CAMBRIDGE REGIONAL COLLEGE

ADULT ONLINE PROGRAMMES STUDENT HANDBOOK 2026-2027

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WELCOME

Welcome to Cambridge Regional College and your online learning programme.

You may find yourself stimulated not just to learn and develop new skills and expertise, but even to begin to think in a new way. I am sure that you will find the experience exciting, interesting, sometimes challenging and certainly rewarding.

We believe that you have made a great decision in choosing Cambridge Regional College for your studies. We are very aware of the trust you have placed in us and will do everything we can to ensure that you have a great learning experience and that your time with CRC is enjoyable.

If you work hard, with an open mind, and keep a keen eye on the opportunities which lie ahead of you, there should be no limit to what you can achieve.

Mark Robertson
Principal and CEO

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SAFEGUARDING

Staying Safe in College is called Safeguarding. In practice Safeguarding means:

Safeguarding
Everyone
Every day

- Protecting children, young people and vulnerable adults from abuse and maltreatment
- Preventing harm to their health and development
- Ensuring they grow up in the provision of safe and effective care
- Taking action to ensure all children, young people and vulnerable adults have the best outcomes.

The safety and wellbeing of everyone who works and studies at CRC is our top priority. All College staff are trained in safeguarding and there is also a team of specialist Designated Safeguarding Officers. This means that if you need help, there will always be a member of staff who can help - and if they can't, they will know someone who can. If you are experiencing any type of harm at college or in your personal life, please speak to any member of staff. Alternatively, you can email the Safeguarding Team on safeguarding@camre.ac.uk

BRITISH VALUES & PREVENT

Another aspect of Safeguarding is the Prevent Duty, a Government strategy that requires schools and Further Education colleges to have "due regard to the need to prevent people from being drawn into terrorism, supporting terrorism or being drawn into non-violent extremism." Extremism is defined as "vocal or active opposition to fundamental British Values." Prevent is safeguarding students to keep them both safe and within the law. The Prevent Duty is not about stopping students from having political and religious views and concerns, but about supporting them to use those concerns or act on them in non-extremist ways. Prevent aims to provide early intervention to protect and divert people away from being radicalised and being drawn into terrorist activity. Staff and students are urged to be vigilant and to report any concerns to any member of staff.

What are British Values? These are shared universal values that are adopted by Britain. British Values are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs."

WELLBEING & SUPPORT

Your physical and mental wellbeing can affect your learning. Should you ever need to talk to someone confidentially about issues that may be creating barriers to success, our Student Advice Team, are based in The Hub. Information can be accessed anytime on The Hub Online. Take some time to familiarise yourself with what is available.

The team can offer support and advice on a number of areas including:

- Safeguarding yourself and others whilst at CRC
- Mental health
- Sexual health
- Drugs and alcohol
- Sexuality and identity
- Healthy relationships
- Being a young adult carer or young parent

The team also works with many outside agencies and charities that support the service that is already provided. If we can't support you fully or we identify that you may need some extra support, we will work with you to refer or signpost you to one of our partner services.

To contact the Student Advice Team, email: wellbeing@camre.ac.uk

EQUALITY, DIVERSITY & INCLUSION

At Cambridge Regional College we treat everyone with respect. We believe that all have a right to be valued and to have equality of opportunity regardless of gender, gender identity, disability, support needs, ethnicity, religion and belief, age, sexual orientation or social class.

We expect all staff and students to play an active role in promoting equality and challenging discriminatory behaviour. We expect anyone who feels unfairly treated, who is upset by inappropriate comments or jokes, feels they are victims of abuse or who experience any form of discrimination or harassment, to tell us. We take any form of discrimination or harassment very seriously.

YOUR ONLINE COURSE

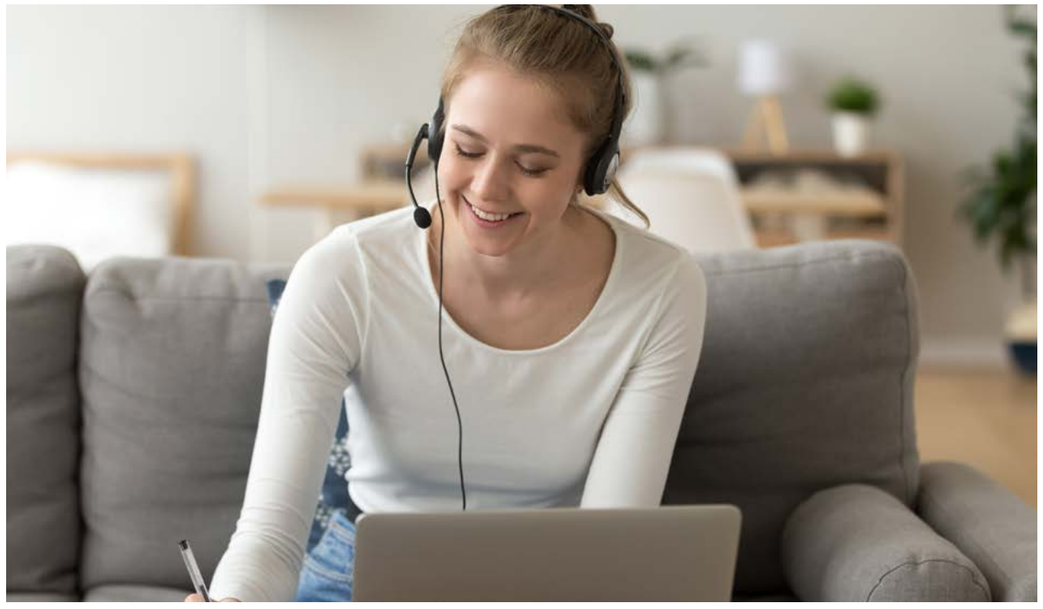
Welcome to your online course at Cambridge Regional College, you will be able to work flexibly and independently in order to complete your programme of study.

Your course includes several elements, and you must complete each one:

- Group Induction – Virtual Teams meeting with an expert Tutor
- Main Qualification – EQUAL platform

You will have a set time frame to complete your course, starting from the date you are added to the EQUAL platform. Each level 2 course up to 15 weeks, and up to 20 weeks for a level 3 course. With the exception of Business Administration, Mental Health Awareness, Team Leading, Customer Service, Principles of Dementia Care and Working in Adult Social Care, which are up to 20 weeks due to length of qualification. Each unit will be assessed using a digital question and answer format.

Submission dates are easily accessible on the calendar within your dashboard, on the right-hand side; or on the front page, listed under each unit. It is very important to put aside time each week to study, in order to keep up with your course. As a guide, please allocate a minimum of 5 hours per week to complete your learning.



YOUR INDUCTION

Your induction is contained on our Welcome Tile, a short course to introduce your to CRC and the requirements of the qualification.

This induction includes the benefits of being a CRC student, information on keeping safe, and how to access the careers information, advice, and guidance support to plan your next steps.

This induction is vital to ensure you understand important information about being a student at CRC. We strongly encourage you to complete this in full, as it will ensure that you have all the information you need to get started confidently.

