

# **Pearson BTEC Level 5 Higher National Diploma in Engineering (Electrical and Electronic Engineering):**

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## **1) INTRODUCTION**

Welcome to Uxbridge College and to your course. This handbook is designed to give you a general overview of the College and the School.

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.

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

## 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 15 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 Nastaran Faridamin** has achieved a PhD in Biomedical Engineering from Brunel university. She has 5 years of teaching and coaching experience in Further and Higher Education. She has extensive research experience in cardiovascular stents, Mechanical system and design fields. Her areas of expertise include Mathematics, Engineering Design and Mechanical Engineering.

**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.

**Reza Shahabian Alashti** has a MSc in Electrical and Electronics Engineering with specialisation embedded system, artificial intelligence and networking. He has 2 years of industry experience in manufacturing industry and also has over 3 years of teaching experience in Higher education. He has extensive research experience in programming. His areas of expertise are Industrial system, Industrial Power Electronics.

**Zeenat Pir** has an MSc in Mechanical Engineering with over 10 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.

**Nasrullah Khan** has an MSc in Mechanical Engineering with 10 years of professional engineering experience in major manufacturing industry, academic institution and consulting engineering company in UK and over 3 years of teaching experience in Further & Higher Education. His areas of expertise are Solid Mechanics, Mechanics of Materials, Finite Element Method and Analysis, Engineering Design, Product Design, Design Optimization and Analysis, Computer Aided Design and Analysis, Engineering Mathematics, Mechanical Vibrations and Engineering Graphics.

**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 10 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.

## 2. COURSE INFORMATION

### A) COLLEGE CALENDAR – 2022/23

#### HE Induction Day – Friday 30<sup>th</sup> September 2022

The calendar below is fixed and all students are reminded that holidays cannot be booked within the dates below.

Term Dates	Starts	Ends
Teaching Block 1	Monday 1 October	Thursday 20 October
Teaching Block 2	Monday 31 October	Friday 16 December
Teaching Block 3	Monday 3 January	Thursday 9 February
Teaching Block 4	Monday 20 February	Friday 31 March
Teaching Block 5	Monday 17 April	Friday 26 May
Teaching Block 6	Monday 5 June	Friday 13 July

### B) Programme Specifications

1	<b>Awarding Institution / Body</b>	Pearson
2	<b>Teaching Institution</b>	Uxbridge College (Uxbridge Campus)
3	<b>Final Award</b>	Pearson BTEC Level 5 Higher National Diploma in Electrical and Electronic Engineering
4	<b>Course Title</b>	Pearson BTEC Level 5 Higher National Diploma in Engineering (Electrical and Electronic Engineering)
5	<b>Course Code</b>	HD5NEF / HD5N1F
6	<b>Language of Instruction</b>	English
7	<b>Language of Assessment</b>	English
8	<b>Mode</b>	Full-time
9	<b>Duration</b>	32 Teaching weeks
11	<b>Number of Hours / Week</b>	15
12	<b>Number of Days / Week</b>	3/4
13	<b>Total Qualification Time per year</b>	600 hours per year
14	<b>Guided Learning</b>	240 hours per year
15	<b>Independent Study College and Home</b>	360 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 Higher Nationals in Electrical and Electronic Engineering, Electrical Engineering and Electronic 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 one-year course is 480 over year. This comprises 75% of formal lectures, 20% of practical, 3% of seminars and 2% of trips. The intention is to facilitate participants to become increasingly independent in their learning and develop their personal and professional identity so that they become more confident. The break-down of 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. Apart from these formal guided learning hours, Pearson recommends approximately 720 hours over the years of independent study to reinforce their learning in the college.

Achievement is evidenced through following assessment methods:

- Coursework Assignment and Pearson set assignments including structured tasks and reports (85%)
- Written Examinations (10%)
- Practical tasks including workshops, presentations and oral exams (5%)

### **Professional body recognition**

The BTEC Higher National qualifications in Electrical and Electronic 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 Electrical and Electronic 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.

