




HIGHER EDUCATION COURSE HANDBOOK

Level 5 HND Electronic and Electrical Systems Engineering for England (Full-time)

Harrow, Richmond and Uxbridge Colleges (HRUC)

HRUC
HARROW, RICHMOND & UXBRIDGE COLLEGES

Harrow COLLEGE

Richmond upon Thames College

UXBRIDGE COLLEGE

WEST LONDON INSTITUTE OF TECHNOLOGY

HRUC
Apprenticeships & Skills
Harrow, Richmond & Uxbridge Colleges

Pearson BTEC Level 5 Electronic and Electrical Systems Engineering for England (Full-time)

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1 INTRODUCTION

Welcome to Engineering course at Uxbridge College (West London Institute of technology). This handbook is designed to give you all the information you need to know about your course.

We hope that you will enjoy your time of study with us and that the course will provide a stimulating experience – assisting both your personal development and future progression to higher levels of study and employment in one of the most exciting and vibrant areas of endeavour available.

We have designed Higher Education courses with employers to ensure the programmes meet the needs of the current and future job market. Students have opportunity to work in state-of-the-art laboratories with the latest industrial equipment in electronic, electrical, and mechanical engineering. The Higher Education programmes enrich students with engineering concepts, develop practical and problem-solving skills with excellent support from industry-experienced lecturers and technicians with specialism in a variety of subjects. Advanced laboratories have high specification computers with a variety of software packages to design and test products and systems.

We work closely with various employers in Engineering such as Martin Baker Aircraft Ltd., Heathrow, Mars, Surface Measurements. Students participate in employer webinars, skills development through F1 challenge, skills projects e.g. drones, robotics to enhance knowledge and skills beyond curriculum, mini projects from employers with judgements and awards. Students after completion of higher education courses progress to employment or top up degree. Our students have secured employment in various engineering companies such as TfL, Sky, BT, Schwing Stetter, Lufthansa Technik Landing Gear Services UK.

Muhammad Maruf Tungekar
Head of School, Engineering- Mechanical and Electronics

1.1 HE Team

Muhammad Maruf Tungekar has a Master's degree in Electronics with over 5 years of industrial experience in Electronics, Information Technology and Telecom sectors and over 22 years of experience in Further & Higher Education. His areas of expertise are Analogue and Digital Electronics, Information Technology, Mathematics, Programming, Communications Engineering, Design and Development and Leadership and Management.

Rakesh Thapar has a MBA (IT), BSc in Biochemistry and Microsoft Certified Professional (MCP). He has 14 years of industrial experience in Wind turbine (Vestas (A/S), Electronics and PC industries and over 8 years of experience in Further & Higher Education. His areas of expertise include Business Studies, Management of Projects, IT, Health, and Safety.

Dr Muhammad Khurram Shaikh has achieved a PhD in Face recognition, has 3 years of industrial experience in software development, data network infrastructure development and Electrical/Electronic consultancy and over 15 years of teaching experience in Further & Higher Education. He has extensive research experience in machine learning and image processing field and has published many papers and written a chapter of the book on Biometric Security and Privacy. His areas of expertise include Mathematics, Electrical and Power Engineering, Mechanical principles, Electrical, Electronic and Digital principles, Engineering Science, Further Mathematics, Analytical Methods, Data Communications for networks, Further Analytical Methods, Fuzzy Logic and Control systems and Electronic Design Automation.

Zeenat Pir has an MSc in Mechanical Engineering with over 13 years of teaching experience in Further and Higher Education. Her areas of expertise are Mechanical principles, Thermodynamics, Fluid Mechanics, Further mechanical principles, AutoCAD and Engineering Design.

Ahmed Ojo has an MSc in Electrical Engineering with 2 years of professional engineering experience in major academic institution and consulting engineering company in UK and over 6 years of teaching experience in Further & Higher Education. His areas of expertise are Microprocessors, Electronic and Electrical Principles and Digital Systems.

Mahdi H. Marashi has a MSc degree in Material Science Engineering. He has over 3 years of industrial experience as a material expert and design milling machine and over 14 years of teaching experience in Further and Higher Education. He has extensive research experience in Nano-technology field and has published many papers. He has a national patent on "High Energy and High Temperature Ball Mill" given by State Department for Registration of documents by Iran's government. His areas of expertise are Material Science Engineering, Further Mathematics.

Masood Ahmed Khawaja has a MSc degree in Electrical Engineering specialization in Telecommunication. He Has over all 5 years of industrial experience as Instrument Engineer, RF Engineer and Regional Project Manager South Region and over 12 years of teaching experience in University and Further Higher Education. He wrote research papers in different conferences. His areas of interest and research are Wireless Communication, Wireless sensor nodes and Mobile Communication.

Dr Ahmad Khanipour received his BSc degree (1989), MSc degree (1991), and Ph.D. (2008) in Mechanical Engineering from the University of Bradford, UK. He worked at the university as an associate professor in the Department of Mechanical Engineering from 1991 to 2021. With over 12 years of industrial experience, he served as the Managing Director of the National Automotive Industrial Plan in Iran from 1992 to 2004. Ahmad has supervised more than 60 industrial and student graduate theses since 1991, all in the field of mechanical and automotive engineering. He has published numerous journal papers in ISI and Scopus. His current research focuses on automotive engineering, hybrid and electric vehicles. Dr Khanipour's areas of expertise include Thermodynamics, Mathematics, Engineering Science, Fluid Mechanics, Advanced Mechanical Principles, and the Design of Internal Combustion Engines.

Sohail Shah is a highly accomplished professional with extensive industry and teaching experience. He holds a Master of Science (MSc) degree in Digital Systems, complemented by a first-degree in Electronic and Communications Engineering. With over 12 years of versatile expertise across diverse industries such as engineering defence (MOD), financial banking, and media management, Mr Shah brings a wealth of practical knowledge to the table. His teaching proficiency is underpinned by a Postgraduate Certificate in Education (PGCE) from the Institute of Education, London. Specializing in electronics, embedded systems, and computer programming, Mr Shah is a recognized authority in his field. He has demonstrated his innovative approach by developing and publishing numerous applications tailored for the domain of embedded systems and mechatronics, showcasing his commitment to advancing technology and education.

2 COURSE INFORMATION

A) COLLEGE CALENDAR – 2026/27

HE Induction Day - Friday 2 October 2026
HE Programmes start in the week commencing Monday 5 October 2026.
To view the College calendar please go to: www.hruc.ac.uk/calendar
The calendar is fixed and all students are reminded that holidays cannot be booked within term times.

2.1 Programme Specifications

1	**Awarding Institution / Body**	Pearson
2	**Teaching Institution**	Uxbridge College (Uxbridge Campus)
3	**Final Award**	Pearson BTEC Level 5 Electronic and Electrical Systems Engineering for England
4	**Course Title**	Pearson BTEC Level 5 Electronic and Electrical Systems Engineering for England
5	**Course Code**	H5EU1F
6	**Language of Instruction**	English
7	**Language of Assessment**	English
8	**Mode**	Full-time
9	**Duration**	32 Teaching weeks
11	**Number of Hours / Week**	15
12	**Number of Days / Week**	3
13	**Total Qualification Time per year**	1200 hours per year
14	**Guided Learning**	480 hours per year
15	**Independent Study College and Home**	720 hours per year

Aims of the Programme

The course provides a broad based education enabling successful students to enter careers in design and building operations in the Electrical and Electronic engineering industry. In particular, the course aims to:

- Deliver Specialist Engineering units which are made up of 75% theory and 25% practical session in workshops/labs
- Develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment at the appropriate professional level
- Prepare for a range of technical and management careers in Electrical and Electronic engineering
- Equip individuals with the knowledge, understanding and skills for success in employment in the Electrical and Electronic engineering-based industry
- Provide specialist studies relevant to individual vocations and professions in which learners are working or intend to seek employment in mechanical engineering and its related industries
- Enable progression onto (or count towards) an undergraduate degree or further professional qualification in Electrical and Electronic engineering or related area
- Provide a significant educational base for progression to Incorporated Engineer level

The course provides opportunities for students to:

- Achieve a nationally recognised Level 5 vocationally specific qualification.
- Provide opportunities for full-time learners to gain a nationally recognized vocational qualification.
- Achieve a qualification to enter employment as an engineer/technician or progress to higher education vocational qualifications such as a full or part-time degree in Electrical and Electronic engineering or related area.
- Providing opportunities for learners to focus on the development of the higher-level skills in a technological and management context.
- Providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life.

Skills & Other Attributes

Learners studying for Pearson BTEC Level 5 Electronic and Electrical Systems Engineering, will be expected to develop the following skills during the programme of study:

- analyse, synthesise and summarise information critically
- read and use appropriate literature with a full and critical understanding
- think independently, solve problems and devise innovative solutions
- take responsibility for their own learning and recognise their own learning style
- apply subject knowledge and understanding to address familiar and unfamiliar problems
- design, plan, conduct and report on investigations
- use their knowledge, understanding and skills to evaluate and formulate evidence-based arguments critically and identify solutions to clearly defined problems of a general routine nature
- communicate the results of their study and other work accurately and reliably using a range of specialist techniques
- identify and address their own major learning needs within defined contexts and to undertake guided further learning in new areas
- apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative is required.

Assessment, Learning and Teaching

A variety of teaching and learning methods will be used according to the needs of participants. The range may include formal lectures, tutor led presentations, participant led seminars, group discussions, individual and group experimental work, personal development exercises, role-plays and counselling and interpersonal skills practice.

The total guided learning hours for this course is 480. This comprises 75% in formal lectures, 20% practical, 3% seminars and 2% trips. Apart from these formal guided learning hours, Pearson recommends approximately 720 hours of independent study, to reinforce students' learning in the college. The intention is to facilitate students to become increasingly independent in their learning and develop their personal and professional identity so that they become more confident. The break-down of suggested independent study consists of 70% of e-learning, researching and completing assignments at home and in the LRC and 30% of utilising lab-facilities outside timetabled hours.

