

# **Pearson BTEC Level 4 Higher National Certificate in Applied Science (Forensic Science)**

## **1. INTRODUCTION**

**Welcome - Head of School**

## **2. COURSE INFORMATION**

- A) College Calendar**
- B) Programme Specification**
- C) Unit Specifications**
- D) Assessment Plan**
- E) HN Global**

## **3. ASSESSMENT**

- A) Course Structure**
- B) RQF Pearson Higher National Qualifications**
- C) Your Qualification at HRUC**
- D) Learning and Assessment**
- E) Marking and Grading**
- F) Late Submission of Work**
- G) Assessment Boards**
- H) Overall Grade Calculation**
- I) Internal and External Monitoring**
- J) Academic Appeals (Against Assessment Decisions)**
- K) Academic Malpractice**

## **4. HE STUDENT REPRESENTATION & ENGAGEMENT**

- A) Student Representatives**
- B) HE Student Representation Co-ordinator**
- C) Student Surveys**
- D) Tutorials**
- E) Complaints**
- F) Office of the Independent Adjudicator**

## **5. RULES & RESPONSIBILITIES**

- A) Code of Conduct**
- B) Attendance and Punctuality**
- C) Equal Opportunity - a simple guide**
- D) Religious Observance**
- E) Learning Support for HE Students**
- F) Health & Safety**
- G) Safeguarding**

## **6. HRUC STUDENT PORTAL, APP AND LEARNING RESOURCE CENTRES**

## **7. STUDENT SUPPORT**

- A) The Student Support Team**
- B) Careers Guidance**

## **8. DISCIPLINARY PROCEDURE**

## **APPENDIX 1 - STUDY GUIDE**

- A) How to Write Essays**
- B) General Presentation**
- C) Referencing Your Reading - Reference Lists & Bibliographies**

## **APPENDIX 2 - EXTENUATING CIRCUMSTANCES APPLICATION**

## **APPENDIX 3 - GLOSSARY**

## **1) INTRODUCTION**

Congratulations on gaining a place on HNC/HND Applied Science whether you have chosen the Forensic and Biotechnology pathway.

I am delighted to welcome you to Richmond upon Thames College and in particular to the School of Science and Computing. This is a particularly exciting time to be studying Science and Computing. Our motto for the school is:

'Be Brave, Be Bold, It's your chance to change the world'.

This is because, many of the careers in Science and Computing are yet to be invented. Because of this, we aim to give you a unique experience to ensure that your CV stands out from the rest when it comes to applying for a job or further Higher Education places at university.

During your course, you will be given opportunities to take part in competitions such as World Skills events. You will go on trips to find out what Forensic Scientists and Biotechnologists do and to further develop your skills. You will be also given master classes by professionals at either at College or in their workplaces. Please take part in all that is offered as this will help you to stand out from the rest of the world.

We want you to enjoy and get a lot out of your HNC/HND course so if you have any suggestions of the skills you feel you need for a certain career, please let us know and we will endeavor to sort suitable experiences out for you. Attend and engage in all classes to maximize your chances of success

Finally, let me take this opportunity to wish you luck in your course and if you need me, I am based in the back of 315 in the Main Building

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

Dr Lee Roberts  
Head of School, (Science and Computing)

**Dr Lee Roberts** has a PhD and BSc in Biochemistry and Chemistry. With over 34 years of industry experience in Biochemistry and teaching experience in Further & Higher Education. She has in recent years introduced Forensic Science in a previous college and attends Forensic Science EXPO events in order to stay updated. Lee is the manager of the STEM department.

**Dale Brunt** has a MSc in Forensic Fire Investigation, a Diploma in Crime Scene Investigation, a Member of the Chartered Society of Forensic Sciences and a Forensic Practitioner for the Academy of Experts, he is also a member of the Institute of Training and Occupational Learning. He has 34 years of Forensic experience which started during his Military career, he went on to serve in Surrey police and was attached to the Fire Service Arson Task Force for a number of years, he is also Health and Safety trained. He has written a number of books in Forensics and Fire Investigation now used primarily to train Fire Service personnel.

**Dr Agnes Boateng** has achieved a PhD in Cancer immunology from Brunel university. She has an MSc in Frontiers of Medicine, a BSc in Biological sciences, a BSc in Forensic Science. 23 years of teaching and coaching experience in Further and Higher Education. She has extensive research experience.

