

1) INTRODUCTION

Welcome to Uxbridge College and the West London Institute of Technology as well as to your course. This handbook is designed to give you a general overview of the College and the School.

London continues to provide a wide range of fantastic employment opportunities, as major construction projects near completion and new ones are announced. Choose Uxbridge and allow us to motivate and support you throughout your programme of studies.

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.

Andrew Reeks

**Head of School of Engineering, Construction &
the Built Environment, Technology and Innovation**

2. COURSE INFORMATION

A) COLLEGE CALENDAR – 2023/24

HE Induction Day – Friday 29th September 2023

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 2 October 2023	Thursday 19 October 2023
Teaching Block 2	Monday 30 October 2023	Friday 15 December 2023
Teaching Block 3	Tuesday 2 January 2024	Thursday 8 February 2024
Teaching Block 4	Monday 19 February 2024	Thursday 28 March 2024
Teaching Block 5	Monday 15 April 2024	Friday 24 May 2024
Teaching Block 6	Monday 3 June 2024	Friday 12 July 2024

B) Programme Specifications

Awarding Institution / Body	Pearson
Teaching Institution	Uxbridge College (Uxbridge Campus)
Final Award	BTEC Higher Nationals in Civil Engineering (2023) - RQF
Course Title	BTEC Higher Nationals in Civil Engineering (2023) - RQF
Language of Instruction	English
Language of Assessment	English
Mode	Full-time
Duration	32 Teaching weeks
Number of Hours / Week	15
Number of Days / Week	2
Total Qualification Time per year	1200 hours per year
Guided Learning	480 hours per year
Independent Study College and Home	720 hours per year

Programme Code, Frameworks, and Specification

The Awarding institution for the qualification is Pearson Education Ltd. The Qualification codes stated by Ofqual Regulated Qualifications Framework (RQF) qualification numbers is Pearson BTEC Level 4 Higher National Certificate in Civil Engineering: 610/0935/0

The HNC offer at Uxbridge College provides a progression route for our level three learners who wish to advance their knowledge and their career prospects in the Construction Industry. It also allows direct entry from related employment, and to those seeking a career in the technical side of Construction. Our links with local Construction employers (Group Bywaters + Anders, AECOM, Arup, Atkins, CH2M, CIBSE, Clancy Consulting, Jacobs Engineering, Mott MacDonald, Ruskin Air Management, Waterman Group, VES Andover Ltd, Sanha UK Ltd, Frese Ltd) will benefit those who choose to study with us, as Industry related site visits are carried out to further enhance and widen the range of activities to help you successfully complete your qualification.

Uxbridge College which is part of the West London Institute of Technology is modern and well-resourced and provides an excellent environment for learners with a team of industry experienced lecturers to ensure your learning is relevant and up to date.

At Uxbridge College the units in Construction and the Built Environment (Civil Engineering) programme are designated according to Pearson BTEC Higher National qualifications. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

The Level 4 BTEC Higher National Certificate in Construction and The Built Environment programme offers students a broad introduction to the subject area via a mandatory core of learning, as well as units within general 'pathways', while allowing for the acquisition of skills and experience through the selection of a further (Level 4) unit across a range of occupational sectors. This effectively builds underpinning core skills, with general specialisation, preparing the student for further specialisation at Level 5 and then further specialisation at Degree level at Brunel university or other university.

HE Team Staff Qualifications, Experience and Expertise

The staff teaching team are there to help you achieve your potential on the course. If you have any problems or issues that you want to discuss the first point of call is the tutor concerned. If this is not appropriate you should discuss the matter with your personal tutor.

All staff, alongside their teaching hours with you, will operate office hours where you will be able to sit down with them for any reason. These office hours will be advertised on MS Teams once the term starts.

The Engineering, Construction & the Built Environment teaching team are based in staffroom W114 and are contactable there when they are not teaching between 9am 5pm each weekday, based on the College calendar.

