BTEC Level 5 HND in Computing (RQF)  
Years 1 & 2 AND BTEC Level 5 HND Plus in Computing (RQF) Years 1 & 2

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1) INTRODUCTION

Congratulations on joining The School of Computing & IT. You have taken an important step in securing your future. It is our intention that every student in Computing & IT will leave with the best possible qualifications. We will do everything possible to ensure that this does happen. You can expect the highest quality teaching and excellent facilities. Your named tutor is your first point of contact in College and will make sure that we do our very best for you. Sometimes things do not go to plan and if this happens we will keep you informed. If you have a problem, you should let us know so that we can try and put it right. You can expect a lot from us, but in return we have high expectations of you.

Your motivation and commitment are vital to your achievement throughout your course. We hope that you will enjoy your period of study with us and that the course will provide a stimulating experience – both to assist your personal development and future progression on to higher levels of study and employment. This is your Course Handbook, which has been provided for you to help you succeed. Make sure you read it very carefully.

There is a direct correlation between achievement and attendance. Students admitted to any course of study 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. We expect you to be punctual, as poor punctuality means that you miss parts of lessons and it is discourteous to your Lecturer and your fellow learners. We expect you to put your maximum effort into every piece of work and to hand work in by the deadlines set. We place great emphasis on good conduct. You should be polite and courteous at all times. In short we ask you to do your best. If you cannot do this, talk to us. We know that sometimes things will not go to plan for you and we will do our best to support you. You should keep us informed of any difficulties that you are having.

Good luck with your programme – remember it’s great to achieve!

Zulfiqar Choudhry
Head of Computing & IT
HE TEAM GUIDE

There are many people available to help and support you during your time with us. The following staff are the key academic members of the Course team:

**Course Team Leader:** Dr Sam Al-Jajjoka / Room: R102 / Tel: 01895 853528
Email: Sal-jajjoka@uxbridgecollege.ac.uk

I possess a Ph.D. in Electronic Engineering from University of Hull and International Executive MBA from University of Lincolnshire and Humberside and worked in IT industry in Europe and UK. I have worked for Uxbridge College now for a number of years. I am responsible for running the Cisco Academy and my main area of teaching is in network communications and have a wide set of experience within this field. Also, I am author of several books and member of the Expert Panel responsible for writing the new Pearson BTEC HN Computing from 2017 (RQF).

**Lecturer:** Gurjeet Singh Kohli - BSc (Hons), MSc
After successfully completing my HND in Computing and undertaking some teaching in German language at GCSE/A-Level at Uxbridge College, I went on to complete my Bachelor’s degree at the University of Hertfordshire Information Technology with A.I. I then went on to pursue a MSc in Business Systems Integration (with SAP Technology) at Brunel University London, which subsequently lead to my employment as an Online Retail A.I. Consultant for one of the leading supermarket chains in the UK.

Having studied in Germany and taught in India, I believe this has broadened my view on the teaching and learning process at various levels. As a result, I returned to Uxbridge College as a Computing and IT Lecturer, where I am also undertaking a PGCE.
In the future, I am planning to develop my teaching expertise by undertaking a MEd and MAT.

**Lecturer:** Hiten Patel
I have completed MSc in E-Commerce from University of Westminster and have been teaching at Uxbridge College for over 10 years. I mostly enjoy learning and teaching web design concepts.

**Lecturer:** Thushara Hettiarachchi
I am a highly qualified and experienced Lecturer, teaching Computing and IT for levels Level 1 to Level 5. After earning a B.S.C (Hons) degree in Business Information Systems from University of East London. While working as a lecturer in Newham College, I earned a Master’s degree in Computer Science from City University, London. I have been working in Uxbridge College for last 9 years as a Course Team Leader and I mainly teach Database Development, Programming and Systems Analysis and Design.

**Lecturer:** Cameron Connick:
I completed BTEC L3 in Games development in Uxbridge College then went Bournemouth University and completed BSc in Games Development. Recently I joined the teaching HE team at Hayes. I love developing games as well as teaching on the HND programmes.
Lecturer: Kamaljit Baht
I am a qualified teacher with over 15 years of teaching experience. I have been at Uxbridge College since 2004 and have mainly taught Systems Analysis and Design, Databases and Project Management to BTEC Level 3 and HND students. Prior to teaching I was a Business Analyst for J Sainsbury Plc where I joined after completing my MSc at University of Kent. I stayed in this role for a number of years before making a career change decision.

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 Moodle once the term starts.

The School of Computing and IT team are based in staffroom R102-Hayes and are contactable there when they are not teaching between 9am-5pm each weekday, based on the College calendar.
2. COURSE INFORMATION

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

A) COLLEGE CALENDAR – 2017/18

<table>
<thead>
<tr>
<th>Term Dates</th>
<th>Starts</th>
<th>Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Block 1</td>
<td>Monday 2 October</td>
<td>Thursday 19 October</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>Monday 30 October</td>
<td>Friday 15 December</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>Tuesday 2 January</td>
<td>Thursday 8 February</td>
</tr>
<tr>
<td>Teaching Block 4</td>
<td>Monday 19 February</td>
<td>Friday 29 March</td>
</tr>
<tr>
<td>Teaching Block 5</td>
<td>Monday 16 April</td>
<td>Friday 25 May</td>
</tr>
<tr>
<td>Teaching Block 6</td>
<td>Monday 4 June</td>
<td>Friday 13 July</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Dates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 15 December 2017 to Tuesday 2 January 2018</td>
<td>Christmas Holidays</td>
</tr>
<tr>
<td>Friday 30 March</td>
<td>Good Friday</td>
</tr>
<tr>
<td>Monday 2 April</td>
<td>Bank Holiday Monday</td>
</tr>
<tr>
<td>Monday 5 May</td>
<td>Bank Holiday Monday</td>
</tr>
<tr>
<td>Monday 28 May</td>
<td>Bank Holiday Monday</td>
</tr>
</tbody>
</table>

HE Programme start date: Monday 2nd October 2017

Location: Hayes Campus, College Way, Hayes, UB3 3BB.

Course hours: 3 days per week timetabled comprising of 15 contact hours per week over 34 teaching weeks.
B) Programme Specification

The purpose of Pearson BTEC Higher Nationals in Computing is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the computing sector and adapt to a constantly changing world. The qualifications aim is to

We have designed a programme for you that will:

- Provide education and training for a range of careers in computing. Equip students with computing skills, knowledge and the understanding necessary to achieve high performance in the global computing environment.
- Provide insight and understanding into international computing operations and the opportunities and challenges presented by a globalised market place.
- Equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- Provide opportunities for students to enter or progress in employment in computing, or progress to higher education qualifications such as an Honours degree in computing or a related area.
- Provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.
- Provide opportunities for those students with a global outlook to aspire to international career pathways.
- Provide opportunities for students to achieve a nationally recognised professional qualification.
- Provide opportunities for students to achieve vendor accredited certifications.
- Offer students the chance of career progression in their chosen field.
- Allow flexibility of study and to meet local or specialist needs.
- Offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

The Pearson BTEC Level 5 Higher National Diploma in Computing offers students six specialist pathways. These pathways are linked to Professional Body standards and vendor accredited certification (where appropriate) and can provide professional status and progression to direct employment.