**Dr Sundus Abdulrazaq** has achieved a PhD in Physics, he also holds a BSc in General Science. He has 20 years of teaching experience in Further Education, in the subjects of Physics and Maths. His area of expertise for the Higher level will be Scientific Data Handling Approaches and Techniques

# COURSE INFORMATION

## A) COLLEGE CALENDAR - 2025/26

HE Induction Day - Friday 26 September 2025

To view the College calendar for the academic year 25/26 please go to: [www.hruc.ac.uk/calendar](http://www.hruc.ac.uk/calendar)

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

**Location: Richmond Campus**, Langhorn Drive, Twickenham, TW2 7SJ.

## B) Programme Specifications

1	<b>Awarding Institution / Body</b>	Pearson
2	<b>Teaching Institution</b>	HRUC - Richmond College
3	<b>Final Award</b>	Pearson BTEC Level 4 Higher National Certificate in Applied Science (Forensic Science)
4	<b>Course Title</b>	Pearson BTEC Level 4 Higher National Certificate in Applied Science (Forensic Science)
5	<b>Course Code</b>	
6	<b>Language of Instruction</b>	English
7	<b>Language of Assessment</b>	English
8	<b>Mode</b>	Full-time
9	<b>Duration</b>	32 Teaching weeks
11	<b>Number of Hours / Week</b>	15
12	<b>Number of Days / Week</b>	2
13	<b>Total Qualification Time per year</b>	1200 hours per year
14	<b>Guided Learning</b>	480 hours per year
15	<b>Independent Study College and Home</b>	720 hours per year

## **Aims of the Programme**

The course provides a broad-based education enabling successful students to enter careers in the Applied Sciences sector. In particular, the course aims to:

- Deliver Specialist Applied Science – Forensic units which are made up of 65% theory and 35% practical session in crime scenes/labs.
- Develop a range of skills and techniques, personal qualities, and attributes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment at the appropriate professional level.
- Prepare for a range of technical and management careers in Forensic Science.
- Equip individuals with the knowledge, understanding and skills for success in employment in the field of Forensic Sciences.
- Provide specialist studies relevant to individual vocations and professions in which learners are working or intend to seek employment in the Criminal Justice System and its related agencies.
- Enable progression onto (or count towards) an HND (Higher National Diploma).
- Provide a significant educational base for progression to Crime Investigation

The course provides opportunities for students to:

- Achieve a nationally recognised Level 4 vocationally specific qualification.
- To gain a nationally recognised vocational qualification.
- Achieve a qualification to enter employment as an investigator/technician or progress to higher education vocational qualifications such as a full or part-time level-5 in Crime Scene investigation or related forensic area.
- Focus on the development of higher-level skills in a management context.
- Develop a range of skills and techniques and attributes essential for successful performance in working life.

## **Skills & Other Attributes**

Learners studying for Pearson BTEC Higher Nationals in Applied Science – Forensic Science, will be expected to develop the following skills during the programme of study:

- analyse, synthesise, and summarise information critically.
- read and use appropriate literature with a full and critical understanding.
- think independently, solve problems, and devise innovative solutions.
- take responsibility for their own learning and recognise their own learning style.
- apply subject knowledge and understanding to address familiar and unfamiliar problems.
- design, plan, conduct and report on investigations.
- use their knowledge, understanding and skills to evaluate and formulate evidence-based arguments critically and identify solutions to clearly defined problems of a general routine nature.
- communicate the results of their study and other work accurately and reliably using a range of specialist techniques.

- identify and address their own major learning needs within defined contexts and to undertake guided further learning in new areas.
- apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative is required.

### **Assessment, Learning and Teaching**

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

The total guided learning hours for this one-year course is 480 over year. This comprises 65% of formal lectures, 35% of practicals. The intention is to facilitate participants to become increasingly independent in their learning and develop their personal and professional identity so that they become more confident. The break-down of independent study consists of 70% of e-learning, researching, and completing assignments at home and in the LRC and 30% of utilising lab-facilities outside timetabled hours. Apart from these formal guided learning hours, Pearson recommends approximately 720 hours over the year of independent study to reinforce their learning in the college.

Achievement is evidenced through following assessment methods:

- Coursework Assignment and Pearson set assignments including structured tasks and reports (65%)
- Practical tasks including workshops, presentations, and crime scene exams (35%)

### **Professional body recognition**

The BTEC Higher National qualifications in Applied Science - Forensics have been developed with career progression and recognition by professional bodies.

The following list is an indication of relevant professional bodies who recognise this BTEC Higher National in Applied Science -Forensics

- Open University
- National Physical Laboratory (NPL)
- Royal Society of Chemistry
- Royal Society of Biology

### **Progression Routes**

Learners can progress after completing Level -4 HNC to Level-5 HND.

### C) Unit Specifications

The following list of modules will be offered:

Pearson BTEC Level 4 HNC in Applied Science (Forensic Science)				
Unit number	Unit Name	Unit Level	Unit Credit	Unit Type
1	Fundamentals of Laboratory Techniques	4	15	Core Unit Mandatory
2	Scientific Data Handling Approaches and Techniques (Pearson Set)	4	15	Core Unit Mandatory
3	Regulation and Quality in the Applied Sciences	4	15	Core Unit Mandatory
4	Cell Biology	4	15	Core Unit Mandatory
17	Fundamentals of Biochemistry	4	15	Core Unit Mandatory
21	Criminal Investigation	4	15	Core Unit Mandatory
66	Volume Crime Scene Science	4	15	Specialist
67	Undertake forensic examinations at scenes of incidents	4	15	Specialist

Note: Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning. Students pass their HNC Level-4 units before progressing HND level-5.