All staff working on the HE courses are qualified with a teaching degree and have many years of relevant industry experience.

The HE staff take part in frequent training sessions to ensure they have the most up-to-date teaching and learning skills. Teaching methods are observed each year to ensure they are of the highest quality. The subjects chosen for the HE course reflects the broad range of knowledge achieved by our HE lecturing staff and will ensure learners develop the skills necessary to progress to University or work.

Pearson BTEC Level 4 Higher National Certificate in Construction and the Built Environment (Civil Engineering)		Unit Credit	Level
Core Unit <i>Mandatory</i>	Unit 1: Construction Design Project (Pearson-set)	15	4
Core Unit <i>Mandatory</i>	Unit 3: Science & Materials	15	4
Core Unit <i>Mandatory</i>	Unit 4: The Construction Environment	15	4
Core Unit <i>Mandatory</i>	Unit 8: Mathematics for Construction	15	4
Specialist Unit <i>Mandatory</i>	Unit 17: Civil Engineering Technology	15	4
Specialist Unit <i>Mandatory</i>	Unit 19: Principles of Structural Design	15	4
And, two additional units (= 30 credits)			
Additional Unit <i>(Refer to Section 3.3)</i>	Unit 6: Digital Applications for Construction Information	15	4
	Unit 11: Financial Management & Business Practices in Construction	15	4
Unit descriptors can be found in the accompanying document Unit Descriptors for the Pearson BTEC Higher Nationals Construction Suite, which can be found at: http://qualifications.pearson.com .			

Unit specification are given below to show the aims, Learning outcomes, and brief abstract about each unit:

Unit 1 Construction Design Project (Pearson-set)	Unit code: F/618/8080
	Unit level: 4
	Credit value: 15

Introduction:

The success of any project relies on the development of a good design and the technical information to allow the project to be built. The aim of this unit is to help students to appreciate and be aware of the design process and the information required to communicate the design itself, specify and quantify materials, provide instructions for the assembly and erection, and facilitate precise costing and project management.

Topics included in this unit are: project phases; construction drawing; detailing; Computer Aided Design (CAD); Building Information Modelling (BIM); schedules; specifications; bills of quantities; information collaboration.

On successful completion of the unit, students will be able to analyse scenarios, make decisions and produce drawings and specifications to achieve appropriate, creative and innovative home design proposals.

Learning Outcomes:

By the end of this unit, students will be able to:

LO1 Discuss the stages of a design process and the types of information required to communicate, share and manage the project process

LO2 Explain the different types of construction information developed through the course of a project

LO3 Produce design propositions that address project requirements defined through feasibility stages

LO4 Present a construction information package, highlighting the coordination of information between different project stakeholders to ensure accuracy.

Unit 3 Science & Materials	Unit code: L/618/8082
	Unit level: 4
	Credit value: 15

Introduction:

Science and material performance are intrinsically linked through the need to create structures and spaces that perform in both mechanical operation and in providing human comfort.

This unit aims to support students in making material choices to achieve the desired outcomes of a brief. This is approached from the perspective of materials being fit for purpose; as defined by testing standards and properties but also by consideration of the environmental impact and sustainability. Students will consider health and safety alongside the need to meet legislative requirements.

The topics covered in this unit include: health and safety; storage and use of materials; handling and problems associated with misuse and unprotected use; environmental and sustainable consideration in material choices; human comfort performance parameters. Material choice is developed through the understanding of testing procedures to establish conformity to standards and define performance properties. The performance of materials to satisfy regulations and provide appropriate comfort levels is addressed through design and calculations.

On successful completion of this unit, students will be able to make informed decisions regarding material choices, based on understanding the structural behaviour of materials established through recognised testing methods, sustainability, context of build and health and safety. Students will be able to perform the calculations necessary to establish anticipated performance of the materials in use and therefore determine their compliance with regulations and suitability.