### C) Unit Specifications

The following list of modules will be offered:

<b>Pearson BTEC Level 5 HND in Engineering (Electrical and Electronic Engineering)</b>				
Unit number	Unit Name	Unit Level	Unit Credit	Unit Type
34	Research Project	5	30	Core Unit Mandatory
35	Professional Engineering Management (Pearson-set)	5	15	Core Unit Mandatory
39	Further Mathematics	5	15	Specialist Mandatory
44	Industrial Power, Electronics and Storage	5	15	Specialist Mandatory
45	Industrial Systems	5	15	Specialist Mandatory
46	Embedded Systems	5	15	Specialist
47	Analogue Electronic Systems	5	15	Specialist

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.

**PLEASE NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes advantage of the learning opportunities that are provided. Additional information may be made available through the course teams.

<b>Unit 34: Research Project (Core)</b>		
<b>Unit code:</b>	J/615/1502	<b>Aim:</b> The aim of this unit to introduce students to the skills necessary to deliver a complex, independently conducted research project that fits within an engineering context.
<b>Unit level:</b>	5	
<b>Credit value:</b>	30	
<b>Unit abstract:</b>		
<p>This unit will prepare students to deliver a complex and independent research project in line with the original objectives, explain the critical thinking skills associated with solving engineering problems, consider multiple perspectives in reaching a balanced and justifiable conclusion, and communicate effectively a research project's outcome.</p> <p>The learning outcome one requires students to setup the research preliminaries e.g. Project proposal, developing a research question, selection of project approach, identification of project supervisor, estimation of resource requirements, including possible sources of funding, identification of project key objectives, goals and rationale and development of project specification.</p> <p>The second learning outcome will investigate skills and project strategies e.g. data collection, data analysis, literature review, independent thinking, risk analysis, project milestone etc.</p> <p>The third learning outcome will look into the impact of the research in context of engineering onto the enhancement of personal and group performance. Learners need to provide detailed statement of project aims, relevance of the research and benefits and beneficiaries of the research.</p> <p>Finally, in the learning outcome 4, learners will prepare the final project report and project oral presentation of the research.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Conduct the preliminary stages involved in the creation of an engineering research project.</li> <li>2. Examine the analytical techniques used to work on all stages of the project and strategies required to overcome the challenges involved in a research project.</li> <li>3. Reflect on the impact the research experience could have in enhancing personal or group performance within an engineering context.</li> <li>4. Explore the communication approach used for the preparation and presentation of the research project's outcomes.</li> </ol>		

<b>Unit 35: Professional Engineering Management (Core)</b>		
<b>Unit code:</b>	L/615/1503	<b>Aim:</b> The aim of this unit is to continue building up on the knowledge gained in Unit 4: Managing a Professional Engineering Project, to provide students with the professional standards for engineers and to guide them on how to develop the range of employability skills needed by professional engineers.
<b>Unit level:</b>	5	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to construct a coherent engineering services delivery plan to meet the requirements of a sector-specific organisation or business. They will display personal commitment to professional standards and obligations to society, the engineering profession and the environment.</p> <p>The learning outcome one requires students to study the engineering business environment e.g. organisational structures and functional elements, strategic planning and deployment, engineering strategy and services delivery planning, sustainability, total Quality Management (TQM), logistics and supply chain management, new product development strategies and legal obligations and corporate responsibility. They also study the relationship between engineering and financial management, marketing, purchasing, quality assurance and public relations.</p> <p>The second learning outcome will investigate engineering management tools e.g. problem analysis and decision-making, risk management, change management, performance management, product and process improvement, project management and earned value analysis.</p> <p>The third learning outcome will look into managing people strategies and delve steps to follow for delivering effective presentations.</p> <p>Finally, in the learning outcome 4, learners will study how to become a professional engineer e.g. engineering social responsibility, importance of being active and up to date with the engineering profession, new developments and discoveries and methods of Continuing Professional Development (CPD).</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Evaluate the risk evaluation theories and practices associated with the management of projects for the production of current and developing technology.</li> <li>2. Produce an engineering services delivery plan that meets the requirements of a sector-specific organisation.</li> <li>3. Develop effective leadership, individual and group communication skills.</li> <li>4. Develop personal commitment to professional standards and obligations to society, the engineering profession and the environment.</li> </ol>		

