

# **BTEC Level 4 HNC in Creative Media Production – Games Development: Year 1**

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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!

Patrick Vernon  
Head of Computing & IT

## 2. COURSE INFORMATION

### A) COLLEGE CALENDAR 2021/22

Teaching Blocks	Start Date	End Date
Teaching Block 1	Wed 01 September	Thursday 21 October
Teaching Block 2	Monday 01 November	Friday 17 December
Teaching Block 3	Tuesday 04 January	Thursday 10 February
Teaching Block 4	Monday 21 February	Friday 01 April
Teaching Block 5	Tuesday 19 April	Friday 27 May
Teaching Block 6	Monday 06 June	Friday 15 July

### B) Programme Specification

#### Studying for a Level 5 HND at Uxbridge College

We have designed a programme for you that will:

- provide education and training for a range of careers in computer graphics and visual effects
- provide opportunities for learners to gain a nationally recognised, vocationally specific qualification, enabling them to enter employment in computing, games design and development or to progress to higher education vocational qualifications (such as a full or part time degree in Computing, Games Design, Interactive Media or a related area, or further professional qualification in computing or a related area)
- develop the knowledge, understanding and skills of learners in the field of computing, games design and development
- provide opportunities for learners to focus on the development of higher-level skills in a computing, games design and development context
- provide opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- offer a work placement in a related environment if possible.

The qualification at the heart of this programme is the **Pearson BTEC Level 5 HND in Creative Media Production**.

Pearson BTEC HNCs are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate. They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment. The qualification provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The course is designed to produce high quality learners who show independent thought, flexibility and maturity based on a sound technical knowledge of the broad aspects of computer networks and systems development.

### C) Unit Specification

For the full unit details see the Pearson BTEC Level 5 HND in Creative Media Production – Games Development specification.

Each unit is assigned a national level indicator of 4 or 5, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy.

At **Level 4** the emphasis is on the application of knowledge, skills and understanding, use of conventions in the field of study, use of analytical skills and selection and organisation of information.

At **Level 5** the emphasis is on application and evaluation of contrasting ideas, principles, theories and practices, greater specialisation in the field of study, and an increasing independence in systematic enquiry and analysis.

<b>BTEC Level 4 HNC Certificate in Creative Media Production – Games Development</b>			
<b>All the following eight units must be taken in the first year:</b>			
Unit Name	Unit Level	Unit Credit	Unit Type
1: Individual Project (Pearson-Set)	4	15	Core Mandatory
2: Creative Media Industry	4	15	Core Mandatory
3: Professional Practice	4	15	Core Mandatory
21: Game Development Practices	4	15	Specialist Mandatory
22: Games in Context	4	15	Specialist Mandatory
23: Game Design	4	15	Specialist Mandatory
20: 3D Modelling	4	15	Specialist
35: Principles of User Experience & User Interface Design	4	15	Specialist

## Units

<b>Unit 1: Individual Project (Pearson-set)</b>	
<b>Unit code:</b>	Y/616/1709
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>Within the field of creative media production there are many separate disciplines/specialisms to focus on. The main purpose of this unit is to provide students with the opportunity to discover personal strengths and inform independent practice within the creative media production industry.</p> <p>This unit is designed to apply creative practice in response to a theme and topics set by Pearson. Students will carry out and apply the knowledge and skills developed through other areas of their studies to complete and present an individual project. Wherever possible the unit will simulate working studio conditions, which will enhance and develop professional industry skills and practice.</p> <p>The ability to define, plan and undertake a project is a critical set of skills throughout the various roles within the creative industries. Identifying appropriate information and analysing this to formulate clear solutions is required to underpin many of the processes that inform creative practice.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"><li>1. Explain the specialisms within creative media production, based on research into historic and contemporary precedents</li><li>2. Develop individual creative solutions in response to a given brief</li><li>3. Present a resolved proposition to an identified audience</li><li>4. Evaluate a resolved proposition in response to audience feedback and personal reflection.</li></ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

<b>Unit 2: Creative Media Industry</b>	
<b>Unit code:</b>	L/616/1710
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>Creative media production exists within the broader context of the creative industries. This sector is one of the most valuable and fastest-growing economic areas in most of the world. While the creative industries include a very broad spectrum of practices, many are closely related and share both creative processes and required skills. In addition, with the increase in the use of technologies, there are continued convergences between creative practices and their associated professions.</p> <p>In this unit, students will explore both the creative industries and the specific areas of creative media production. By developing a broad contextual understanding of the industry, business practices, and specific skills, students will be able to situate their own work and skills within the specific industries and the wider sector.</p> <p>Topics covered in the unit include: the creative industry sector, creative media production fields, sector economics, company types, roles within creative media production, relationships between creative media production companies and roles, the history of the industry, planning for the future.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Discuss the relationship between creative media production and the creative industries, based on historic and contemporary precedents</li> <li>2. Explain the different forms of company and employment within the creative industries</li> <li>3. Evaluate the roles and relationships within a specific area of creative media production</li> <li>4. Analyse factors that may affect the future development of a specific area of creative media production.</li> </ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