The students wishing to progress from Level-4 HNC in Forensic Sciences to Level 5 HND in Forensic Sciences must have completed a minimum of 120 credits and achieved at least a pass grade in 105 credits.

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

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

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

<b>Unit 1: Fundamentals of Laboratory Techniques (Core)</b>		
<b>Unit code:</b>	A/617/5358	<b>Aim:</b> The aim of this unit is to allow Students to undertake chromatography, qualitative infrared spectroscopy, titration, quantitative spectroscopy, microscopy, aseptic technique, and synthetic chemistry techniques. The unit will allow students to develop confidence in writing laboratory reports in a standard format and in carrying out risk assessments of practical work
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to develop an engineering design specification that satisfies stakeholders' requirements, implement best practice when analysing and evaluating possible design solutions, prepare a written technical design report, and present their finalised design to a customer or audience.</p> <p>The learning outcome one allows students to carry out qualitative and quantitative analysis, to explain the theory underpinning each technique they carry out and to evaluate the validity of the results obtained from the analytical techniques.</p> <p>The second learning outcome will help learners to carry out synthetic chemistry techniques and to explain the reasons for carrying out the steps in the syntheses, the to evaluate their success of the syntheses.</p> <p>The third learning outcome allows learners to demonstrate use of microscopy and aseptic techniques by creating labelled diagrams from tissue slides, by explaining the purposes of the component steps in the procedure(s) that use aseptic techniques and Justifying an action plan for improving the level of skill demonstrated in microscopy, aseptic technique, risk assessment and compliance with standards of good practice in the laboratory.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Carry out qualitative and quantitative analysis using chromatography and relevant to the Forensic Sciences pathway.</li> <li>2. Carry out synthetic chemistry techniques using confirmatory techniques: boiling point; melting point; TLC; infrared spectroscopy; spot tests for functional groups.</li> <li>3. Demonstrate use of microscopy and aseptic technique.</li> <li>4. Demonstrate in a report good practice with respect to reporting, health and safety and laboratory organisation.</li> </ol>		

<b>Unit 2: Scientific Data Handling Approaches and Techniques (Pearson Set) (Core)</b>		
<b>Unit code:</b>	F/617/5359	<b>Aim:</b> The aim of this unit is to develop students' skills in data handling approaches and techniques and the underlying mathematical principles and theories that underpin the scientific curriculum. Students will be introduced to data collection and handling techniques, data representation, mathematical methods and statistical techniques in order to analyse and solve problems within a scientific context.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will prepare students to be able to employ mathematical methods within a variety of contextualised examples, interpret data using statistical techniques, and use analytical and computational methods to evaluate and solve scientific problems. using abilities such as data collection, handling and interpretation of data, and logical approach to problem analysis and solving.</p> <p>In learning outcome one, learners will demonstrate the handling of data and information to scientific standards including international system (SI) of units, Collecting data and information, Interpreting and presenting data.</p> <p>The second learning outcome covers identifying the relevance of mathematical methods to a variety of conceptualised scientific examples.</p> <p>In the third learning outcome, students will explore raw scientific data using statistical methods of handling data using statistical methods, descriptive and inferential statistics.</p> <p>Finally, the fourth learning outcome illustrates the wide-range of the use of differential and integral calculus.</p> <p><b>Note: This unit is assessed by a Pearson-set assignment. The project brief will be set by the centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of Forensic Science.</b></p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate handling of data and information to scientific standards</li> <li>2. Identify the relevance of mathematical methods to a variety of conceptualised scientific examples.</li> <li>3. Explore raw scientific data using statistical methods</li> <li>4. Solve problems using differential and integral calculus</li> </ol>		

<b>Unit 3: Regulation and Quality in the Applied Sciences (Core)</b>		
<b>Unit code:</b>	T/617/5360	<b>Aim:</b> This unit introduces students to the fundamental laws All organisations must comply with relevant health and safety, environmental legislation and other legislation specific to the sectors in which they operate.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will allow students to investigate legislative compliance, external regulatory bodies, internal regulatory and quality management and that all organisations must comply with relevant health and safety, environmental legislation, and other legislation specific to the sectors in which they operate.</p> <p>The first learning outcome will help learners to review health, safety, environmental and other legislation relevant to a particular sector or pathway particular to the Forensic Sciences.</p> <p>In the second learning outcome, they must analyse how a specific sector is externally regulated by relevant organisational bodies and differentiate between external regulation in relation to compliance with legislation and in relation to customer confidence.</p> <p>The third learning outcome requires the learner to describe the benefits of accreditation against a quality standard for a particular organisation. They will also discuss whether it is possible to implement a quality system and engage in continuous improvement without accreditation to a quality standard.</p> <p>Finally, the fourth learning outcome relates to how an organisation carries out internal regulation of its activities, the student must give examples of actions taken by an individual in an organisation in relation to internal regulation and how internal regulatory systems relate to external regulation and may be, continuously improved for a specific organisation.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Review health, safety, environmental and other legislation relevant to a particular sector or pathway.</li> <li>2. Analyse how a specific sector is externally regulated.</li> <li>3. Illustrate the links between quality standards, continuous improvement cycles and quality systems.</li> <li>4. Explore internal regulation and relevant responsibilities of individuals in relation to a particular sector or pathway.</li> </ol>		