Achievement is evidenced through following assessment methods:

- Coursework Assignment and Pearson set assignments including structured tasks and reports (95%)
- Practical tasks including workshops, presentations and oral exams (5%)

Professional body recognition

The BTEC Higher National qualifications in Electronic and Electrical Systems Engineering have been developed with career progression and recognition by professional bodies.

The following list is an indication of relevant professional bodies who recognise this BTEC Higher National in Electronic and Electrical Systems Engineering

- Institute of Engineering and Technology (IET)
- Institute of Measurement and Control
- Royal Academy of Engineering

Progression Routes

Learners can progress to university after completing HND. After completion of the HND learners can also choose to enter the employment in the following roles: design engineer, project engineer, installation and commissioning, maintenance engineer, technical sales, technical trainer, technician, lecturer, quality control, etc.

2.2 Unit Specifications

The following list of modules will be offered:

Pearson BTEC Higher National qualifications in Electronic and Electrical Systems Engineering for England				
Unit number	Unit Name	Unit Level	Unit Credit	Unit Type
5006	Further Engineering Mathematics	5	15	Core Mandatory
5013	Embedded Systems	5	15	Core Mandatory
5014	Analogue Electronic Systems	5	15	Core Mandatory
5041	Engineering Project Note: This is a Pearson-set unit.	5	15	Core Mandatory
5042	Signals and Systems	5	15	Specialist Mandatory
5044	Digital Electronic Systems	5	15	Specialist Mandatory
5045	Electrical Engineering and Sustainability	5	15	Specialist Mandatory
5046	Analogue and Digital Communications	5	15	Specialist Mandatory

Note: Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning.

The assessment of Pearson BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications.

Unit 5006: Further Engineering Mathematics (Core Mandatory)		
Unit code:	H/615/1507	**Aim:** The unit will prepare students to analyse and model engineering/manufacturing situations using mathematical techniques. Among the topics included in this unit are: number theory, complex numbers, matrix theory, linear equations, numerical integration, numerical differentiation, and graphical representations of curves for estimation within an engineering/manufacturing context. Finally, students will expand their knowledge of calculus to discover how to model and solve engineering/ manufacturing problems using first and second-order differential equations. On successful completion of this unit, students will be able to use applications of number theory in practical engineering situations, solve systems of linear equations relevant to engineering/manufacturing applications using matrix methods, approximate solutions of contextualised examples with graphical and numerical methods, and review models of engineering and manufacturing systems using ordinary differential equations.
Unit level:	5	
Credit value:	15	
Learning outcomes:		
By the end of this unit students will be able to: LO1 Use applications of number theory in practical engineering/manufacturing situations LO2 Solve systems of linear equations relevant to engineering//manufacturing sector applications using matrix methods LO3 Approximate solutions of contextualised examples with graphical and numerical methods LO4 Review models of engineering/manufacturing systems using ordinary differential equations.		
Unit 5013: Embedded Systems (Core Mandatory)		
Unit code:	A/615/1514	**Aim:** This unit develops the knowledge of computer hardware, focussing on the small, low-cost type of computer (i.e., a microcontroller), that are used in embedded systems. It then develops skill in selecting peripheral devices that operate external to the microcontroller and interface with it; generally, these relate to sensors, actuators, human interface, or data transfer. In parallel with this, students will be developing programming skills, writing programmes which download straight to the microcontroller, to interact with its external circuit. Students will also explore the wider context of embedded systems, learning how they are applied in 'hi-tech' applications, in many cases revolutionising our ability to undertake certain activities. Unit assessment will require the design, development, and testing of an embedded system, to meet a given design brief; this will develop skills which are in much demand in industry. A written assignment, exploring one or more of the many fast-moving embedded system applications in use today, will also be completed.
Unit level:	5	
Credit value:	15	
Learning outcomes:		
By the end of this unit students will be able to: LO1 Examine embedded system technology LO2 Design an embedded system using available interfaces to perform a range of functions LO3 Implement embedded system design by writing code in an appropriate programming language, to simulate, test and debug the system LO4 Evaluate applications of embedded systems in the wider environment.		

Unit 5014: Analogue Electronic Systems (Core Mandatory)		
Unit code:	F/615/1515	**Aim:** The aim of this unit is to further develop students' understanding of the application of analogue devices in the design of electronic circuits. Students will investigate the design and testing of electronic systems based on a sound theoretical knowledge of the characteristics of electronic devices supported by Electronic Computer Aided Design (ECAD) tools and then construct and test sample physical circuits. Students will be able to explain the characteristics of analogue and digital subsystems and the representation and processing of information within them. Upon completion of this unit students will be aware of techniques employed in the design and evaluation of analogue subsystems used in the development of complete electronic systems**.**
Unit level:	5	
Credit value:	15	
Learning outcomes:		
By the end of this unit a student will be able to: LO1 Analyse single stage analogue amplifier circuits to predict and measure, by simulation, the gain, frequency response and input and output resistances LO2 Develop functional subsystems through an understanding of the characteristics of operational amplifiers LO3 Assess techniques for the conversion of signals between analogue and digital formats LO4 Design electronic circuits using physical components.		
Unit 5041: Engineering Project (Core Mandatory)		
Unit code:	L/615/1503	**Aim:** This unit will guide the student through the design, testing and evaluation of a project within their specialist area. The processes of documenting, managing and presenting the outcomes of the project will form part of the work, as will the selection and use of commercially available management, simulation and presentation development tools. Risk assessment, quality and cost issues, final analysis of outcomes, and the drawing of appropriate conclusions will also be covered. A final presentation will develop communication skills and include personal evaluation and reflection. On successful completion of this unit, the student will have the skills and knowledge to initiate, manage, complete and evaluate complex engineering projects on-time and within budget.
Unit level:	5	
Credit value:	15	
Leaning outcomes:		
By the end of this unit students will be able to: LO1 Propose an engineering-based project in line with national and international engineering regulatory and ethical frameworks LO2 Create an engineering-based project using project management software, tools and techniques LO3 Implement a project plan to include the production of a technical engineering report LO4 Present the engineering-based project and reflect on the project outcomes.		

Unit 5042: Signal and Systems (Specialist Mandatory)		
Unit code:	T/650/2986	**Aim:** The aim of this unit is to provide students with the fundamental knowledge of signals and systems by studying the behaviour of continuous-time and discrete-time signals and their applications in engineering systems. Students will use Fourier, Laplace and Z-transforms to analyse signals and systems in order to make an informed assessment of the accuracy of the transmitted information. On successful completion of this unit, students will have developed the key knowledge of the operation and application of signals and systems within the engineering industry. Students will be able to explain the theory behind signals and systems using mathematical tools such as Fourier, Laplace and Z-transforms for a variety of continuous-time and discrete-time systems. Having successfully completed this unit, students will have enhanced their analytical skills, programming and simulation skills, design and test skills, and logical thinking and reasoning skills. Furthermore, the students will be able to understand how to forecast and evaluate the behaviour of a range of engineering systems. For example, the students will design proportional, integral and derivative (PID) controllers and filters, and apply impulse, step, ramp, exponential and sinusoidal test signals to analyse time and frequency responses.
Unit level:	5	
Credit value:	15	
Learning outcomes:		
By the end of this unit students will be able to: LO1 Examine the behaviours and applications of continuous-time and discrete-time signals in engineering systems LO2 Formulate Fourier and Laplace transforms to analyse continuous-time signals and systems LO3 Formulate discrete-time Fourier transforms and Z-transforms to analyse discrete-time signals and systems LO4 Analyse applications of signals and systems using MATLAB based on the accuracy levels of the transmitted information.		
Unit 5044: Digital Electronic Systems (Specialist Mandatory)		
Unit code:	T/650/2986	Aim: This unit introduces digital systems in the form of functional building blocks using combinational and sequential logic. It then considers design techniques to build more complex functions. Most modern digital designs are now implemented with programmable technologies such as field-programmable gate arrays (FPGAs) and application-specific integrated circuits (ASICs), rather than the traditional small-scale and medium-scale integrated circuits (SSIs and MSIs, respectively). This unit focuses on the design and development of digital circuits using CAD tools and a hardware description language (HDL). Physical implementation of these designs is carried out on a FPGA development board. To study this unit, students are expected to have a prior understanding of logic functions and be able to use tabular and Karnaugh map techniques to design simple logic systems. On successful completion of this unit, students will understand the core concepts of digital systems and be able to identify the most common digital building blocks, using them in conjunction with traditional design techniques to build more complex digital functions. Students will be able to use an HDL and programmable logic to design and implement more complex circuits on a FPGA, providing them with the knowledge, understanding and skills to progress to further study in higher education or to take up a technician role in industry.
Unit level:	5	
Credit value:	15	
Learning outcomes:		
By the end of this unit students will be able to: LO1 Evaluate combinational logic circuit designs for complex applications LO2 Evaluate sequential logic circuit designs for complex applications LO3 Implement complex combinational and sequential logic circuits using an HDL LO4 Analyse the function of combinational and sequential logic designs using simulation, and testing on a FPGA development board.		

