a variety of teaching styles and approaches in university lectures is a good thing for students, because it encourages students to profit from different ways of thinking and learning. All of the styles are tried and tested and of great value in their own way. Never be afraid to ask a question, however worried you might be that it will seem silly or stupid to others: most of the others will be glad you asked it.

Important points to note about lectures:

1. Lectures provide a crucial guide to the subject and a framework for your own reading.
2. Try to follow the arguments made by the lecturer while taking notes.
3. Try to follow up the reading as soon as possible. If you leave it until later in the year you will have forgotten some of the ideas.
4. Prepare in advance of lectures by reading the relevant topic.

PROFESSORIAL LECTURES

Throughout the year visiting professors will give a varying number of lectures. Some will form the Core Courses for the NCH Diploma for the undergraduate students but you are still very welcome to attend; some will be subject-specific, but open to all; and some will be of general interest to all. Professorial lectures are generally scheduled so that no other lecture or tutorial clashes with them. To make the most of your time at College, you are encouraged to attend as many of these lectures as possible.

TUTORIALS

One-to-one tutorials normally last for one hour, in which your tutor engages critically with you, entering into your individual point of view and working with you to clarify, challenge, defend, and develop your arguments and ideas. This form of personal and intellectual engagement is considered to be the gold standard for identifying and drawing out your potential.

You will need to prepare a tutorial essay in advance of your tutorial and submit it to your tutor via Moodle. You will be given a mark for your tutorial essay: this mark is formative only (that is, it will give you an indication of your level of attainment and progress) and thus will not form part of your degree classification.

SEMINARS

The number in your seminar group will depend on the number of students taking your degree, but will be between two and four students. Some weeks, you will be required to prepare an essay, which you will be required to read out to your group. The emphasis will then be on discussion by all, guided by your tutor. These sessions are not primarily designed for your tutor to convey new information about a topic. For the weeks in which you are not required to produce a piece of work, you will be expected to have done the required reading, so that you will be able to take an active part in the discussion.

Presenting your work to others might seem daunting at first, but it will become easier and it will give you excellent practice in producing a clear and coherent oral analysis of a topic. You will also gain practice in constructively criticizing the presentations by others. Do not expect to take full or systematic notes during these sessions (you would be distracted from engaging in the discussion); but you can jot down particular insights or points. As with your one-to-one tutorial essays, you will be given a mark for your tutorial essay: this mark is formative only (that is, it will give you an indication of your level of attainment and progress) and thus will not form part of your degree classification. These group tutorials will be scheduled for you, taking into account the commitments of your NCH Diploma and professorial lectures.

STUDY SKILLS

During your time at the College, you will experience a range of teaching methods and research strategies that aim to challenge and encourage you to develop your own ideas.

Lectures, for instance, are intended to give you food for thought and are an opportunity to listen to our academic staff sharing their knowledge and discoveries with you. Simply attending lectures, however, is not enough if you are to truly benefit from attending NCH. That is, you are expected to build on this foundation by further reading around your subject and using your discovery and analytical skills to critically evaluate the information you receive.

Every week you will normally attend:

- your degree subject lecture
- your degree subject tutorial
- your enrichment subject lectures [optional]
- core subject lectures
- any professorial lectures

Independent study is an essential aspect of your degree. Outside of lectures and tutorials, you will be expected to find time to read books and articles, as well as write essays. This may seem daunting, but all you need to do to succeed is utilise your time well and exercise some self-discipline.

Familiarise yourself with the libraries - Senate House and the British Library (which it is recommended that you join). On certain weeks a proportion of your reading will be provided on Moodle for you to read on screen or download and print. However, the material on Moodle will never be completely sufficient, nor will online resources. You will also need to find books. When you do find a book, be wise and selective about how much of it you read. It is always a good idea to read a book's conclusion and introduction. Beyond that, only read chapters that you think will be relevant to your research.

The essays you prepare for your group tutorials will receive direct and immediate verbal

feedback from your tutor and your peers.

At the end of term, you will have a Collection in which you will receive verbal feedback from all of the tutors who have been teaching you. You will also be asked to give your own feedback on each course.

ESSAY WRITING

Essay writing is a craft, and you should put effort into developing your essay-writing technique, learning to structure your thoughts coherently and effectively, and to write with fluency and style. In the preparation of each essay, you'll need to select wisely from the recommended reading.

