



# HIGHER EDUCATION COURSE HANDBOOK

BTEC Level 4 HNC in Applied Science  
(Forensic Science)

Harrow, Richmond and Uxbridge Colleges (HRUC)



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

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## **1) INTRODUCTION**

On behalf of the Course Management Team, I should like to extend to you a very warm welcome and I would like to take this opportunity to wish you every success in your studies at Richmond upon Thames College, and trust that your time at the College will prove to be enjoyable, stimulating and rewarding.

HNC Forensic Science is one of many courses run by the STEM Department which has established an excellent reputation for the quality of its courses, for an innovative approach to teaching and learning, and for the friendliness of its staff.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the College. In practice, you will have the opportunity to do this through our 'student voice' processes, such as student forums.

Remember that the outcome of your studies could affect the whole of your future career and therefore study should certainly be your priority. In resolving to work hard however, do not forget to have time for recreation and social activities. Do take full advantage of the College facilities at your disposal.

Dr Lee Roberts  
Head of School, STEM

## HE Team

**Dale Brunt MSc FS Dip** is a dedicated lecturer in Applied Science with a strong background in Forensic Science. He brings extensive experience from both education and the Criminal Justice system, having served as a Detective in the Police and worked with the Fire Service training Fire Officers. Dale is passionate about inspiring students to excel in practical and theoretical aspects of Forensic and Applied Science.

Committed to continuous professional development. He has played a key role in raising the profile of Applied Science courses, including securing endorsement from the Chartered Society of Forensic Sciences and introducing a Higher National qualification in Applied Science.

An accomplished author of three books on Forensic Fire Investigation, Dale is also affiliated with several professional bodies, including the Chartered Society of Forensic Practitioners and the Institute of Occupational Safety and Health. He has also written many of the Forensic Higher National Assignments for Pearson.

**Dr Dipa Mallick** is a lecturer in Chemistry and Biochemistry with an extensive academic background in Physiology and related disciplines. She holds a BSc (Hons) in Physiology, an MSc in Physiology and Biochemistry, and a Ph.D. in Physiology, along with a Diploma in Naturopathic Medicine. Dr Mallick is a life member of the Physiological Society of India and brings a wealth of knowledge and expertise to her teaching.

With over six years of experience delivering HNC and HND courses, Dr Mallick is committed to providing high-quality education and inspiring students to achieve their full potential in the fields of Chemistry and Biochemistry.

**Dr Agnes Boateng** is a lecturer in Biology, specialising in HNC units. She holds a BSc, MSc, PGCE, and a Ph.D., bringing a strong academic foundation and extensive teaching experience to her role. Dr Boateng has been teaching since 1992 and is committed to supporting students in developing their knowledge and skills in biological sciences.

**Dr Sundus Abdulrazaq** is a lecturer in Physics with a strong academic background in the discipline. She holds a BSc (Hons) in Physics, an MSc in Physics, and a Ph. D in Physics. Dr Abdulrazaq is also a Fellow of the Higher Education Academy, reflecting her commitment to excellence in teaching and learning. She teaches the statistical units within the Physics curriculum and is dedicated to delivering high-quality education and supporting students in developing a deep understanding of physical sciences.

**Dr Mohammad Asif Mirdad** is a lecturer in Chemistry with extensive academic and teaching experience. He earned a Doctor of Engineering (PhD) and a Master of Science (MSc) from Kyushu Institute of Technology (Kyutech), Japan. With over 10 years of professional teaching experience as a teaching assistant and associate professor in the UK, Japan, and Afghanistan, he brings a wealth of expertise to his role.

He is highly skilled in modern teaching methods, scientific research, and chemical engineering. He has lectured advanced chemistry at universities, colleges, and schools, educating learners at various levels, from undergraduate to PhD. His expertise includes developing experimental apparatus, sample preparation, analytical methods, and statistical analysis. Passionate about exposing students to the wonders of chemistry and life sciences, he aims to show how these disciplines apply to everyday life.

**Ashrita Dryden MSc BSc** is a lecturer in Psychology, specialising in HNC units. She holds a BSc and an MSc in Psychology and brings strong academic knowledge and practical expertise to her teaching. Ashrita understands the concepts of forensic science as they relate to the discipline of psychology, enriching her approach to applied learning. She is committed to supporting students in developing a deep understanding of psychological principles and applying them effectively in real-world contexts.

# COURSE INFORMATION

## A) COLLEGE CALENDAR – 2026/27

HE Induction Day - Friday 2 October 2026

HE Programmes start in the week commencing Monday 5 October 2026.

To view the College calendar 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 term times.

## A) Programme Specifications

1	<b>Awarding Institution / Body</b>	Pearson
2	<b>Teaching Institution</b>	Richmond College (Richmond Campus)
3	<b>Final Award</b>	Pearson BTEC Level 5 Higher National Diploma in Applied Science (Forensic Science)
4	<b>Course Title</b>	Pearson BTEC Level 5 Higher National Diploma 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 programme is designed to offer a rich and broad-based education that opens the door to exciting careers across the Applied Sciences sector. At its core, it provides specialist Applied Science and Forensic units that blend 65% theory with 35% hands-on practical experience, immersing learners in realistic crime-scene and laboratory environments. This balance ensures that students not only understand the scientific principles behind forensic work but also gain the confidence and competence to apply them in real-world contexts.