Note: This unit is assessed by a Pearson-set assignment. The project brief will be set by the centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of professional engineering. Students will undertake this project individually

<b>Unit 4: Cell Biology (Core)</b>		
<b>Unit code:</b>	A/617/5361	<b>Aim:</b> This unit will enable students to develop an appreciation of the cell as the basic unit of life. Students will become familiar with the structure and function of the organelles of the cell. Familiarity with the internal structure of the cell will be enhanced through the use of microscopy and electron micrographs.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will enable students to develop an appreciation of the cell as the basic unit of life. Students will become familiar with the structure and function of the organelles of the cell. Students will examine the life cycle of a cell and how a cell divides. They will develop knowledge of how the hereditary information is passed on during cell division. The unit will also enable the students to develop an understanding of the processes of gamete formation that make embryos genetically unique.</p> <p>The first learning outcome covers Structural features of plant and animal cells and their associated organelles. They will see how the organelles of the endomembrane system work together to manufacture, modify and release proteins from the cell.</p> <p>In the second learning outcome, they will review structures of DNA and RNA (use the letters A, G, C, T and U to denote nitrogen bases) and Illustrate how the information stored in DNA is used as a template to synthesise mRNA.</p> <p>The third learning outcome covers events of the cell cycle and its control. By explaining the events of the cell cycle and how it is controlled as well as describing the processes of mitosis and meiosis, finally the student will analyse the processes that ensure the DNA contained in the nucleus of the cells of an embryo diversifies from the DNA contained in the nuclei of the somatic cells of its parents.</p> <p>The fourth learning outcome is determining the pattern of cleavage by the amount of yolk in the embryo and how the amount of yolk in the embryo determines the pattern of cleavage, the gastrulation process of the sea star, amphibian, chick and a human. They will also Illustrate the similarities in gastrulation between a chick and a human.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the structural and functional features of eukaryotic cells</li> <li>2. Describe the organisation of DNA and RNA in eukaryotic cells</li> <li>3. Explain the events of the cell cycle, mitosis and meiosis</li> <li>4. Explain how cleavage and gastrulation result in germ layer formation.</li> </ol>		

<b>Unit 17: Fundamentals of Biochemistry (Core)</b>		
<b>Unit code:</b>	T/617/5374	<b>Aim:</b> The aim of this unit is to introduce students to the biochemical building block molecules amino acids, monosaccharides, nucleotides, and fatty acids. The unit will also give the student an opportunity to develop an appreciation and understanding of how the structure of macromolecules are determined by the chemical structure and functional group chemistry of the building block molecules.
<b>OCF level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit introduces understanding of Biochemistry, it is the study of chemical substances and vital processes that occur in living organisms. It involves the study of the structure and function of cellular components, such as proteins, carbohydrates, lipids, nucleic acids, and other biomolecules, and of their functions and transformations during life processes. The unit will introduce students to the structure, catalytic function and properties of enzymes. The different classes of enzymes shall be explored. The unit will also introduce students to processes and biomolecules involved in cellular respiration. The students will be introduced to the role of enzymes and electron carriers in the respiration process.</p> <p>Learners will begin by understanding Functional group chemistry and properties of amino acids, monosaccharides, nucleotides and fatty acids. The role of the glycosidic OH group in the formation of monosaccharide cyclic structures and disaccharide <math>\alpha</math> and <math>\beta</math> glycosidic links.</p> <p>In the learning outcome two, learners analyse how enzymes in the digestive system breakdown biological macromolecules to their biological building block molecules.</p> <p>Learning outcome 3 the learner will explain the structure, catalytic function and characteristic properties of enzymes determine experimentally the optimum pH and Temperature of an enzyme. They will also explain how enzymes combine their functions to form metabolic pathways and the methods they use to inhibit those pathways.</p> <p>Finally, learning outcome 4 teaches the learner how to describe the process of Glycolysis and explain the creation of acetyl coenzyme A, the events of the citric acid cycle and the events of the electron transport chain, they will also describe where the net yield of ATP, which results for each molecule of glucose that enters glycolysis, is derived from in the cellular respiration process.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1. Describe the chemical principles that apply to the structures of biological building block molecules.</li> <li>2. Explain the structures of biological macromolecules.</li> <li>3. Explain the structure, catalytic function, and characteristics of enzymes.</li> <li>4. Outline the stages involved in cellular respiration.</li> </ol>		