What we're looking for in your essays:

- You've worked hard on it – thinking, reading, planning, checking for errors and editing.
- You remain focused on the essay question and don't lose the thread of your argument.
- Your writing is coherent and well-structured.
- Your essay is persuasive and has a strong argument supported by evidence and examples.
- You've avoided plot-telling and that you haven't included anything irrelevant.
- Your writing is accurate, free from spelling errors, properly punctuated, and has correct grammar.
- Your language is sufficiently formal (avoiding colloquialisms)
- Your essay is well referenced with footnotes and a bibliography.
- You have a strong introduction, with a well-constructed first sentence.
- You use the first lines of each paragraph to signpost the development of your argument.
- You have a lively conclusion in which you have synthesized your argument.
- You've learned from the feedback you've been given week by week.

QUOTING

Whenever you quote or paraphrase, you must cite your sources. Short quotations (fewer than 40 words) should be enclosed in quotation marks and put in the main text. Longer quotations should be separated from the main texts by being indented, with single spacing and without quotation marks.

If you miss out text in a quoted sentence, indicate it by three full stops in square brackets […]

STYLISTIC/GRAMMATICAL POINTS

You must re-read your work before you hand it in (or read it out) and edit it so that it makes sense. There's no point having great ideas if they're lost under a morass of badly worded or incomplete sentences, or irritatingly poor spelling and syntax. We don't want to proofread your work:

- we want to engage with your ideas

- Be circumspect in the use of the first person pronoun.

- Tenses: the present tense should be used when talking about events in fiction; either the past or the present tense can be used when describing what a critic has argued/argues. The past tense places the critic more firmly in her or his historical context.

- Don't start sentences with 'because' and only very infrequently, 'also'. Be wary of using 'and' and 'but' to start sentences.

- Don't end sentences with 'of', 'to', 'at' or other prepositions.

- Numbers up to ten are written out: one, two, etc. Above ten, use numerals

- 1580s NOT 1580's etc.

- Quotations should be in inverted commas, but not italicized as well. Words derived from other languages should be italicized: *ad fontes, ex post facto, ad hominem, juste milieu, amour propre*, etc.

- Avoid colloquialisms – this is formal academic writing so be wary in general of e.g. 'thing', 'a lot', 'describing words' (known as adjectives!), 'big problem', 'big factor', 'massively'. Don't use 'incredibly' for 'very'.

- Given that you are doing formal writing, do not use ampersands (&), slashes (/), i.e., e.g. or anything else of this nature in your text.

- Use British spelling (though either –ise or –ize is fine).

- Use capital Roman numerals after the names of monarchs and popes: Henry VIII, Alexander VI, Louis XIV.

DEVELOPING EFFECTIVE STUDY HABITS

Skills development is a continuous process, and you are encouraged to reflect on your own progress and to take advantage of all the help that is on offer, not only in the early days but throughout your programme of study. Some study tips are presented below:

- Avoid being distracted by setting up a time and area that you use specifically for studying, so that you associate it with work and a concentrating mindset. This could be in your bedroom, in the library or wherever you want, but make sure your environment distracts you as little as possible, and ensure that you've got all the equipment you need to hand.

- Decide how much you will read or for how long you are going to work, and schedule it for a time when you are awake and able to concentrate. Don't disregard your natural preferences; if you're a late-night worker, then don't force yourself to study at 8am. Likewise, if you're an early riser then cramming before an exam at 1am the night before just won't work.

- Work effectively for short periods of time, not aimlessly for hours. Write a timetable to keep you on track. Chapter Five in *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations and Books* by Eviatar Zerubavel (1999) has useful tips on how to structure your writing and study periods.

- If you take a lot of notes make sure you re-read them the next day and write down exactly how they will be used in your assignment. If they are not relevant, put them aside. Don't throw notes away until the end, though, as your thoughts

will develop during the learning process and you may wish to refer to them later on.

- Make sure that you comment on every idea, concept or quotation that you note down, otherwise you are not thinking critically: you are just restating other people's ideas. Notes and diagrams will help you to retain a sense of structure and progression, as will researching information for future reference.

- Be organised. File your notes and course materials carefully. Consider using Endnote or similar bibliographic referencing software. An excellent guidebook for grammar and syntax tips is The Wadsworth Handbook by Laurie Kirszner and Stephen Mandell (2010).