<b>Unit 39: Further Mathematics (Specialist)</b>		
<b>Unit code:</b>	H/615/1507	<b>Aim:</b> The aim of this unit is to analyse and model-engineering situations using mathematical techniques e.g. number theory, complex numbers, matrix theory, linear equations, numerical integration, numerical differentiation, and graphical representations of curves for estimation within an engineering context. Students will also expand their knowledge of calculus to discover how to model and solve engineering problems using first and second order differential equations.
<b>Unit level:</b>	5	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to use applications of number theory in practical engineering situations, solve systems of linear equations relevant to engineering applications using matrix methods, approximate solutions of contextualised examples with graphical and numerical methods, and review models of engineering systems using ordinary differential equations.</p> <p>The learning outcome one introduces concepts of number theory, complex numbers, use of de Moivre's Theorem and application of complex numbers.</p> <p>The second learning outcome investigates matrix methods including matrix notation, addition / subtraction / multiplication of matrices, determinant of a matrix, inverse of a square matrix to solve linear equations and Gaussian elimination to solve systems of linear equations.</p> <p>The third learning outcome looks into Graphical and numerical methods e.g. standard curves of common functions, systematic curve sketching, bisection method and Newton–Raphson method, mid-ordinate rule, the trapezium rule and Simpson's rule.</p> <p>Finally, in the learning outcome 4, learners review differential equations, first-order differential equations, applications of first-order differential equations, second-order differential equations and their applications and Laplace transforms for solving linear ordinary differential equations and its applications.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Use applications of number theory in practical engineering situations.</li> <li>2. Solve systems of linear equations relevant to engineering applications using matrix methods.</li> <li>3. Approximate solutions of contextualised examples with graphical and numerical methods.</li> <li>4. Review models of engineering systems using ordinary differential equations.</li> </ol>		

<b>Unit 44: Industrial Power, Electronics and Storage (Specialist)</b>		
<b>Unit code:</b>	M/615/1512	<b>Aim:</b> The aim of this unit is to present a wide-ranging introduction to the field of existing and renewable energy systems and also to examine, the technical implications of providing sustainable electrical energy to meet the energy demand of the future. It will also explore the potential impacts of climate change and why more, and different forms of, sustainable energy sources are required together with the need for energy efficiency measures.
<b>Unit level:</b>	5	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to examine the technological concepts behind providing a sustainable electrical energy supply for the future. They will also be able to describe how the fundamental technical and economic processes and drivers at play in the electrical power industry affect the selection and use of energy sources.</p> <p>The learning outcome one evaluates energy demand e.g. energy production, energy consumption, environmental aspects and global warming, the need for energy systems and global energy demand over the short to long term, environmental effects, renewable energy technologies and future energy trends.</p> <p>The second learning outcome explores energy auditing, management, costs, requirements, bench marking and optimisation, energy management, planning, monitoring, policy, ecology and environment. Students also study energy and buildings and energy and electric vehicles.</p> <p>The third learning outcome analyses control techniques e.g. environmental aspects of electrical energy conversion, design criteria of power converters for renewable energy, analyse and comprehend the various operating modes of wind electrical generators and solar energy systems, industrial application of power converters, analysis and operation techniques on power electronic systems, functional analysis of power converters' main topologies and simulate and analyse the dynamic behaviour of a simple renewable energy system</p> <p>Finally, in the learning outcome 4, learners study impact of renewable resources i.e. safe and secure operation of a simple power system, Standalone and grid connected renewable energy systems, smart grid concepts, attributes and applications, communication technologies and power electronics modules for smart grid network and simulate and analyse the dynamic behaviour of a standard smart grid.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Evaluate the risk evaluation theories and practices associated with the management of projects for the production of current and developing technology.</li> <li>2. Produce an engineering services delivery plan that meets the requirements of a sector-specific organisation.</li> <li>3. Develop effective leadership, individual and group communication skills.</li> <li>4. Develop personal commitment to professional standards and obligations to society, the engineering profession and the environment.</li> </ol>		