<b>Unit 66: Volume Crime Scene Science (Specialist)</b>		
<b>Unit code:</b>	A/650/2662	<b>Aim:</b> This unit aims to introduce students to all the processes that occur at volume crime scenes. Students will investigate crime scene procedures, including record keeping at crime scenes, the preservation of evidence and the collection of evidence from volume crime scenes.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will allow students to use techniques covered include the recovery of fingerprints, footwear marks and tool marks, and the collection and correct packaging of items such as hairs, fibres, glass, and paint. Students will be introduced to the legal and documentary framework that accompanies the collection and preservation of evidence. As well as theoretical knowledge, students will experience the practicalities of searching for and recovering evidence from volume crime scenes. Evidence examination will be considered in terms of the amount of information that can be obtained from the analysis.</p> <p>The learning outcome one examines the Legal frameworks and legislation, in the UK currently governing the collection, storage and presentation of evidence in criminal investigations.</p> <p>In the learning outcome two, learners will be required to define the different classes of volume crime scenes including the personnel present.</p> <p>The learning outcome three practices the student in the Techniques for collection of evidence. This is achieved by performing evidence collection from a volume crime scene. Followed by analysis of evidence collected from a volume crime scene. The final part is to evaluate the methods of collection, analysis and reporting of evidence from volume crime scenes.</p> <p>Finally, in learning outcome four, learners will produce a forensic report on evidence collected from a volume crime scene in the form of a relevant forensic reporting paperwork.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1 Investigate the legal aspects of evidence collection, storage and the presentation of evidence in a legal framework.</li> <li>2 Describe different classes of volume crime scenes.</li> <li>3 Apply routine techniques for collection and analysis of evidence from volume crime scenes.</li> <li>4 Report on forensic evidence collection from a volume crime scene.</li> </ol>		

<b>Unit 67: Undertake Forensic Examinations at Scenes of Incidents (Specialist)</b>		
<b>Unit code:</b>	<b>D/650/2663</b>	<b>Aim:</b> This unit is designed to introduce students to all the processes used in the collection and recording of evidence at crime scenes. Students will investigate crime scene procedures, including record keeping at crime scenes, the preservation of evidence, the collection of evidence and the collection of photographic evidence. Students will gain experience of using cameras and other photographic equipment needed to take high-quality digital photographs of forensic evidence and crime scenes. They will learn how photographs can be enhanced and how photographs can be presented and used in a court of law.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit will allow students to have a good grasp of the principles of all the processes used in the collection and recording of evidence at crime scenes, and on successful completion of this unit, students will be better prepared to undertake a role as a crime scene investigator.</p> <p>The first learning outcome explains concepts of the requirements of crime scene Investigative needs and identify the forensic photography needs for examinations in line with the forensic strategy.</p> <p>In the second learning outcome, learners will have to describe a strategy they have developed to use photographic techniques and equipment to record evidence at a crime scene. They will also be required to show how photographic techniques and equipment can be used to enhance the photographic evidence at a crime scene.</p> <p>The learning outcome three allows the learner to demonstrate effective use of photographic equipment to record photographic evidence at a crime scene and utilise a range of photographic equipment and techniques to record photographic evidence at a crime scene.</p> <p>Finally, the fourth learning outcome will let the learner produce Photographic evidence in a court of law by explaining the legislation relating to use of forensic photography at a crime scene and how the recorded forensic photography accurately records the crime scene.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will:</p> <ol style="list-style-type: none"> <li>1 Identify the requirements of crime scene examinations in line with the forensic Strategy.</li> <li>2 Develop a strategy to use forensic photography at a crime scene.</li> <li>3 Demonstrate forensic photography techniques to record photographic evidence at a crime scene.</li> <li>4 Outline the use of forensic photography at a crime scene to present photographic evidence in a court of law.</li> </ol>		