- You should take sensible precautions against accidents and last-minute problems, both in terms of being careful about storing work in progress and not leaving things until too late. Regularly save documents when you're working on them (every ten minutes is good) and always have multiple back-ups of important files.

- Encourage each other. Discuss and debate with each other. Don't try to impress each other with how little or how much you've done. In group tutorials, give both praise and constructive criticism to the person who shared his or her essay. Remember that it will be your turn the next week.

GENERAL WRITING TIPS

Researching and producing high-quality essays and assignments will form a significant part of your workload. Of course, different approaches work for different people, and each subject has its own distinctive requirements. However, observing the guidelines below should help make the writing process easier by teaching you how to approach the task in a structured way.

Although writing well usually requires a lot of work, you can make the process less stressful by being highly organised. Therefore, before you even think about the first draft, you should produce a detailed work plan. Draw up a clear structure for the reader to follow, starting with a general outline and then adding more layers of detail.

Making preparatory notes, using mind maps, and drafting essay plans are all ways of helping you think about what a piece of work should look like.

Divide the document into main sections and then into sub-sections. What will go into each section? Decide what the main topic is for each and allocate the key points and their supporting evidence.

Write the introduction and each subsequent paragraph so that it contains a 'signpost' telling the reader where they are. Remember that what is clear to you may well need clarifying for your audience. You will most likely have to revise and redraft your essay plan several times before coming up with something satisfactory.

Identify how each section links to the preceding and subsequent one. Does your argument proceed logically? Does it flow? Are you making a comparison, or are you extending your discussion of a particular point?

Maintain a critical approach – rehearse and test your arguments as fully as possible before you start the first draft. If something feels vague, then you can guarantee that it will be noticed by your tutor.

Start fleshing out these detailed notes into a first draft. This should now be far easier than

working with a blank screen or page.

PREPARATION

Your tutors and fellow students will expect you to turn up for classes on time and having prepared appropriately. You should be able to contribute actively and constructively to the session and engage readily with any questions raised in preparatory material. Adequate preparation may include reading your materials thoroughly more than once and taking accurate and detailed notes.

REVISION

Details about revision sessions and the timing of your examinations can be found in Course Guides. At the revision sessions you will receive advice on exam technique. Additionally, academic staff will hold set office hours during examination weeks so that you can ask last-minute questions and seek advice.

PLAGIARISM…AND HOW TO AVOID IT

The College uses Turnitin, which is an originality checking and plagiarism prevention tool that encourages best practice for referencing and citing other people's ideas and written material. This online tool also allows you to manage the process of submitting and tracking assignments electronically.

(With acknowledgments to Oxford University English Faculty plagiarism guidelines, from which some of the below has been taken.)

i.   Plagiarism is the use of material appropriated from another source or from other sources with the intention of passing it off as one's own work, and may take the form of unacknowledged quotation or substantial paraphrase. Plagiarism can also be the unintended result of careless presentation, if extensive quoted material or close paraphrase are included without acknowledgement. This constitutes 'reckless' plagiarism. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. Plagiarism is regarded as a serious form of cheating for which offenders can expect to receive severe penalties.

ii. Your essays will inevitably sometimes involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement (and presenting as your own) material produced by others, which is what constitutes plagiarism. If you employ good working habits in preparing your weekly essays and extended essays, there is little danger that you will be accused of plagiarism unjustifiably.

iii. An essay is essentially your view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required by tutors and examiners.

iv. When you read the primary texts that you will be discussing in your essay, make sure that you find your own examples of episodes, themes, arguments, etc. that you wish to discuss. Note these down, and make sure that they form the basis of the material you will be discussing in the essay. If you work from your own examples, you will be much less likely to appropriate other people's materials. Get

to know your primary texts well before you embark on detailed secondary reading.

v. When you are taking notes from secondary sources:

vi. Always note author, title (of book or journal, and essay or article title as appropriate), publisher, place of publication (for books), year of publication, and page numbers.

vii. If you have time, it is a good idea to read the chapter or article through once quickly before you take notes on it. This will make the notes that you take on a second, slower reading, more discriminating, and will make you less likely simply to transcribe quantities of material without thinking it through.

viii. If you do copy out material word for word from secondary sources, make sure that you identify it as quotation in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your essay.

ix. At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation.

x. When you are writing your essay, always make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. There are various ways of doing this, in your text and in footnotes. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own – and, ideally, how your views develop or diverge from this influence.

xi. You may wish to acknowledge ideas or material that you have obtained from lectures. The best way to do this is to put in a footnote citing the lecturer, lecture series, and term in question.