Unit 5045: Electrical Engineering and Sustainability (Specialist Mandatory)		
Unit code:	Y/650/2987	Aim: This unit introduces the student to various topics in the electrical power sector that interlink systems and subsystems associated with sustainable power production and distribution. This includes the design and construction of sustainable energy sources, and design, installation and management of electrical power systems. The unit discusses devices and systems used to interconnect sustainable energy systems and conventional energy production devices to produce an integrated energy production system. Engineers ranging from the craft technician to the Chartered Engineer should have an understanding and working knowledge of the power-related electrical domain in terms of sustainable power technologies because they underpin the principles of power production, delivery, distribution and use in the modern world, particularly when it comes to the development of energy production techniques in the context of sustainable power supply. The skills, knowledge and behaviours developed are relevant to multiple industries and a variety of engineering roles.
Unit level:	5	
Credit value:	15	
Learning outcomes:		
By the end of this unit students will be able to: LO1 Investigate sustainable energy source solutions used in power production that may be integrated into existing power systems LO2 Explore the technical considerations involved when connecting sustainable energy sources to existing power systems LO3 Analyse, by practical experimentation, sustainable power production technology and its interface with conventional power systems LO4 Analyse, using appropriate simulation software, models of sustainable energy sources connected to conventional systems.		
Unit 5046: Analogue and Digital Communications (Specialist Mandatory)		
Unit code:	A/650/2988	Aim: This unit introduces the fundamentals of communication systems, including analogue and digital communication techniques. The unit starts with basic communication theories, including techniques for modulation and demodulation. It considers the factors that impair signals in communication media, including noise and interference. The unit further covers the physical practicalities of communication systems, such as guided and unguided transmission media. It is an essential prerequisite that students have successfully completed Unit 4064: Analogue and Digital Electronics or an equivalent. On successful completion of this unit, students will have gained knowledge of the different blocks used in a communication system. They will be able to examine different modulation and demodulation techniques in both the analogue and digital domains and will be able to analyse transmitted and received signals used in different media. Students will also have sufficient knowledge of security protocols to secure a communication system. Finally, students will be able to design a communication system in a simulation environment.
Unit level:	5	
Credit value:	15	
Learning outcomes:		
By the end of this unit students will be able to: LO1 Examine the different performance metrics and components used in a communication system LO2 Explore different modulation and demodulation techniques LO3 Investigate the transmission of signals over wired and wireless media LO4 Design a communication system.		

2.3 Assessment Plan

Pearson BTEC Higher National qualifications in Electronic and Electrical Systems Engineering			
	Unit Name	**Submission Date**	
		Assignment 1	**Assignment 2**
Yearly	Further Engineering Mathematics	January 2027	June 2027
	Embedded Systems	January 2027	June 2027
	Analogue Electronic Systems	January 2027	June 2027
	Signals and Systems	January 2027	June 2027
	Digital Electronics Systems	January 2027	June 2027
	Electrical Engineering and Sustainability	January 2027	June 2027
	Analogue and Digital communication	January 2027	June 2027
	Engineering Project	May 2027 (Pearson Set)	

Assessment and delivery plans are subject to change. Your tutors will tell you of any changes to your course as soon as they occur.

2.4 HN Global

Pearson have created an online platform for all students studying their Higher National qualifications. It's called HN Global, is free for students to use and contains 4 key sections:
1) Textbooks for core units – containing selections from textbooks chosen to cover the learning outcomes of the core units
2) Study skills modules – resources and exercises to help develop your skills in areas like essay and report writing, giving presentations and critical thinking.
3) Career Development – access to online career services, including guidelines on CV writing, interview skills and a jobs board
4) Forum – for you to discuss your subject with or ask questions of students and tutors from around the world.
To sign up, go to https://hnglobal.highernationals.com and complete your registration.

3. THE HRUC GRADUATE

It's an exciting time to be a higher education student at HRUC, as alongside your course you also have the opportunity and support to become an HRUC Graduate.

What is an HRUC Graduate?
An HRUC Graduate is a student that is studying their higher education qualification at Harrow, Richmond and Uxbridge Colleges (HRUC) and has also participated in a range of extra-curricular employment related enrichment opportunities and activities. This includes additional skills, over and above your main qualification, that you have developed as part of your education journey with us.

As well as gaining high levels of specific industry-related knowledge and skills, there is an ever-increasing demand for employees to enter the job market with some proven experience of working in teams, taking initiative and finding creative solutions to complex problems. These employability skills have been widely identified by employers as essential attributes of employees in the modern workplace.

Whilst studying at the College you will be given opportunities to develop these vital skills in a variety of ways including those directly linked to your qualification for example through group work and presentations and also through trips, visits and competitions.

Part of this is having access to Skills Builder - The Universal Framework, an online tool designed to help you assess, develop and record your achievements related to employability. You can find out more about it here: The Universal Framework and you will be supported to use this to maximise your potential.

What are the benefits of becoming an HRUC Graduate?
This is your opportunity to further develop yourself, increase your knowledge and skills, prepare for university or the workplace and gain essential employability skills to enable you to become even more work ready.

The great news is that the additional skills you gain will not only make you highly employable but they will be recognised and you will be acknowledged for them!

By reflecting on your development and recording your achievements, for example teamwork, communication and problem solving, you will be awarded an HRUC Graduate Certificate alongside your main qualification.

Will it cost me anything to become an HRUC Graduate?
There is no extra financial cost to be coming an HRUC Graduate – it is all part of your course. The only investment is the time and effort you put in to develop yourself further and build your skills portfolio to focus on essential employment skills preparing you for your successful future.

How does it work / how do I get involved?
If you are enrolled as a higher education student at HRUC, during your induction you will be provided with all the information you need to become an HRUC Graduate.

You will work closely with academic and support staff to ensure that the opportunities that you get involved are tailored to your needs to ensure you are developing the right employability skills to help you succeed and to prepare you for further study or to start your career.

4. ASSESSMENT

A) Course Structure
It is important you know the structure of your course as this affects the units that you will study and how your grade is calculated.

The course you are on is a Regulated Qualifications Framework (RQF) qualification. It is made up of units, each at a set level and with a certain number of credits.

RQF Levels
There are 9 Levels ranging from Entry (the lowest) the 8 (the highest). The table below shows some qualifications and their levels:

Level 8	Doctorates (e.g. PhD / DPhil)
Level 7	Master's degrees (e.g. MA, MSc, MEng) Postgraduate Certificates Postgraduate Certificate in Education (PGCE)
Level 6	Bachelor's degrees (e.g. BA, BSc, BEng) Professional Graduate Certificate in Education Graduate certificates and Certificates
Level 5	Pearson BTEC HND Foundation Degrees (e.g. FdA, FdSc) Certificates of Higher Education (Dip HE)
Level 4	Pearson BTEC HNC Certificates of Higher Education (Cert HE)
Level 3	BTEC Nationals (e.g. Level 3 Foundation Diploma, Diploma, Extended Diplomas) Access to HE Diplomas A Levels / T levels / Level 3 NVQs
Level 2	BTEC Firsts (e.g. Level 2 Certificate, Extended Certificate, Diploma) GCSEs (Grades 9 to 5) Level 2 NVQs
Level 1	BTEC Level 1 Award, Certificate, Diploma GCSEs (Grades 4 to 1)
Entry Level	Entry Level (1, 2 and 3): Pearson BTEC Entry Level Certificates, Certificates and Awards

'Higher Education' refers to the courses that are on this list at levels 4 to 8.

RQF Units – credits and time
Each RQF qualifications is made up of units. On BTEC HNCs and HNDs most units are 15 credits in size – some are larger and are a multiple of 15 (e.g. 30, 45) in size.

These units have been designed from a learning time perspective and are expressed in terms of Unit Learning Hours (ULH). ULH represent the total hours that a student needs to achieve the required learning outcomes, for a given Unit.

The ULH for a 15-credit unit is 150 – which includes 60 hours of Guided Learning and 90 hours of independent study.

Guided Learning
This is when a tutor is with you, giving you specific guidance towards learning aims. This includes:
lessons, lectures and tutorials in class, workshops or the LRC with a teacher
live webinars or telephone tutorials led by a teacher
E-learning supervised by a teacher
work based learning supervised by a tutor
Any supervised assessment activity (for instance exams with invigilators, or observation of you making a presentation etc).

Guided Learning Hours are usually on your timetable and you are expected to attend 100% of them.

Independent Study
For a 15 credit unit there are 90 unit learning hours that are not guided learning. This is the time you are expected to spend on independent study - working on your own. This could be reading up on the subject, conducting research, e-learning, watching podcasts / webinars, work-based learning etc. It also includes the time you spend completing work set by your teachers.

You can complete independent study anywhere – inside the college (e.g. in the LRC) or outside. If you need to access specialist equipment, please talk to your teacher to help arrange it. Please note that there may be some rooms or equipment that you are not permitted to use without supervision (e.g. engineering workshops).

You can still communicate with teachers and other students during your independent study time, but you will have to arrange this yourself. You should find out from your teachers when you can see them in their office, or how best communicate with them outside timetabled classes (e.g. on Microsoft Teams).

Total Qualification Time
If you add up all of the ULH on your qualification you get the Total Qualification Time. This is an estimate of the amount expected to be required for a student to achieve the qualification. Remember that this includes both guided learning and independent study.

The Total Qualification Time for a HNC is 1,200 hours.
Total Guided Learning for a 4 HNC is 480 hours. So you should be doing 720 hours of independent study while working on your HNC.

The total Qualification Time for an HND is 2,400 hours.
This is made up of the HNC plus an additional 1,200 hours – as with the HNC 720 hours are independent study.

An important part of Higher Education is being organised. You need to attend all of your guided learning and spend enough time on independent study to succeed.

B) RQF Pearson Higher National Qualifications (HNs)
Pearson publish specifications which give the details of the units available and the rules of how they must be combined to make a valid qualification.

The Pearson BTEC Level 4 HNC is a Level 4 qualification made up of 120 credits.

This is usually made up of 8 level 4 units, each worth 15 credits.
There may be fewer units if some are worth more credit.

The Pearson BTEC Level 5 HND is a Level 5 qualification made up of 240 credits. This is made up of the HNC (120 credits at level 4) and then an additional 120 credits at level 5.
The level 5 credits are usually spread over 7 units – 6 of 15 credits and one larger project unit of 30 credits

C) Your qualification at HRUC
Your qualification has been designed by selecting units from the Pearson specification. Your programme will include all the mandatory core and specialist units, and then (if available) a selection of optional units.