## Assessment Table

Unit No & Title	/ Assignment No & Title	Learning outcome	Hand Out Date	Hand In Date
Unit 1 Fundamentals of Laboratory Techniques	Assignment 1	LO1 Carry out qualitative and quantitative analysis LO2 Carry out synthetic chemistry techniques LO3 Demonstrate use of microscopy and aseptic technique/LO4 Demonstrate good practice with respect to reporting, health and safety, and laboratory organisation	20/10/24	17/02/2025
Unit 2 Scientific Data Handling Approaches & Techniques	Assignment 1	LO1 Demonstrate handling of data and information to scientific standards	08/01/25	28/02/25
Unit 2 Scientific Data Handling Approaches & Techniques	Assignment 2	LO2 Identify the relevance of mathematical methods to a variety of conceptualised scientific examples	10/10/24	15/12/24
Unit 2 Scientific Data Handling Approaches & Techniques	Assignment 3	LO3 Explore raw scientific data using statistical methods	07/02/25	12/05/25
Unit 2 Scientific Data Handling Approaches & Techniques Science	Assignment 4	LO4 Solve problems using differential and integral calculus	06/10/24	09/12/24
Unit 3 Regulation and Quality in the Applied Sciences	Assignment 1	LO1 Review health, safety, environmental and other legislation relevant to a particular sector or pathway LO2 Analyse how a specific sector is externally regulated LO3 Illustrate the links between quality standards, continuous improvement cycles and quality systems LO4 Explore internal regulation and relevant responsibilities of individuals in relation to a particular sector or pathway	07/11/24	19/04/25
Unit 4 Cell Biology	Assignment 1	LO1 Describe the structural and functional features of eukaryotic cells	12/05/25	26/05/25
Unit 4 Cell Biology	Assignment 2	LO2 Describe the organisation of DNA and RNA in eukaryotic cells LO3 Explain the events of the cell cycle, mitosis and meiosis	12/11/24	14/01/25
Unit 4 Cell Biology	Assignment 3	LO4 How cleavage and gastrulation form result in germ layer formation	24/01/25	17/04/25
Unit 17 Fundamentals of Biochemistry	Assignment 1	LO1 Describe the chemical principles that apply to the structures of biological building block molecules	18/04/25	24/06/25

		LO2 Explain the structures of biological macromolecules		
Unit 17 Fundamentals of Biochemistry	Assignment 2	LO3 Explain the structure, catalytic function and characteristics of enzymes/LO4 Outline the stages involved in cellular respiration.	28/11/24	30/01/25
Unit 21 Criminal Investigation	Assignment 1	LO1 Investigate principles, processes and legislation related to criminal investigation LO2 Analyse the requirements of effective scene management and professional forensic evidence gathering	27/02/25	22/05/25
Unit 66: Volume Crime Scene Science	Assignment 1	LO1 Investigate the legal aspects of evidence collection, storage, and the presentation of conclusions in a legal framework	20/11/24	20/01/25
Unit 66: Volume Crime Scene Science	Assignment 2	LO2 Identify different classes of volume crime scenes	20/01/25	25/02/25
Unit 66: Volume Crime Scene Science	Assignment 3	LO3 Apply routine techniques for collection and analysis of evidence from volume crime scenes	25/02/25	30/03/25
Unit 66: Volume Crime Scene Science	Assignment 4	LO4 Report on forensic evidence collection from a volume crime scene	05/04/25	25/05/25
Unit 67: Undertake forensic examinations at scenes of incidents	Assignment 1	LO1 Identify the requirements of crime scene examinations and forensic investigative needs for examinations in line with the forensic strategy.	30/09/2024	20/12/2024
Unit 67: Undertake forensic examinations at scenes of incidents	Assignment 2	LO2 Develop a strategy to use forensic photography at a crime scene.	25/01/2025	20/02/25

## HN Global

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

- 1) Textbooks for core units – containing selections from textbooks chosen to cover the learning outcomes of the core units
- 2) Study skills modules – resources and exercises to help develop your skills in areas like essay and report writing, giving presentations and critical thinking.
- 3) Career Development – access to online career services, including guidelines on CV writing, interview skills and a jobs board
- 4) Forum – for you to discuss your subject with or ask questions of students and tutors from around the world.

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

### 3. ASSESSMENT

#### A) Course Structure

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

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

#### RQF Levels

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

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

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

#### RQF Units – credits and time

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

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

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

### Guided Learning

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

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

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

### Independent Study

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

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

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

**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. This is an estimate of the amount expected to be required for a student to achieve the qualification. Remember that this includes both guided learning and independent study.

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

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

The total Qualification Time for an HND is 2,400 hours.

This is made up of the HNC plus an additional 1,200 hours – as with the HNC 720 hours are independent study.

## **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

## **C) Your qualification at HRUC**

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

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

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

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

## **D) Learning & Assessment**

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

## Units

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

- The unit title and code number
- Unit type (e.g. core), level and credit value
- Introduction – a summary of the purpose, aims and focus of the unit, as well as highlighting the key knowledge, skills and understanding gained while studying.
- Learning outcomes - this is a list of all you need to know, understand or be able to do to pass the unit
- Essential content – identifies the key phrases or concepts for each learning outcome. Your tutors use this to plan the teaching on your course and they will deliver all of this content to you as part of your course.
- Assessment Criteria – these are statements of the evidence you need to produce. Each learning outcome will have several criteria linked to it. Your tutors use criteria to create assignments.
- Any additional evidence requirements that students will have to complete
- Recommended resources – suggested reading (including journals and websites) and links to other related units.

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

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

## Assessment of Units

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

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

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

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

## Assignments

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

## Assignment briefs:

- Set 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 the assessment criteria for one or more learning outcomes (i.e. you won't get separate assignment briefs for Pass, Merit and Distinction criteria – though there could be different tasks).