Example:

This is a passage from Barry Windeatt's Troilus and Criseyde (The Oxford Guides to Chaucer; Oxford, 1992, p. 196):

At the very centre of the poem's structure Troilus is at last impelled inside the curtained bed of Criseyde, which stands inside the 'litel closet' within Pandarus' house in the walled and besieged city of Troy. The most intimate experience of Troilus lies not only at the centre of its structure as a poem but at the centre of a succession of containing and enclosing structures in the fabric of its setting at Troy, within which the physical union of Troilus and Criseyde is a climax not only intrinsically but also as the fulfilment and completion of a pattern. It is towards this central episode that the poem moves with a 'centrifugal' energy which, once the centre is passed, becomes a centripetal force, and this is given form and shape through the setting and background of the action.

Legitimate use of this passage:

Like Sir Gawain and the Green Knight, or indeed Beowulf, Troilus and Criseyde is a poem susceptible to a number of different approaches to its structure. The move 'fro wo to wele, and after out of ioie' (I, 4), announced at its opening, focuses on the fortunes of the poem's main protagonist as a key element in its construction. The 'Troy … ioye' rhyme in this stanza (I, 2

and 4) is a recurrent one in the poem and draws attention to the central role that location also has in Troilus. As Barry Windeatt notes, as the poem approaches its structural centre, the Trojan locations narrow down to 'the curtained bed of Criseyde, which stands inside the "litel closet" within Pandarus' house in the walled and besieged city of Troy'. 1 As he also observes, this central episode, in which the first physical union of Troilus and Criseyde takes place, is in fact part of a structural sequence, which places this union at the heart of the poem - and one might say, almost at the heart of Troy - and then moves after it to an increasing fragmentation of location and action. But it is arguable that the fact that Chaucer puts 'wele' and human love at the structural centre of Troilus is as important as what he puts at its end.

1 B. Windeatt, Troilus and Criseyde, Oxford Guides to Chaucer (Oxford, 1992), p.196.

This illustration both quotes from and paraphrases parts of the passage in question, but it acknowledges its debts, in footnote (for the quotation) and in the text (for the paraphrase). It also incorporates the material within a set of arguments that are either not dependent on Windeatt's material or develop it in an original direction, and it adds in its own original examples or insights.

Plagiarised passage:

What Chaucer puts at the heart of his poem is worthy of note. At the very centre of Troilus and Criseyde Troilus is at last brought inside the curtained bed of Criseyde, which stands within the 'litel closet' within Pandarus' house in the walled and besieged city of Troy. The intimacy of this scene is further intensified by the fact that it completes a structural pattern in the poem in which what might be seen as centrifugal and centripetal elements are involved. The poem moves towards this central episode so that it forms a climax in the work; after this centre is passed, the centripetal movement takes over.

This version is almost entirely derivative of Windeatt's original passage. It quotes some of it directly or with minimal variation and puts other parts of it into close paraphrase. It contains no new material, nor does it add to the sum of the ideas in the original. It offers no acknowledgment of its source, and gives the impression that its author intends this argument and choice of illustrations to be taken as original to him or her. Every time you use another's ideas, you must give them credit - even in your weekly essays.

REPERCUSSIONS

Summative assessment for your degree: Information about how any plagiarised assessment would be considered and dealt with can be found on the Swansea University website, which can be found here.

PROGRAMME TEACHING AND LEARNING STRATEGY

The College aims to create a collegial environment in which intellectual endeavour flourishes. Its practices are designed to enhance teaching, learning and assessment to support an interdisciplinary approach to study, and to adapt the best practice in UK and global Higher Education to achieve high levels of student satisfaction and outstanding academic results. The ultimate aim of the College's provision is to equip students with the capabilities that will enable them to thrive both professionally and personally after graduation.