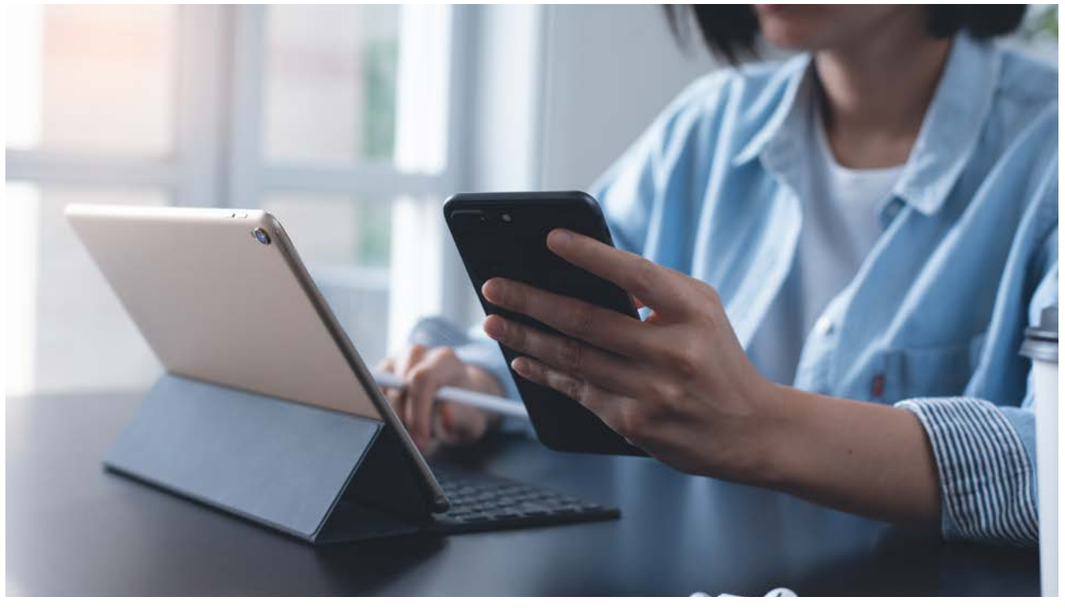
If you need additional support your Tutor will also be able to guide you through accessing the platform, learning material and assignment questions.

EQUAL ACCESS & YOUR ONLINE LEARNING PLATFORM

Your log in for the EQUAL platform, where all your online learning will take place, will be emailed to you directly. Please make sure you check your junk mail and spam to ensure it has not been missed.

After receiving your welcome email, you will be instructed to reset your password. Your password should be at least eight characters long and should include at least one number. You can also change your password at any time when logged into the system. Simply click the 'Account' drop-down on the right-hand side of the bar across the top of the page, followed by 'Change details', then follow the on-screen instructions to change your password. You can also change your email address here, should you ever need to update this.

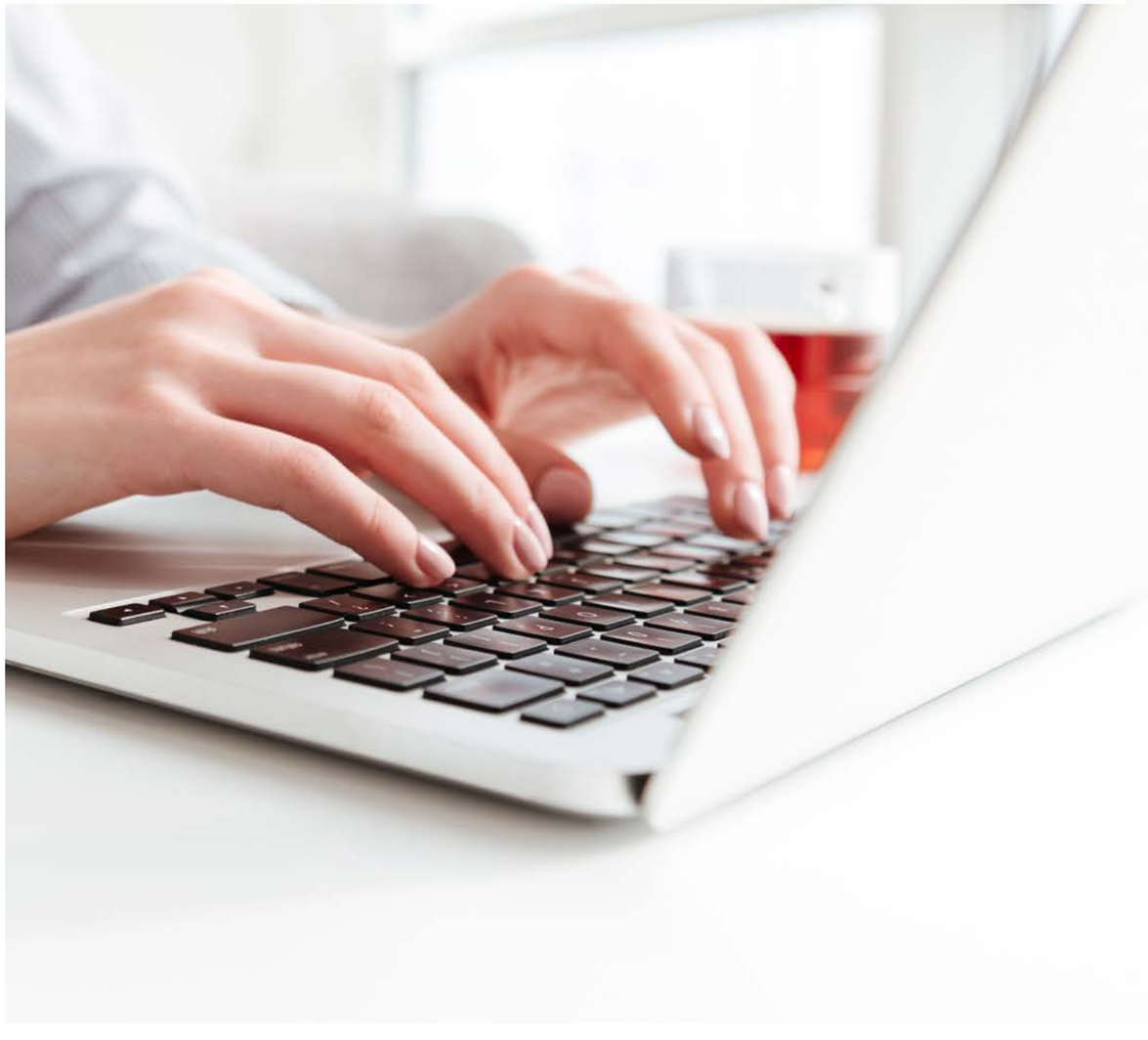
If you forget your password, don't worry! Click the 'Forgot your password' link on the login page, enter your email address, and then follow the instructions in the email you receive.



SIGNING IN & OUT

Please keep a note of your login details, you will need them every time you log on to the EQUAL platform. When you have finished studying please ensure you sign out. This is usually near the top right-hand corner, you will see a little person icon, click on this and select sign out. You will automatically be signed out after 1 hour of inactivity.

The EQUAL platform is most effective when accessed using Google Chrome. While it is helpful to sometimes have a couple of browser windows open to the EQUAL platform, try to do this sparingly as it can cause synching issues, and prevent your most up to date work being saved.



YOUR HOMEPAGE & LEARNER ROOM

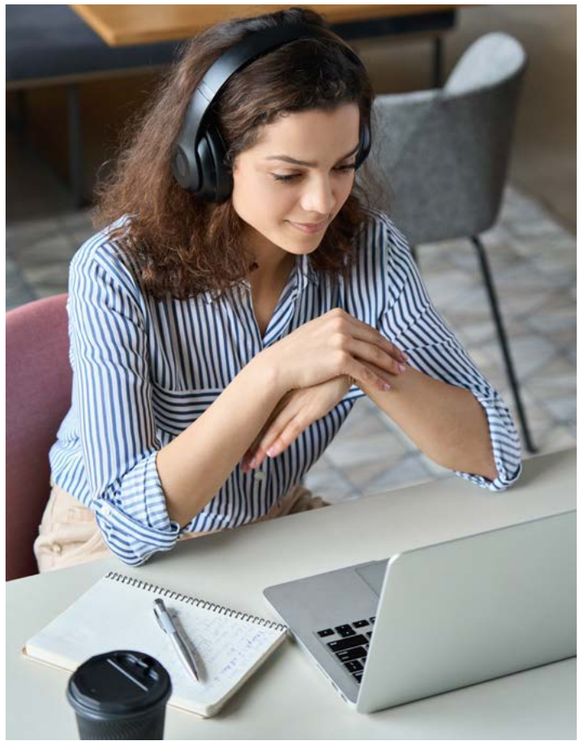
Once you have successfully logged into the system, you will be taken to a summary page showing your chosen course of study (your 'Current Course'), as well as any archived courses you have previously undertaken (your 'Portfolio/ Archived Courses'). From here, you can click on each course you are or have been enrolled on, which will take you to a summary page of that particular course.