<b>Unit 45: Industrial Systems (Specialist)</b>		
<b>Unit code:</b>	T/615/1513	<b>Aim:</b> The aim of this unit is to continue building up on the knowledge gained in Unit 4: Managing a Professional Engineering Project, to provide students with the professional standards for engineers and to guide them on how to develop the range of employability skills needed by professional engineers.
<b>Unit level:</b>	5	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to describe system elements and consider their overall characteristics. This provides opportunity for analytically assessing the accuracy and repeatability of electronic instruments.</p> <p>The learning outcome one requires students to study fundamental concepts of industrial systems i.e. discrete control, Input and output devices, open and closed loop system. They will also learn the system elements and the principles and applications of important and representative AC and DC motors.</p> <p>The second learning outcome investigates interfacing and transducers i.e. discrete automation using relays and solenoids, interfacing between electrical, electronic and mechanical transducers and practical measurement using sensors and transducers, process actuators for temperature and pressure control.</p> <p>The third learning outcome look into system modelling and analysis e.g. use of transfer functions, dealing with error and uncertainty in industrial systems and use of computer packages in measurement and control.</p> <p>Finally, in the learning outcome 4, learners study current trends in technology, including the future of industrial systems, the impact of digital developments, the increase of wireless and remote control and the Internet of Things.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the main elements of an electronically controlled industrial system.</li> <li>2. Identify and specify the interface requirements between electronic, electrical and mechanical transducers and controllers.</li> <li>3. Apply practical and computer-based methods to design and test a measurement system.</li> <li>4. Apply appropriate analytical techniques to predict the performance of a given system.</li> </ol>		

<b>Unit 46: Embedded Systems (Specialist)</b>		
<b>Unit code:</b>	A/615/1514	<b>Aim:</b> The aim of this unit is to develop their knowledge of computer hardware, focussing on the small, low-cost type of computer (i.e. a microcontroller), usually used in embedded systems. It then develops skill in devising circuits which 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 and cause it to interact with its external circuit.
<b>Unit level:</b>	5	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to 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.</p> <p>The learning outcome one requires students to study the Microcontroller architecture i.e. CPU, I/O, data and address buses, ADC, PWM, SPI, UART, memory types and interrupt concepts.</p> <p>The second learning outcome looks into simple digital interfacing and DC and ADC applications.</p> <p>The third learning outcome looks into the development cycle and the programming languages and codes.</p> <p>Finally, in the learning outcome 4, learners review the application of embedded systems and current trends in embedded systems, including the Internet of Things and machine-to-machine.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Explore the principle features of a microcontroller and explain the purpose of its constituent parts.</li> <li>2. Design and implement simple external circuitry, interfacing with a given microcontroller.</li> <li>3. Write well-structured code in an appropriate programming language, to simulate, test and debug it.</li> <li>4. Evaluate the applications of embedded systems in the wider environment, including in networked systems.</li> </ol>		

<b>Unit 47: Analogue Electronic Systems (Specialist)</b>		
<b>Unit code:</b>	F/615/1515	<b>Aim:</b> The aim of this unit is to further develop students' understanding of the application of analogue and digital 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.
<b>Unit level:</b>	5	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to get aware of techniques employed in the design and evaluation of analogue and digital subsystems used in the development of complete electronic systems.</p> <p>The learning outcome one explores the concepts of Bipolar Junction Transistor models, Bipolar Junction Transistor small signal amplifiers, Bipolar Junction Transistor large signal amplifiers and Field Effect Transistor models.</p> <p>The second learning outcome looks into Operational amplifier components, characteristics and applications.</p> <p>The third learning outcome examines the characteristics of information represented electronically and digital to analogue and analogue to digital converters.</p> <p>Finally, in the learning outcome 4, learners study sub-system design, implementation and evaluation.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Design single stage analogue amplifier circuits to predict and measure, by simulation, the gain, frequency response and input and output resistances.</li> <li>2. Develop functional subsystems through an understanding of the characteristics of operational amplifiers.</li> <li>3. Examine the characteristics of information represented in analogue and digital format to assess techniques for the conversion of signals between analogue and digital formats.</li> <li>4. Design electronic circuits using physical components.</li> </ol>		