Learning opportunities provided by the College will be underpinned by up-to-date knowledge of teaching best practice; be informed by relevant academic expertise and research; incorporate new technologies and opportunities for field work, collaborative projects, interactive

assignments, and/or student presentations; and supervision of these is tailored to the needs of each individual student's strengths and weaknesses. Students will receive clear instructions for assignments and ongoing feedback on their work, so that they have a sense of their progress and how to improve throughout each year.

The College is a community in which learning, debate and the sharing of ideas are central, and in which all members of the College treat one another as partners in the quest for knowledge and intellectual enlargement. Assessment in the College provides students with diverse opportunities to demonstrate that they have made the appropriate progress in learning, and assessment procedures are rigorous, fair, and clearly related to assessment criteria and the content of the courses.

The aim of academic and intellectual growth is partnered with the aim of graduate employability, which is relevant throughout the entire curriculum. You will be taught the skills of critical reasoning and science literacy, applied ethics, professional skills, and transferable research skills, all of which will serve you well in your life after the College. Throughout the curriculum, you are encouraged to relate your studies to real-life situations; to challenge what you hear; and develop the ability to use information well.

The NCH curriculum is designed to give you the ambition and confidence to participate actively in your communities, and be valuable employees and future leaders.

In the highly tailored environment of the College, you will also face expectations of presence and participation.

In order to benefit from the College's full offering during your time in the College, you should be willing to engage in varied forms of learning and assessment, in the company of individuals of differing ages and backgrounds. You should be open to a wide variety of conversations on different issues and using different concepts and methods; be willing to engage with ethical and scientific perspectives; and be prepared to develop yourself professionally. All members of the NCH community should embrace diversity and deal with global issues that face us all as human beings regardless of demographic or geographic considerations, and work effectively as part of a team for shared goals. The College's ethos requires that all its members be willing to challenge themselves given a sympathetic environment, and in doing so, to gather practical experience of making exciting things happen.

Outside their scheduled College hours, students should be prepared to dedicate significant periods of time to their own academic and professional development. It is expected that students complete, in a committed, ambitious, and timely manner, all tasks reasonably asked of them by any member of the College's academic, professional development, or support teams. The success of students on their respective programmes relies on daily independent effort to supplement the learning occurring in scheduled sessions.

The College thanks all its members for participation in helping NCH grow and develop as a community, and students are offered a number of opportunities to do so in their time at the College.

We recognise that students come to the College as adults, and are expected to work independently and be responsible for their own decisions and actions. However, NCH has a responsibility to its students and to external bodies to ensure that students are attending and studying, so as to comply with the relevant regulatory requirements, and the College's and its awarding bodies' requirements.

All students must attend all scheduled teaching and assessment events in both their Degree

and Diploma curricula, as well as compulsory College events, such as Prize-giving and Professorial lectures. An attendance of 80% at Diploma teaching events and Professorial lectures is required, and a student whose attendance has fallen below this will not be awarded the Diploma.

LEARNING RESOURCES

LIBRARIES

Just three minutes' walk from the Registry, Senate House Library (SHL) is the main academic library used by the students. Commissioned in 1931, Senate House Library is the central library for the University of London and the School of Advanced Study, which was founded by Royal Charter in 1836. As the central library, it supports the nineteen colleges and academic institutions in the University and the wider research community. It is one of the top research libraries in the UK, particularly focused on the arts and humanities, and home to more than three million items. Students have full access to its borrowing, digital, and print services.

The College Collection has its home in one of the most spacious and beautiful reading rooms within Senate House Library. The Collection contains classic texts and contemporary commentaries which have been chosen by the College's academic staff for their direct relevance to the degree syllabi taught at the College.

In addition to the above resources, NCH students are also eligible for a reader's card to use the British Library – one of the greatest research libraries in the world. As it is a copyright library, it has copies of all new books published in the UK, and many of those published abroad, making it an excellent resource when more detailed research is required.

Economics students can apply for reference access to the London School of Economics library. This must be done individually by each student.

ONLINE RESOURCES

Our students have access to the NCH Moodle Virtual Learning Environment, which is the College's method for sharing lecture and tutorial material and other course materials. Students should not, however, regard Moodle as sufficient for their research: independent research, and literature searches, are required for most assignments, with the exception of highly technical Economics courses.

ASSESSMENT

EXTENUATING CIRCUMSTANCES

Throughout your studies, you will be required to complete and submit, or sit, a wide range of assessments. This will require you to balance your workload and use time-management skills to ensure that assessments are submitted to stated deadlines. However, the College recognises that there may be serious adverse circumstances outside of a student's control that prevent them from completing assessments and that it is in their best interests that any extenuating factors should be considered when determining student results in the case of summative assessments.