- Network Engineering
- Software Engineering
- Data Analytics
- Security
- Intelligent Systems
- Applications Development.

In Uxbridge College we offer a non-specialist ‘Computing’ pathway, which allows students to complete a Pearson BTEC Higher National Diploma without committing to a particular professional specialism. However, if students after completing the first year are interested in studying a specialist pathway in their second year this may be considered, but cannot be guaranteed. The Pearson BTEC HND Diploma in Computing is Two-year programme of specialist work-related study that covers the key knowledge, understanding and practical skills required in the business sector. The units selected at Uxbridge College have been chosen specifically to develop higher level skills in Computing.
Structure of the qualification

- **BTEC Level 5 HND + in Computing**
- **BTEC Level 5 HND in Computing**

The Pearson BTEC Level 5 HND in Computing (QRF) is a qualification with a minimum of 240 credits.

Pearson would expect that a BTEC Higher National Diploma student would achieve at least 90 credits at Level 4 in first year before progressing to Level 5 units in the second year. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

In the first year we deliver six mandatory units plus other two specialists units at Level 4. In the second year we deliver two Mandatory units plus other six specialists units at Level 5. THE BTEC Level 5 HND in Computing is designed to support progression into relevant occupational areas or on to degree-level.

The specialist units delivered at Uxbridge College have been selected to meet the skill needs in the Computing and IT industry, the needs of learners, and the needs of the local economy. They cover a wide range of competencies needed in employment within the IT and computing sectors. Units delivered are reviewed annually using student reviews and evaluations of their experiences.

Students undertaking a Pearson BTEC Higher National Diploma who fail to successfully complete the full qualification may be awarded a HNC, if their credit achievement permits. All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of Unit Learning Hours (ULH).

- **Unit Learning Hours (ULH)** represent the total hours that a student needs to achieve the required learning outcomes, for a given unit.
- **Total Qualification Time (TQT)** is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. ULH contribute to the overall Total Qualification Time (TQT). TQT include undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a 150 Unit Learning Hours (ULH); including 60 hours of Guided Learning.

**Total Qualification Time (TQT)**
- **Higher National Certificate (HNC)** = 1,200
- **Higher National Diploma (HND)** = 2,400
The content of the BTEC Level 5 HND+ programme is similar to the BTEC Level 5 HND programme except that the BTEC Level 5 HND+ programme includes the following 4 vendor qualifications from the Computing Technology Industry Association (CompTIA) delivered over two years:

- CompTIA A+
- Network+
- Security+
- Cloud+

CompTIA certificates will be administrated separately through Pearson VUE testing centres, which we offer in Uxbridge College. Passing or failing the 4 vendor qualifications tests will have no impact on the BTEC HND+ Computing progression.

**Progression**

The Pearson BTEC Level 5 HND Diploma in Computing offers a progression route for learners to a number of roles in the IT and computing sectors including: Systems Analyst, Data Designer, Systems Tester, IT project Manager, Web Designer, IT support Technician, Network Engineer, Business analyst, Computer Service and Repair Technician

Details of entry requirements for BTEC Higher National graduates into degree programmes at institutions in the UK and internationally can be found on: [https://degreecoursefinder.pearson.com/](https://degreecoursefinder.pearson.com/)

BSc degree programmes and MSc programmes after suitable post-diploma experience.

Ex-students have progressed onto the final year of a degree course at the following universities:

- Hertfordshire University
- Plymouth University
- Middlesex University
- Greenwich University
- Westminster University
- Staffordshire University
- Middlesex University
- London Metropolitan University
- London South Bank University
- Anglia Ruskin University
- West London University
- East London University
- Huddersfield University
- Bath University.

**Learning, Assessment and Mode of delivery**

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

All units will be individually graded as ‘pass’, ‘merit’ or ‘distinction’. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications.
Pearson’s vocational qualifications are not exam based and Pearson does not define the mode of study for them. At Uxbridge College we use traditional classroom teaching, open learning, laboratory practical work, project and assignment work, tutorials, private study, distance learning or a combination of these.

Whatever mode of delivery is used, we ensure that learners have appropriate access to the resources identified in the specification of the units and there is balance between theory and practice.

Students will get assignment briefs showing exactly what they have to do and what evidence to produce to show they meet assessment criteria.
### C) Unit Specification

**Pearson BTEC Level 5 Higher National Diploma in Computing – Year 1**

The following 8 units are covered:

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit Name</th>
<th>Unit Credit</th>
<th>TQT</th>
<th>Unit Type</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Programming</td>
<td>15</td>
<td>150</td>
<td>Core unit Mandatory</td>
<td>October 2017 – July 2018</td>
</tr>
<tr>
<td>2</td>
<td>Networking</td>
<td>15</td>
<td>150</td>
<td>Core unit Mandatory</td>
<td>October 2017 – July 2018</td>
</tr>
<tr>
<td>3</td>
<td>Professional Practice</td>
<td>15</td>
<td>150</td>
<td>Core unit Mandatory</td>
<td>October 2017 – July 2018</td>
</tr>
<tr>
<td>4</td>
<td>Database Design &amp; Development</td>
<td>15</td>
<td>150</td>
<td>Core unit Mandatory</td>
<td>October 2017 – July 2018</td>
</tr>
<tr>
<td>5</td>
<td>Security</td>
<td>15</td>
<td>150</td>
<td>Core unit Mandatory</td>
<td>October 2017 – July 2018</td>
</tr>
<tr>
<td>6</td>
<td>Managing a Successful Computing Project</td>
<td>15</td>
<td>150</td>
<td>Core unit Mandatory</td>
<td>October 2017 – July 2018</td>
</tr>
<tr>
<td>8</td>
<td>Computer Systems Architecture</td>
<td>15</td>
<td>150</td>
<td>Specialist</td>
<td>October 2017 – July 2018</td>
</tr>
<tr>
<td>10</td>
<td>Website Design &amp; Development</td>
<td>15</td>
<td>150</td>
<td>Specialist</td>
<td>October 2017 – July 2018</td>
</tr>
</tbody>
</table>

**Pearson BTEC Level 5 Higher National Diploma in Computing – Year 2**

The following 7 units are covered:

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit Name</th>
<th>Unit Credit</th>
<th>TQT</th>
<th>Unit Type</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Computer Research Project (Pearson-set)</td>
<td>30</td>
<td>300</td>
<td>Core unit Mandatory</td>
<td>October 2018 – July 2019</td>
</tr>
<tr>
<td>14</td>
<td>Business Intelligence</td>
<td>15</td>
<td>150</td>
<td>Core unit Mandatory</td>
<td>October 2018 – July 2019</td>
</tr>
</tbody>
</table>
Total qualification time is an estimate of the total time it could reasonably be expected for a learner to achieve a qualification. TQT includes Guided Learning Hours (GLH) plus an estimate of the time a learner is likely to spend in preparation, study or other learning activities as directed by but not under the immediate guidance of a lecturer.