Optional does not mean that you choose to complete these or not – it means the College can choose which units to include in your HN qualification. The optional units selected may have been chosen because:
They match the strengths of HRUC (e.g. staff expertise, resources)
To ensure you have a good range of knowledge to allow progression to a range of employment or further study
To enable you to apply for specific job roles once completed
To meet entry requirements for university top-up degree programmes
To meet the requirements of employers / sponsors of students

The combination of units chosen will provide you with the correct amount of credit and total qualification time, at the correct level(s) to mean that successfully completing them will earn you the qualification.

Your tutors' choice of units is outlined in section 1 and 2 of this handbook. If you think that different optional units should be delivered, or a particular pathway, please talk to your tutor as soon as possible. They may not be able to offer everything you want but we have changed programmes before to include units requested by students – especially where these are required for progression to employment or University.

D) Learning & Assessment

Information in the following pages includes extracts from HRUC policies on Assessment, Internal Verification, Student Submission of Internally Assessed Work and Academic Malpractice. Full copies of these policies are available if you require further information.

Units

Each unit on your qualification has a specification written by the awarding body. These are available from the Pearson website and your tutors may make them available to you. Every unit specification includes:

The unit title and code number

Unit type (e.g. core), level and credit value

Introduction – a summary of the purpose, aims and focus of the unit, as well as highlighting the key knowledge, skills and understanding gained while studying.

Learning outcomes - this is a list of all you need to know, understand or be able to do to pass the unit

Essential content – identifies the key phrases or concepts for each learning outcome. Your tutors use this to plan the teaching on your course and they will deliver all of this content to you as part of your course.

Assessment Criteria – these are statements of the evidence you need to produce. Each learning outcome will have several criteria linked to it. Your tutors use criteria to create assignments.

Any additional evidence requirements that students will have to complete

Recommended resources – suggested reading (including journals and websites) and links to other related units.

This information cannot be changed by HRUC staff or students.

Your tutors use these unit specifications to complete a Scheme of Work, showing the topics you will cover in every week of your programme. The Scheme of Work will closely match the unit content and may indicate how it is to be delivered (e.g. classroom teaching, distance / online learning, lectures, seminars, practical sessions, work experience etc).

Assessment of Units

Assessment checks that effective learning of the unit content has taken place.

Assessment on HN qualifications is mainly through the completion of assignments, designed by your teachers.

Pearson may offer example assignments, which your teachers can adapt and use instead of writing their own.

For one Core project unit of the HND, Pearson set a different theme each year. This does not mean you will have to sit an exam. You will still be completing assignments - either written by your teachers or suggested by Pearson.

Assignments

Assignment briefs for each unit will be issued to you while you are studying those units. This allows you to get guidance on how to complete the assignments from your tutors while you are working on the unit content they refer to.

Assignment briefs:
Set you particular tasks or activities to do (e.g. an essay, presentation, project or experiment) and tell you what evidence you need to produce (e.g. a written report, a presentation to group, a completed product). These tasks or activities will be representative of those undertaken in the vocational sector relevant to your programme. If you complete the task or activity as required, you will have provided evidence that you have met one or more assessment criteria.
State the assessment criteria they are designed to assess. There are usually one, two or three assignment briefs for each unit, with each assignment covering one or more assessment criteria.
May be broken down into separate 'Tasks' requiring you to produce various different forms of evidence
Will cover all the assessment criteria for one or more learning outcomes (i.e. you won't get separate assignment briefs for Pass, Merit and Distinction criteria – though there could be different tasks).

It is important that you understand what evidence assignments are asking you to produce. To help use the glossary of terms and evidence at the back of this handbook (Appendix 3).

Submission of Assignments
Assignment briefs will have a deadline for submission of the work. You must submit all your assignments by the submission dates given. Your teachers may have additional rules regarding submission of assignments – for example a particular place where they must be by the deadline.
Make sure you know these rules. Failure to do so will affect your grades and possibly your completion of the qualification.

Your tutors will give you further information and guidance on completing assignments during timetabled sessions and often provide you with resources (e.g. through Teams, links to videos on YouTube, reading lists etc) that will help you to do so.

Draft submission and feedback
To help you achieve the highest grade you can, your teachers will give you feedback on draft assignments before the deadline.

Teachers will tell you when to bring in your drafts and when you will get feedback on them. For most assignments you will get one opportunity to have your draft work looked at – for some longer assignments you may be given a second opportunity.

The feedback on draft assignments will include general advice on how to progress your studies. Feedback cannot give you advice on what you directly need to do to improve your assignment, or state what grade your draft work would achieve.

For example, comments might be that 'your analysis of the research is not clear, you need to look at it more critically' and will not be "you need to write this to get a Merit…."

Please note that the deadline on the assignment brief does not change – you must complete any actions identified by your tutor before the submission date.

NB: This is your only opportunity to use your teacher's feedback to improve your work. Make sure that you read it carefully and if you don't understand it, ask.
If you do not bring in drafts when asked, teachers do not have to give you another opportunity to do so or provide you with any feedback before you submit the work.

Feedback is usually written so that you can refer back to it throughout the year and use it to help you improve any assignments that you are working on.

Turnitin
All written work that you submit electronically should first have been uploaded to Turnitin – a piece of software that has been developed to check student submissions for accurate referencing of sources. Work uploaded to Turnitin will generate an 'originality report'. This report will highlight occurrences of other people's work that has been used or quoted in your assignments and will give you an overall 'originality' percentage.

Although you must not plagiarise other people's work, when writing assignments, it is good academic practice to correctly use referenced sources to support your ideas. Referencing is expected and necessary at this level of study. (See 'Appendix 1 – Study Guide' for more information.)

An originality report should show that you have correctly referenced all the sources used in your work. It is recommended that you use Turnitin reports to check your assignments before they are submitted for marking. If you check and find you have not correctly referenced all the sources used in your work, you should update it and check again before submitting it for marking.

Any assignments submitted for marking that contains incorrect referencing or suspected cheating will be dealt with under the College Academic Malpractice Policy (see section K for more details)

Turnitin can also indicate where work may have been generated by AI. Unacknowledged use of AI is also Malpractice.

When you submit work through MS Teams, it may be automatically checked by Turnitin.

Authentication
When you submit finished work for marking you must sign it to confirm that it is your own work and has been completed according to the rules of the qualification.

If you submit work electronically (e.g. in Teams) when logged in to your college account, that is the same as you signing a paper copy.

If you sign work which is not your own then you have committed academic malpractice, which HRUC treats very seriously (see section K for more details).

E) Marking and Grading

Once your assignment has been submitted it will be marked and returned to you within 3 (working) weeks. Marking and feedback will show where in your work, or how, you have met criteria. If not all criteria have been met, feedback will state why you did not meet them.

Feedback must not tell you how you can improve your evidence to meet any criteria you haven't achieved.

This is because you may be able to submit the assignment again – see Resubmissions (below). Feedback may give you advice on how you could improve future assignments.

When you have completed all assignments for a unit and they have been marked you will receive a unit grade. This reflects the highest level at which you have met all assessment criteria in the unit.

Units are provisionally graded Unclassified, Pass, Merit or Distinction. Grades are only confirmed at the end of the academic year by the Assessment Board.

To achieve a Pass you must have met all of the Pass criteria for the unit
To achieve a Merit you must have met all of the Pass and all of the Merit criteria
To achieve a Distinction you must have met all of the Pass, Merit and Distinction criteria

Just completing your assignments doesn't mean you will get a Pass (or better) for the unit.

You have to meet all of the Pass criteria to achieve a Pass – if you complete all assignments for a unit but do not meet all the Pass criteria the unit will be graded as Unclassified.

If you do not complete all the assignments for a unit then you do not automatically get an unclassified grade. You will instead have failed the unit – refer to Section H) for more detail.

If you don't pass a unit, then you do not earn the credits associated with it and so may not achieve the minimum amount of credit at the level required to achieve the HNC or HNC qualification.

Resubmission

If your work met all of the Pass criteria contained in the assignment brief, you may not resubmit it to get higher grades. You have only one opportunity to achieve Merit and Distinction grades.

If your work was submitted on time but did not meet all the Pass criteria contained in the assignment brief, you will be expected to re-submit it.

You will be asked to re-do the assignment wherever possible, but you may have to complete a new one – for example if the original assignment was an exam.

Resubmissions usually must be completed within 15 working days of getting feedback on your first submission.

No further guidance or support can be given to you while you complete a resubmission and only one resubmission per assignment is permitted.

If you need to resubmit any assignments for a unit, then your unit grade will be capped at a Pass.

If your resubmission still does not meet all Pass criteria, then the unit grade is Unclassified.

If your assignment was submitted late, you cannot resubmit it. See section F).

F) Late Submission of Work
Extensions to deadlines
If you know that you are going to be unable to meet the submission date, you must speak to your teacher at least 3 working days before the deadline.

If you are unable to meet an assessment deadline due to accident, illness or severe emotional or mental stress you should complete an extenuating circumstances application (see Appendix 2) and submit it with supporting evidence (e.g. a doctor's letter).

Only the Head of School and Section Manager may give extensions to deadlines. These will only be granted on an individual basis depending on the specific circumstances.

If you are given an extension to the deadline you have until this date to complete the assignment. If your work is submitted by this date, it will be marked and graded as described in section E.

Missing deadlines
If you submit an assignment after the submission date without an agreed extension or an accepted extenuating circumstances application, it will still be marked but:
late work may not be marked at the same time as other students, and may take longer than usual to come back to you
feedback on late work may also be reduced
no re-submission is permitted. If you don't achieve a Pass (or higher) you have failed the unit and possibly the whole course.
may be capped at a Pass. This is so that students can't achieve higher grades by taking longer than others and submitting work late.

Note that if you submit work late you may not be able to achieve Merit or Distinction grades, depending on the requirements of the assignment.

G) Assessment Boards

Assessment Boards take the final decisions on unit grades. This is to ensure that assessment is conducted with rigour, probity and fairness across all HE programmes and is a requirement of Pearson.