Learning Outcomes:

By the end of this unit, students will be able to:

LO1 Review health and safety regulations and legislation associated with the storage, handling and use of materials on a construction site

LO2 Discuss the environmental and sustainability factors that inform the material choices for a given construction project

LO3 Present material choices for a given project using performance properties, experimental data, sustainability and environmental consideration

LO4 Evaluate the performance of a given project in respect of its human comfort requirements.

Unit 4 The Construction Environment	Unit code: R/618/8083
	Unit level: 4
	Credit value: 15

Introduction:

Construction is a complex and dynamic sector of the local, regional, national and international economy. In many countries it is a driving force in the growth of finance, property and employment. This also means that it has considerable impact on many factors beyond its direct influence on the buildings and infrastructure that are created and maintained.

The construction industry is one of the major contributors to CO2 emissions. Also, the way that buildings are designed, constructed and maintained means they have an ongoing impact on the environment. Similarly, as a major employer, the industry has an ongoing impact on the working conditions of those in the sector and the way that people are educated, trained and supported through their careers.

In this unit, students will explore the make-up and the impact of the construction industry on the environment and society. By exploring the roles and relationships of individuals and organisations in the construction sector, students will gain an overview of the organisational and the personal ways in which the sector works to continue to improve the built environment and limit its impact on the environment, while maintaining economic sustainability and growth.

Learning Outcomes:

By the end of this unit, students will be able to:

LO1 Explore the development of the construction industry through the roles and relationships of the professionals involved

LO2 Assess the impact of the construction industry

LO3 Discuss the ways in which the construction industry ensures quality, timely completion and safety

LO4 Examine the routes to employment and progression within the construction industry.

Unit 8 Mathematics for Construction	Unit code: K/618/8087
	Unit level: 4
	Credit value: 15

Introduction:

The aim of this unit is to develop students' knowledge and understanding of the mathematical principles and theories that underpin many aspects of construction technology, structures and materials. Students will be introduced to mathematical methods and statistical techniques so that they can analyse and solve problems in a construction engineering context.

Topics included in this unit are: trigonometry and algebraic mathematical techniques; matrices; statistical techniques; differential and integral calculus; binomial and normal distribution; dimensional analysis; arithmetic progressions; vector analysis.

On successful completion of this unit, students will be able to employ mathematical methods in a variety of contextualised examples; use analytical and computational methods to evaluate and solve engineering construction problems; interpret data using statistical techniques and apply calculus techniques. Students will gain crucial employability skills such as critical thinking, problem solving, analysis, reasoning and data interpretation.

Learning Outcomes:

By the end of this unit, students will be able to:

LO1 Use analytical and computational methods to solve construction-related problems

LO2 Investigate applications of statistical techniques to interpret, organise and present data by using appropriate computer software packages

LO3 Illustrate the wide-ranging uses of calculus within different construction disciplines by solving problems of differential and integral calculus

LO4 Use mathematical methods to solve vector analysis, arithmetic progression and dimensional analysis problems.

Unit 17 Civil Engineering Technology	Unit code: R/618/8097
	Unit level: 4
	Credit value: 15

Introduction:

This unit explores the role of professional civil engineers, their essential involvement in the construction and maintenance of infrastructure, and the key technologies they apply. The technologies and processes of civil engineering in the development of highways, bridges and substructures are crucial in supporting contemporary societies.

Topics included in this unit are: earthwork activities; temporary and permanent dewatering procedures; methods and techniques used to create substructures, highways and superstructures and the common hazards; technical problems and solutions associated with modern civil engineering activities.

On successful completion of this unit, students will be able to describe, analyse and evaluate modern civil engineering procedures, apply their skill and knowledge to the design of infrastructure, and produce solutions to address hazards and problems encountered in civil engineering projects.