<b>Unit 3: Professional Practice</b>	
<b>Unit code:</b>	R/616/1711
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>The creative industries are always changing in response to development in technology, social change and cultural conditions. Developing an awareness of the breadth of the industry; and the opportunities and challenges within, is a key skill for those entering the field. Evaluating one's own aims and ambitions, in relation to the roles within the industry, allows for planning and growth toward a desired future.</p> <p>As well as defining and pursuing career goals, creative practitioners must schedule time, both to reflect and plan for personal professional development. This can help those working in creative industries to find inspiration and innovate, as well as prepare for external factors, such as keeping up with trends and new developments in their specialist field.</p> <p>The aim of this unit is to support students in developing their reflective practice and defining areas for personal professional development; in the context of a growing awareness of the broad scope of creative media production. Students will define and implement personal professional development plans; through an investigation of the skills necessary to successfully pursue a career in the creative industries.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Explore the creative media production professions, through research into historic and contemporary precedent</li> <li>2. Discuss personal career goals in relation to the range of roles and subjects in the creative industries</li> <li>3. Define personal development plans, highlighting areas to support specific career goals and general skills</li> <li>4. Critically reflect on the achievement of personal development goals and plan for the future.</li> </ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

<b>Unit 21: Game Development Practices</b>	
<b>Unit code:</b>	K/616/1729
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>The advent of a large range of digital games platforms has enabled games to become part of our culture, being played by all ages across all parts of the world. There is a huge range of game genres and experiences available to casual and 'hard-core' gamers alike. The rapid increase in the availability of mobile devices and smart phones has released digital gaming from the PC and console to be a form of entertainment that can be found in almost any location.</p> <p>The aim of this unit is to introduce key underpinning game production practices, including consideration of the key theories used in the development of video games, and planning using industry-standards. Students will present game concepts and develop their ideas into prototypes.</p> <p>Topics included in this unit are: game developer roles, game definitions and genres, types of interaction, platforms, design theory, planning, project management, engine selection, production, prototyping and presentation.</p> <p>Being able to develop compelling game experiences based on industry practices is essential for entry into a rapidly-growing sector of the media economy. Through this unit, students will begin to link the creative processes of game design with the practical skills required to translate these into working game prototypes. Through the acquisition and application of these skills, students will be able to continue with game development projects of increasing complexity and creativity.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Explain the key theories and practices used in the development of video games</li> <li>2. Produce a project development plan for a computer game, using industry-standard processes and procedures</li> <li>3. Present an idea and development plan for a computer game, highlighting the development process and key milestones</li> <li>4. Develop a computer game prototype, using industry-standard tools and techniques.</li> </ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

<b>Unit 22: Games in Context</b>	
<b>Unit code:</b>	D/616/1730
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>Although the first video games were created less than 50 years ago, the industry has grown rapidly in recent decades and games are now a part of our daily lives. There are millions of people around the world who are active players of video games. While most play for entertainment, there is a growing number who use games as a form of social interaction as well as play.</p> <p>Spanning the cultural, creative and technology industries, video games are a vibrant sector with growth that has surpassed the rest of the economy. As well as providing considerable social and cultural value, and contributing to the economic and social well-being of society in general, the video games industry continues to grow and offer diverse opportunities.</p> <p>This unit explores the context of the video game development industry and its social, cultural, technological and economic components. The unit explores the evolution of video games and their relationship with the world in which we live. Students will consider the way that games drive innovation and influence many other areas of the creative economy.</p> <p>Upon successful completion of this unit, students will be able to identify the current situation in the development of games, and analyse the factors that contribute to the evolution of the industry and define the aesthetic and technological characteristics of video games. In addition, students will be able to associate the skills necessary to work within the industry and their relationship to the theories and practices that underpin the development of the medium.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Discuss the development of the video game industry and the theories that underpin the medium, through historic and contemporary precedents</li> <li>2. Evaluate the relationship between social, cultural, technological and economic factors that influence the games development industry, their products and audiences</li> <li>3. Analyse a contemporary video game, highlighting the way technology, society and culture are reflected through the style, gameplay and promotion of the game</li> <li>4. Present a body of research that reflects the theories and practices of contemporary video games development, culture and context.</li> </ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

<b>Unit 23: Game Design</b>	
<b>Unit code:</b>	H/616/1731
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>The design of a compelling video game is a complex process. Successful games are a mix of technology, story, artwork, user interface, and more, all of which requires consideration and balance. Added to this, is the fact that a game will elicit a response in the player that can only be judged once the sum of all parts is present for the player to interact with.</p> <p>Designing a compelling video game requires an understanding of the principles and practices of design, technology and interaction, developed through a systematic iterative approach that involves constant refinement based on observation and feedback.</p> <p>The aim of this unit is to introduce students to the concepts, tools and techniques used to generate and document game designs, through the opportunity to develop, assess and refine prototype gameplay elements, using industry-standard tools and techniques.</p> <p>On completion of this unit, students will be able to design, prototype and test game design ideas using iterative development techniques to evaluate and refine gameplay mechanisms in support of achieving specified design goals and gameplay aesthetics.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Explore methods of idea-generation in support of game development</li> <li>2. Create a game design proposal, including graphic material and documentation, in response to a brief</li> <li>3. Develop a functional game prototype, through iterative testing and revision, using industry-standard tools and techniques</li> <li>4. Present a functional game prototype, highlighting gameplay mechanisms, testing and development process.</li> </ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