The HND over two years has 2,400 hours of TQT.
- 40% or 960 hours of the allocated time (TQT) will include lectures and workshops. Workshops are lecturer led sessions in a computer room. These sessions will include taught lessons 50% and opportunities for research with lecturer support 50%.
- For the remaining 60% or 1440 hours you will be expected to complete independent study.

During Independent study you will be expected to complete research tasks, plan and complete both formative and summative assessments, complete referral tasks or discuss your studies with other students. Independent study can take place at home or within the LRC/HE room in Uxbridge. Lecturing staff will also be available outside of timetabled sessions.

The HND is 98% coursework and two units (Computer Systems Architecture M2 & M3 and Business Intelligence P2 & M2) will have few criteria assessed through time constrained assessment activities.
## Year 1:

### Unit 1: Programming

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>D/615/1618</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCF level:</td>
<td>4</td>
<td>The aim of this unit is to provide students</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
<td>with to the core concepts of programming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with an introduction to algorithms and the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>characteristics of programming paradigms.</td>
</tr>
</tbody>
</table>

**Learning outcomes:**

On successful completion of this unit a learner will:

LO1. Define basic algorithms to carry out an operation and outline the process of programming an application.
LO2. Explain the characteristics of procedural, object-orientated and event-driven programming, conduct an analysis of a suitable Integrated Development Environment (IDE).
LO3. Implement basic algorithms in code using an IDE.
LO4. Determine the debugging process and explain the importance of a coding standard.

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.

### Unit 2: Networking

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>H/615/1619</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCF level:</td>
<td>4</td>
<td>The aim of this unit is to provide students</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
<td>with wider background knowledge of computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>networking essentials, how they operate,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>protocols, standards, security considerations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and the prototypes associated with a range of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>networking technologies.</td>
</tr>
</tbody>
</table>

**Learning outcomes:**

On successful completion of this unit a learner will:

LO1. Examine networking principles and their protocols.
LO2. Explain networking devices and operations.
LO3. Design efficient networked systems.
LO4. Implement and diagnose networked systems

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.
### Unit 3: Professional Practices

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>Y/615/1620</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The aim of this unit is to develop skills such as communication literacy, critical thinking, analysis, reasoning and interpretation, which are crucial for gaining employment and developing academic competence.</td>
</tr>
</tbody>
</table>

| OCF level:       | 4          |
| Credit value:    | 15         |

**Learning outcomes:**

On successful completion of this unit a learner will:

- LO1 Demonstrate a range of interpersonal and transferable communication skills to a target audience.
- LO2 Apply critical reasoning and thinking to a range of problem-solving scenarios.
- LO3 Discuss the importance and dynamics of working within a team and the impact of team working in different environments.
- LO4 Examine the need for Continuing Professional Development (CPD) and its role within the workplace and for higher level learning.

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.

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### Unit 4: Database Design & Development

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>H/615/1622</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The aim of this unit is to give students opportunities to develop an understanding of the concepts and issues relating to database design and development, as well as to provide the practical skills to translate that understanding into the design and creation of complex databases.</td>
</tr>
</tbody>
</table>

| OCF level:       | 4          |
| Credit value:    | 15         |

**Learning outcomes:**

On successful completion of this unit a learner will:

- LO1. Use an appropriate design tool to design a relational database system for a substantial problem.
- LO2. Develop a fully functional relational database system, based on an existing system design.
- LO3. Test the system against user and system requirements.
- LO4. Produce technical and user documentation

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.
Unit 5: Security

**Unit code:** K/615/1623  
**Aim:** The aim of this unit is to provide students with knowledge of security, associated risks and how security breaches impact on business continuity. Students will examine security measures involving access authorisation, regulation of use implementing contingency plans and devising security policies and procedures.

**OCF level:** 4  
**Credit value:** 15

**Learning outcomes:**
On successful completion of this unit a learner will:

LO1 Assess risks to IT security.  
LO2 Describe IT security solutions.  
LO3 Review mechanisms to control organisational IT security.  
LO4 Manage organisational security.

**Unit assessment:**
This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.

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Unit 6: Managing a Successful Computing Project Pearson-set assignment

**Unit code:** T/615/1625  
**Aim:** The aim of this unit is to engage students in decision-making, problem-solving and research activities using project management skills. They will have the fundamental knowledge and skills to enable them to investigate and examine relevant computing concepts within a work-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

**OCF level:** 4  
**Credit value:** 15

**Learning outcomes:**
On successful completion of this unit a learner will:

LO1 Establish project aims, objectives and timeframes based on the chosen theme.  
LO2 Conduct small-scale research, information gathering and data collection to generate knowledge to support the project.  
LO3 Present the project and communicate appropriate recommendations based on meaningful conclusions drawn from the evidence findings and/or analysis.  
LO4 Reflect on the value gained from conducting the project and its usefulness to support sustainable organisational performance

**Unit assessment:**
This unit has 1 assignment across the 4 learning outcomes. These assignments will be available to students on Google Classroom.
Unit 8: Computer Systems Architecture

| Unit code: | J/615/1628 | Aim: The aim of this unit is to explain the purpose and role of operating systems, the relationship between the subsystems embedded within a central processing unit, the core hardware and software components associated with computer operations and be able to configure the hardware and systems needed to establish a computer network together with practical diagnostic and troubleshooting techniques. |
| OCF level: | 4 |
| Credit value: | 15 |

Learning outcomes:
On successful completion of this unit a learner will:

LO1 Explain the relationships between hardware components and the subsystems used in a computer system.
LO2 Categorise the key features and services provided by different computer operating systems and hardware.
LO3 Use network communication technology and the associated services to connect computer systems.
LO4 Demonstrate diagnostic and troubleshooting skills to solve hardware, software and networking related issues.

Unit assessment:
This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom. There will time constrained assessment activities for M2 & M3.