Learning Outcomes:

By the end of this unit, students will be able to:

- LO1 Explain the methods and techniques used in civil engineering for earthworks and substructures
- LO2 Discuss the civil engineering technologies associated with road and bridge construction
- LO3 Evaluate the way a given civil engineering project addresses issues related to the environment, structural requirements, economics and quality
- LO4 Present a design proposal for a new infrastructure project.

Unit 19 Principles of Structural Design	Unit code: D/618/8099
	Unit level: 4
	Credit value: 15

Introduction:

Buildings, bridges, roads and many other types of man-made structures are critical to the economic and social wellbeing of our society. We rely on these structures to provide us with suitable spaces and infrastructure to support our daily lives. In this unit, students will explore the fundamental principles of structural design, codes of practice and standards required to construct safe, effective static structures commonly used in today's building and infrastructure projects.

Topics included in this unit are: methods and techniques used to determine bending moments and shear forces in simply supported steel and reinforced concrete beams; deflection in simply supported steel beams; axial load carrying capacity of steel and reinforced concrete columns.

On successful completion of this, unit students will be able to determine and analyse forces within fixed structures and understand the fundamental concepts of structural design.

Learning Outcomes:

By the end of this unit, students will be able to:

- LO1 Calculate bending moments and shear forces for simply supported steel and concrete beams
- LO2 Determine deflection for different types of beams and loading conditions
- LO3 Calculate the axial load carrying capacity of steel and reinforced concrete columns
- LO4 Explore design methods for steel, reinforced concrete beams and columns.

Selected Optional

Unit 6 Digital Applications for Construction Information	Unit code: D/618/8085
	Unit level: 4
	Credit value: 15
Introduction:	
<p>Achieving successful projects in the built environment requires a range of different types of information to describe the project, quantify the materials, provide clear instructions for assembly and erection, and allow for accurate costing and management. Throughout the process of design, construction and post-occupancy management, information is critical.</p> <p>Central to construction information is the production of construction drawings. These provide the geometric definition of a project through the use of graphic conventions. Most other forms of construction information will rely, to a greater or lesser degree, on reference to construction drawings. Therefore, the production of accurate and clearly defined construction drawings is a critical part of the overall construction information package.</p> <p>Digital applications play a key role in the production of construction drawings. They provide a way to manage drawing information and make changes with greater efficiency and can be shared readily through a variety of digital communication systems.</p> <p>In this unit students will develop the skills to needed produce accurate and consistent construction information using industry-standard software. On completion of the unit, students will be able to produce a construction information package. Successful achievement of the unit, may also lead to vendor certification.</p>	
Learning Outcomes:	
<p>By the end of this unit, students will be able to:</p> <p>LO1 Discuss the key types of construction information that may be produced in support of construction projects</p> <p>LO2 Demonstrate the use of project standards and their setup in digital applications</p> <p>LO3 Generate construction information for a given project using industry-standard digital applications</p> <p>LO4 Present a package of construction information, including drawings, schedules and specifications for a given construction project.</p>	

Unit 11 Financial Management & Business Practices in Construction	Unit code: K/618/8090
	Unit level: 4
	Credit value: 15
Introduction:	
<p>The contemporary construction company operates in a very competitive sector of the economy. The size of company ranges from small to large. The types of company includes sole traders, partnerships, limited companies and public limited companies, working in local, regional and multinational contexts. Construction companies have evolved their business practices to ensure economic survival and growth. However, they continue to be impacted by the construction market and external factors such as interest rates, government legislation and political and economic conditions. This unit introduces students to the concepts of business management and financial control. They will examine a range of factors that influence the ways in which companies grow, raise finance and control their costs and resources. Topics included in this unit are: the legal status of building companies and how it impacts on raising finance; the different sources of finance and how a company manages them; contemporary management strategies; how the day-to-day management of the different resources used by a construction company have an impact on their success. On successful completion of this unit, students will be able to analyse the legal status of different types of construction companies, their business strategies and how they raise and manage their finances, and the management of the resources available to them.a construction information package. Successful achievement of the unit, may also lead to vendor certification.</p>	

Learning Outcomes:

By the end of this unit, students will be able to:

LO1 Explain the legal status of different types of construction companies

LO2 Explore different sources of finance available to a construction company and strategies used to manage finance

LO3 Evaluate different forms of company organisation in the contemporary construction industry

LO4 Illustrate the different strategies used by construction companies to manage Resources.