At Assessment Boards the team that delivered your qualification present the grades they have awarded for every unit for every student to an independent panel. Students do not attend. The panel examines the grades awarded in the light of internal and external monitoring reports. They will then either ratify the grades awarded or, if there are doubts about the quality of assessment, ask for further internal verification (IV) to confirm them. This means that unit grades could change following assessment boards. If there are any changes you will be informed about them.

Where students do not have a Pass grade or better for one or more units the panel will ask for more details. If there are valid extenuating circumstances (see section F), the panel could decide to give students more time to complete their work or a resubmission opportunity. The panel will also decide what conditions apply (e.g. new deadlines).

In exceptional circumstances, the panel can recommend that students repeat units they have not passed the following year. The student would have to attend all lessons for repeated units and complete all the assignments again, and the grade is limited to a Pass. There would be additional fees to pay for any repeated units and these will depend on the unit size and content.

The panel's decisions on any further opportunities will depend on feedback from tutors on students' ability, commitment to the course, timeliness of submitting assignments, and if they made use of feedback opportunities.

If students do not have pass grades for one or more units and there are no valid extenuating circumstances, then the panel will confirm the student has not passed the unit(s).

Assessment Boards take place at least once a year, at the end of the academic year. Some courses may have interim assessment boards to review progress during the academic year (e.g. at the end of a semester).

Assessment Boards also decide on progression – for example from Semester 1 to Semester 2, from HNC to HND or from the first year of a part-time course to the second year. Students will normally only be able to progress if they have achieved at least a pass grade in all units due by the board meeting.

If you know that you will not have achieved at least a Pass grade in all units by the Assessment Board, you should write to your tutor explaining why, so that the board can consider this.

If you wish to progress but have not achieved at least a Pass grade in all units by the Assessment Board, you should write to your tutor explaining why, so that the board can consider this.

Appeals against the decisions made by assessment boards can be made using the procedure for appeals against assessment decisions. See Section J for more detail.

H) Overall Grade Calculation

Unit Grades confirmed by Assessment Boards are reported to Pearson. This may happen throughout the year, as units are completed. Once all unit grades are reported to Pearson, they will then produce a certificate and send it to the Examinations Department at HRUC. The certificate will be posted to you as soon as possible. Qualifications have an overall grade of Pass, Merit or Distinction.

HNC

To achieve an HNC you need to have:
Completed units with 120 credits at level 4
Achieved at least a Pass grade in units with a total of 105 credits or more at Level 4

This means that you can still gain the overall qualification if you have:
an Unclassified grade in one level 4, 15 credit unit
at least a Pass grade in all the others.

HND

To achieve an HND you need to have:
Completed units with 120 credits at level 4 (i.e. the HNC)
Achieved at least a Pass grade in units with a total of 105 credits or more at Level 4
Completed units with 120 credits at level 5
Achieved at least a Pass grade in units with a total of 105 credits or more at Level 5

This means that you can still gain the overall qualification if you have:
an Unclassified grade in one level 4, 15 credit unit
an Unclassified grade in one level 5, 15 credit unit
at least a Pass grade in all the others.

Unit and Qualification Points

If you have failed any unit (i.e. not got at least an unclassified grade), then you have not completed it and will not have earned enough credits to complete the qualification.

Completed units are allocated points per credit - For the HND, only level 5 units earn points.
Unclassified 0 points
Pass 4 points
Merit 6 points
Distinction 8 points
So a 15 credit unit will total 0 points for U, 60 for P, 90 for M and 120 for D.

Points are totalled and the overall qualification grade awarded based on the following boundaries:

Pass	420-599 points
Merit	600-839 points
Distinction	840 points or more

Please note that Universities and Employers may have entry requirements that require you to achieve high grades in specific units or even across all your units.

I) Internal & External Monitoring
HRUC engages in numerous activities to maintain the standard of assessment on your qualifications and to ensure that they meet national standards.

Internal Verification (IV) of Assignment Briefs
Before assignment briefs are issued to students they will be internally verified. An Internal Verifier (a member of staff with specialist subject knowledge) will examine the assignment briefs to ensure that:
they enable students to achieve Awarding Body criteria
they are fit for purpose
the context is relevant to the students
the guidelines and instructions are clear
they do not discriminate against students as a result of gender, race, disability, sexuality, age or faith group.

You may see a stamp, signature or date on assignment briefs to confirm they have been IVd.

IV of Assessment Decisions
A proportion of assessed work from your qualification will be internally verified. The internal verifier (IV) – who must not be the person who assessed the work – will check that the assessment decisions made are justifiable and that the written feedback and guidance given to you is appropriate. Work must be internally verified from every assignment, every unit, and every assessor on the qualification and from every grade (including unclassified and fail) The IV gives feedback to the assessor about their assessment decisions – they do not communicate directly with students. This process should be completed within the three-week turnaround for marking assignments and should not delay the return of your marked work.

You may see a stamp, signature or date on marked work to confirm it has been IVd.
Standardisation
If different teachers mark work for the same unit (e.g. if there are two or more groups studying the same unit with different teachers), they meet and complete marking exercises to ensure that they all apply assessment criteria consistently and that their marking agrees with awarding organisation requirements.

Standardisation meetings for teachers take place even where assessments or units are marked entirely by one teacher, to ensure assessment practice is consistent across all units and qualifications.

External Examination

External Examiners are subject specialists, employed by the awarding organisation to make sure that HRUC is running qualifications correctly. External Examiners visit the College annually to:

ensure that the national standard of the qualifications is maintained

check the accuracy and consistency of assessment decisions by sampling those made by your tutors

evaluate the effectiveness of the delivery of the qualification and of the assignment briefs examine HRUC's commitment to maintaining and improving quality.

When they visit, External Examiners will want to talk to students. You should be asked if you would like to meet with them - although you are not required to. External Examiners will want to check your understanding of the assessment and grading requirements and to ask you about the assessment and resources on your qualification. External Examiners complete a report sent to both the College and the awarding organisation which will contain any actions that we are required to take. Copies of external examiner reports will be made available to students.

Academic Standards

The Academic Standards section of HRUC monitors the quality of the qualifications being delivered and the effectiveness of strategies in place to raise standards and improve quality. It does this by inspecting each department within the College every year and then making and monitoring recommendations. Academic Standards are also responsible for managing the External Examination process and monitoring the College's work in meeting any action plans.

Higher Education Quality Committee

The HE Quality Committee is part of HRUC's Academic Board, which oversees the development and quality monitoring of all programmes. Chaired by a senior manager with responsibility for Higher education, the committee meets at least once a term where it monitors all HE provision in the college.

Key duties include:

reviewing and assessing key performance indicators such as achievement, attendance and punctuality on HE qualifications

receiving reports (from Unit Review questionnaires, student surveys, External Examiners, Academic Standards and Pearson) and monitoring the actions taken to address any issues raised

working to identify and address any common themes running across all HE qualifications.

J) Academic Appeals (Against Assessment Decisions)
We take great care to ensure that work is marked fairly and within the national standard.

If you are unhappy about your marks, please see your Tutor first – they will explain your grading decision further. Remember, you are only awarded marks for results, not effort, and you must ensure you have met all the assessment rules in this handbook.

If you are still unhappy about your grade, HRUC has a formal Appeals Against Assessment Decisions Procedure. In simple terms it means that if you disagree with any of the assessment decisions that have been made on your course (including those by the assessment board), you can appeal for the decision to be changed. This does not necessarily mean that the assessment decision will be changed but that someone will investigate for you and tell you the decision.

Appeals must be based on one or more of these reasons:
the assessment procedures were not conducted in accordance with the requirements of the Awarding Body, the College's Higher Education Assessment Policy or in accordance with College requirements
the assessment was based on inadequate, incorrect or biased information
your performance was adversely affected by illness or other circumstances which was for good reasons unable to be made known to the assessor at the time of assessment against which appeal is being made
the assessment decision may seriously hinder full accreditation or progression.

If you are going to make a formal appeal you must do so as soon as possible after you get your result and not more than 30 calendar days after you do so.

Appeals Procedure

Informal Procedure
I have an appeal. What can I do?
Talk to my course tutor, Course Team Leader / Section Manager / Assistant Head of School or Head of School

Formal Procedure
If you are not satisfied with the decisions that were made in the informal stage
Write formally to the Assistant Principal for your course, stating your name, the name of the assessor and course tutor, details of the assessment decision and why you think it is wrong.

Exceptions
There are certain circumstances under which the College Appeals Against Assessment Decisions Procedure is superseded. Details of this are contained within the full policy (available on the Intranet and College internet).

The Office of the Independent Adjudicator (OIA)
If you are still not satisfied after the formal appeal has been completed, you can complain to the Office of the Independent Adjudicator – we will give you the details of how to do this. The OIA is an independent body that runs the student complaints scheme for all organisations in England and Wales delivering Higher Education. The OIA cannot re-mark the work or change the grade, but they can make sure that College assessment and appeal procedures were carried out correctly and fairly.

K) Academic Malpractice
The College has an Academic Malpractice Policy which deals with all forms of cheating in assessment (the full policy is available on request). Types of cheating include:
directly copying or paraphrasing the work of others and presenting it as your own (plagiarism)
getting someone to produce all or part of your work (personation)
working together with other students to produce work and submitting it as your own individual work (collusion)
copying another student's work with or without permission
knowingly allowing a student to copy your work
resubmitting previously graded work
using forbidden notes or books in producing work or tests
presenting work downloaded from the internet/online sources as your own
fabrication of results (including experiments, research, interviews, observations)
deliberate destruction of another student's work
giving your work to another student so that they can copy from it.
Use of AI to produce research, reports, assignments etc

By signing work submitted for marking you are confirming that it has been completed according to the rules of the qualification. It is important that you ask your tutor if you are not sure about any of the rules as anyone caught cheating will face penalties as described in the College Academic Malpractice Policy.