<b>Unit 20: Modelling</b>	
<b>Unit code:</b>	H/616/1728
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>3D Graphics are used in every aspect of the media industry. They enable the conceptualisation and visualisation of assets for use in the film and television, games, journalism and many more areas of the media. The ability to rapidly modify objects through an iterative process allows for the creation of production-ready models to fit within the constraints of the production.</p> <p>Through exploration of 2F modelling packages, students will learn to conceptualise develop and implement 3D models for media production using industry-standard practices. They will explore a range of modelling tool and techniques to create models to fir within the requirements and limitation for the intended product. They will make use of 2D and Ed painting and editing software to create textures that can be applied to model, to make them fir into specific media contexts for different purposes.</p> <p>On completion of this unit, students will be able to model object such as props, 3D text, Environmental elements or characters. They will also be able to prepare textures and shaders for rendering, and integrate 3D models into other media workflows.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Explain the principles and practices of animation</li> <li>2. Create animations, using industry-standard tools and techniques, in response to a given brief</li> <li>3. Present a finished animation within a defined media product, in response to a brief</li> <li>4. Evaluate audience feedback, based on presentation of an animation within a defined media product.</li> </ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

<b>Unit 35: Principles of User Experience &amp; User Interface Design</b>	
<b>Unit code:</b>	Y/616/1743
<b>OCF level:</b>	4
<b>Credit value:</b>	15
<b>Unit abstract:</b>	
<p>The user experience (UX) of any media product with an interface can make or break its success. The connection to media through an interface is now almost second nature to many, yet it is easy to overlook the fact that interfaces are deliberately designed to cater to a defined audience while appearing intuitive.</p> <p>The aim of this unit is to introduce critical concepts related to the design of user interfaces (UI) in order to ensure the engagement with the user is carefully and strategically managed visually, aesthetically and experientially. Through practical application, students will engage with the underlying principles and practice of interface design.</p> <p>Topics included in this unit are: principles and purposes of user interfaces, the principles of user experience, platforms available, constraints and considerations, research methods, visual interface media and interaction, interface production workflow and robust testing strategies.</p> <p>On successful completion of this unit, students will be able to move into a wide arena of design and production of user interfaces for niche or large-scale products, taking different positions within the team such as art director, project manager, or designer, with the support of programmers.</p>	
<b>Learning outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Analyse the features and functions of user interfaces through research and experimentation</li> <li>2. Develop a user experience strategy for a media interface, in response to a brief</li> <li>3. Use industry-standard tools and techniques to create a user interface, in support of a user experience strategy</li> <li>4. Critically analyse the outcomes of user-testing and evaluation to inform future development.</li> </ol>	
<b>Unit assessment:</b>	
<p>This assignment will be available to students either on Moodle or on Google+ once the unit begins.</p>	

## 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

UNIT	TITLE	FINAL DEADLINE				
		Assignment 1	Out	Nov 2021	In	May 2022
1	Individual Project (Pearson-set)	Assignment 1	Out	Nov 2021	In	May 2022
2	Creative Media Industry	Assignment 1	Out	Oct 2021	In	May 2022
3	Professional Practice	Assignment 1	Out	Oct 2021	In	May 2022
21	Game Development Practices	Assignment 1	Out	Nov 2021	In	May 2022
22	Games in Context	Assignment 1	Out	Jan 2022	In	Feb 2022
		Assignment 2	Out	Feb 2022	In	Apr 2022
23	Game Design	Assignment 1	Out	Nov 2021	In	Jan 2022
		Assignment 2	Out	Feb 2022	In	May 2022
20	3D Modelling	Assignment 1	Out	Oct 2021	In	Nov 2021
		Assignment 2	Out	Nov 2021	In	Mar 2022
		Assignment 3	Out	Mar 2022	In	May 2022
35	Principles of User Experience & User Interface Design	Assignment 1	Out	Nov 2021	In	May 2022

E) HN Global Pearson has 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
- 4) Forum – for you to discuss your subject with or ask questions of students and tutors from around the world. To sign up, go to [www.highernationals.com](http://www.highernationals.com) and complete your registration.

### 3. ASSESSMENT

#### A) Course Structure

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

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

#### RQF Levels

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

Level 8	Doctorates (e.g. PhD / DPhil)
Level 7	Master's degrees (e.g. MA, MSc, MEng) Postgraduate Certificates Postgraduate Certificate in Education (PGCE)
Level 6	Bachelor's degrees (e.g. BA, BSc, BEng) Professional Graduate Certificate in Education Graduate certificates and Certificates
Level 5	Pearson BTEC HND Foundation Degrees (e.g. FdA, FdSc) Certificates of Higher Education (Dip HE)
Level 4	Pearson BTEC HNC Certificates of Higher Education (Cert HE)
Level 3	BTEC Nationals (e.g. Level 3 Subsidiary Diploma, 90 credit diploma, Extended Diplomas) Access to HE Diplomas A Levels Level 3 NVQs
Level 2	BTEC Firsts (e.g. Level 2 Certificates, Extended Certificates) GCSEs (Grades 9 to 5 or A* to C) Level 2 NVQs
Level 1	BTEC Level 1 Certificates, Certificates and Awards GCSEs (Grades 4 to 1 or D to G)
Entry Level	Entry Level (1, 2 and 3): Pearson BTEC Entry Level Certificates, Certificates and Awards

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

#### RQF Units – credits and time

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

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

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

### Guided Learning

This is when a tutor is with you, giving you specific guidance towards learning aims. This includes:

- lessons, lectures and tutorials in class, workshops or the LRC with a teacher
- live webinars or telephone tutorials led by a teacher
- E-learning supervised by a teacher
- work based learning supervised by a tutor
- Any supervised assessment activity (for instance exams with invigilators, or observation of you making a presentation etc).