The first course you will see/select is the CRC Online Course Introduction.

The Course landing page will be your main source of information regarding your progress through the course you are enrolled on. Here you will see the number of units you will be working your way through, along with the titles of each unit. You will also see a progress bar for each unit which will show your progress throughout the duration of the course as a percentage, as well as your score so far.

On the right-hand side of each unit is a button labelled 'Assessment'. When you are ready to begin your assessment, you should click on this button, which will take you to the questions you need to answer to complete your course. If you click the 'Summary' button under the course title, this will take you to an overview page of your assessments for this unit. Here you can answer any remaining questions by clicking on the 'Click to answer' button for each section. You can also edit your answers to any questions that have not been submitted by following the 'Click to edit' button on the right-hand side of the question you wish to edit. Any questions you have attempted will be highlighted orange, and those which you have not yet attempted will be highlighted blue.

When you have attempted every question in the unit, you can submit your answers. To do so, scroll to the bottom of the page, tick the box that reads 'I can confirm that all of this work is my own', then click 'Submit'. It is important to note that once you have submitted your answers, you will no longer be able to edit these. Please note, you will be able to see a visual representation of this information in your online induction.

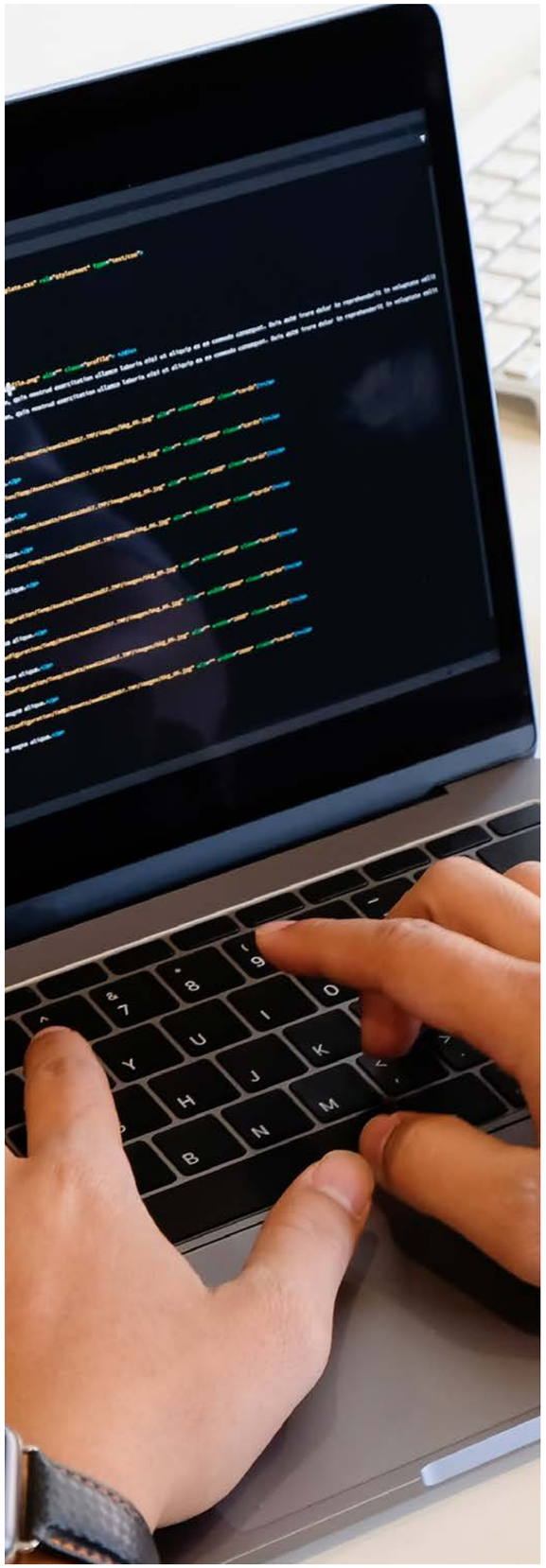


When your work has been marked and returned to you, the progress bars will either be green or red.

If the bars are green, you have passed the unit! But if the bars are red, don't worry. This just means that your Tutor needs you to submit some more information against questions that are clearly highlighted. Clicking on the 'Saved Pages' button next to the heart icon on the left-hand side of the page will allow you to access any pages that you have saved from your course. You can also click on the 'Learning Outcomes' button on the left-hand side of the page to look at the learning outcomes you will be covering throughout your course.

Clicking on the 'Learner Room' tab on the left-hand side of the page will bring up all of the resources linked into the course you are enrolled on, so you can access these at any time. You can also filter these by various tags at the top of the page. The 'Support' tab on the left-hand side of the page provides the telephone number and email to use if support is needed with the system or your course.

We also have a learner forum with topics such as wellbeing, personal development and TMails are shared.



SUBMITTING, ASSESSMENT OF YOUR WORK AND ASSESSMENT FEEDBACK

You can expect your first submission deadline within two weeks of being set up on the EQUAL platform. You will automatically receive emails if you are late with your submissions so it is important you contact your tutor if you are struggling to meet a deadline and they will discuss your options. There will be no live sessions as the course is designed to be flexible and independent learning. If you choose to not complete your course after starting work on it, you will be charged a £150 course cancellation fee.

How to submit

Assessment questions

This is where you will begin your assessment. If your course is tutor-marked, you will be able to type in your answer to each question by clicking on the box below the question. When you are done with this question and wish to continue on to the next, you should use the arrow on the right-hand side of the page.

If your course is auto marked, there will be instructions at the top of each page of how to complete the question. Again, when you are done with this question, you should use the arrow on the right-hand side of the answer box to move on.

At any point, you can take a look at an overview of your assessments by clicking on the 'Overview' button in the bottom-right corner of the page.

Submissions

When you have finished answering all your questions in the unit, you will need to review and submit the unit to your Tutor – if you do not do this the unit will not be submitted.

Please follow these steps:

1 – After your last question you will see a Review button – please click on this

2 – This will bring you to a page that has all your answers, please re-read through all of these, checking your punctuation spelling and grammar. When you go to the bottom of the page you will see a small box with a statement underneath that says – "I confirm that all of the work is my own" - you need to click on that small box to confirm this

3 – Once you have clicked on that small box confirming all the work is your own, the Submit box will allow you to click on it. Please click Submit.

Note if you do not confirm, tick and press submit your unit will not go to your Tutor and therefore will not be marked.

At this stage, you are no longer able to edit your assessment and you will be presented with a message which highlights that your submission has been successful.

Assessment of your work

Your assessor will review and mark your answers, and give you feedback which intended to encourage and support you to develop your answers further if required. The Tutor is marking your work against the awarding body's criteria of the qualification. The Tutor has two options when they mark your work, these are 'Pass 'or 'Refer'.

If your answer has met the criteria that is needed to pass that question they will mark the questions as a 'Pass', and give you feedback on your answer.

If your answer has not met the criteria, and needs more detail adding to it to fully meet the criteria this will be marked as a 'Refer'. This means the Tutor will give you feedback about that answer and give you guidance on amending that answer to meet the criteria. 'Refer' does not always mean the answer is incorrect, it usually means the answer is missing some specific detail that is needed.

Once the Tutor has marked the entire unit, you will receive summative (overall) feedback on the unit, and if any questions have been referred these will come back to your platform for you to amend. You only need to amend the questions that have been referred back to you, not the whole unit.

If you need to re-submit a unit, you will see the appropriate messages on your home screen and assessment tabs.

All of the questions you have answered correctly will be highlighted in green, meaning there is no more work for you to do on these.