Unit 10: Website Design & Development

| Unit code: | T/508/0495 | Aim: The aim of this unit is to develop websites, utilise website technologies, tools and techniques with good design principles to create a multipage website and create and use a Test Plan to review the performance and design of a multipage website. |
| OCF level: | 4 |
| Credit value: | 15 |

Learning outcomes:
On successful completion of this unit a learner will:

LO1 Explain server technologies and management services associated with hosting and managing websites.
LO2 Categorise website technologies, tools and software used to develop websites.
LO3 Utilise website technologies, tools and techniques with good design principles to create a multipage website.
LO4 Create and use a Test Plan to review the performance and design of a multipage website.

Unit assessment:
This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.
### Year 2:

#### Unit 13: Computing Research Project (Pearson-set assignment)

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>T/615/1639</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCF level:</td>
<td>5</td>
<td>The aim of this unit is to engage students in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.</td>
</tr>
<tr>
<td>Credit value:</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes:**

On successful completion of this unit a learner will:

- LO1 Examine appropriate research methodologies and approaches as part of the research process.
- LO2 Conduct and analyse research relevant to a computing research project.
- LO3 Communicate the outcomes of a research project to identified stakeholders.
- LO4 Reflect on the application of research methodologies and concepts (advice provided).

**Unit assessment:**

This unit has 1 assignment across the 4 learning outcomes.

These assignments will be available to students on Google Classroom.

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#### Unit 14: Business Intelligence

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>M/615/1641</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCF level:</td>
<td>5</td>
<td>The aim of this unit is enable students to appreciate the importance of business intelligence in terms of optimising decision-making and performance. By exploring the tools, techniques and systems that support business intelligence students will have an awareness of the role and contribution that these technologies and methodologies have and their importance to organisations.</td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes:**

On successful completion of this unit a learner will:

- LO1 Discuss business processes and the mechanisms used to support business decision-making.
- LO2 Compare the tools and technologies associated with business intelligence functionality.
- LO3 Demonstrate the use of business intelligence tools and technologies.
- LO4 Discuss the impact of business intelligence tools and technologies for effective decision-making purposes and the legal/regulatory context in which they are used.

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes.

These assignments will be available to students on Google Classroom.

There will **time constrained assessment activities for P2 & M2.**
### Unit 16: Cloud Computing

**Unit code:** F/615/1644  
**Aim:** The aim of this unit is to help students to understand the concept, architecture, and services of Cloud Computing and will gain hands-on experience of configuring a cloud service from major providers such as ECM, Google, Amazon, Microsoft, IBM etc., and implementing a simple cloud platform using open source software with an appropriate networking platform.

**OCF level:** 5  
**Credit value:** 15

**Learning outcomes:**

On successful completion of this unit a learner will:

- LO1. Demonstrate an understanding of the fundamentals of Cloud Computing and its architectures.
- LO2. Evaluate the deployment models, service models and technological drivers of Cloud Computing and validate their use.
- LO4. Analyse the technical challenges for cloud applications and assess their risks.

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes.  
These assignments will be available to students on Google Classroom.

### Unit 17: Network Security

**Unit code:** L/615/1646  
**Aim:** The aim of this unit is to help students to discuss with confidence several types of Network Security measures as well as associated protocols, cryptographic types and configuration settings of Network Security environments and be able to test the security of a given network to identify and fix vulnerabilities.

**OCF level:** 5  
**Credit value:** 15

**Learning outcomes:**

On successful completion of this unit a learner will:

- LO2. Design a secure network for a corporate environment.
- LO4 Undertake the testing of a network using a Test Plan.

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes.  
These assignments will be available to students on Google Classroom.
### Unit 20: Advanced Programming

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>Y/615/1651</th>
<th><strong>Aim:</strong> This unit is designed to introduce students to the principles of writing code in an object-orientated fashion using design patterns where necessary and be able to model their code structure in UML class diagrams.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCF level:</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes:**

On successful completion of this unit a learner will:

- **LO1.** Examine the key components related to the object-orientated programming paradigm, analysing design pattern types.
- **LO2.** Design a series of UML class diagrams.
- **LO3.** Implement code applying design patterns.
- **LO4.** Investigate scenarios with respect to design patterns.

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.

### Unit 39: E-Commerce & Strategy

<table>
<thead>
<tr>
<th>Unit code:</th>
<th>D/615/1683</th>
<th><strong>Aim:</strong> The aim of this unit is to help students to gain both a technical and practical insight into E-Commerce strategy, design and development. As a result, they will develop skills such as communication literacy, critical thinking, analysis, reasoning and interpretation, which are crucial for gaining employment and developing academic competence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCF level:</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Credit value:</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcomes:**

On successful completion of this unit a learner will:

- **LO1.** Examine the strategies employed and the impact of E-Commerce on business organisations.
- **LO2.** Analyse the hardware, software, web-based and database technologies involved in setting up a secure E-Commerce site.
- **LO3.** Design an E-Commerce strategy based on a given end user requirement or specification.
- **LO4.** Implement an E-Commerce strategy based on a given end user requirement or specification.

**Unit assessment:**

This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.
# Unit 27: Artificial Intelligence

| **Unit code:** | T/615/1639 | **Aim:** The aim of this unit is to help students to understand the fundamental concepts in artificial intelligence from a theoretical, practical and cognitive point of view, and also gain innovative thought processes to build intelligent systems for future needs. |
| **OCF level:** | 5 |  |
| **Credit value:** | 30 |  |

## Learning outcomes:

On successful completion of this unit a learner will:

LO1. Analyse the theoretical foundation of artificial intelligence, current trends and issues to determine the effectiveness of AI technology.

LO2. Implement an intelligent system using a technique of the top-down approach of AI.

LO3. Implement an intelligent system using a technique of the bottom-up approach of AI.

LO4. Investigate and discuss a range of emerging AI technologies to determine future changes in industry.

## Unit assessment:

This unit has 2 assignments across the 4 learning outcomes. These assignments will be available to students on Google Classroom.
D) Assessment Plan

Each of your Units will be assessed during the course of each term, using a variety of methods.

However, there will be a deadline by which you must submit all the assessments required for each Unit. These deadlines are given below. However, they may change and you will be informed.