HRUC may use Turnitin and other software to look for evidence of academic malpractice in any of your assignments.

We strongly advise not to use any form of generative AI when completing assignments – please note this includes writing assistants.

If you do use AI in your assignments, you must reference correctly – stating which AI you used and the prompts given.

If there is any doubt about the originality of your work, you may be asked by your tutor to give verbal explanations of what you have submitted to check your understanding.

Possible penalties include disqualification from units or even the entire qualification. This could affect your ability to successfully complete your programme of study and could lead to exclusion from the College.

5. HE STUDENT REPRESENTATION & ENGAGEMENT

HRUC believes that the best way of constantly improving our higher education courses is by collecting and acting on student feedback. Student views are given the highest priority and so we want to hear from you. There are several ways that you can get involved:

A. Student Representatives

Being a student representative is a great way to help improve the quality of higher education at HRUC (and to improve your CV and UCAS personal statement).

i) Tutor Group Reps

Every HE group is asked to elect a Rep. The role of Tutor Group Reps is to collect the views (both good and bad) of everyone in their group, discuss these with their tutor and to feedback responses to the group.

Tutor Group Reps' contact details are supplied to Student Support so that they are included in whole college (i.e. including FE students) activities - such as tutor group rep training events and meetings.

Tutor Group Reps will be invited to meetings with the Head of School (with the Reps from all other courses in the school)

After these meetings the Tutor Group Reps should share with their group the details of what was said and any information they may have been given.

ii) Project Reps

The College runs various projects to monitor and improve the HE courses. From time to time we will ask students to volunteer to help design, monitor and evaluate these projects. Requests for volunteers will be emailed out to you.

NB: Project Reps do not have to be HE Tutor Group Reps too.

B. HE Student Representation Co-ordinator

The HE Co-ordinator is a member of staff who helps the HE Student Reps in their roles. The Co-ordinator can suggest discussion topics, provide an agenda and help arrange meetings, record student views, suggest formats for Reps' reports, proofread and give feedback on Reps' reports.

The HE co-ordinator may also send important or interesting information out to HE Reps for them to share with their group.

C. Student Surveys
Students will be invited to share their views and opinions of their course, tutors and the college regularly. This includes:

i) Unit Reviews
Twice a year students will be asked to complete a review questionnaire. You will be asked to evaluate the teaching and learning, assessment and feedback, resources and environment and the content of the units you are studying. These results are presented at HEASC where your tutors will be asked to comment and state what they are going to do to improve the course.

ii) Surveys
The HE Co-ordinator will send out surveys throughout the academic year – usually once per term – asking for students to rate various aspects of the course and the college. To complete the survey students need to be logged in to their college account.

iii) Graduate Outcomes
This is an external survey run on behalf of the government about 15 months after you finish any HE qualification, to find out what have gone on to do. Results are published so prospective students can see what they can go on to do.
The survey uses the contact detail you give to the college while you are here. Please ensure you keep these details up to date.

iv) Pearson Annual Student Survey
Each year Pearson will ask all students around the world who are studying BTEC Higher National Qualifications to complete a survey about their student experience. Results will help Pearson to continue to develop these qualifications.

D. Tutorials
Your timetable may include tutorial and / or study skills sessions. These are to support and guide you through your studies. This will include identifying and developing the higher-level skills needed on your course and to succeed in employment or further study.

E. Complaints

At HRUC, we try to get things right every time but on occasion things may go wrong. If this happens, we want to hear from you so that we can improve things.

If you have a complaint or concern you should first speak to your tutor. If you feel unable to do this or are not satisfied with their response, you can make a formal complaint. To do so email your tutor, or email:
feedbackHC@hruc.ac.uk for Harrow College
feedback-RUTC@hruc.ac.uk for Richmond College
or feedbackUC@hruc.ac.uk for Uxbridge College

If you need help with writing a complaint, please contact one of the Student Support Officers who will be able to explain the process to you and help you complete it.

On receipt of your complaint, we will:
acknowledge your complaint within five working days
investigate your complaint and provide a written response by an appropriate manager.

When you complain please supply as much information as possible to help us investigate (e.g. date, time, location, names / descriptions of people involved, what the problem was, what anyone present said / did).

You can submit complaints anonymously, or as part of a group.

If you feel able to provide your contact details though we will be able to respond to you or ask for more detail if required.

F. Office of the Independent Adjudicator

If you are not satisfied with our response to a complaint you can complain to the Office of the Independent Adjudicator – we will give you the details of how to do this. The OIA is an independent body that runs the student complaints scheme for all organisations in England and Wales delivering Higher Education.

6. RULES & RESPONSIBILITIES

A) Code of Conduct

This Student Code of Conduct applies to all students of the College.
Students are required to abide by the Code of Conduct and College Rules and Regulations

HRUC expects all students to:
Help to maintain a pleasant environment for everyone.
Show respect for others and uphold the Equality & Diversity Policy.
Devote time on the College premises to the purposes of learning and activities which promote learning or personal development.
Be polite and behave in a manner which will not cause offence to others.
Show respect for property and possessions and equipment. Students will be liable for any damage for which they are responsible.
Uphold the good reputation of the College, either on site or off site.
Follow health & safety and evacuation procedures, this includes any rules around Social Distancing, washing your hands, using sanitiser and/or wearing face coverings
Wear and display a College ID card and colour coded lanyard at all times, and never lend an ID to anyone else. Staff are authorised to examine identity cards on request. Any visitors to the College Campuses must be approved by a member of staff, must sign in and out at Reception and be escorted by a member of staff.
Observe the College no smoking rule which applies indoors and outdoors in all areas of the College (except designated outdoor places).
Conform to the College's policy on the use of Information Technology Facilities.
Dress appropriately for undertaking College activities and observe the no hats and hoods rule. The College cannot accept liability for loss or damage to personal clothing or property, which occurs on College premises or during any organised College activity.
Commit to attending all classes. The College reserves the right to terminate a student's enrolment if attendance falls below 80% or they do not attend for a period of 4 weeks or more without good reason. Any action taken against a student will be in accordance with the College's Student Disciplinary Policy and Procedure.
To provide accurate personal information. Students must notify the College if they change address. Employed students sponsored by their employer must notify any change of employer. Students under 19 years of age must notify the College of the name, address and telephone number of parents/guardians.
Use of college digital facilities, Wi-Fi, PCs etc and use of personal devices while on campus must meet expected behaviour standards as must student engagement with other students while online e.g. on social media.

The College will not tolerate:
Acts of vandalism, spitting and dropping litter.
Bullying, threatening or abusive behaviour, whether verbal or physical or via electronic means such as text messaging, e-mails or online forums.
Harassment in any shape or form.
Swearing or language that is offensive to others.
Fighting or any form of loud or aggressive behaviour.
Any form of criminal activity.
Attempts to convert individuals to religious faiths or political causes.
Use of the premises to promote a political or religious cause.
Use, intent to supply, possession, or being under the influence of drugs and illegal substances.
Possession and / or misuse of alcohol during the College day.
Possession of a knife or dangerous weapon.
Use of mobile telephones, personal music systems or other electronic equipment in class, unless approved by the teacher.
Eating or drinking in non-designated areas of the College.
Unauthorised use of hardware, software, student email or data belonging to or used by the College.
Rudeness or aggressive behaviour to any member of the College, or persistent failure to comply with reasonable staff requests.
Action which is likely to promote or increase the potential for disruption to the College, its students, staff or property.
Any activity which is likely to bring the College's name into disrepute.

The College takes its responsibility within the local community very seriously and therefore all the above apply both inside and outside of the College grounds.

Those found in breach of this code will be subject to disciplinary action, which may lead to exclusion from the College.

The Code of Conduct is designed to be cross-referenced to other College policies and procedures, in particular the Equality and Diversity Policy, Student Attendance and Punctuality Policy, College Complaints Procedure, Student Rules and Regulations and Student Disciplinary Policy & Procedure.

B) Attendance & Punctuality

HRUC expects every student to attend every timetabled session of their Study Programme and to be ready to begin work at the scheduled start of each timetabled class, in order to benefit from the prompt start time and the maximum learning time, as well as to prepare the student for the world of work, or higher-level studies. The expectation is 100% punctuality and attendance.

As part of the same process, there will be an undertaking on the part of HRUC to ensure all learning activities start promptly, run for their scheduled learning time and alternative arrangements are put in place when a lecturer has an absence (planned or unplanned).

All students are required to arrive on time for all classes and other scheduled activities including those arranged remotely. Persistent lateness and absenteeism are unacceptable.

Only in certain exceptional circumstances, where prior agreement has been made with the Head of School, students may be granted absence. In the case of illness, students must report their absence before the commencement of their scheduled class to the Attendance Coordinator/Department.

Please note that holidays may not be taken during timetabled study periods, as this is highly disruptive to student achievement.

Attendance Coordinators/Tutors are responsible for the general welfare of all students within the school. They will contact students, and parents/guardians when appropriate, whenever they are absent and students may request to see them with any general problems or queries that they may have.

The Attendance Coordinators/Tutors are there to assist students, they will act as a focal point for contact when students have difficulties, where possible we will assist students or attempt to put you in contact with someone who can help.

The Attendance Coordinators/Tutors are responsible with the rest of the teaching team for student attendance and achievement, and these will be monitored as an ongoing process.

Poor attendance could ultimately lead to withdrawal from the College or withdrawal from individual exams or courses

It is the students' responsibility to make sure they understand their timetable and they know where and when their classes will take place. Students who miss a significant number of classes normally obtain poor end of year results. Picking up a set of notes after a lecture or copying somebody else's class notes is a poor substitute for actually attending and participating in classes.

If you are absent for periods of longer than three days please notify your tutor, and in the case of illness you should obtain a medical certificate where appropriate, particularly if you wish the illness to be considered as an extenuating circumstance in respect of coursework or examinations.