However, any questions that are marked red are the ones that require a little more attention.

You should use the feedback from your Tutor to help you with your re-submission. Click the 'Revisit your answer' button to edit the appropriate questions.

Once you are ready to re-submit your assessment questions, you should check your answers in the overview page and then submit them back to your Tutor for marking.

These referrals need to be completed in a timely manner, so that they do not prevent you from progressing on your course.

Passed subject to moderation – what does this mean?

When a unit has been completely passed by your Tutor, you may see them write, "this has been passed subject to moderation from the IQA". The IQA is the Internal Quality Assurer; they will assess the tutor's decision of the unit and they can either agree with that decision or overturn it and refer back to the Tutor for more information. If this happens, your tutor will be in touch with you about any additional detail that is needed to complete the unit.

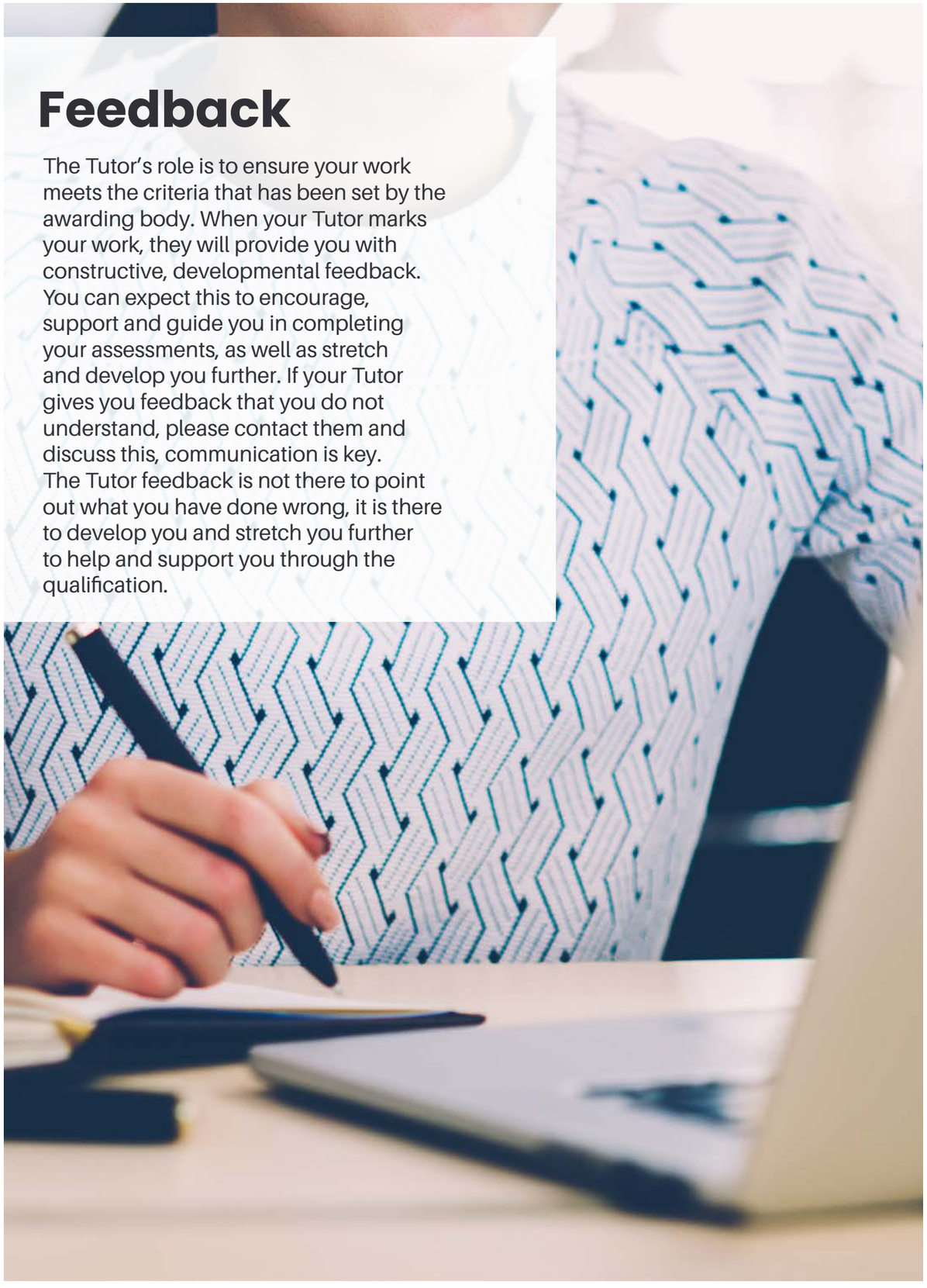
If you do not hear back from the Tutor after they have passed the unit, then that means the IQA has agreed with the Tutor's decision and it has been passed.

Once all your units have been moderated the IQA will claim your certificate. Please allow up to 12 weeks for this to arrive for NCFE qualifications. For TQUK qualifications, you will be able to download these straight from your student account on EQUAL but please allow up to 8 weeks for this to be available.

NCFE Qualifications include Mental Health First Aid, Business Start-up, and Cyber Security.

Feedback

The Tutor's role is to ensure your work meets the criteria that has been set by the awarding body. When your Tutor marks your work, they will provide you with constructive, developmental feedback. You can expect this to encourage, support and guide you in completing your assessments, as well as stretch and develop you further. If your Tutor gives you feedback that you do not understand, please contact them and discuss this, communication is key.
The Tutor feedback is not there to point out what you have done wrong, it is there to develop you and stretch you further to help and support you through the qualification.



'MY NOTES' TAB

The 'My Notes' tab appears on the right-hand side of every page of your course. This is a useful feature which allows you to make notes on any key information you come across in the space provided, click the 'Add Note' button to save these. It collates all of your notes as you progress through the course, which you can access at any point to refresh your memory.

Your notes are tagged based on the part of the course in which you created them. This allows you to filter them by unit, section, page, or all notes added up to your current point.

'LEARNER ROOM' TAB

The 'Learner Room' tab will be available on your homepage if additional resources have been assigned to your active course. By default, all resources appear in a list format, with the title, resource icon, tags and description being displayed per resource.

You can rate how useful the resource is by giving it a rating out of five stars, clicking on the number you feel is appropriate below the description. Resources are tagged and can be filtered by category (e.g. PDF, title, unit etc.). Each resource can be accessed or downloaded to your local machine for your reference by clicking on the button on the right-hand side.

HELPFUL TIPS FOR ANSWERING QUESTIONS EFFECTIVELY

Read through the associated learning materials before attempting to answer the assessment questions. For example, you should read through all content for section 1 of the first unit of your course and answer any activities, before you attempt the assessment questions that appear at the end of that section. Answer all assessment questions in full.

Do not copy text directly from the learning materials. The answers you provide must be in your own words.

Check that you have answered each question fully before submitting. Make sure you refer to any personal experiences where you think they are appropriate. In order to excel in your assessment, you will need to understand what the question is asking, so that you can give an answer of suitable depth.
Do not submit any further work on your second unit until your first unit is marked. The feedback from your Tutor will help to reassure that you are on the right track and will limit the amount of resubmissions you will need to complete. It can be demotivating when you submit your units only to be asked to re-do them all because we hadn't had a chance to feedback about your first!

COMMAND VERBS

Each question will start with a command verb which defines their style and depth of response needed in order to meet the assessment criteria.

Analyse
An analysis should take time, and consider all aspects of the topic or situation to ensure that every point has been covered. Your answer to a question that asks you to analyse should be very detailed and should look at both positive and negative aspects. You should also try to make comparisons when analysing.

Assess/Evaluate/Discuss
A question beginning in this way requires you to weigh up a topic, considering the strengths and weaknesses, or arguments for and against an idea. This kind of question will usually require a longer response so that points can be explored in depth. Evidence may be required to support your points.