## D) Assessment Plan

<b>BTEC Level 5 Higher National Diploma in Engineering (Electrical and Electronic Engineering)</b>			
	Unit Name	Submission Date	
		Assignment 1	Assignment 2
Yearly	Embedded Systems	January 2023 February 2023	April 2023 May 2023
	Analogue Electronic Systems	January 2023 February 2023	April 2023 May 2023
	Industrial Systems	January 2023 February 2023	April 2023 May 2023
	Industrial Power, Electronics and Storage	January 2023 February 2023	April 2023 May 2023
	Further Mathematics	January 2023 February 2023	April 2023 May 2023
	Research Project	January 2023 February 2023	April 2023 May 2023
	Professional Engineering Management	May 2023 (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.**

### **E) 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 [www.highernationals.com](http://www.highernationals.com) and complete your registration.

### 3. 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 Diplomas, Diplomas and Extended Diplomas) Access to HE Diplomas A Levels Level 3 NVQs
Level 2	BTEC Firsts (e.g. Level 2 Certificates, Extended Certificates) GCSEs (Grades 9 to 5 or A* to C) Level 2 NVQs
Level 1	BTEC Level 1 Certificates, Certificates and Awards GCSEs (Grades 4 to 1 or D to G)
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).

**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.**

### Total Qualification Time

If you add up all of the ULH on your qualification you get the Total Qualification Time (TQT). 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 (TQT) 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.

## **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 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

In the specification are core units, specialist units and optional units:

- Core are mandatory for all students studying the qualification
- Specialist units are mandatory for students studying a particular pathway within the qualification. These are aligned to professional body standards or vendor accredited certification. Note that these units may also be available as optional units to students on other pathways or a general route.
- Optional units can in theory be completed by any student as part of their programme. Please see the section below on your qualification.

### **C) Your qualification at HCUC**

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 a selection of optional units. The optional units selected may have been chosen because:

- They match the strengths of HCUC (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 TQT, 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 HCUC 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 HCUC 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 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 of 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 of 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 every assignment 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:

- comments on your attempts to meet assessment criteria
- actions for you to complete to improve your work.

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 must 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 of 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 of 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)

**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 HCUC 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. Marked assignments show you which assessment criteria you have met, which you haven't met, and why.

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 the 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 of the 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 of 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.

**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 form (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 claim, 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.**

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 (a deferral), 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 in repeated units and complete all of 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).

**HNC students who wish to progress to HND must have passes (or better) in all units.**

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).

**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 assessment 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. Pearson will then produce a certificate and send it to the Examinations Department at HCUC. 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:

<b>Pass</b>	<b>420-599 points</b>
<b>Merit</b>	<b>600-839 points</b>
<b>Distinction</b>	<b>840 points or more</b>

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

### **I) Internal & External Monitoring**

HCUC 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 unit of the qualification, from every person assessing work on the qualification and from every student on the qualification. 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 across units and qualifications and that their marking agrees with awarding organisation requirements.

### External Examination

External Examiners are subject specialists, employed by the awarding organisation to make sure that HCUC 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 HCUC'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 HCUC 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 Academic Standards Committee (HEASC)

The HE Academic Standards Committee is part of HCUC's Academic Board, which oversees the development and quality monitoring of all programmes. Chaired by the Principal of HCUC – Uxbridge College, the HE Academic Standards 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.

Staff representatives from every higher education course attend HEASC, as do Academic Standards staff, the Head of Guidance & Information Services, the Head of Marketing and

the HE student year representatives. See the section on student representation and engagement for more information.