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

### Independent Study

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

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

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

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

### Total Qualification Time

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

The Total Qualification Time (TQT) for a HNC is 1,200 hours.

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

## **B) RQF Pearson Higher National Qualifications (HNs)**

Pearson publish specifications which give the details of the units available and the rules of how they must be combined to make a valid qualification.

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

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

The Pearson BTEC Level 5 HND is a Level 5 qualification made up of 240 credits. This is made up of the HNC (120 credits at level 4) and then 120 credits at level 5.

- The level 5 credits are usually spread over 7 units – 6 of 15 credits and one larger project unit of 30 credits

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

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

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

Your qualification has been designed by selecting units from the Pearson specification. Your programme will include all the mandatory core and specialist units, and then a selection of optional units. The optional units selected may have been chosen because:

- They match the strengths of HCUC (e.g. staff expertise, resources)
- To ensure you have a good range of knowledge to allow progression to a range of employment or further study
- To enable you to apply for specific job roles once completed
- To meet entry requirements for university top-up degree programmes
- To meet the requirements of employers / sponsors of students

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

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

### **D) Learning & Assessment**

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

#### Units

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

- The unit title and code number
- Unit type (e.g. core), level and credit value
- Introduction – a summary of the purpose, aims and focus of the unit, as well as highlighting the key knowledge, skills and understanding gained while studying.
- Learning outcomes - this is a list of all you need to know, understand or be able to do to pass the unit
- Essential content – identifies the key phrases or concepts for each learning outcome. Your tutors use this to plan the teaching on your course and they will deliver all of this content to you as part of your course.

- Assessment Criteria – these are statements of the evidence you need to produce. Each learning outcome will have several criteria linked to it. Your tutors use criteria to create assignments.
- Any additional evidence requirements that students will have to complete
- Recommended resources – suggested reading (including journals and websites) and links to other related units.

**This information cannot be changed by HCUC staff or students.**

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

### Assessment of Units

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

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

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

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

### Assignments

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

### Assignment briefs:

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

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

### Submission of Assignments

Assignment briefs will have a deadline for submission of the work. You must submit all of your assignments by the submission dates given. Your teachers may have additional rules regarding submission of assignments – for example a particular place where they must be by the deadline.

**Make sure you know these rules. Failure to do so will affect your grades and possibly your completion of the qualification.**

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

#### Draft submission and feedback

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

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

The feedback on draft assignments will include:

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

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

**NB: This is your only opportunity to use your teacher's feedback to improve your work. Make sure that you read it carefully and if you don't understand it, ask.**

**If you do not bring in drafts when asked, teachers do not have to give you another opportunity to do so, or provide you with any feedback before you submit the work.**

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

#### Plagiarism check

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.)

All written work that you submit will be checked using electronic plagiarism detecting software. This checks student submissions for accurate referencing of sources. Assignments are uploaded and a report produced that highlights occurrences of other people's work that has been used or quoted.

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

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

#### Authentication

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

If you submit work electronically from an email address or Google account linked to you, then this is the equivalent of signing work stating that it is all your own.

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

## **E) Marking and Grading**

Once your assignment has been submitted it will be marked and returned to you within 3 (working) weeks. Marked assignments show you which assessment criteria you have met, which you haven't met, and why.

Marking and feedback will show where in your work, or how, you have met criteria. If not all criteria have been met, feedback will state why you did not meet them.

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

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

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

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

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

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

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

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

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

### Resubmission

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

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

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

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

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

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

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

## **F) Late Submission of Work**

### Extensions to deadlines

If you know that you are going to be unable to meet the submission date, you must speak to your teacher at least 3 working days before the deadline.

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

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

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

### Missing deadlines

If you submit an assignment after the submission date without an agreed extension or an accepted extenuating circumstances claim, it will still be marked but:

- late work may not be marked at the same time as other students, and may take longer than usual to come back to you
- feedback on late work may also be reduced
- **no re-submission is permitted. If you don't achieve a Pass (or higher) you have failed the unit and possibly the whole course.**

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

## **G) Assessment Boards**

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

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

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

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

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

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

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

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

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

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

## **H) Overall Grade Calculation**

Unit Grades confirmed by Assessment Boards are reported to Pearson. Pearson will then produce a certificate and send it to the Examinations Department at HCUC. The certificate will be posted to you as soon as possible. Qualifications have an overall grade of Pass, Merit or Distinction.

### HNC

To achieve an HNC you need to have:

- Completed units with 120 credits at level 4
- Achieved at least a Pass grade in units with a total of **105** credits or more at Level 4

This means that you can still gain the overall qualification if you have:

- an Unclassified grade in one level 4, 15 credit unit
- at least a Pass grade in all the others.

### HND

To achieve an HND you need to have:

- Completed units with 120 credits at level 4 (i.e. the HNC)
- Achieved at least a Pass grade in units with a total of **105** credits or more at Level 4
- Completed units with 120 credits at level 5
- Achieved at least a Pass grade in units with a total of **105** credits or more at Level 5

This means that you can still gain the overall qualification if you have:

- an Unclassified grade in one level 4, 15 credit unit
- an Unclassified grade in one level 5, 15 credit unit
- at least a Pass grade in all the others.

### Unit and Qualification Points

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

Completed units are allocated points per credit - **For the HND, only level 5 units earn points.**

- Unclassified 0 points
- Pass 4 points
- Merit 6 points
- Distinction 8 points

So a 15 credit unit will total 0 points for U, 60 for P, 90 for M and 120 for D.