Clarify
When you are asked to clarify something, you will need to state precisely what the correct answer to a situation or question is, or provide a solution to a situation if you are provided with one. For example, if you are provided with two case studies and asked to 'Clarify which case study shows best practice', you will need to state within your answer which case study showed correct practice and why.

Compare/Distinguish/Differentiate
This type of question is looking for an answer that examines the similarities and differences between two or more items or concepts. This answer will need to be detailed as the question may be asking for evidence and a conclusion.

Complete
Here you will need to enter your answer into a specified area, such as a partially completed table, diagram or list.

Consider/Take a moment/Think
This type of question will be asking you to think about a particular subject area in more depth before answering. An example might be, 'Take a moment to recall your experiences with customer service. What would you expect good customer service to include?'

Define
This type of question will require a concise explanation of a subject or idea to show you have fully understood a term or topic. It will usually be no longer than a paragraph.

Demonstrate/Carry Out/Show
Means just that. Show someone what you do.

Describe
If you are asked to describe something, you should state the features in such a way that another person could recognise what you are describing if they saw it. An example might be: Describe a donkey. It would be insufficient to state 'has four legs and a back' as this could be a chair. A description stating 'a four-legged animal, long tail, mane, similar to a horse but generally smaller, makes a unique sound like "eeyor" often repeatedly' would probably allow another person to recognise your description as a donkey.

Draw
This question is asking for a visual answer which may be a simple illustration or diagram.

Estimate
This question will provide you with some numerical information to calculate an answer that may be rounded to the nearest integer or expressed as an approximate fraction or percentage.

Explain/Discuss
Give details which make what you are trying to say clear to the reader. This type of question requires an in-depth answer and you should include a variety of points or reasons within your answer to strengthen what you are trying to say and provide clarity to the reader.

Give/Provide/Name/Include
This question will require you to provide one or more piece of evidence or information regarding a specific topic. This will usually be discrete, quantitative information. An example might be, 'Give three examples of proper nouns'.

Identify
This means to give sufficient detail so that someone else can recognise your description. This is sometimes used instead of 'state', so think what the question is asking for.

Illustrate
This requires you to provide evidence to support a theory or argument. An example might be, 'Person-centred care is important in managing dementia.' Illustrate your argument for this statement with at least three supporting points.

List
If you are asked to list information you will need to write it in numbered or bulleted points, possibly to indicate an order or a multi-step process.

Outline
This type of question needs a brief answer which does not include much detail, but covers all steps, stages or parts involved. A question asking you to outline how to catch a train would require an answer along the lines of; 'check train times, choose train, go to station, buy ticket and board train'. It would not expect you to include the detail of how you would do these things.

Plan
Some questions could ask you to make a plan for yourself or another person. Answers should include a lot of detail. If a template of the plan is provided, you should complete this in as much detail as you can. Some of the things you may be asked to plan could be a recipe, event, fitness activity, risk assessment or medical procedure.

Produce/Make/Create/Keep
For this question you will need to create something as part of your assessment. This could be a written document such as an essay, diary, report or diagram.

Review
When you are asked to review something as part of a question, you need to reflect on a particular task, situation or topic and provide your thoughts on this. You should try to mention both positive and negative aspects within your answer, as a review should consider both good and bad points.

Select/Pick/Choose/Tick
This requires you to choose one or more options from those that have been given.

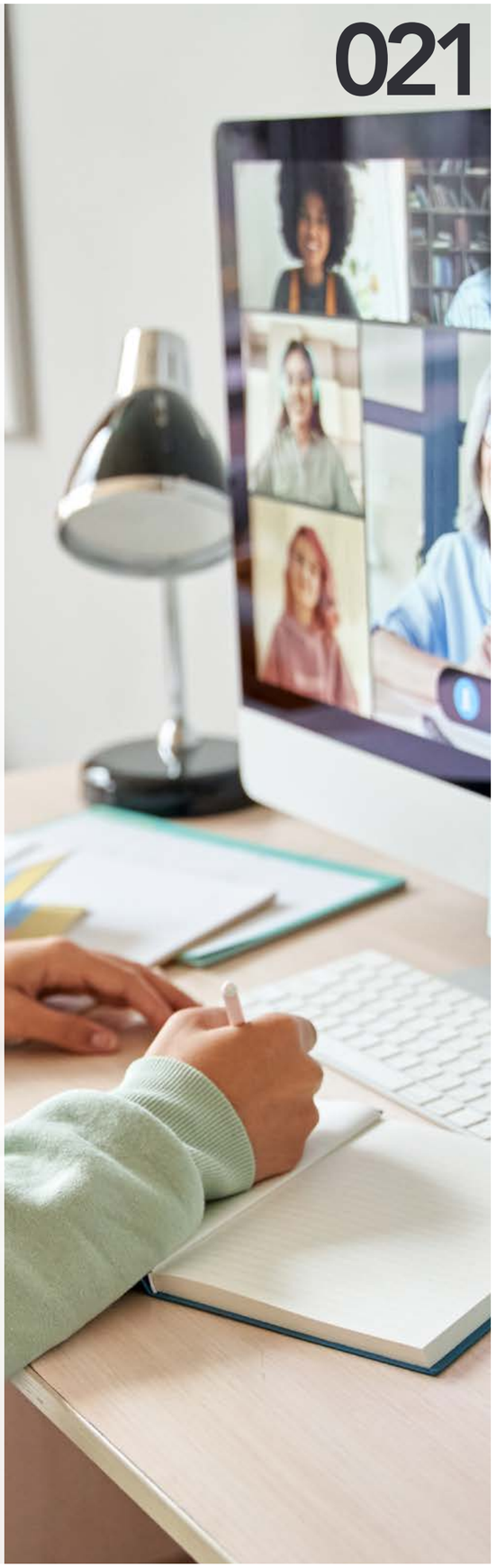
State
Usually requires a shortened answer, which could be a list or a single sentence. The following is an example of such a question 'state what the letters 'BBC' stand for'. The answer would simply be 'British Broadcasting Corporation'.

Summarise
If a question asks you to summarise an idea, concept, situation or topic, you should provide a brief description and ensure that it is clear and informative for another person to understand. For example, you may look at a five-step process in great detail within your learning resources, and then be asked to summarise the process. You would need to provide a brief description of each step involved in the process in order to summarise it.

Suggest
Questions that ask you to 'suggest' require you to put some ideas forward within your answer. You will need to mention different ideas within your answer to show that you can confidently make appropriate suggestions in relation to a particular topic or situation.

Use/Read/Look
This question will provide some information or a resource which you will need to use to write your answer. This may be in the form of a case study to test how you would respond to a real-life situation.

Write/Record
This type of question will require you to write a detailed, in-depth response. This may possibly take place over a number of days or weeks, such as a food diary or an ongoing observation. We will include a powerpoint and recording of the command verbs which will be sent with the welcome letter



PLAGIARISM

Plagiarism is using other people's words and work and passing them off as your own. This includes published work (books, internet, podcasts) and the work of other students. You can use other published work in your assignments, but you must reference it properly.

Collusion is allowing work to be shared and submitted by someone else, or allowing or paying someone to complete work for you.

Plagiarism and collusion are forms of academic misconduct. Other misconduct includes cheating in exams. The college takes this very seriously. If a student is found to have committed misconduct a penalty is usually applied. This may include having to resubmit work or in extreme circumstances failing a course or qualification. Using referencing can avoid plagiarism. When making notes, make sure that you reference your work properly.

Your Tutor can offer you advice on how to reference correctly. The College uses software to scan student work for plagiarism and use of AI content.

PARPHRASING

When you paraphrase another author's writing, you rewrite their argument using your own words, phrasing and interpreting it in your own way.

Tips on paraphrasing:

- Change the vocabulary
- Re-organise the structure of the argument
- Cite the author directly, for example: 'Halliday (1978) claims that children develop their language by interacting with those around them' or 'Children develop their language by interaction with those around them (Halliday, 1978)'.