C) Equal Opportunity – a Simple Guide

You will hear the phrase ‘equal opportunities’ many times at College, and throughout your life. It’s an important phrase for us and for you, so please take a moment to read this section.

HRUC has a written ‘Equality, Diversity and Inclusion policy’ about equal opportunities, which is available on the College internet. Its message is that:

All learners are equally important to us
All learners need different sorts of help
We will give whatever help we can to ensure that everyone has an equal opportunity to achieve their qualifications and reach their goals.

We encourage and expect respect between all students, staff and visitors to the College. We refuse to allow discrimination (unfair treatment) against anyone because of their age, gender, ethnic origin, disability, sexuality, gender reassignment, or faith. We welcome and celebrate the diversity of students and staff in the College.

Please help us make sure everyone at HRUC feels valued, and no-one is discriminated against. Treat staff, students, visitors and neighbours with respect. Do not allow yourself to get involved in any form of bullying or harassment, including name calling and insults. If you feel that you are not being treated fairly and with respect, or if you think that discrimination is taking place, please let a tutor, someone in Student Support or any other member of staff know.

Thank you

D) Religious Observance
HRUC will neither promote, nor permit the promotion of any one religious faith or culture. All individuals will be expected to adhere to College policies, rules and regulations, regardless of their personal faith or religion.

Whilst HRUC resources exist primarily for the delivery of learning activities; arrangements will be made, where this is practicable, for staff or students to carry out essential religious observance.

Dedicated facilities cannot be provided for particular faith groups. It will be at the discretion of HRUC whether lettings arrangements can be entered into with external faith based organisations. Arrangements will not be entered into where such an organisation seeks to promote others to its cause and where the event or activity is barred to those of different faiths or no faith.

The College will consider formal requests for absence for students wishing to observe essential religious celebration, up to a maximum of two days per academic year. The application for absence must be made to the Head of School, ideally a minimum of a week in advance, in writing.

The students receiving permission for such leave of absence, should be aware that classes will be run as normal and that responsibility rests with them, their independent study, and liaison with their teachers to ensure they are not disadvantaged by any lost learning opportunity.

For purposes of bursary claims and register of attendance, students will not be penalised for absence where permission has been properly sought and granted for religious observance.

E) Learning Support for HE Students
The College welcomes students with disabilities and / or learning difficulties. Students may be able to get support with their studies if they have a:

long-term health condition
mental health condition
specific learning difficulty, e.g. dyslexia, dyspraxia

To get this support you must apply for and be granted Disabled Students Allowance (DSA). DSA is a grant that covers the additional study related costs that you will incur because of your disability or specific learning difficulty. DSA is not means tested and doesn't have to be repaid.

Applications for DSA can take several weeks so if you have not already applied, you must do as soon as possible. However, you can apply for DSA even if you have already started your course.
You can get information about DSA - and an application form - from the DSA website. Use the links below:

DSA Website - www.gov.uk/disabled-students-allowances-dsas
DSA Application Form - www.gov.uk/disabled-students-allowances-dsas/how-to-claim

Please read this information carefully as it gives details of the evidence of your disability or specific learning difficulty that you will need to supply when you apply.

Please speak to the Information Centre for further information about applying for DSA.

When you are granted DSA you will receive a Notification of Entitlement, stating the support they will pay for. DSA may help with the costs of:

specialist equipment, e.g. a computer if you need one because of your disability
non-medical helpers, e.g. Note Taker, Communication Support Worker, Proof Reader
extra travel because of your disability
1:1 specialist study skills support
other disability-related costs of studying.

If you haven't already, please discuss your needs with your tutor as soon as possible. Your tutor may need time to put arrangements in place for you.

For information about Learning Support please contact the Learning Support Team

F) Health & Safety
HRUC complies with the Health & Safety at Work Act 1974 and it is the duty of everyone to comply with this Act.

Health and Safety procedures will feature very strongly throughout your course. We make no apology for this, as safety is one area that we cannot allow you to learn by experience.

At no stage should you be asked to operate a machine or piece of equipment or use potentially hazardous chemicals and other substances without risk assessment and adequate training.

You must wear appropriate protective clothing in certain workshops, kitchens, laboratories, craft rooms or leisure facilities. If, during your course you fail to wear the required clothing you will not be allowed into these areas.

Fire alarms / evacuations
Both staff and students are required to evacuate the building when the fire alarm sounds. Each classroom details the nearest fire exit and displays the college fire procedure. Security barriers automatically deactivate throughout the college so an immediate escape can be made.

The Fire Department will send two fire engines to the college so staff must ensure that the road remains clear of standing people

No-one may re-enter the building until the alarms have been turned off and the Fire Department have declared the premises to be safe. The Duty Manager will indicate when people can begin to re-enter the building.

Occasionally the fire alarms are tested whereby a brief alarm signal will sound. These are the only occasions when evacuation is not required and staff will be notified of these prior to the testing via email.

Lock down
In exceptional circumstances, the college may ask you to 'Shelter in Place'. If this happens, please follow staff instructions.

First Aid
The College does not have a First Aid department. Instead, some staff with First Aid qualifications have volunteered to be First Aiders. The list of First Aiders is kept with the reception staff at all campuses.

If a First Aider is required, please contact the main reception desk who will then get a First Aider for you.

G) Safeguarding

We want all students at College to feel safe.
If you, or someone you know, are not feeling safe or you are worried about anything, including any of the issues listed below, please get in touch:
Physical Abuse
Sexual Abuse / Harassment
Self-harm
Domestic violence
Drug / Alcohol concerns
Female Genital Mutilation
Forced Marriage
Radicalisation or Extremist Behaviour
Mental Health
Neglect
Gang and Knife Crime
County Lines Exploitation

You can contact a member of the Student Support Team by telephone on 01895 853380, through the HRUC Student App or in person:
At Uxbridge Campus in the Lower Mall (C block)
At Hayes Campus the Student Lounge (situated off the Refectory)
At Harrow Campus student services are just between reception and the refectory
At Weald Campus student services are by reception
At Richmond Campus Student Services are in G32

You can also email us at studentsupport@hruc.ac.uk

Confidentiality
All information about you and your personal life is treated with complete confidence at all times.
If exceptional circumstances arise that give us good grounds for believing that you will cause harm to yourself or others, then it is possible we may need to share information with someone else. In such circumstances we would talk to you first.

7. HRUC STUDENT PORTAL, APP AND LEARNING RESOURCE CENTRES

Once you have enrolled as a student you will be able to access the HRUC Student Portal and be able to use the HRUC Student App.

The student portal is where you can find your timetable, access Microsoft Teams, your OneDrive and your College email account, view your grades and attendance.

Everyone in the College will have an Office 365 Account.
This gives you access to One Drive to store your files.
You can also access to Word, Excel, PowerPoint, Teams, Outlook for your email and more.
You will have access to your work 24/7 - at College or at Home.

You can download Office at home too from your College Office Account.

It's also where you can find out about College facilities. We have a Learning & Resource Centre (library) on each site and this is where you can look up opening times and events as well as resources – including databases and journals – for your course.

Open access areas are available for students to use so that you can access a PC outside of timetabled lessons.

The opening times for the areas are generally the same as the College opening times.

By using PCs at the College you are agreeing to our acceptable use policy. This explains how we expect you to use college systems and also how to behave when in the open access areas.

If you do not follow these rules, warnings will be issued which can result in a ban from the open access areas for a period of time.

We advise all students to take regular breaks when working at a PC for health and safety reasons. As a result, students can only use a PC for a maximum of 3 hours at which point they will be required to take a 15-minute break.

8. STUDENT SUPPORT

A) The Student Support Team

The Student Support Team are here to help with any problem or difficulty that might have an effect on your learning or success at College. The problem does not have to be directly linked to your studies to have an effect on your happiness or success at College. This could include any safeguarding issues, mental health, drugs & alcohol issues, general & sexual health, domestic violence, housing or benefit issues plus many more. Whatever the issue, the Student Support team will do their best to help you and, where appropriate, find the best professional help available e.g. we can refer to counselling services or specialist agencies.

There is a student support team available on every College campus.

B) Careers Guidance

HRUC is committed to helping individuals achieve their full potential.
We provide student-centred and impartial information, advice and guidance (IAG) to all learners at the College who want to find out more about their career options or continuing education.

There is an information centre on every College campus.

9. DISCIPLINARY PROCEDURE
You must follow the College's study, punctuality and attendance requirements. If you do not, this may result in:

Notification to parents / guardians (for those 19 years and under)
Notification to sponsoring employers, guardians, Social Workers or Key Worker
Disciplinary action
Withdrawal from the course
Withdrawal of assessment entry
Withholding of any grant, bursary or loan
Notification to any supporting authority, e.g. employer or Local Authority

A brief guide to disciplinary procedures:

Preliminary or informal stage of disciplinary:
Your personal tutor will meet with you to explain the problem and give you a chance to improve. Parents, guardians, social workers and key workers will be informed of the meeting. The Head of School will also be informed.

Stage 1: First written warning and
Meeting with Section Manager/Assistant Head of School or Course Team Leader/Curriculum Lead or personal tutor.

Stage 2: Second written warning and
Meeting with Section Manager/Assistant Head of School or Course Team Leader/Curriculum Lead.

Stage 3: Formal Disciplinary Hearing
Meeting with Assistant Principal or Senior Manager, such as Head of School and Student Support representative.

Stage 4: Meeting with Assistant Principal or Senior Manager, such as Head of School and Student Support representative.
This is normally for students that have previously had a Stage 3.

Possible outcomes of stage 3/4 disciplinary hearings:

No further action; written warning; final written warning or Exclusion.

Appeal Stage: If a student is excluded from the College at Stage 3 or 4, they may appeal against the decision by writing to the Principal stating the grounds for the Appeal (please refer to the Disciplinary Policy and Procedure for more details).