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

### Submission of Assignments

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

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

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

### Draft submission and feedback

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

Teachers will tell you when to bring in your drafts and when you will get feedback on them. For 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 general advice on how to progress your studies. Feedback cannot give you advice on what you directly need to do to improve your assignment, or state what grade your draft work would achieve.

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

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

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

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

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

### Turnitin

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

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

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

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

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

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

### Authentication

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

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

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

## **E) Marking and Grading**

Once your assignment has been submitted it will be marked and returned to you within 3 (working) weeks. 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 assignments for a unit and they have been marked you will receive a unit grade. This reflects the highest level at which you have met all assessment criteria in the unit.

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

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

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

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

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

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

#### Resubmission

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

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

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

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

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

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

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

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

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

### Extensions to deadlines

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

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

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

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

### Missing deadlines

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

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

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

## **G) Assessment Boards**

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

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

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

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

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

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

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

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

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

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

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

## **H) Overall Grade Calculation**

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

### HNC

To achieve an HNC you need to have:

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

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

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

## HND

To achieve an HND you need to have:

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

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

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

## Unit and Qualification Points

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

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

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

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

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

<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 your units.

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

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

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

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

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

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

#### IV of Assessment Decisions

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

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

#### Standardisation

If different teachers mark work for the same unit (e.g. if there are two or more groups studying the same unit with different teachers), they meet and complete marking exercises to ensure that they all apply assessment criteria consistently and that their marking agrees with awarding organisation requirements.

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

#### External Examination

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

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

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

#### Academic Standards

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

#### Higher Education Quality and Development Committee (HEQDC)

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

Key duties include:

- reviewing and assessing key performance indicators such as achievement, attendance and punctuality on HE qualifications
- receiving reports (from Unit Review questionnaires, student surveys, External Examiners, Academic Standards and Pearson) and monitoring the actions taken to address any issues raised
- working to identify and address any common themes running across all HE qualifications.

Staff representatives from every higher education course attend HEDQC, as do Academic Standards staff, the Head of Guidance & Information Services, the Head of Marketing and the HE student year representatives. See the section on student representation and engagement for more information.

### **J) Academic Appeals (Against Assessment Decisions)**

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

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

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

Appeals must be based on one or more of these reasons:

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

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

[Appeals Procedure](#)

## **Informal Procedure**

### **I have an appeal. What can I do?**

Talk to my course tutor, Course Team Leader / Section Manager / Assistant Head of School or Head of School

## **Formal Procedure**

### **If you are not satisfied with the decisions that were made in the informal stage**

Write formally to the Assistant Principal for your course, stating your name, the name of the assessor and course tutor, details of the assessment decision and why you think it is wrong.

## **Exceptions**

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

## The Office of the Independent Adjudicator (OIA)

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

## **K) Academic Malpractice**

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

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

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

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

**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

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

### A. Student Representatives

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

#### i) Tutor Group Reps

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

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

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

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

#### ii) HE Year Reps

The role of HE Year Reps is to collect the views of the HE students and to report them formally at the HE Quality & Development Committee (held three times a year) to senior College staff. They will then feedback to the HE students what was said at HQDC.

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

HRUC 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 HEQDC.

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

### C. Student Surveys

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

i) Unit Reviews

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

ii) Surveys

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

iii) Graduate Outcomes

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

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

iv) Pearson Annual Student Survey

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

## **D. Tutorials**

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

## **E. Complaints**

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

If you have a complaint or concern you should first speak to your tutor. If you feel unable to do this or are not satisfied with their response, you can make a formal complaint. To do so email your tutor, [feedback@harrow.ac.uk](mailto:feedback@harrow.ac.uk), [feedback@richmond.ac.uk](mailto:feedback@richmond.ac.uk) or [feedback@uxbridge.ac.uk](mailto:feedback@uxbridge.ac.uk)

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

On receipt of your complaint, we will:

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

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

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

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

#### **F. Office of the Independent Adjudicator**

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

## 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**

HRUC expects all students to:

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

**The College will not tolerate:**

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

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

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

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

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

### **B) Attendance & Punctuality**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Thank you

### **D) Religious Observance**

HRUC will neither promote, nor permit the promotion of any one religious faith or culture.

All individuals will be expected to adhere to College policies, rules and regulations, regardless of their personal faith or religion.