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

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

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

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

HCUC engages in numerous activities to maintain the standard of assessment on your qualifications and to ensure that they meet national standards.

#### Internal Verification (IV) of Assignment Briefs

Before assignment briefs are issued to students they will be internally verified. An Internal Verifier (a member of staff with specialist subject knowledge) will examine the assignment briefs to ensure that:

- they enable students to achieve Awarding Body criteria
- they are fit for purpose
- the context is relevant to the students
- the guidelines and instructions are clear
- they do not discriminate against students as a result of gender, race, disability, sexuality, age or faith group.

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

#### IV of Assessment Decisions

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

You may see a stamp, signature or date on marked work to confirm it has been IVd.

#### Standardisation

If different teachers mark work for the same unit (e.g. if there are two or more groups studying the same unit with different teachers), they meet and complete marking exercises to ensure that they all

apply assessment criteria consistently across units and qualifications and that their marking agrees with awarding organisation requirements.

### External Examination

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

- ensure that the national standard of the qualifications is maintained
- check the accuracy and consistency of assessment decisions by sampling those made by your tutors
- evaluate the effectiveness of the delivery of the qualification and of the assignment briefs
- examine HCUC's commitment to maintaining and improving quality.

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

### Academic Standards

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

### Higher Education Academic Standards Committee (HEASC)

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

### Stakeholder and Scrutiny Committee (SSC)

THE SSC is part of the Governing Body of HCUC. It meets at least once a term to advise the HCUC Corporation and the Group Principal of HCUC on:

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

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

## J) Academic Appeals (Against Assessment Decisions)

We take great care to ensure that work is marked fairly and within the national standard.

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

If you are still unhappy about your grade, 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:

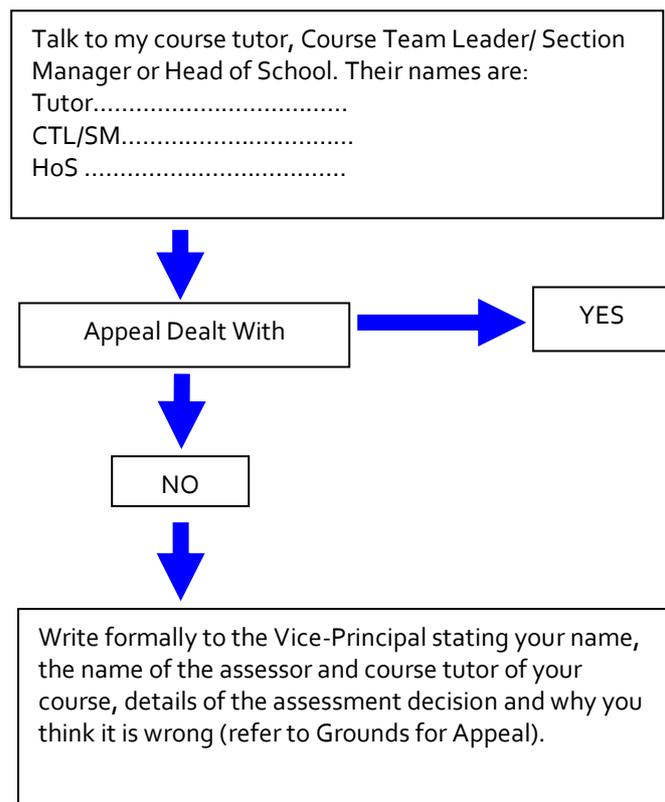
- the assessment procedures were not conducted in accordance with the requirements of the Awarding Body, the College’s Higher Education Assessment Policy or in accordance with College requirements
- the assessment was based on inadequate, incorrect or biased information
- your performance was adversely 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?



### Formal Procedure

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

### Exceptions

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

### The Office of the Independent Adjudicator (OIA)

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

## **K) Academic Malpractice**

The College has an Academic Malpractice Policy which deals with all forms of cheating in assessment (the full policy is available on request). Types of cheating include:

- directly copying or paraphrasing the work of others and presenting it as your own (plagiarism)
- getting someone to produce all or part of your work (personation)
- working together with other students to produce work and submitting it as your own individual work (collusion)
- copying another student's work with or without permission
- knowingly allowing a student to copy your work
- resubmitting previously graded work
- using forbidden notes or books in producing work or tests
- presenting work downloaded from the internet/online sources as your own
- fabrication of results (including experiments, research, interviews, observations)
- deliberate destruction of another student's work
- giving your work to another student so that they can copy from it.

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

HCUC may use plagiarism detecting software to look for evidence of academic malpractice in any of your assignments.

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

## 4. HE STUDENT REPRESENTATION & ENGAGEMENT

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

### A. Student Representatives

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

#### i) Tutor Group Reps

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

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

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

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

#### ii) HE Year Reps

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

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

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

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

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

### B. HE Student Representation Co-ordinator

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

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

## **C. Student Surveys**

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

### **i) Unit Reviews**

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

### **ii) 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.

The NSS is being reviewed and may be expanded to include students on one year programmes too (i.e. HNC and HND)

These students will be asked to complete an online survey, the results of which will be published on the Discover Uni website (<https://discoveruni.gov.uk/>) to help advise prospective students. NSS results are published in the summer and are used to judge Student Satisfaction at every University, College and private provider that delivers Higher Education in the UK.

### **iii) Graduate Outcomes**

This is an external survey run on behalf of the government about 15 months after you finish any HE qualification, to find out what you have gone on to do. Results are published so prospective students can see what they might go on to do.