#### Stakeholder and Scrutiny Committee (SSC)

THE SSC is part of the Governing Body of HCUC. It meets at least once a term to advise the HCUC Corporation and the Principals of Uxbridge and Harrow Colleges on:

- a) The educational character of HCUC
- b) The needs of local stakeholders
- c) Strategies to respond to local needs
- d) Strategies to improve the performance of HCUC

One HE student attends SSC to provide HE student views on how the college is meeting their needs.

### **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, HCUC 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), in some circumstances 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.

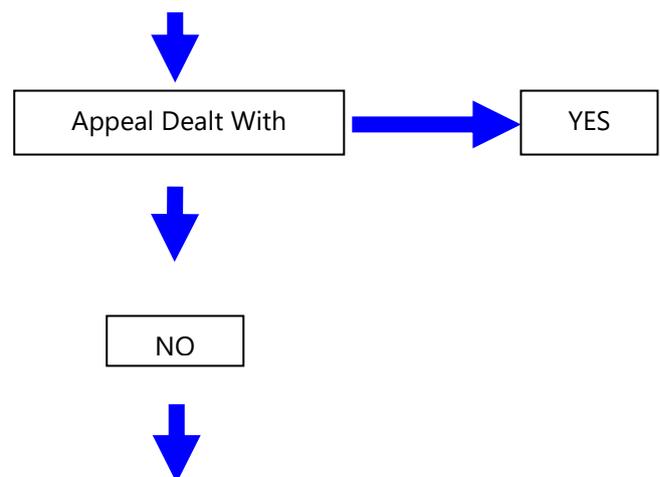
If you are going to make a formal appeal you must do so as soon as possible after you get your result and **not more than 30 calendar days** after you do so.

#### Appeals Procedure

##### Informal Procedure (full policy Page 2, Section 5.0)

I have an appeal. What can I do?

Talk to my course tutor, Course Team Leader/  
Section Manager or Head of School. Their names  
are:  
Tutor.....  
CTL/SM.....



### Formal Procedure

You are not satisfied with the decisions that were made in the informal stage

Write formally to the Vice-Principal stating your name, the name of the assessor and course tutor of your course, details of the assessment decision and why you think it is wrong (refer to Grounds for Appeal).

### 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

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.

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.

HCUC may use Turnitin to look for evidence of academic malpractice in any of your assignments.

**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.**

## 4. HE STUDENT REPRESENTATION & ENGAGEMENT

HCUC 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 HCUC (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 College staff 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 student council meetings.

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

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) HE Year Reps

The role of HE Year Reps is to collect the views of the HE Tutor Group Reps at termly meetings and to report them formally at the HE Academic Standards Committee (held three times a year) to senior College staff. They will then feedback to the HE Tutor Group Reps what was said at HEASC.

One HE Year Rep also attends the Governors' Stakeholder and Scrutiny Committee meetings, where they should advise the Principal and Corporation of HE Student needs and how well these are being met.

For the summer term HE class rep meeting, the HE Year Reps prepare an annual report for discussion and ratification.

HCUC recognises that this is a significant role and therefore formally recruits (and rewards) HE Year Reps from the new first year students each October. HE Year Reps will usually continue in the role in their second year.

**NB: HE Year 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 Tutor Group and Year Reps in their roles. The Co-ordinator can suggest discussion topics, provide an agenda and help arrange HE Rep meetings, record student views, suggest formats for Reps' reports, proofread the annual report and help with presenting views at HEASC.

The 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.

### **E. Complaints**

At HCUC, 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. Complaints Forms are available from Reception, the Learning Centres or the Student Support Centre.

One of the Student Support Officers will be able to explain the process to you and help you complete the form.

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 the 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.

## 5. 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**

HCUC 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 and/or using sanitiser.
- 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.
- Stay within your colour coded zone unless you have permission to move across a zone.
- 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, wifi, 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**

Students admitted to any course of study at HCUC are required to attend regularly and punctually. Students should be active participants in their own learning and as such, many units depend upon full student participation and interaction. Persistent lateness and absenteeism is unacceptable.

### **Attendance**

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 lectures normally obtain poor end of year results. Picking up a set of notes after the lecture or copying somebody else's lecture notes is a poor substitute for actually attending a lecture and absorbing its content.