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

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

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

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

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

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

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

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

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

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

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

DSA Website - [www.gov.uk/disabled-students-allowances-dsas](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

## **F) Health & Safety**

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

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

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

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

### **Fire alarms / evacuations**

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

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

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

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

### **Lock down**

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

### **First Aid**

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

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

## **G) Safeguarding**

**We want all students at College to feel safe.**

If you, or someone you know, are not feeling safe or you are worried about anything, including any of the issues listed below, please get in touch:

- Physical Abuse
- Sexual Abuse / Harassment
- Self-harm
- Domestic violence
- Drug / Alcohol concerns
- Female Genital Mutilation
- Forced Marriage
- Radicalisation or Extremist Behaviour
- Mental Health
- Neglect
- Gang and Knife Crime
- County Lines Exploitation

You can contact a member of the Student Support Team by telephone on 01895 853380 or in person:

At Uxbridge Campus Room A011 (situated off the Mall)

At Hayes Campus the Student Lounge (situated off the Refectory)

At Harrow Campus student services are just between reception and the refectory

At Weald Campus student services are by reception

At Richmond Campus Student Services are in G32

You can also email us at [studentsupport@uxbridgecollege.ac.uk](mailto:studentsupport@uxbridgecollege.ac.uk)

### **Confidentiality**

All information about you and your personal life is treated with complete confidence at all times.

If exceptional circumstances arise that give us good grounds for believing that you will cause harm to yourself or others, then it is possible we may need to share information with someone else. In such circumstances we would talk to you first.

## 6. HRUC STUDENT PORTAL, APP AND LEARNING RESOURCE CENTRES

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

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

Everyone in the College will have an Office 365 Account.

This gives you access to One Drive to store your files.

You can also access to Word, Excel, PowerPoint, Teams, Outlook for your email and more.

You will have access to your work 24/7 - at College or at Home.

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

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

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

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

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

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

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

## **7. STUDENT SUPPORT**

### **A) The Student Support Team**

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

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

### **B) Careers Guidance**

HRUC is committed to helping individuals achieve their full potential.

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

There is an information centre on every College campus.

## 8. DISCIPLINARY PROCEDURE

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

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

A brief guide to disciplinary procedures:

### **Preliminary or informal stage of disciplinary:**

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

### **Stage 1:** First written warning and

Meeting with Section Manager/Assistant Head of School or Course Team Leader/Curriculum Lead or personal tutor.

### **Stage 2:** Second written warning and

Meeting with Section Manager/Assistant Head of School or Course Team Leader/Curriculum Lead.

### **Stage 3:** Formal Disciplinary Hearing

Meeting with Assistant Principal or Senior Manager, such as Head of School and Student Support representative.

**Stage 4:** Meeting with Assistant Principal or Senior Manager, such as Head of School and Student Support representative.

This is normally for students that have previously had a Stage 3.

Possible outcomes of stage 3/4 disciplinary hearings:

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

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

### **Suspension**

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

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

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

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

# APPENDIX 1 – STUDY GUIDE

## A) How to Write Essays

Writing an essay is important for you for a number of reasons:

1. It gives you the chance to research a project in depth
2. It helps you to focus your thinking on a topic.

### The plan

A plan is essential for good essay writing. The type of plan and the amount of detail you include is your personal choice. The plan is important because:

- your ideas and resources are brought together and displayed before you
- your plan gives an outline and shape to your essay
- you can establish a line of argument in the plan
- your plan can prevent errors, repetition and unnecessary waffle
- using a plan enables you to produce your essay much quicker
- with a plan, you can concentrate on expressing ideas and writing with confidence, before committing yourself to the final details.

Points to consider in the plan:

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

### The introduction

The introduction introduces the essay or argument. It should be a statement of intent, wherein you say how you are going to proceed. It is important to you, the writer, because it gives direction. It is also important to the reader and for the impression it first gives.

The introduction should give the following information:

1. an assessment of the topic – to show that you are aware of what you are going to discuss
2. a line of argument, theme or idea – outline how you intend to proceed
3. a transition to the start of the argument – smoothly linked to the first paragraph.

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

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

## **Structuring the essay**

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

## **Selecting information**

You should have at your disposal more facts and knowledge than you need to answer any particular essay. It is important to be selective, and to use only relevant information. A few things can help:

1. reading/lots of research
2. discussing ideas and points with others
3. thinking and note-taking as ideas come to you.

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

## **Logical argument**

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

## **B) General Presentation**

All work must be submitted with a cover sheet. If submitting assignments on paper ensure they 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

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

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

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

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

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

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

## APPENDIX 3 – GLOSSARY

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

Analyse	Present the outcome of methodical and detailed examination either: <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

	<p>consider aspects, such as:</p> <ul style="list-style-type: none"> <li>● strengths or weaknesses</li> <li>● advantages or disadvantages</li> <li>● alternative actions</li> <li>● relevance or significance.</li> </ul> <p>Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity</p>
Explain	To give an account of the purposes or reasons
Explore	Skills and/or knowledge involving practical research or testing
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities
Illustrate	Make clear by using examples or provide diagrams
Indicate	Point out, show
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression
Investigate	Conduct an inquiry or study into something to discover and examine facts and information
Justify	<p>Learners give reasons or evidence to:</p> <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	<p>Make a formal assessment of work produced. The assessment allows learners to:</p> <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