The survey uses the contact detail you give to the college while you are here. Please ensure you keep these details up to date.

### **iv) Pearson Annual Student Survey**

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

## **D. Tutorials**

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

## **E. Complaints**

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

If you have a complaint or concern you should first speak to your tutor. If you feel unable to do this or are not satisfied with their response, you can make a formal complaint. Complaints Forms are available from Reception, the Learning Centres or the Student Support Centre.

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

On receipt of your complaint we will:

- acknowledge your complaint within five working days
- investigate your complaint and provide a written response by an appropriate manager.

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

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

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

#### **F. Office of the Independent Adjudicator (OIA)**

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

## 5. RULES & RESPONSIBILITIES

### A) Code of Conduct

**This Student Code of Conduct applies to all students of the College.**

**Students are required to abide by the Code of Conduct and College Rules and Regulations**

HCUC expects all students to:

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

**The College will not tolerate:**

- Acts of vandalism, spitting and dropping litter.
- Bullying, threatening or abusive behaviour, whether verbal or physical or via electronic means such as text messaging, e-mails or online forums.
- Harassment in any shape or form.
- Swearing or language that is offensive to others.
- Fighting or any form of loud or aggressive behaviour.
- Any form of criminal activity.
- Attempts to convert individuals to religious faiths or political causes.
- Use of the premises to promote a political or religious cause.
- Use, intent to supply, possession, or being under the influence of drugs and illegal substances.
- Possession and / or misuse of alcohol during the College day.
- Possession of a knife or dangerous weapon.

- Use of mobile telephones, personal music systems or other electronic equipment in class, unless approved by the teacher.
- Eating or drinking in non-designated areas of the College.
- Unauthorised use of hardware, software, student email or data belonging to or used by the College.
- Rudeness or aggressive behaviour to any member of the College, or persistent failure to comply with reasonable staff requests.
- Action which is likely to promote or increase the potential for disruption to the College, its students, staff or property.
- Any activity which is likely to bring the College's name into disrepute.

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

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

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

## **B) Attendance & Punctuality**

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

### **Attendance**

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

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

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

### **Punctuality**

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

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

## **C) Equal Opportunity – a Simple Guide**

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

**HCUC has a written 'Equality and Diversity policy' about equal opportunities, which is available 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 HCUC feels valued, and no-one is discriminated against. Treat staff, students, visitors and neighbours with respect. Do not allow yourself to get involved in any form of bullying or harassment, including name calling and insults. If you feel that you are not being treated fairly and with respect, or if you think that discrimination is taking place, please let a tutor, someone in Student Support or any other member of staff know.

#### **D) Religious Observance**

Our Statement on Religious Diversity states:

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

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

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

You are asked to pray either before or after classes.

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

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

Students must attend classes as normal.

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

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

**PART A** (to be completed by student and forwarded to Head of School)

STUDENT NAME (print)

STUDENT ID NUMBER

COURSE / CODE

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

**DATES(S)**

**TIME(S)**

**REASON FOR REQUEST**

**SIGNATURE OF STUDENT**

**SIGNATURE OF AC:**

**DATE:**

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

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

### **E) Learning Support for HE Students**

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

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

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

Applications for DSA can take several weeks so if you have not already applied, you must do as soon as possible. However, you can apply for DSA even if you have already started your course.

You can get information about DSA - and an application form - from the DSA website. Use the links below:

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

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

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

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

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

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

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

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

## **F) Health & Safety**

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

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

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

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

### **Fire alarms / evacuations**

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

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

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

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

### **Lock down**

In exceptional circumstances, college buildings may go into 'lock-down'. If this happens, please follow staff instructions.

### **First Aid**

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

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

## **G) Safeguarding**

We want all students at HCUC to feel safe. Types of issues you may feel worried about:

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

### **At Harrow on the Hill Campus**

Room A012a

Or email: [StudentWellbeing@hcuc.harrow.ac.uk](mailto:StudentWellbeing@hcuc.harrow.ac.uk)

Please report any hate crimes or concerns you may have about another student being drawn into radicalism

### **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

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 near reception.

In both Uxbridge and Hayes LRCs is a study room for HE students only.

### Opening hours for both sites:

Term time: Mon to Thurs 9.00am -5.00pm, Fri 10.00am to 4.00pm.

Holiday opening: please see notice boards for information.

### Resources available:

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

Subject Guides can be accessed on the MYLRC page via the App where you will find everything you will need for your course as well as the contact details for your Learning Resource Specialist to request specific resources.

LRC e-resources are available 24/ 7 including e-books available directly through the online catalogue (Koha) or via e-book central platform available on the Learning Resource Centre site, e-journals (Infotrac) and reference material Oxford Reference.

If you need help accessing any of our resources, hardcopy or electronic, please ask at the desk. There are over 100 PCs available at both LRCs. If you need any IT or Google Apps help please ask.

### Reading Ahead/Six Book Challenge

Why don't you take part in the Reading Ahead Challenge? You need to read six books/ articles by April, write a review of each item that you have read and if you succeed you will receive a nationally recognised certificate. Why take part? It will help with your reading and writing skills. Last year over 300 students completed the challenge – can you be a completer this year? Look out for the Google Classroom Code and get involved

### 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? 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 the college app for details.

### Logging into College PCs

When logging into college PCs your username is your ID number, your first password is College50.

Username: **4000001**

Password: **College50**

The first time you login 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.