Year 1:

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TITLE</th>
<th>FINAL DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Programming</td>
<td>Assignment 1 out Nov 2017 in Dec 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 out Apr 2018 in May 2018</td>
</tr>
<tr>
<td>2</td>
<td>Networking</td>
<td>Assignment 1 out Jan 2018 in Feb 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 out Apr 2018 in May 2018</td>
</tr>
<tr>
<td>3</td>
<td>Professional Practice</td>
<td>Assignment 1 out Nov 2017 in Dec 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 out Feb 2018 in May 2018</td>
</tr>
<tr>
<td>4</td>
<td>Database Design &amp; Development</td>
<td>Assignment 1 out Dec 2017 in Jan 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 out Mar 2018 in May 2018</td>
</tr>
<tr>
<td>5</td>
<td>Security</td>
<td>Assignment 1 out Nov 2017 in Dec 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 out Feb 2018 in May 2018</td>
</tr>
<tr>
<td>6</td>
<td>Managing a Successful Computing Project (Pearson set)</td>
<td>Assignment 1 out Oct 2017 in June 2017</td>
</tr>
<tr>
<td>8</td>
<td>Computer Systems Architecture</td>
<td>Assignment 1 out Nov 2017 in Dec 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 out Apr 2018 in May 2018</td>
</tr>
<tr>
<td>10</td>
<td>Website Design &amp; Development</td>
<td>Assignment 1 out Nov 2017 in Dec 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 out Mar 2018 in May 2018</td>
</tr>
<tr>
<td>UNIT</td>
<td>TITLE</td>
<td>FINAL DEADLINE</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>14</td>
<td>Business Intelligence</td>
<td>Assignment 1: Nov 2018 in Dec 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2: Apr 2019 in Jun 2019</td>
</tr>
<tr>
<td>16</td>
<td>Cloud Computing</td>
<td>Assignment 1: Nov 2018 in Dec 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2: Mar 2019 in June 2019</td>
</tr>
<tr>
<td>17</td>
<td>Network Security</td>
<td>Assignment 1: Feb 2019 in Mar 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2: Apr 2019 in Jun 2019</td>
</tr>
<tr>
<td>20</td>
<td>Advanced Programming</td>
<td>Assignment 1: Nov 2018 in Dec 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2: Apr 2019 in Jun 2019</td>
</tr>
<tr>
<td>39</td>
<td>E-Commerce &amp; Strategy</td>
<td>Assignment 1: Jan 2019 in Feb 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2: Apr 2019 in Jun 2019</td>
</tr>
<tr>
<td>27</td>
<td>Artificial Intelligence</td>
<td>Assignment 1: Jan 2019 in Mar 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2: Apr 2019 in May 2019</td>
</tr>
</tbody>
</table>
E) HN Global

Pearson have created an online platform for all students studying their Higher National qualifications. It’s called HN Global, is free for students to use and contains 4 key sections:

1) Textbooks for core units – containing selections from textbooks chosen to cover the learning outcomes of the core units

2) Study skills modules – resources and exercises to help develop your skills in areas like essay and report writing, giving presentations and critical thinking.

3) Career Development – access to online career services, including guidelines on CV writing, interview skills and a jobs board

4) Forum – for you to discuss your subject with or ask questions of students and tutors from around the world.

To sign up, go to [www.highernationals.com](http://www.highernationals.com) and complete your registration.
3. ASSESSMENT

A) Course Structure

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

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

**RQF Levels**

There are 9 Levels ranging from Entry (the lowest) the 8 (the highest):

<table>
<thead>
<tr>
<th>Level</th>
<th>Example Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 8</td>
<td>PhD/DPhil, Professional doctorates (credit based), e.g. EdD</td>
</tr>
<tr>
<td>Level 7</td>
<td>Master’s degrees, Postgraduate diplomas, Postgraduate Certificate in Education (PGCE)</td>
</tr>
<tr>
<td>Level 6</td>
<td>Bachelor’s degrees, e.g. BA, BSc, Professional Graduate Certificate in Education, Graduate certificates and diplomas</td>
</tr>
<tr>
<td>Level 5</td>
<td>Pearson BTEC HND, Foundation Degrees, e.g. FdA, FdSc, Diplomas of Higher Education (Dip HE)</td>
</tr>
<tr>
<td>Level 4</td>
<td>Pearson BTEC HNC, Certificates of Higher Education (Cert HE)</td>
</tr>
<tr>
<td>Level 3</td>
<td>BTEC Nationals – e.g. Level 3 Extended Diplomas, Diplomas, A Levels, Level 3 NVQs, Advanced Diplomas</td>
</tr>
<tr>
<td>Level 2</td>
<td>BTEC Firsts – e.g. Level 2 Diplomas, Extended Certificates, Certificates, GCSEs (A* to C), Level 2 NVQs</td>
</tr>
<tr>
<td>Level 1</td>
<td>BTEC Level 1 Diplomas, Certificates and Awards, GCSEs at grades D-G</td>
</tr>
</tbody>
</table>

*Entry Level (1, 2 and 3): Pearson BTEC Entry Level Diplomas, Certificates and Awards*

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

**RQF Units – length and credits**

Units are usually 15 credits in value, or a multiple thereof. 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.

Guided Learning is defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials and supervised study in, for example, the LRC or workshops. Guided Learning includes any supervised assessment activity; this includes any invigilated exam or observation as an assessment or in the work-place.
Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competency-based and may be turned into a learning opportunity.

This means that on 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 your own - researching, e-learning, watching recorded podcasts or webinars, work based learning and completing the tasks, coursework and assignments set by your tutors.

**Total Qualification Time**
If you add up all of the ULH on a course you get the Total Qualification Time (TQT). This is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

The Total Qualification Time (TQT) for a Higher National Certificate (HNC) = 1,200

The Total Qualification Time (TQT) for a Higher National Diploma (HND) = 2,400

**NB:**
Total Guided Learning (GL) for a Higher National Certificate (HNC) = 480 hours

Total Guided Learning (GL) for a Higher National Diploma (HND) = 960 hours

**B) RQF qualifications from Pearson**
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 Higher National Certificate (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 Higher National Diploma (HND) is a Level 5 qualification made up of 240 credits. 120 credits are at level 4 and 120 at level 5. This is usually 8 level 4 units, each worth 15 credits AND 8 level 5 units, each worth 15 credits. There may be fewer units if some are worth more credits.

Note that the HNC is equivalent to the first year of an HND – as Level 4 units are studied before progressing onto Level 5 units.

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
Your tutors have designed a programme for you by selecting units from the 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 Uxbridge College (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

Your tutors make sure that 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 HNC or HND 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, 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.

D) Learning & Assessment
Information in the following pages includes extracts from Uxbridge College 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 contains:

- The unit title and code number
- Unit type
- Unit level
- 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.

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

Your tutors 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 HNC and HND qualifications is mainly through the completion of assignments, designed by your tutors.

One Core unit of the HNC and two core units of the HND will be assessed through assignments set by Pearson, targeted at certain specific skills.

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. they will include Pass, Merit and Distinction criteria).

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 tutors 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. notes on Moodle, reading lists) that will help you to do so.

To help you achieve the highest grade you can, your tutors will give you feedback on draft assignments before the deadline. Tutors will tell you when to bring in your draft assignments 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 tutor’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 draft assignments when asked, tutors do not have to give you another opportunity to do so.

Feedback is usually written so that you can look back at your previous assignments to see how to improve any that you are working on now.