For your degree, please consult the Swansea University here.

For longer-term difficulties, there are other support options, and you must discuss this with either your personal tutor or with Student Support, to ensure that both you and the College

take all possible precautions to keep these difficulties from affecting your studies.

FORMATIVE ASSESSMENT

NCH students are formatively assessed on work for their degree programmes by NCH faculty who, through weekly one-to-one tutorials and group tutorials, provide students with the opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.

You will be given clear deadlines for the submission of all formative coursework (tutorial essays, term essays, term papers, exercises). Detailed information for each course can be found in the relevant Course Guides on Moodle.

Please make sure you observe the deadlines. You are responsible for accurately noting all course requirements and to plan your work accordingly. If you are experiencing difficulties in meeting a deadline, please contact the relevant subject tutor as soon as possible.

The marks for the formative assessment of your degree coursework will be for guidance only, to show the standard of your work generally and to indicate whether you are maintaining or improving your standard. The comments you receive from your tutor during your tutorials are far more important: they will inform you whether you are honing your analytical and critical skills, whether you are getting to grips with your subject, whether you need to undertake further research or read around a particular topic.

SUMMATIVE ASSESSMENT FOR YOUR DEGREE

General information about how you will be assessed summatively can be found in the Programme Specification for your degree programme, which is available on Moodle.

Unless otherwise approved, assessments are marked anonymously. For further information on the status of each piece of assessment, please refer to Assessment Briefs.

The conduct of assessment is regulated by Swansea University. Further information can be found on their website here.

FEEDBACK

Feedback is given to students in lectures, small group tutorials, and one-to-one tutorials, depending on the group size and material presented. Small group and one-to-one tutorials in particular provide opportunities for tutors and students to reflect on progress and performance. Each student takes responsibility for completing a piece of formative work on a regular basis, as well as for intelligent discussion of said pieces of work. Students understand that it is their responsibility not only to attend, but to contribute to good tutorials, and actively communicate with lecturers to improve the quality of sessions.

The feedback which the students receive from the tutorials is timely, constructive and developmental. NCH students also sit mock examinations in the courses for which they are to be summatively examined. Again, tutors provide timely feedback on the mocks.

Students can normally expect to receive individual feedback on all summative coursework within 20 working days of the submission date, with comments that are focused and developmental. Generic feedback is provided after summative exams. Students do not have access to the exam scripts.

APPEALS AND COMPLAINTS

APPEALS

The College is committed to having in place fair, effective and timely procedures for handling student queries and academic appeals.

For your degree, all academic appeals go Swansea University. For further information, please click here. You can also speak to Rosalind Barrs (Registrar) who will be able to give you some advice.

COMPLAINTS

We hope that you never need to make a complaint whilst at NCH, but we recognise that problems can occasionally arise. If you feel something has gone wrong, please do not suffer in silence – raise your concerns with someone immediately.

You should begin with an informal complaint by speaking to your academic tutor, Emma Norman (the SWC) or another member of the SAS Team located in Central Office. In most cases problems may be resolved at this stage. If you are unhappy with the outcome, a formal complaint about any matter of College policy or administration, not involving a decision to expel or remove a student, can be made and, if unresolved, should be restated in writing to the Chairman of the Board.

Our general procedure in dealing with complaints is outlined below:

- Generally the College expects that complaints will be dealt with informally in the first instance. Most complaints can be dealt with quickly and effectively in this way without resorting to formal procedures.

- NCH is committed to ensuring that all student opinions are counted and taken seriously. We encourage you to take up complaints with either a member of academic staff or with the SAS team, though complaints with seemingly malicious intent will be dealt with accordingly.

- Privacy and confidentiality will be maintained in the handling of complaints except where disclosure is necessary to progress the complaint. It is the College's expectation that the confidentiality of any documentation generated by a complaint will be respected by all parties.

The SAS team can advise you on how to deal with your complaint, help to resolve it informally and, if necessary, support you in the process of making a formal complaint. Other people you may wish to discuss specific issues with include Student Representatives and Personal Tutors.