 Example: **Ux14**  
(This is less than 7 characters)

 Example: **uxbridge**  
(This does not contain a number or capital letter)

 Example: **Uxbridge14**

## Logging into Chromebooks and Google Apps

Google Docs is the standard way to create and store documents at HCUC. Your HCUC Google account gives you unlimited storage for the duration of your study programme. When the time comes to graduate you can take your Google account with you!



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!

### Why Google Apps?

Google Apps are used by hundreds of local employers including Transport for London, Waitrose and [millions worldwide!](#)

When logging into Google Apps and Chromebooks your username is your college email address (IDnumber@uxbridge.ac.uk), your password is the same as you use for college PCs

Username: **40000001@uxbridge.ac.uk**  
Password: **College50**

It is recommended that all students download the Google Drive App to access their college documents on the go.

You can access your college Google Apps via My Uxbridge, your 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.

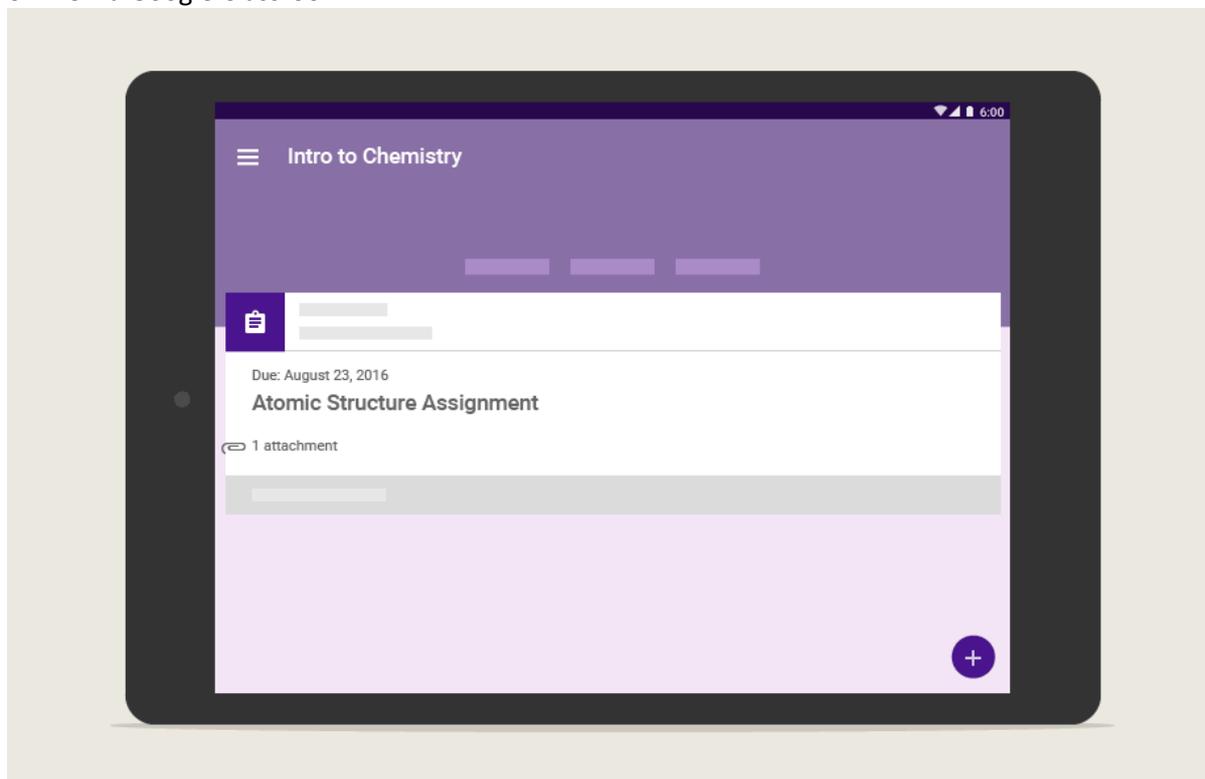
Throughout your study programme you will also have access to Chromebooks, laptops that allow you to directly access the web and your Google Docs. Chromebooks can be borrowed directly from the LRCs at Uxbridge and Hayes, and must be returned same day by 7pm.



For help and support with using Moodle or Google Apps, please contact Digital Skills (Monday to Friday 9am to 5pm).

## Google Classroom

Throughout your study programme your teacher will post information, updates and assignments online via Google Classroom.



It is recommended that all students download the Google Classroom App as this will be used extensively throughout your course, available here -

<https://support.google.com/edu/classroom/answer/6118412?hl=en>

Your lecturer may also post assignments via a system called Moodle, particularly if you are enrolled on a HND course. Moodle can be accessed by searching the web for [‘HCUC Moodle’](#)

## My Uxbridge

You can access your timetable, gradebook and attendance information from anywhere via the ‘My Uxbridge’ App.

The App can be found by searching the iTunes or Google Play stores for ‘My Uxbridge’. Please download and try it out.

iTunes –

<https://itunes.apple.com/gb/app/my-uxbridge/id1144586905?mt=8>

Google Play –

<https://play.google.com/store/apps/details?id=com.goodbarber.myuxbridge>

## 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
- Mental health issues
- 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 or 4 of the College's Disciplinary process.

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

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

The Student Support Officers can be found in Student Support at Uxbridge, Hayes and Harrow on the Hill campuses.

### B) Financial Support

Resolving your worries and leaving you free to concentrate on your studies is something that HCUC 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.