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 Subsidiary Diploma, 90 credit diploma, 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 qualification 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).

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

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 board can consider this.

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

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

H) Overall Grade Calculation

Unit Grades confirmed by Assessment Boards are reported to Pearson. 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:

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

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

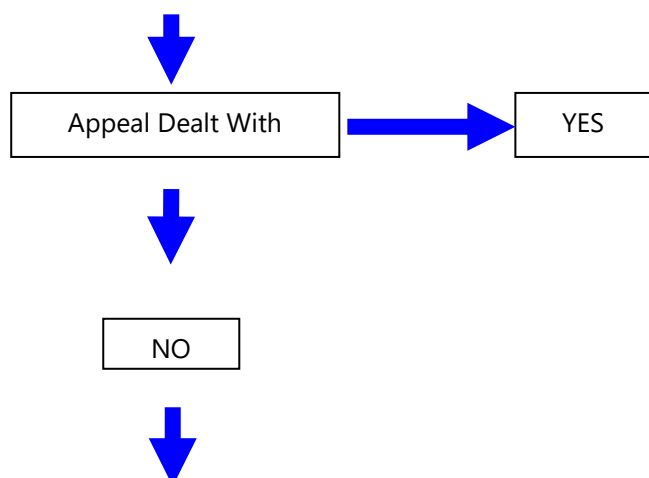
If you are going to make a formal appeal you must do so as soon as possible after you get your result and **not more than 30 calendar days** after you do so.

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

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).

were made in the informal stage

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

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

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

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

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

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

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

For information about Learning Support please contact the Learning Support Team helpline on 01895 853308/853415.

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

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.

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

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_itts_020107.pdf> [accessed 4th October 2008].

Bibliography:

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

APPENDIX 2 – EXTENUATING CIRCUMSTANCES APPLICATION 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"> • breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or • of information or data to interpret and study key trends and interrelationships. Analysis can be through activity, practice, written or verbal presentation
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context
Arrange	Organise or make plans
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts
Calculate	Generate a numerical answer with workings shown
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics
Compose	Create or make up or form
Communicate	Convey ideas or information to others
Create/construct	Skills to make or do something, for example, a display or set of accounts
Critically analyse	Separate information into components and identify characteristics with depth to the justification
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth
Define	State the nature, scope or meaning
Describe	Give an account, including all the relevant characteristics, qualities and events
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important
Demonstrate	Show knowledge and understanding
Design	Plan and present ideas to show the layout/function/workings/object/system/process
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Work draws on varied information, themes or concepts to consider aspects, such as:

	<ul style="list-style-type: none"> ● strengths or weaknesses ● advantages or disadvantages ● alternative actions ● relevance or significance. <p>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</p>
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"> ● support an opinion ● prove something is right or reasonable
Outline	Set out the main points/characteristics
Plan	Consider, set out and communicate what is to be done
Produce	To bring into existence
Reconstruct	To assemble again/reorganise/form an impression
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way
Review	Make a formal assessment of work produced. The assessment allows learners to: <ul style="list-style-type: none"> ● appraise existing information or prior events ● reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts
Stage and manage	Organisation and management skills, for example, running an event or a business pitch
State	Express
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration
Undertake/carry out	Use a range of skills to perform a task, research or activity. This is the summary of the type of evidence you may be asked to produce
Case study	A specific example to which all students must select and apply knowledge
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review

Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations
Team task	Students work together to show skills in defining and structuring activity as a team
Presentation	Oral or through demonstration
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability
Poster/leaflet	Documents providing well-presented information for a given purpose