Complaints against students, by students, are usually dealt with in a different way. These are normally managed through the Academic Services Coordinator. However, if you have concerns about your interactions with another student in residences, please talk to a member of the provider's staff.

It is important to remember that complaints will not always produce the outcome preferred by the complainant. Sometimes there are factors that are out of the control of the College, sometimes there is insufficient evidence or support of a complaint, but whatever the outcome you will be informed at the earliest possible opportunity.

Please familiarise yourself with the full NCH Complaints Policy.

For a copy of the Student Complaint Form, please click here.

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STUDENT VOICE

The student voice is a key priority within the College. Your opinions have a valuable role in informing the development and enhancement of programmes and courses and shaping all aspects of the learning experience. There will be many opportunities to share your views and tell the College what you think, including:

- Course and Programme Satisfaction Survey

- Student-Staff Liaison Committee (via student representatives)

- Programme Team Meetings (via student representatives)

- The NCH Student Union Faculty Officer, who sits on College committees, including but not limited to the Academic Board; or other Student Union officers

- Informal feedback during scheduled sessions

- Taking part in Programme Development/Periodic review panels/teams

- To become a student representative for your degree: elections will be held in whole-year lectures at the beginning of each Michaelmas term, during which students will be asked to self-nominate and to give a brief speech explaining why they wish to be elected. Once all nominees have spoken, the rest of the group will write the name of their chosen representative on a piece of paper and hand it to the lecturer, who will then count the votes and announce the winner.

The College's Student Engagement Strategy may be read here.

STUDENT-STAFF LIAISON COMMITTEE

The aim of the Student-Staff Liaison Committee is to discuss feedback, complaints and suggestions relating to students' studies. There are elected student representatives for degree subjects, from each cohort. The Committee meets once a term. Committee agendas and minutes can be found on Moodle.

Further information can be found in the Principles and Guidance for Student Representation.

EMPLOYABILITY

The College's links with employers are primarily created by the Dean of Careers, Matthew Batstone and Gaby Becker, Careers Officer. They contribute to raising the awareness and visibility of NCH amongst employers by writing articles in newspapers and magazines and using social media (Twitter, LinkedIn) effectively, meeting and networking with employers from a wide variety of sectors, attending industry events, including those organised by the Association of Graduate Recruiters and Target Jobs.

Their roles also include educating employers about the strengths and career aspirations of NCH students, and maximising the opportunities for students to interact with various companies. This is done by arranging employer themed-events, small and intimate recruitment events, student clubs, and other networking activities. They work to persuade employers to include NCH students in their London recruitment initiatives, including through an annual employer reception at the College, at which academic staff and students can interact with employers. They devise and deliver workshops with employers and industry experts that will teach various relevant elements of professional development planning and management (for example, 'What to expect on an assessment day').

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Finally, in order to advance the opportunities available for students, they can discuss the candidacy of individual students with employers, and market their strengths.

STUENT UNION AND STUDENT SOCIETIES

The Student Union provides support and information to students at the College, and gives you the opportunity to join a large number of student societies. For further information follow the link to the Student Union's webpages:

SPORTS

The College and its links with the University of London and other London-based organisations offers opportunities to get involved in competitive and recreational sport, volunteering opportunities, and other forms of participation. For further information, please click here.

OTHER USEFUL INFORMATION

STUDENT CONDUCT

The College prides itself on being a place of learning, discussion, enquiry and discovery. The College is a community of colleagues, staff and students alike, together engaged in the adventures of ideas. It is therefore important the students and staff are respectful of other people's beliefs and views. The Student Code of Conduct and Disciplinary Procedure defines the behaviour expected of students. Students are advised to review this policy which can be found on the College website here.

SAFETY AND CRIME

Although London is a relatively safe city in which to be a student, it is still important to be vigilant, especially at night. We all drop our guard sometimes, especially when we have had a few drinks or are tired and stressed after a long day of studying. Adopting a few sensible precautions and being aware of the dangers will help you to avoid becoming a victim.