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

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.

## **Punctuality**

All students are required to arrive on time for all classes and other scheduled activities and should remain for the duration of the teaching session. Not only does late arrival and early departure from lessons impact your own learning, it is also disruptive, impolite, and unprofessional. The disruption caused is also unfair to your peers and tutors.

Attendance and punctuality is monitored and students who are not participating in lectures, tutorials, seminars and practicals on a regular basis may be withdrawn.

## **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.**

**HCUC has a written ‘Equality and Diversity policy’ about equal opportunities, which is available on the College intranet. 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 HCUC 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**

Our Statement on Religious Diversity states:

"HCUC is a secular college devoted to embracing diversity and tolerance. All faiths are treated equally in accordance with our policy on Equality and Diversity and Code of Conduct. Our resources are dedicated to learning and therefore we do not provide any specific facilities related to one religious activity."

College resources exist primarily for the delivery of learning activities, but where practicable, arrangements will be made for people to carry out essential religious observance. Vacant rooms are notified to reception for the purposes of prayer but there are no dedicated prayer rooms and students should not pray in corridors.

Wherever possible rooms will be allocated for prayer at lunchtimes. Timetables of these rooms will be made available on the student app.

You are asked to pray either before or after classes.

Ramadan lasts for approximately one month. In respect of our students the Principal advises that, during this period, Muslim students who are fasting at this time may bring water into classes and also biscuits to break their fast.

This is an exception to the college rule of no food or drink in classrooms. Please also ensure that food and drink are not consumed near to computers or other equipment.

Students must attend classes as normal.

Please also remember that students who are unwell, pregnant or breastfeeding can become weak and are normally exempt from fasting.

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](http://www.gov.uk/disabled-students-allowances-dsas)

DSA Application Form - [www.gov.uk/disabled-students-allowances-dsas/how-to-claim](http://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.

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.

## **F) Health & Safety**

HCUC 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, college buildings may go into 'lock-down'. 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 HCUC to feel safe.**

Please speak with your tutor or a member of the College's Safeguarding Team if you are worried about issues such as:

- Physical, Mental or Sexual abuse
- Self-harm
- Bullying (including online)
- Domestic violence
- Forced marriage
- Sexual harrassment
- Extremism/ Radicalisation / Terrorism.

Please report any hate crimes or concerns you may have about another student displaying extremist views.

### **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.

### **Safeguarding..... Everyone's Responsibility**

## 6. LEARNING RESOURCE CENTRES, TEAMS & APP

There are Learning Resource Centres (LRCs) at all sites. Please check the app for opening times.

### **Resources available:**

Essential subject specific resources are available for all courses studied at HCUC including: course books, magazines, newspapers, CDs and DVDs as well as a vast range of fiction.

Chromebooks can be borrowed from the LRC and can be used around the College but must be returned the same day before the LRC closes.

### **There will be a 10p fine per day for late book returns, £1 fine per day on late laptop returns and restrictions on future borrowing**

LRC e-resources are available 24/7 including e-books (online koha catalogue and ebrary), e-journals (Infotrac) and reference material Oxford Reference.

If you need help accessing any of our resources, hardcopy or electronic, please ask at the desk.

There are PCs available at all LRCs. PCs need to be booked at the desk. If you need any IT, Teams or App help please ask.

### **LRC Events**

The LRCs run a series of student centred events to promote literacy. These involve author visits, poetry performances and world book night. Get involved and make the most of your time at the College!

### **Study Skills sessions**

Research and study skills help is always available in the LRCs, please ask for assistance whenever required to find the most useful resources for your course and use them correctly. Tutorials are available on time management, essay writing, exam revision and techniques. Please see the LRC page on the app for details. Up and Coming Study Skills Sessions will be flagged on 'My Events' via the app and you will be able to book a session directly.

### **Logging into College PCs**

When logging into college PCs your username is your Student ID number.

When you first log in your password is: College5050

You will be asked to change your password. New passwords must be at least 8 characters long, contain at least one capital letter and one number.