REFERENCING

When using external research and resources to support you answers, it is important that you acknowledge the source, using appropriate Harvard Referencing techniques to indicate your use of these different sources. You may reference information that has supported you in developing your understanding of a topic, but you will still need to demonstrate that understanding by answering in your own words.

The guides below help you develop these skills:

- https://www.youtube.com/watch?v=NDgqqPvMn0U
- https://www.citethisforme.com/uk/referencing-generator/harvard

IT ACCESS

As an enrolled student at Cambridge Regional College, you will receive a free personal college account to allow you to access:

- Free Microsoft Office 365
- 5 home licenses for personal devices

If you have your own laptop, mobile phone or tablet then you will also have free access to our campus wide Wi-Fi network.

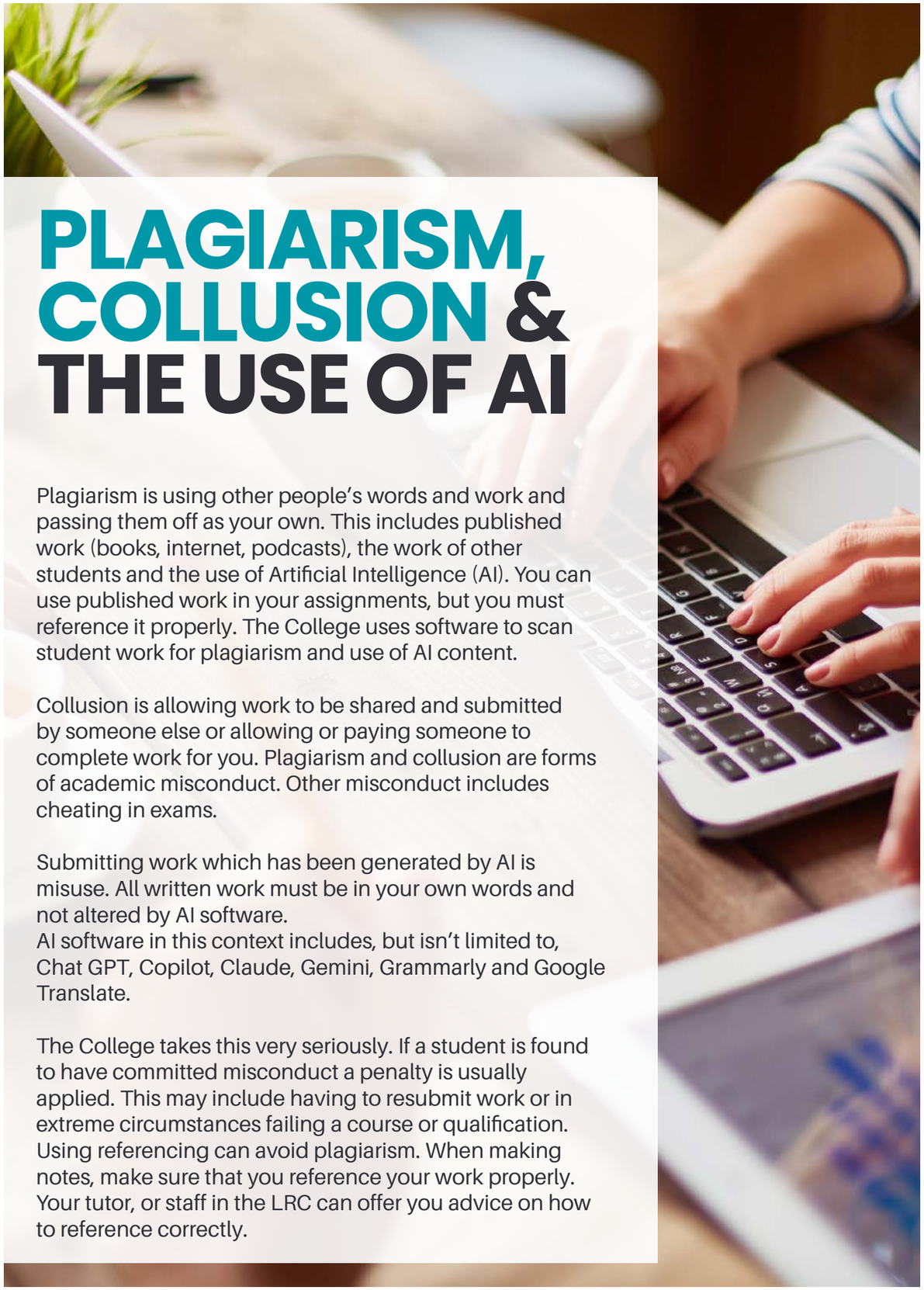
To access these services, you will need to login with the following details, you will recieve your student ID in your welcome email from our admin team:
Username:
YourStudentID@students.camre.ac.uk
Password: CRCyourpostcode2026
(in lowercase with no spaces)

The password is a one-time password to allow you to login to the systems where you will be asked to change it for a more permanent one.
The computing facilities at Cambridge Regional College are monitored for safeguarding and security purposes.
As a user of the College's systems you are responsible for the safeguarding of your data and identity.

Microsoft office 365 web link is: https://login.microsoftonline.com/

STUDY HUB

The online Learning Resource Centre is here to support you to complete your assignments successfully and develop your academic skills. Here you will find guides, tutorials and videos as well as links to useful external resources. For help and more information, contact us at:
LRC@camre.ac.uk



PLAGIARISM, COLLUSION & THE USE OF AI

Plagiarism is using other people's words and work and passing them off as your own. This includes published work (books, internet, podcasts), the work of other students and the use of Artificial Intelligence (AI). You can use published work in your assignments, but you must reference it properly. The College uses software to scan student work for plagiarism and use of AI content.

Collusion is allowing work to be shared and submitted by someone else or allowing or paying someone to complete work for you. Plagiarism and collusion are forms of academic misconduct. Other misconduct includes cheating in exams.

Submitting work which has been generated by AI is misuse. All written work must be in your own words and not altered by AI software.
AI software in this context includes, but isn't limited to, Chat GPT, Copilot, Claude, Gemini, Grammarly and Google Translate.

The College takes this very seriously. If a student is found to have committed misconduct a penalty is usually applied. This may include having to resubmit work or in extreme circumstances failing a course or qualification. Using referencing can avoid plagiarism. When making notes, make sure that you reference your work properly. Your tutor, or staff in the LRC can offer you advice on how to reference correctly.

MEDICAL CERTIFICATES AND OTHER MITIGATING EVIDENCE

The College has a strictly-regulated system for considering 'mitigating evidence' for late or non-submissions or non-attendance at tests. Please consult information from CRC HE Regulations on the VLE. If in doubt about what to do about submitting illness-related mitigating evidence, speak to the team at onlinetrainingteam@camre.ac.uk.

INTERNAL QUALITY ASSURANCE

A sample of all assessed work. This is an internal process that checks that your assessed work is marked in accordance with the awarding organisations grading criteria.

EXTERNAL VERIFICATION

External examiners are appointed to ensure that national standards are maintained. They will sample the assessed work, assignments and meet with students and staff. The quality audit and verification of your qualification can take up to 12 weeks from when you receive a completion notification. Your certificate will be emailed to you once this process is complete.

COMPLIMENTS & COMPLAINTS

The college actively encourages feedback from our students, staff and the wider community of the college, through student voice, surveys and focus groups, as well as formal compliments and complaints.

If you have a positive experience at CRC or wish to let us know how we can improve our service to you, please tell us.

We love receiving compliments about our teachers, support staff and the work we do. Tell your teacher or contact compliments@camre.ac.uk.

If you are unhappy about any part of your college experience, we want to hear about it. If you tell us about any concerns or problems that you have, it gives us the opportunity to try to improve things for you, and for others who might have similar issues. Talk to your teacher or a college manager first, as many issues can be resolved that way.