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 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 contain incorrect referencing or suspected cheating will be dealt with under the College Academic Malpractice Policy (see section K for more details)

**If you have a written submission due, you must remember to upload your assignment to 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 sign work which is not your own then you have committed academic malpractice, which Uxbridge College treats very seriously (see section K for more details).

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

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

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 back of handbook) and submit it with supporting evidence as detailed in the Uxbridge College Student Submission of Internally Assessed Work Policy.

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 does not have to be marked and returned within three weeks and may not be marked until the next planned assessment window
- feedback on late work may also be reduced
- no re-submission is permitted i.e. there is no opportunity to improve the work – so if you don’t achieve a Pass or better you have failed the unit and possibly the whole course.

Also remember that your assignment may have Merit and Distinction grade descriptors included that cannot be achieved if work is late.

**F) Grading**
When your assignment has been marked it will be returned to you. 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 – but 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.

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 HND qualification.

**Resubmission**

If your work met all of the Pass criteria contained in the assignment brief, you may not resubmit it following marking. 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.

**Remember – if your assignment was submitted late, you cannot resubmit it.**

If your resubmission still does not meet all Pass criteria, then the unit grade is Unclassified. See the next section for information about repeating units and the section on overall grade calculation about compensation.
G) Assessment Boards

To ensure that assessment is conducted with rigour, probity and fairness, the final decision on unit grades (and therefore progression onto the second year of a course and overall qualification grade) are taken by Assessment Boards. Assessment Boards ensure that rules have been consistently applied across all HE programmes and are a requirement of the awarding organisations.

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.

Any refer grades (where you haven’t obtained at least a “Pass” in a unit) and defer grades (where you weren’t able to complete a unit because of valid extenuating circumstances) will be individually discussed. The board will then decide if you should be given further opportunities to complete this work. If so they will decide what conditions apply (e.g. new deadlines). The decision on any further opportunities also depends on whether original work was submitted on time and if you made use of feedback opportunities.

The Board will then make the recommendations for awards and progression.

The Assessment Board meets at the start of July. If at the Assessment Board your record shows that you have work outstanding or units with a referral grade you may not be recommended for progression (to the HND / Year 2) or for an award. There is no guarantee you will be able to complete missing work.

Following the assessment board meetings, confirmed unit grades are sent to the Awarding Organisation who will produce a certificate for you. The Awarding Organisation sends certificates to the Examinations Department at Uxbridge College who will forward them to you as soon as possible.

Students recommended for progression (to the next year of their programme or to the HND diploma) will be written to by their tutors with details of how to enrol.

Appeals against the decisions made by assessment boards can be made using the procedure for appeals against your assessment decision. See Section J for more detail.
H) Overall Grade Calculation
Each qualification will also have an overall grade of Pass, Merit or Distinction.

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.

To achieve an HND you need to have:
- 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
- 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 you can still gain the overall qualification if you have an Unclassified grade in one level 5, 15 credit unit and an unclassified grade in one level 4, 15 credit unit.

Completed units are allocated points per credit:
- 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.

For the HND, only level 5 units earn points.

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

NB – if you have achieved a Distinction in 7 units worth 15 credits and Unclassified in 1 unit worth 15 credits, then you would still earn enough points to be awarded an overall Distinction grade.

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
Uxbridge College 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 subject specialist 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 gone through IV.

IV of Assessment Decisions
A proportion of assessed work from your qualification will be internally verified. The internal verifier – 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 students 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.

Standardisation
Assessors 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 Uxbridge College 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 Uxbridge College’s commitment to maintaining and improving quality.

When they visit they 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.

Quality Management Review (QMR)
A reviewer from the awarding organisation visits Uxbridge College every year to provide advice and guidance and to check that qualifications are being delivered correctly by checking course plans and records (including student work). They do not usually meet students during QMR.

Academic Standards
The Academic Standards section of Uxbridge College 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 Uxbridge College’s Academic Board, which oversees the development and quality monitoring of all programmes. Chaired by the Vice Principal – Curriculum and Standards, 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, the National Student Survey, 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.

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, the College 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……………………………
HoS…………………………

Appeal Dealt With

![Diagram showing the process of informal appeal]

**Formal Procedure**

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

Write formally to the Vice-Principal stating your name, the name of the assessor and course tutor of your course, details of the assessment decision and why you think it is wrong (refer to Grounds for Appeal).
Exceptions
There are certain circumstances under which the College Appeals Against Assessment Decisions Procedure is superseded. Details of this are contained within the full policy (available on the Intranet and College internet).

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 remark 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
- 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.

Uxbridge College 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

Uxbridge College 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:

Student Representatives

Being a student representative is a great way to help improve the quality of higher education at Uxbridge College (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 termly meetings with the Head of School (with the Reps from all other courses in the school) and to termly 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.

For the summer term HE class rep meeting, the HE Year Reps prepare an annual report for discussion and ratification. HE Year Reps then formally present this to the Vice Principal - Curriculum and Standards.

Uxbridge College 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.

HE 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 chair HE Rep meetings, record student views, suggest formats for Reps’ reports, proofread the annual report and help with presenting views at HEASC.

The HE Co-ordinator may also send important or interesting information out to HE Reps for them to share with their group.
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) The National Student Survey (NSS)
The NSS is an external survey run on behalf of the government by a marketing company. It runs every year between January and April and is for students on the second year of a full-time HND Diploma.

These students will be asked to complete an online survey, the results of which will be published on the Unistats website to help advise prospective students. Results are published in September every year and are used to judge Student Satisfaction at every University, College and private provider that delivers Higher Education in the UK.

iii) Destinations of Learners from HE (DLHE)
The Government runs DLHE surveys that take place about 6 months after you finish any HE qualification and then several years afterwards as well to see what you have gone on to do.

If you complete an HNC Diploma and then return to study on an HND Diploma you will be contacted as part of the DLHE whilst still at college.

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.

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.

Learning Plans
There will be profiling periods throughout the year when you will receive feedback from your tutor on all aspects of your progress, including assignment and unit achievement. You will work with your tutor to review your progress and set targets for yourself, committing yourself to achievement and identifying support issues. These Learning Plans will be accessible to you throughout the year to remind you of your targets, what you have achieved and what you will achieve.

Complaints
At Uxbridge College, 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.

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.

Uxbridge College expects all students to:

- Help to maintain a pleasant environment for everyone
- Show respect for others and uphold the Equality and Diversity Policy
- Be polite and behave in a manner which will not cause offence to others
- Show respect for property and possessions
- Uphold the good reputation of the College, either on site or off site
- Follow health & safety and evacuation procedures
- Wear and display a college ID card at all times, and never lend an ID to anyone else
- 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 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, possession or being under the influence of illegal substances
- Possession and/or misuse of alcohol during the College day
- 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
- 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 of the above apply both inside and outside the College grounds.