The 'Opportunist Thief' commits 80% of crime, which implies that many crimes could be prevented. The bulk of crime includes burglary, theft of and from cars and theft of pedal cycles. The fact is that a few elementary precautions, which make it more difficult for the thief, may well prevent you from becoming another crime statistic. These include:

- Keep valuable items such as phones and MP3 players out of sigh
- Avoid travelling alone in quiet areas, especially at night
- Walk facing traffic so that you can see all on-coming cars
- Be extra vigilant when using cash machines – protect your pin
- Never leave your drink unattended
- Try to let someone know where you are when out
- Only use authorised cab companies or black cabs
- Do not hitchhike or accept lifts from strangers
- Cover up expensive looking jewellery

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TIPS OF MANAGING YOUR MONEY

A little research will go a long way in helping to stretch your money. The web is the perfect place to start tracking down special offers – Student Beans is a pretty good site as well as Save the Student; this is their guide to student bank accounts.

Here are some top tips:

- Study resources, most notably books, can be purchased second hand on a number of websites saving a great deal of money.

- Socialising costs (including clubbing, going to bars, cinema, and eating out) can be kept down by using places that provide student discounts or offer specific student nights. Check out discount voucher websites for 2 for 1 meal deals.

- Students can buy discounted public transport oyster cards and London has a bike scheme (see Transport for London for details).

- Make the most of London's free museums, galleries and festivals – it's the ideal way of experiencing the city without denting your budget.

- Go to swap shops when you get a shopping craving – everything is free and your wardrobe gets a clear out.

- There are numerous opportunities for students to work part-time in London, and a good way of doing this is to register with a local temp agency. Working part-time is a great way of covering living costs, although it is important that this work does not affect your studies and you should not work more than 15 hours per week.

- Invest in a decent cookbook and head to the local supermarket on a full stomach with a list in your hand. If you plan your meals for the week, you will save on impulse buys. Pack a lunch to save money.

- Finally, don't forget that help is always at hand – our Student and Academic Service Team will be happy to share with you their knowledge of how to survive the not-so-mean streets of London.

COST OF STUDENT LIVING IN LONDON

This is a rough guide to how much you might expect to spend on a weekly basis during your time in London. Aside from accommodation, living expenses will generally take up the majority of your budget. Of course, this is entirely dependent on the kind of lifestyle you lead and the amount of money you like to spend. There is a perception that London is more expensive than other cities in terms of living costs. This can be the case, but there does tend to be some degree of exaggeration. Our SAS Team will always be on hand to offer advice and to help you to keep your finances in check, and will keep you updated with all the very best deals this amazing city has to offer.

Based on our research we anticipate the following will be a sufficient weekly budget for living costs for an average student lifestyle in London. The weekly budget costs are an average and you may spend less or more, depending on some a variety of factors and money saving tips.

Type of Cost	Average per week
Accommodation Halls of Residence (includes heating, electricity, water, wireless, contents insurance)	£197.00
Books	£10.00
Food, toiletries & general housekeeping	£50.00
Socialising & entertainment	£40.00
Transport (18+ Oyster card zones 1-2)	£23.80
Contingency	£10.00
Total	£330.80

BOOKS

We recommend that you use the excellent library facilities available to our students and that where possible you purchase your books from second-hand book shops or buy second-hand books online to minimize your expenditure in this area

INSURANCE

If you stay in our recommended accommodation contents insurance is included in your weekly rent. If you choose to stay elsewhere, possessions insurance is optional, but we do recommend that you have your possessions insured either through your parents' household contents policy or one of the specialist student contents insurance providers.

TV LICENCE

If you stay in our recommended accommodation, you will have a flatscreen Freeview TV in your shared living area. For this, you do not need a TV licence. However, if you choose to watch IPTV live or have your own TV in your bedroom, you are required to have your own TV licence which costs £150.50 per year.

BUDGET CALCULATOR

Use a budget calculator to ensure that you aren't spending more than you should.

PUBLIC VENUES

Making the most of London's free museums, galleries and festivals is the ideal way of experiencing the city without denting your budget. Again, our dedicated SAS Team will help to keep you up to date with what's on offer.

PART-TIME WORK

There are numerous opportunities for students to work part-time in London, and a good way of doing this is to register with a local temp agency. Though working part-time is a great way to cover living costs, it is important that this work does not negatively affect your studies.

PLACES OF WORSHIP

The College has no religious affiliation and welcomes students from all religious backgrounds. Emma Norman, the SAS Adviser, can help you find your local church, mosque, temple, synagogue or any other place of worship.

For a full list of places of worship near the College, download the Places of Worship pdf here. If your religion is not included, please contact Emma and she will endeavour to find local information to include on this page.