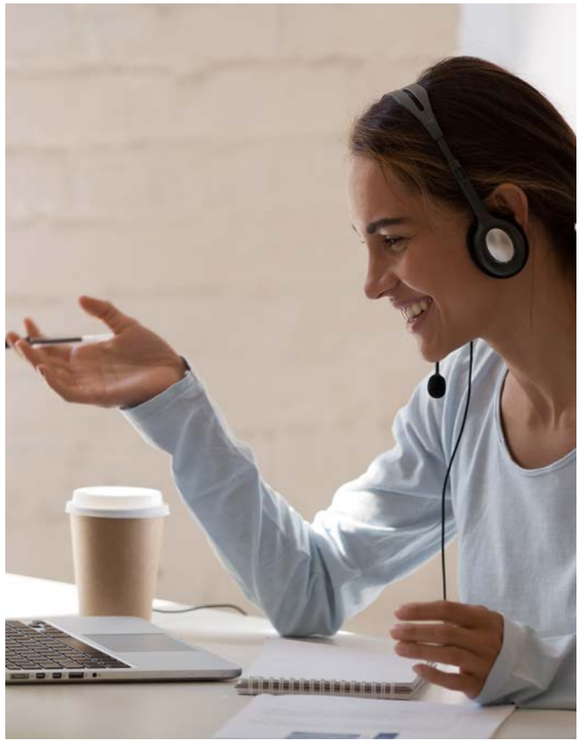
If you want to make a complaint, please contact complaints@camre.ac.uk and our quality team will be in touch. You can find read our compliments and complaints policy and procedures on the college website: https://www.camre.ac.uk/about/policies-reports/. You can also send feedback through the website at https://www.camre.ac.uk/contact/ feedback or on a feedback form available at Reception or the LRC.

APPEALS

If you are concerned about the grade or mark you receive from an assessment, and you think it's not right, please talk to your tutor, or a manager as soon as possible. If you are still not satisfied you can email your concerns to the Director of Quality at QT@camre.ac.uk. Please make sure you give as many details as possible, with evidence. Read our appeals policy on the college website: https://www.camre.ac.uk/about/policies-reports/

MEASURING THE QUALITY OF YOUR OVERALL EXPERIENCE

You will be asked about your learning experience during and after you have completed your studies via an online survey. Each survey responder will be automatically entered into a quarterly draw for a £100 Amazon voucher. (One learner per survey.)



PRIVACY & DATA

Please refer to our website for details of the College's GDPR and privacy notices, and ask your tutor if you have any queries about this post-study survey.

Helping the college to respond to feedback, listening to the student voice is an important part of the College's quality assurance processes through which it seeks to identify issues and make changes. You can participate in helping us to ensure that your feedback informs our decision making in these ways: through the Student Reps scheme, by engaging with your Students' Union, and by responding to invitations to participate in focus groups, surveys or other qualitative studies.

The College is committed to listening to and consulting with students. We are particularly keen to hear feedback on your experience of teaching, learning, support, services and facilities provided. There are a range of mechanisms in place to receive feedback and take actions for sharing good practice and improving in areas where there is a requirement. Day-to-day feedback to Tutors and services staff is welcomed. This helps us all to better understand the good things and resolve the difficulties.

OTHER SERVICES & STUDENT SUPPORT

The Student Advice team can provide information, advice and guidance on a broad range of subjects. Their aim is to assist you to gain the best experience of college that you can. More information can be found at www.camre.ac.uk/student-support/.

The team can help you with:

- personal concerns affecting study progress
- well-being
- funding and finance including hardship funds and emergency loans, scholarships and bursaries,
- sources of help to improve academic performance,
- identifying obstacles to learning,
- understanding the college systems and regulations in relation to assessment services, complaints, conduct, and discipline, progression, intermission and withdrawal processes
- discussion and support or referrals to other professional services for drug and alcohol counselling and LGBTQ+ support.

If you don't know who to talk to, or who to ask, start at The Hub Online. To visit The Hub Online sign into the CRC VLE. Seek help early and remember that we are here for you. We are also a pro-active service, so you may be contacted directly by our Welfare team if we hear that you might be experiencing some difficulties. This may be, for example, in response to concerns from your tutor, about your attendance, participation or engagement with your course.

STUDY SUPPORT

If you feel your study skills or use of English might hinder you in achieving your qualification, you can request to receive extra help from study support. This is intended to supplement the help already given by your tutors, and depends on your level of need and the availability of support staff. The help available might range from interpreting and understanding the assignment brief, the planning and drafting process, note-taking and summarising skills, and writing academically. If it is appropriate, support might include some back-to-basics work on sentence structure and paragraphing. The content of the support sessions is agreed between you and the support tutor and will be determined by your needs. Sessions normally take place in a group of no more than three and last for an hour. The first point of contact is the course tutor, who can put you in touch with the study support service. You will be interviewed and have the opportunity to identify the kind of support you may need.

DISABLED STUDENT ALLOWANCE DSA

The DSA provides help with costs which you might have to pay as a result of your disability, mental health condition or specific learning difficulty. This could include a non-medical personal helper, such as a study support person. If you are in receipt of the DSA you would normally be offered a one to-one session of one hour, once a week with our team of HE study support tutors. The type of support would be determined by your particular needs, and could include extra help with organisation and planning, or developing skills and strategies which help you overcome particular difficulties. The aim would be to support you to develop as an independent learner. If you have a diagnosis of a learning difficulty such as dyslexia, or feel that you have an undiagnosed learning difficulty, then you should contact study support who will interview you and advise you whether a further assessment would be appropriate. How are you assessed for DSA? If, after an interview with study support, it is decided an assessment for the DSA would be appropriate, then you would see one of the Assessment team at CRC and undertake a two-three hour assessment to ascertain whether or not you have a specific learning difficulty. You would then apply for the DSA through Student Finance England which would then fund the necessary equipment and/or study support deemed appropriate. Information for this is available through Bridging the Gap: A Guide to the Disabled Student's Allowances (DSAs) in Higher Education. https://www.gov.uk/disabled-students-allowances-dsas/ further-information

COUNSELLING SERVICES

The demands of academic work, difficulties in relationships, changing lifestyles or pressure from your own and others' expectations – amongst other difficulties– can all present you with challenges. Counselling can help you explore and understand your concerns whether these stem from past experiences or current dilemmas. We may be able to help you with counselling or refer you to an appropriate external service. You can visit The Student Advice Team in The Hub, email wellbeing@camre.ac.uk or speak to your tutor.

ACCOMMODATION

Our Student Advice Team based in the HUB can help you with finding accommodation.

CHILDCARE

For information about support for childcare, please talk to our Financial Support Team.

CAREERS ADVISORS

Our Careers Advisers can help you to develop your future career potential. We offer a range of opportunities and confidence building experiences which will help you to enhance your skills and employability. If you are an international student, it is important that you check your employment status before looking for a job. The International office can advise on this. Professionally-trained advisers are available every weekday to help you explore your career direction, your professional development and to provide help with application forms, CV reviews and interview techniques.

If you are not sure whether you are on the right course or just wish to talk things through, you can have a discussion with a Careers Adviser. We have information on further study at Cambridge Regional College, in the UK and overseas. You can find out about further, higher and postgraduate courses and training in the UK, both academic and vocational.

Visit the Hub Online for a range of information available to access any time.

Contact 01223 226315 or email enquiry@camre.ac.uk to speak to an adviser or book a careers guidance meeting.

CRC ADULT STUDENT ADVICE

The Student Advice Team is here to help with any problems you may have whilst studying at College. The team can be assessed online by emailing careers@camre.ac.uk or calling 01223 226315. Students can also book an online drop-in session on the VLE, with a Student Advisor to discuss their support needs.

DEALING WITH DEBT

If you find yourself in debt contact the Student Advice Team. They will act non-judgmentally and in complete confidence.