A key aim of the programme is to nurture the skills, techniques, and personal attributes essential for thriving in professional life. Learners are supported in developing the confidence, adaptability, and technical expertise needed to make an immediate and meaningful contribution within the workplace. Whether aspiring to technical roles or management pathways, students are prepared for a wide range of careers within the dynamic field of forensic science.

The course also equips individuals with the knowledge and understanding required for success in employment across the Criminal Justice System and its associated agencies. Through specialist study tailored to vocational and professional aspirations, learners gain insight into the expectations and responsibilities of roles they may already hold or hope to pursue. This strong academic and practical foundation also enables smooth progression to further study, including Higher National Diplomas and advanced pathways in crime investigation.

In addition to its academic aims, the programme offers valuable opportunities for students to achieve nationally recognised Level 4 vocational qualifications. These credentials support entry into employment as investigators, technicians, or other forensic-related roles, while also providing a springboard to higher-level study such as Level 5 qualifications in Crime Scene Investigation or related forensic disciplines. Throughout the course, learners are encouraged to develop higher-level management skills alongside a broad range of professional techniques, ensuring they are fully prepared for successful performance in their future careers.

### **Skills & Other Attributes**

Throughout the Pearson BTEC Higher Nationals in Applied Science – Forensic Science, learners are encouraged to cultivate a sophisticated set of academic and professional skills that will underpin their success in both study and employment. Central to the programme is the ability to analyse, synthesise, and critically evaluate information, enabling students to navigate complex scientific material with confidence. Learners develop the capacity to engage with specialist literature in a thoughtful and discerning way, strengthening their understanding of forensic concepts and their wider scientific context.

The programme also places strong emphasis on independent thinking and problem-solving. Students are supported in devising innovative solutions, applying their subject knowledge to both familiar and unfamiliar challenges. As part of their academic journey, learners take increasing responsibility for their own development, recognising their personal learning styles and using this awareness to enhance their performance. They gain experience in designing, planning, conducting, and reporting on scientific investigations, building the practical and analytical skills essential for forensic inquiry.

A key attribute fostered within the course is the ability to construct and evaluate evidence-based arguments. Learners use their growing expertise to identify solutions to clearly defined problems and to approach routine tasks with critical insight. Effective communication is also a core expectation; students learn to present the outcomes of their work accurately, reliably, and using a range of specialist techniques appropriate to the forensic field.

As they progress, learners are encouraged to identify their own learning needs and pursue guided development in new areas of study. They apply both subject-specific and transferable skills in contexts where tasks are well defined but still require personal responsibility, initiative, and sound judgement. These capabilities ensure that graduates are not only academically prepared but professionally equipped to thrive in the demanding and evolving landscape of forensic science.

## **Assessment, Learning and Teaching**

The programme embraces a rich blend of teaching and learning methods designed to meet the diverse needs of all participants. Learners experience a dynamic mix of formal lectures, tutor-led presentations, participant-led seminars, and collaborative group discussions. These are complemented by individual and group experimental work, personal development activities, role-play scenarios, and opportunities to practise counselling and interpersonal skills. This varied approach ensures that students engage with the material in multiple ways, deepening both their academic understanding and their professional competence.

Over the course of the year, students undertake 480 guided learning hours, with 65% dedicated to formal lectures and 35% focused on practical sessions. This structure is intentionally designed to support learners in becoming increasingly independent, helping them develop a strong sense of personal and professional identity. Independent study forms a significant part of the programme, with 70% involving learning, research, and assignment work completed at home or in the Learning Resource Centre, and 30% spent using laboratory facilities outside scheduled class time. In addition to these guided hours, Pearson recommends approximately 720 hours of independent study across the year to reinforce and extend learning.

Achievement within the programme is demonstrated through a balanced and rigorous assessment strategy. Coursework and Pearson-set assignments—comprising structured tasks and written reports—account for 65% of the overall assessment. The remaining 35% is achieved through practical tasks, including workshops, presentations, and simulated crime-scene examinations. This combination ensures that learners are assessed on both their theoretical understanding and their practical application of forensic science principles.

The qualification also benefits from recognition by respected professional bodies, reflecting its strong alignment with industry expectations and career progression pathways. Organisations that acknowledge the BTEC Higher National in Applied Science – Forensics include the Open University, the National Physical Laboratory (NPL), the Royal Society of Chemistry, and the Royal Society of Biology. This recognition enhances the credibility of the qualification and supports learners in advancing into further study or professional roles within the scientific and forensic sectors.

## **Progression Routes**

Learners can progress after completing Level 4 HNC to Level 5 HND then complete at a designated University.

## B) Unit Specifications

The following list of modules will be offered:

Pearson BTEC Level 5 HND 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	Regulations 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
23	Psychology in the Forensic Setting	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 to university.