If you need help with your password please contact the LRC Team.

### **Office365**

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

### **HCUC App**

- View your timetable and receive alerts for changes
- Connect and communicate safely
- Post to your Class group
- Events, Benefits, Information
- Self-Directed study register
- Link to Pro Portal for Smart Targets
- Attendance

The App is available in the App Store and on Google play.

### **IT Services**

IT services maintain the computers around the College and can help with IT issues.

To contact please email: [ithelpdesk@hcuc.ac.uk](mailto:ithelpdesk@hcuc.ac.uk)

### **Open Access areas**

*(Availability of these is subject to any social distancing health and safety requirements)*

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

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

By using PC's 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.

All PCs in the open access areas have the software management system 'My PC' installed on them. This means that students are able to pre-book PC's. To do this, visit the LRC's site via the app.

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.

## 7. STUDENT SUPPORT

### A) The Student Support Team

The Student Support Team is here to help you with any problem or difficulty that might be having an effect on your learning or success at College. We are not here to judge but to listen and help. The problem may not be directly linked to your studies to have an effect on your happiness or success at College, for example:

- Financial support
- Travel and transport i.e. applying for Oyster cards
- Mental health issues
- Personal and relationship difficulties
- Health and wellbeing concerns
- Support is offered to all students who get into trouble and reach Stage 3 or 4 of the College's Disciplinary process.

We offer the highest standards of confidentiality, however sometimes we may have to break this if we feel that you or others are at risk, but we will keep you informed if this is the case.

We have external agencies that we may refer you to if required e.g. counselling or support agencies.

### B) Careers Guidance

HCUC is committed to helping individuals achieve their full potential. The Careers Team offers a wide range of support services to students before, during and at the end of your course. Our team have a wide range of expertise, which can help you succeed. We provide student-centred and impartial information, advice, and guidance (IAG) to all learners at the College

Team can offer advice on:

- Careers Advice on options after HNC/D
- Applying for top up degree courses
- Student finance, including applications for Disabled Student Allowance
- Looking for part time and full-time work
- Job application, CV, and Interview support

## 8. DISCIPLINARY PROCEDURE

In the unfortunate event of a student not complying with the rules and regulations set out in this handbook, disciplinary action will take place.

### **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 or Course Team Leader or personal tutor.

#### Stage 2: Second written warning and

Meeting with Head of School or Section Manager or Course Team Leader.

#### 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 HCUC'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 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\\_itss\\_020107.pdf](http://www.standardsverificationuk.org/documents/professional_standards_for_itss_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 FORM

Please complete this form (in full) and return it to the School Office together with any supporting evidence **within 5 working days** of the event for which the extenuating circumstances are claimed.

Forms returned after this deadline will only be considered at the discretion of the Head of School under exceptional circumstances.

Student Name:..... Student Ref: .....  
 Programme of Study: ..... Year: .....

**Assignment/assessment (s) affected by claimed extenuating circumstances**

Unit Number	Unit Title	Tutor	Assignment / Assessment Title	Deadline

**Reason for the claimed extenuating circumstances**

(Please give a brief overview of the reasons – further detail can be appended on a separate sheet if necessary)

.....  
 .....  
 .....

**Additional evidence supplied**

(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 this application form.

Student Name: ..... Student Signature: .....

\*\*\*\*\*  
 \*\*\*

**Please tear off this strip and return to the student**

Student Name: ..... Assignment/Assessment: .....

Date Application Received: .....

School Representative Name: ..... Tutor Name and Signature.....

## 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: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> 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: <ul style="list-style-type: none"> <li>● strengths or weaknesses</li> <li>● advantages or disadvantages</li> <li>● alternative actions</li> <li>● relevance or significance.</li> </ul> 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: <ul style="list-style-type: none"> <li>● support an opinion</li> <li>● prove something is right or reasonable</li> </ul>
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: <ul style="list-style-type: none"> <li>● appraise existing information or prior events</li> <li>● reconsider information with the intention of making changes, if necessary.</li> </ul>
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