If you owe money to the College – e.g. for tuition fees – contact the College's Finance department. You should be able to reach a suitable arrangement to clear your debt but if you do not, then ultimately you may have your certificate withheld or have your registration terminated. Please contact the team via email: financialenquiries@camre.ac.uk.

STUDENTS' UNION

When you enrol on a course at CRC you automatically become a CRC Students' Union member. The College has an active Students' Union that is dedicated to the interests of students in the college.

The Students' Union is run by and for students and aims to enhance the student experience as well as be a representative body for learners. Each year new Students' Union Officers are elected and hold office for one year. Each committee member has their own area of responsibility and the positions are as follows: President, Vice President Cambridge Campus, Vice President Huntingdon Campus, EDI Officer, Secretary and Treasurer.

If you are interested in becoming a Students' Union Representative, come and chat to our team in The Hub, teams or email Kaya Betts, kbetts@camre.ac.uk.

Officer meetings are held once a week. The general SU also meets once a week and all students are welcome to attend.

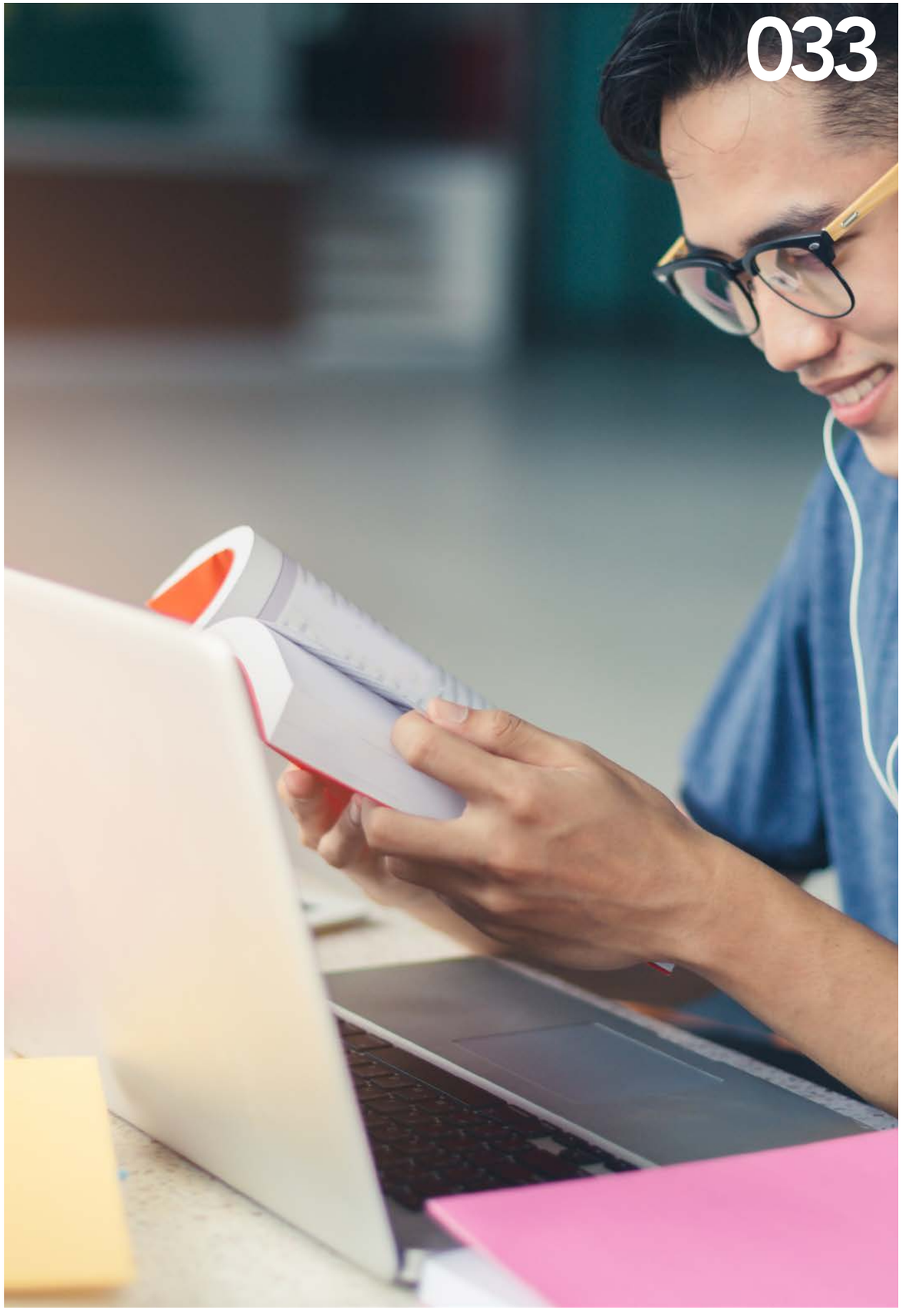
Students who do not wish to be a member of the SU can opt out by completing an opt-out form. These are available from the Hub Team.

TOTUM CARDS

All students can download the FREE Totum App which enables you to access a range of student discounts, and find out about student events at CRC. For a small fee you can purchase a Totum Card which also acts as a Student ID and widens the range of discount offers. You can apply through the app or online at www.totum.com

STUDENT VOICE

The SU Officer team represent the students on various committees such as the Health & Safety, Equality & Diversity, and Environment Committees. This is to ensure that learners are aware of what is happening throughout the College and to give learners a voice. Please email SU@students.camre.ac.uk if you would like to contact your Students' Union.



USEFUL CONTACTS

at Cambridge Regional College

Safeguarding

safeguarding@camre.ac.uk
01223 428800

Student Advice - Wellbeing

wellbeing@camre.ac.uk
01223 428850

Student Advice - Bursary and Financial Support

financialsupport@camre.ac.uk
01223 428850

Careers Information, Advice & Guidance

careers@camre.ac.uk
01223 226315

Student Engagement, Student Voice, Enrichment

MS Teams chat Kaya Betts
kbetts@camre.ac.uk

Learning Resource Centre

LRC@camre.ac.uk
01223 418216

USEFUL CONTACTS

outside of Cambridge Regional College

Samaritans | Call or text 116 124
First Response | Call 111 (Option 2)| Talk to mental health team
National Domestic Abuse Helpline 0808 2000 257
Citizen Advice 0800 144 8848 - https://www.citizensadvice.org.uk
Change, Grow Live (drugs and alcohol) 0300 5550101 - https://www.changegrowlive.org/
Shelter (housing) 0808 800 4444 - https://www.shelter.org.uk

Forced Marriage - https://karmanirvana.org.uk/

MIND (Mental Health) - https://www.mind.org.uk/

Gangs - https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/gangs-criminal-exploitation/

Self harm - https://www.rethink.org/aboutus/who-we-are/

Eating Disorders - https://www.healthline.com/nutrition/common-eating-disorders

Body Dysmorphia - Body Dysmorphia: Definition, Symptoms, Causes, Treatment - verywellhealth.com

Steroid Abuse - https://drugabuse.com/stimulants/steroids

Help with Debt - https://www.gov.uk/national-debtline

Struggling with Rising Cost of Living - https://www.salvationarmy.org.uk/poverty

Food Support - https://www.trusselltrust.org/get-help/emergency-food

Gambling Addiction - https://www.osmosis.org/answers/gambling-addiction

Social Media Addiction - Social Media Addiction - Signs, symptoms, risks and treatment | https://recovered.org/

Covid - Coronavirus Anxiety: Coping with Stress, Fear, and Worry - https://www.helpguide.org/

Cambridge Campus

Kings Hedges Road,
Cambridge, CB4 2QT

Tel: 01223 418200

Email: cambridge@camre.ac.uk

Huntingdon Campus

California Road,
Huntingdon, PE29 1BL

Tel: 01480 379100

Email: huntingdon@camre.ac.uk

www.camre.ac.uk

#WeAreCRC

CAMBRIDGE REGIONAL COLLEGE