Suspension

Any member of staff who believes a student guilty of misconduct or other breach of HRUC's Student Code of Conduct can ask the student to relinquish his/her ID card and leave the premises, pending an investigation which could lead to a full disciplinary hearing.

The student's absence is temporary, and the student will be returning the following day unless the suspension is extended by a Head of School, who will decide on an appropriate way to proceed and must contact the student if the suspension is extended detailing the reason.

Suspension is a neutral act and the purpose is to allow an investigation take place unhindered and/or avoid further issues.

In a suspension, student ID cards are normally be confiscated or deactivated and students may not access the College premises (both internal and external).

APPENDIX 1 – STUDY GUIDE

A) How to Write Essays
Writing an essay is important for you for a number of reasons:
1. It gives you the chance to research a project in depth
2. It helps you to focus your thinking on a topic.

The plan
A plan is essential for good essay writing. The type of plan and the amount of detail you include is your personal choice. The plan is important because:
your ideas and resources are brought together and displayed before you
your plan gives an outline and shape to your essay
you can establish a line of argument in the plan
your plan can prevent errors, repetition and unnecessary waffle
using a plan enables you to produce your essay much quicker
with a plan, you can concentrate on expressing ideas and writing with confidence, before committing yourself to the final details.

Points to consider in the plan:
1. use plenty of space - it will be easier to read follow and add to
2. plan in pencil with a rubber - you can then rearrange and correct
3. leave a margin - still more notes can be added
4. analyse the questions - this leads to a line of argument
5. state the line of argument - this gives a direction to the essay and helps with the introduction
6. separate out the main idea or areas of knowledge and make them subheadings - they may provide paragraphs
7. fill in any facts, figures, quotations, comments, ideas which fit subheadings - these form main body of essay
8. keep your notes at hand - you need them to look up details
9. use text books - to check notes and to get extra information.

The introduction
The introduction introduces the essay or argument. It should be a statement of intent, wherein you say how you are going to proceed. It is important to you, the writer, because it gives direction. It is also important to the reader and for the impression it first gives.
The introduction should give the following information:
1. an assessment of the topic – to show that you are aware of what you are going to discuss
2. a line of argument, theme or idea – outline how you intend to proceed
3. a transition to the start of the argument – smoothly linked to the first paragraph.

Do not use your best or most important points in the introduction
Do not start with an answer to the question.

You might also consider writing your introduction to a pattern, for example, about two sentences for each of the three points suggested above.

Structuring the essay
To begin with you must think in paragraphs. Some people suggest the six paragraph rule – that you should be able to find six areas to discuss (this can be expanded to seven, eight etc depending on required length of the essay).

Selecting information
You should have at your disposal more facts and knowledge than you need to answer any particular essay. It is important to be selective, and to use only relevant information. A few things can help:
1. reading/lots of research
2. discussing ideas and points with others
3. thinking and note-taking as ideas come to you.

For each piece of information, you choose to use, you must be sure why you are using it.

Logical argument
Information must be used in a logical way. Every idea, comment and observation must be supported by evidence (facts or reasons). Giving reasons and evidence leads to building up a logical argument. Where there are opposing pieces of information or a conflict of view, express them both. It is your duty to do justice to all sides of the argument.

B) General Presentation
All work must be submitted with a cover sheet. If submitting assignments on paper ensure they at are in a transparent protective cover. Do not insert each page of the essay in a plastic pocket.

Typing - all essays should be word-processed. Always prepare two copies – keeping one for yourself in hard copy as well as electronically.

Sequence - the essay should have a cover sheet, main body of writing which should include an introduction, argument/discussion, conclusion, appendices (extra things and illustrations) and a reference list/ bibliography.

Pagination - page numbers should begin on the first page (not cover sheet) of the text, following the preface (if used) and continue to the end of the work. They should be placed at the bottom of the page.

Headings - section and chapter headings (in bold text) should always begin on a new page – you can use subheadings to introduce new topics and these should also be identified in bold text. Subsections should be differentiated from the main text by using extra spacing.

Illustrations - must be captioned and numbered. They may be placed throughout the text or placed at the end of the essay. They must be good quality and they should be preferably scanned in to your essay, but if that is not possible then they must be good photocopies, neatly trimmed and spray mounted. A list of illustrations must be included with your work with references to source.

C) Referencing Your Reading – Reference Lists & Bibliographies:
What's the difference between a reference list and a bibliography?
The reference list is used to cite all the items you have made direct reference to in your text (by the author's name and year of publication). The list is organised alphabetically by the names of the authors (or originators) of the work.

During the course of your reading you may have used material for extending your knowledge of the subject, but from which you do not make specific reference.
A bibliography lists all these items, again alphabetically by author. This is generally included after the reference list. Both may also contain research evidence taken from electronic material such as the Internet.
(the above paragraph is taken from: Bucks and Chilterns University handbook (2006) who acknowledge Learning Resources Services, University of Northampton).

Where do you put it?
The reference list and bibliography should come at the very end of the essay. Essays without references and bibliographies will be considered incomplete, and in some cases will not be marked. The reason for the harsh stance is because of the danger of PLAGIARISM (see section 4 Part K) Academic malpractice.

All essays must include a bibliography as well as a reference list.

How do you compile them?
Keep a list of the full bibliographical details of every work consulted during your research. Prepare a notebook in alphabetical order so that you can add new items without any trouble. Make a note of which you have directly used in your text and those you have not so that you can separate them later.

The Harvard Method
The preferred system for referencing is the Harvard Method which is thought to be more student friendly. The Harvard Method is sometimes known as the "author/date" system. In it a work is referred to by its author's name, year of publication and page number in the text in brackets, while its full reference appears only once in a reference list or bibliography at the end of the essay. The need for footnotes is therefore not necessary.

EXAMPLE
Bayley, S, (1991) Taste, London, Faber and Faber
Note: Book or journal titles should be underlined or italicised.
The order is: Author, surname/first name, date, title, place, publisher.

Periodical entry:
Periodical entries must give exact references to journal issue numbers and page numbers.

Jones, Lynn (1987) "Literature Review" in British Journal of Occupational Therapy, 50, 9 September, 308

If more than one book by an author appears in the bibliography these should be listed in order of publication (earliest first).

Citation of electronic sources – the Internet
The most important thing to remember when using any electronic source is that it is ephemeral by nature. That means that the source may not be there when a revisit is made. The date is therefore necessary at the end of the citation. These can be placed alongside your book lists.

EXAMPLE
References:
Bayley, S, (1991) Taste, London, Faber and Faber

Lifelong Learning Uk. (2008) New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector. [Online]
Available from:<http://www.standardsverificationuk.org/documents/professional_standards_for_itts_020107.pdf> [accessed 4th October 2008].

Bibliography:
Keeley-Browne, L (2007) Training to Teach in the Learning and Skills Sector, Harlow, Essex, Pearson Education Ltd.

APPENDIX 2 – EXTENUATING CIRCUMSTANCES APPLICATION

To apply for an extension to an assignment deadline, you must make a request in writing (e.g. email) to your tutor. Your application should be made as soon as you know you will need an extension and no later than 5 working days after the deadline date.

Applications made after this will only be considered at the discretion of the Head of School under exceptional circumstances.

When you apply you must make sure you include all of the following information

Student Name
Student ID Number
Programme of Study
Date
Details of the assignment(s) – Unit Number and Name, Assignment Number and name, Name of Tutor, Deadline
Reason for the claimed extenuating circumstances

You should attach any additional evidence - e.g. medical certificate, solicitor's letter, copy of death certificate, police report

Please note: It is the responsibility of the student to ensure that all documentation to support their claim is attached to their application.

APPENDIX 3 – GLOSSARY

Glossary of terms used for assignments. This is a summary of the key terms used to define the requirements within units.

Analyse	Present the outcome of methodical and detailed examination either: ● breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or ● of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context
Arrange	Organise or make plans
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts
Calculate	Generate a numerical answer with workings shown
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics
Compose	Create or make up or form
Communicate	Convey ideas or information to others
Create/construct	Skills to make or do something, for example, a display or set of accounts
Critically analyse	Separate information into components and identify characteristics with depth to the justification
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth
Define	State the nature, scope or meaning
Describe	Give an account, including all the relevant characteristics, qualities and events
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important
Demonstrate	Show knowledge and understanding
Design	Plan and present ideas to show the layout/function/workings/object/system/process
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Work draws on varied information, themes or concepts to consider aspects, such as: ● strengths or weaknesses ● advantages or disadvantages ● alternative actions ● relevance or significance. Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity
Explain	To give an account of the purposes or reasons
Explore	Skills and/or knowledge involving practical research or testing
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities

Illustrate	Make clear by using examples or provide diagrams
Indicate	Point out, show
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression
Investigate	Conduct an inquiry or study into something to discover and examine facts and information
Justify	Learners give reasons or evidence to: ● support an opinion ● prove something is right or reasonable
Outline	Set out the main points/characteristics
Plan	Consider, set out and communicate what is to be done
Produce	To bring into existence
Reconstruct	To assemble again/reorganise/form an impression
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way
Review	Make a formal assessment of work produced. The assessment allows learners to: ● appraise existing information or prior events ● reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts
Stage and manage	Organisation and management skills, for example, running an event or a business pitch
State	Express
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration
Undertake/carry out	Use a range of skills to perform a task, research or activity. This is the summary of the type of evidence you may be asked to produce
Case study	A specific example to which all students must select and apply knowledge
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations
Team task	Students work together to show skills in defining and structuring activity as a team
Presentation	Oral or through demonstration
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability
Poster/leaflet	Documents providing well-presented information for a given purpose

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enquiriesharrow@hruc.ac.uk
www.harrow.ac.uk

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Uxbridge College

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Harrow COLLEGE

Richmond upon Thames College

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WEST LONDON INSTITUTE OF TECHNOLOGY

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Harrow, Richmond & Uxbridge Colleges