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

Attendance
Students admitted to any course of study in Uxbridge College 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.

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.

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.

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

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.

Failure to attend regular lessons without providing satisfactory reasons is deemed to be unsatisfactory.

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.

Uxbridge College has a written ‘Equality and Diversity policy’ about equal opportunities, which is available in the Learning Centres. 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 Uxbridge College 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.

D) Religious Observance

Our Statement on Religious Diversity states:

“Uxbridge College 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 Moodle.

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 biscuits are not eaten 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 a minimum of a week in advance on the form below:

**PART A** (to be completed by student and forwarded to Attendance Co-ordinator)

<table>
<thead>
<tr>
<th>STUDENT NAME (print)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>STUDENT ID NUMBER</td>
<td></td>
</tr>
<tr>
<td>COURSE / CODE</td>
<td></td>
</tr>
</tbody>
</table>

**DATES / TIMES FOR WHICH EXCEPTIONAL LEAVE IS REQUESTED:**

<table>
<thead>
<tr>
<th>DATES(S)</th>
<th>TIME(S)</th>
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</table>

**REASON FOR REQUEST**

**SIGNATURE OF STUDENT**

**SIGNATURE OF AC:**

**DATE:**

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

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

**E) Learning Support for HE Students**

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

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

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

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

**DSA Website** - [www.gov.uk/disabled-students-allowances-dsas](http://www.gov.uk/disabled-students-allowances-dsas)

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

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

**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**

Uxbridge College 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.

**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 both the Hayes and Uxbridge 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 Uxbridge College to feel safe. Types of issues you may feel worried about:

- Physical / Sexual abuse
- Self-harm
- Bullying (including online)
- Domestic violence
- Forced marriage
- Radicalisation / Terrorism.

If you are worried about anything, please contact a member of the Student Support Team:

**At Uxbridge Campus**
Room A011 (situated off the Mall)
Or telephone 01895 853380.

**At Hayes Campus**
The Student Lounge (situated off the Refectory)
Or telephone 01895 853643.

**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, MOODLE & GOOGLE APPS

Learning Resource Centres (LRCs)
The Learning Resource Centres are located on the second floor at both sites. At Uxbridge use the stairs located in B block. At Hayes proceed up the main stairway in the refectory.

Opening hours for both sites:
Term time - Monday to Thursday: 8.30am - 7.00pm and Friday: 10.00am - 4.00pm.
Holiday opening - please see notice boards for information as this may vary.

Resources available:
Essential subject specific resources are available for all courses studied at Uxbridge College including: course books, magazines, newspapers, CDs and DVDs.

LRC e-resources are available 24/7 from Moodle including e-books (ebrary and Dawsonera), e-journals (Infotrac) and reference material from Britannica Online and Oxford Reference.

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

There are over 100 PCs available at both LRCs. Silent room PCs need to be booked at the desk. If you need any IT or Moodle 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!

Debating Club
Do you want to improve your presentation and debating skills? Why don’t you join our debating club? We enter national debating competition and last year won the regional Debating Matters competition. Ask at the LRC for more details.

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 Moodle for details.

HE students have the following LRC privileges:
- up to 8 books are allowed to be taken out at one time
- clearly marked dedicated HE resources
- free British Library inter library loans
- a dedicated HE Study Room at the Uxbridge campus LRC with PCs for HE student use only.
Logging into College PCs
When logging into College PCs you must type learners\ before your college ID number, for example:

**Username:** learners\4000001  
**Password:** 911811611

The first time you log in you will be prompted to choose a new password, your new password must be at least 8 characters long, contain at least one capital letter and one number.

**Examples:**

| Incorrect: Ux14 (this is less than 7 characters) |
| Incorrect: uxbridge (this does not contain a number or capital letter) |
| Correct: Uxbridge14 |

Moodle
Moodle is the College’s Virtual Learning Environment (VLE). It is accessible both in and outside of the College and you can log on using your college email address and network password. It is advisable that you access Moodle through the Google Chrome web browser.

You can access Moodle internally or externally:

**Internally:** Double click on the Google Chrome web browser from your desktop; this will open your learner portal, click on the Moodle icon from here.  
**Externally:** Visit http://vle.uxbridge.ac.uk or Google ‘Uxbridge College Moodle’.

Click the ‘Log in’ button on the top right hand corner of Moodle. You will be prompted to enter your college email address and network password.

Your college email address is your student ID number followed by @uxbridge.ac.uk  
For example, 40000001@uxbridge.ac.uk

Once logged onto Moodle, click on ‘My Courses’ to access the courses that you are currently studying. These will include course content, online assignments, quizzes, discussion forums and many other resources. As well as the Moodle courses which are specific to you, you will have access to general courses such as the LRC page where you can view e-Books and HE4U which contains information about going to University.

We always want students to feel safe at the College and this includes whilst being online. If at any time this is not the case, there is a ‘Report Bullying’ button on the front page of Moodle where you can submit a form which will go directly to our safeguarding team. They can then give you the help you need.

Moodle is a central hub for information. From the ‘quick links’ menu from the front page of Moodle you can access many useful resources such as ‘Info’ which displays your timetable and attendance record, up to date student policies and a link to Pro Portal which is the student Individual Learning Plan (ILP) system at the College.
Pro Portal (My ILP)
You can access Pro Portal through Moodle. Click on the ‘My ILP’ button from the homepage. You can view your progress on your course and the actions that you have agreed with your tutor. You can also view your attendance and timetable information from your Learner Portal page.

Google Apps
Signing into Moodle will activate your Uxbridge College Google Apps account. Google Apps includes Google Drive, this App allows you to create and store documents in the cloud, providing you with unlimited free storage. Creating and storing documents within Google Drive means you never have to use a memory stick again!

You can access your college Google Apps account through the Moodle homepage or by heading to Google.com, clicking ‘Sign In’, then entering your college email address and network password.

Your college Google Apps account also includes access to your college email account. The password that you use to access PCs in the college is also used to access your Google Apps account.

For help and support with using Moodle or Google Apps, please contact the eLearning team on 01895 853522 (Monday to Friday 9am - 5pm).
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 such as bursaries and accessing the hardship funds
- Travel and transport i.e. applying for Oyster cards
- Difficulties with your course and workload
- Personal and relationship difficulties
- Health, including diet, smoking cessation and sexual health
- Support is offered to all students who get into trouble and reach Stage 3 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.

The Student Support Officers can be found in Student Support on both campuses – off the Mall in Uxbridge and in the Student Lounge next to the Refectory in Hayes. They can be contacted on 01895 853380.