The College, via the Student Support service, offers bursaries to HE students, including students who are in financial hardship. For detail and criteria contact Sharon McCann, in Student Support

### C) Careers Guidance

HCUC is committed to helping individuals achieve their full potential.

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

### D) Events, Activities & Facilities

#### 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

Get fit and keep active at More Energy gym, open to the public daily between 6:30am and 9:30pm. More Energy offers all the latest cardio and resistance fitness equipment, plus an extensive range of classes.

For more information on membership and reduced rates for students call 01895 853753

#### 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 – Hayes Campus**

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**

All 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**

There is no parking for students at any campus, except for students with disabilities who display a valid disability badge in their vehicle.

## 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. If submitting assignments on paper ensure they are in a transparent protective cover. Do not insert each page of the essay in a plastic pocket.

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

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

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

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

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

## **C) Referencing Your Reading – Reference Lists & Bibliographies:**

What's the difference between a reference list and a bibliography?

The reference list is used to cite all the items you have made direct reference to in your text (by the author's name and year of publication). The list is organised alphabetically by the names of the authors (or originators) of the work.

During the course of your reading you may have used material for extending your knowledge of the subject, but from which you do not make specific reference.

A bibliography lists all these items, again alphabetically by author. This is generally included after the reference list. Both may also contain research evidence taken from electronic material such as the Internet.

(the above paragraph is taken from: Bucks and Chilterns University handbook (2006) who acknowledge Learning Resources Services, University of Northampton).

### **Where do you put it?**

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

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

### **How do you compile them?**

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

### **The Harvard Method**

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

### **EXAMPLE**

Bayley, S, (1991) *Taste*, London, Faber and Faber

Note: Book or journal titles should be underlined or italicised.

The order is: Author, surname/first name, date, title, place, publisher.

### **Periodical entry:**

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

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

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

### **Citation of electronic sources – the Internet**

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

### **EXAMPLE**

References:

Bayley, S, (1991) *Taste*, London, Faber and Faber

Lifelong Learning Uk. (2008) *New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector*. [Online]

Available from:<[http://www.standardsverificationuk.org/documents/professional\\_standards\\_for\\_itts\\_020107.pdf](http://www.standardsverificationuk.org/documents/professional_standards_for_itts_020107.pdf)> [accessed 4th October 2008].

**Bibliography:**

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

## APPENDIX 2 – EXTENUATING CIRCUMSTANCES APPLICATION FORM

Please complete this form (in full) and return it to the School Office together with any supporting evidence **within 5 working days** of the event for which the extenuating circumstances are claimed. Forms returned after this deadline will only be considered at the discretion of the Head of School under exceptional circumstances.

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

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

Unit Number	Unit Title	Tutor	Assignment / Assessment Title	Deadline
-------------	------------	-------	-------------------------------	----------

### Reason for the claimed extenuating circumstances

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

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

### Additional evidence supplied

(e.g.: medical certificate, solicitor’s letter, copy of death certificate, police report)

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

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

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

\*\*\*\*\*

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

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

Date Application Received: .....

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

## APPENDIX 3 – GLOSSARY

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

Analyse	Present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"><li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li><li>• of information or data to interpret and study key trends and interrelationships.</li></ul> Analysis can be through activity, practice, written or verbal presentation
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context
Arrange	Organise or make plans
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts
Calculate	Generate a numerical answer with workings shown
Compare	Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics
Compose	Create or make up or form
Communicate	Convey ideas or information to others
Create/construct	Skills to make or do something, for example, a display or set of accounts
Critically analyse	Separate information into components and identify characteristics with depth to the justification
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth
Define	State the nature, scope or meaning
Describe	Give an account, including all the relevant characteristics, qualities and events
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important
Demonstrate	Show knowledge and understanding
Design	Plan and present ideas to show the layout/function/workings/object/system/process
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Work draws on varied information, themes or concepts to consider aspects, such as: <ul style="list-style-type: none"><li>• strengths or weaknesses</li><li>• advantages or disadvantages</li></ul>

	<ul style="list-style-type: none"> <li>● alternative actions</li> <li>● relevance or significance.</li> </ul>
	Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity
Explain	To give an account of the purposes or reasons
Explore	Skills and/or knowledge involving practical research or testing
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities
Illustrate	Make clear by using examples or provide diagrams
Indicate	Point out, show
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression
Investigate	Conduct an inquiry or study into something to discover and examine facts and information
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> <li>● support an opinion</li> <li>● prove something is right or reasonable</li> </ul>
Outline	Set out the main points/characteristics
Plan	Consider, set out and communicate what is to be done
Produce	To bring into existence
Reconstruct	To assemble again/reorganise/form an impression
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way
Review	Make a formal assessment of work produced. The assessment allows learners to: <ul style="list-style-type: none"> <li>● appraise existing information or prior events</li> <li>● reconsider information with the intention of making changes, if necessary.</li> </ul>
Show how	Demonstrate the application of certain methods/theories/concepts
Stage and manage	Organisation and management skills, for example, running an event or a business pitch
State	Express
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration
Undertake/carry out	Use a range of skills to perform a task, research or activity. This is the summary of the type of evidence you may be asked to produce
Case study	A specific example to which all students must select and apply knowledge
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations
Team task	Students work together to show skills in defining and structuring activity as a team
Presentation	Oral or through demonstration

Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability
Poster/leaflet	Documents providing well-presented information for a given purpose