B) Financial Support

Resolving your worries and leaving you free to concentrate on your studies is something that Uxbridge College will endeavour to assist you with. Specialist advisers can help you to deal with issues such as housing, finance, childcare, student grants and benefits or other concerns. For students who are experiencing financial difficulties, assistance towards course costs may be available.

C) Careers Guidance

Uxbridge College 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.

The service offers advice and support to help you to:

- Financial support such as bursaries and accessing the hardship funds
- Travel and transport i.e. applying for Oyster cards
- Difficulties with your course and workload
- Personal and relationship difficulties.

You can access the services in a number of ways:

1) Drop in to the Information Centre, near main reception, between 10:00am-5:00pm
2) Ring the IAG team on 01895 853309
3) E-mail your questions or request an appointment to careersteam@uxbridgecollege.ac.uk
4) Online services via Moodle.
College Learning Resource Centres hold a range of careers-related resources which can support your progression.

D) Events, Activities & Facilities
HE Lounge
There is a room exclusively for the use of HE students located in The Mall on Uxbridge Campus.

Sports
We have a range of sporting activities available to everyone in the College including Football, Basketball, Badminton, Netball, Cricket and much more. Look out for the activities schedule advertised around the College or pop into Student Support to ask. Also, the More Energy fitness gym offers discounts for students.

Health and Fitness Facilities
There are More Energy Fitness Centres at both the Uxbridge and Hayes campuses. A special reduced membership rate is available for students. Facilities include multi-gyms with machine weights, Olympic weights, rowers, steppers and treadmills. Fitness classes are available at the Hayes Campus.

OPENING TIMES
Hayes Campus Monday to Friday 7.00am – 5.00pm
Uxbridge Campus 8.00am – 5.00pm*
*usage may be restricted at times.

For more information, please call 01895 853753 or visit www.more-energy.co.uk

Distinction Hair & Beauty Salons – Hayes Campus
Come along to have your hair done or for beauty treatments provided by our students. They offer top quality treatments at amazing value, in our professional standard salons and are fully supervised.
To book an appointment call 01895 853666.

Revisco Restaurant
Our catering students produce and serve great quality food, at fantastic prices, in our bistro-style training restaurant at Hayes. Open for lunch Tuesday to Friday between 12-2pm (during term time) and for occasional gourmet evenings.
For menus or to book a table please call 01895 853730.

Refectories
Both campuses have a refectory, open from breakfast to dinner, offering a wide selection of reasonably priced daily specials, cooked meals, sandwiches, snacks, and drinks to suit every taste.

Car parking
The College has limited parking on both sites and parking permits are available to purchase when you enrol.
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. In summary the procedure is as follows:

The formal stages are:

- **Stage 1 – First Written Warning** - Course Team Leader / Section Manager (chairperson) - Academic Tutor (presenting person) - Attendance Co-ordinator.

  An agreed plan for improvement and realistic deadlines are set and if the deadlines / targets are not met the student will be moved to:

- **Stage 2 – Second Written Warning** - Section Manager /Head of School (chairperson) - Course Team Leader / Section Manager (presenting person) - Attendance Co-ordinator.

  If the targets agreed at stage 2 are not met, then:

- **Stage 3 – Formal Disciplinary Hearing** - Curriculum Director (chairperson) - Student Support Manager (or other nominated officer).

  Prior to the disciplinary hearing the Student Support Manager will ensure the student:

  - is given written notice of the hearing date and time
  - is informed of the date at least five working days in advance
  - is notified of his/her right to bring a parent or other appropriate adult
  - is informed of his/her right to call witnesses
  - has a copy of all documents which the panel intends to consider

  For Stage 3 disciplinary hearings and appeals, students under the age of 19 are expected to be accompanied by their parent(s) or appropriate adult (e.g. carer or guardian).

  Possible outcomes of stage 3 disciplinary hearings:

  - no further action
  - written warning
  - final written warning
  - exclusion.

- **Stage 4 – Appeal** - Principal or Vice Principal (chairperson).

  If the student fails to attend a disciplinary hearing or an appeal hearing, a decision will be made in his/her absence. The student will be notified within 5 working days of the hearing.

ALL DISCIPLINARY HEARINGS WILL BE CONDUCTED FAIRLY AND WILL SEEK TO ESTABLISH THE TRUTH.
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. Ensure that each assignment is submitted in a transparent protective cover for marking. Do not insert each page of the essay in a plastic pocket. For final presentation of all coursework in a file at the end of your programme of study – all assignments should then be hole punched and separated by clearly labelled dividers.

Typing - all essays should be word-processed. Word-process on one side of A4 paper only. 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
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.


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:


Bibliography:
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

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>Tutor</th>
<th>Assignment / Assessment Title</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
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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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Present the outcome of methodical and detailed examination either:</td>
</tr>
<tr>
<td></td>
<td>● breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</td>
</tr>
<tr>
<td></td>
<td>● of information or data to interpret and study key trends and interrelationships.</td>
</tr>
<tr>
<td></td>
<td>Analysis can be through activity, practice, written or verbal presentation</td>
</tr>
<tr>
<td>Apply</td>
<td>Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context</td>
</tr>
<tr>
<td>Arrange</td>
<td>Organise or make plans</td>
</tr>
<tr>
<td>Assess</td>
<td>Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts</td>
</tr>
<tr>
<td>Calculate</td>
<td>Generate a numerical answer with workings shown</td>
</tr>
<tr>
<td>Compare</td>
<td>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</td>
</tr>
<tr>
<td>Compose</td>
<td>Create or make up or form</td>
</tr>
<tr>
<td>Communicate</td>
<td>Convey ideas or information to others</td>
</tr>
<tr>
<td>Create/construct</td>
<td>Skills to make or do something, for example, a display or set of accounts</td>
</tr>
<tr>
<td>Critically analyse</td>
<td>Separate information into components and identify characteristics with depth to the justification</td>
</tr>
<tr>
<td>Critically evaluate</td>
<td>Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth</td>
</tr>
<tr>
<td>Define</td>
<td>State the nature, scope or meaning</td>
</tr>
<tr>
<td>Describe</td>
<td>Give an account, including all the relevant characteristics, qualities and events</td>
</tr>
<tr>
<td>Discuss</td>
<td>Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show knowledge and understanding</td>
</tr>
<tr>
<td>Design</td>
<td>Plan and present ideas to show the layout/function/workings/object/system/process</td>
</tr>
<tr>
<td>Develop</td>
<td>Grow or progress a plan, ideas, skills and understanding</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Recognise or determine what makes something different</td>
</tr>
<tr>
<td>Discuss</td>
<td>Give an account that addresses a range of ideas and arguments</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Work draws on varied information, themes or concepts to consider aspects, such as:</td>
</tr>
</tbody>
</table>
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.

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