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 is to introduce learners to the essential principles and practical skills needed to work safely and effectively in a laboratory. The unit develops understanding of health and safety, laboratory equipment, basic analytical techniques, accurate measurement, and good laboratory practice, providing a strong foundation for further scientific study and employment in laboratory-based roles.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>Learning Outcome 1 enables learners to develop a thorough understanding of statistical techniques used to process, analyse, and interpret scientific data. Learners will apply descriptive statistics to summarise data sets, explore probability and normal distributions, and use inferential methods including null and alternative hypothesis testing. The outcome also covers the selection and application of appropriate statistical tests, identification of trends, and the use of projections and forecasts to support decision-making in scientific and industrial contexts.</p> <p>Learning Outcome 2 introduces learners to matrix methods and their application in solving systems of linear equations relevant to scientific problems. Learners will develop knowledge of matrix notation and structure, perform matrix operations such as addition, subtraction, and multiplication, and apply vector–matrix forms. The outcome also includes calculating determinants of <math>2 \times 2</math> matrices and understanding how these methods are used to model and solve scientific and technical applications.</p> <p>Learning Outcome 3 focuses on the application of differential and integral calculus to solve scientific problems. Learners will explore fundamental concepts including functions, limits, continuity, and differentiation, alongside graphical representation and interpretation. The learning outcome also introduces integration and its use in calculating areas, rates of change, and accumulated quantities within scientific contexts.</p> <p>Learning Outcome 4 develops learners’ ability to find approximate solutions to scientific problems using graphical and numerical methods. Learners will interpret data using visual representations and computational techniques, evaluate the accuracy and limitations of approximation methods, and draw justified conclusions based on results. Emphasis is placed on critical evaluation and the effective communication of findings within realistic scientific scenarios.</p>		
<b>Learning outcomes:</b>		
<p>On successful completion of this unit a learner will be competent in :</p> <ol style="list-style-type: none"> <li>1. Carry out qualitative and quantitative analysis.</li> <li>2. Carry out synthetic chemistry techniques.</li> <li>3. Demonstrate use of microscopy and aseptic technique.</li> <li>4. Demonstrate good practice with respect to reporting, health and safety and laboratory organisation.</li> </ol>		

<b>Unit 2: Scientific Data Handling Approaches and Techniques. (Core)</b>		
<b>Unit code:</b>	F/617/5359	<b>Aim:</b> The aim is to develop learners' ability to collect, process, analyse, and present scientific data effectively. The unit enables learners to apply appropriate mathematical and statistical techniques, explore different methods of analysing and presenting data, and develop skills in interpreting results. Learners will also build confidence in producing clear, structured scientific reports and communicating data-driven conclusions in formats suitable for academic, industrial, and research contexts.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit develops learners' ability to collect, process, analyse, and present scientific data using appropriate mathematical and statistical approaches. Learners will build key analytical skills including critical thinking, interpretation, reasoning, and decision-making, alongside developing confidence in handling quantitative information within applied science contexts.</p> <p>The first learning outcome introduces learners to scientific data handling methodologies, focusing on the selection and application of appropriate techniques for data collection, processing, and analysis. Learners will explore different data types, sources, and approaches used in laboratory, industrial, and research environments.</p> <p>The second learning outcome focuses on the practical application of data handling techniques to analyse scientific data. Learners will carry out calculations, apply statistical methods, and interpret results to identify patterns, trends, and relationships within data sets relevant to applied science scenarios.</p> <p>In the third learning outcome, learners develop skills in presenting and communicating scientific data effectively. This includes producing clear tables, graphs, charts, and written interpretations suitable for scientific reports and presentations aimed at a range of audiences.</p> <p>The final learning outcome requires learners to evaluate data handling methods and results. Learners will assess the reliability, accuracy, and limitations of techniques used, reflect on sources of error and uncertainty, and suggest improvements to data collection, analysis, and presentation in future scientific work.</p> <p><b>Note:</b> 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.</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.</li> <li>2. Carry out synthetic chemistry techniques.</li> <li>3. Demonstrate use of microscopy and aseptic technique.</li> <li>4. Demonstrate good practice with respect to reporting, health and safety and laboratory organisation.</li> </ol>		

<b>Unit 3: Regulation and Quality in the Applied Sciences (Core)</b>		
<b>Unit code:</b>	T/617/5360	<b>Aim:</b> The aim is to develop learners' knowledge and understanding of the regulatory frameworks, quality systems, and professional standards that govern work in applied science environments. The unit enables learners to understand the importance of legislation, compliance, quality assurance, and ethical practice in ensuring safe, reliable, and high-quality scientific work within laboratory, industrial, and research settings.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit provides learners with an understanding of the regulatory and quality frameworks that underpin work in applied science environments. It emphasises the importance of legislation, standards, and quality systems in ensuring scientific work is conducted safely, ethically, and to a consistently high standard across laboratory, industrial, and research settings.</p> <p>The first learning outcome enables learners to explore the regulatory requirements and organisational structures that govern applied science activities. This includes understanding the role of legislation, regulatory bodies, and standard operating procedures in maintaining compliance and protecting individuals, organisations, and the environment.</p> <p>In the second learning outcome, learners apply quality assurance and quality control principles within applied science contexts. This involves understanding documentation, validation, calibration, audits, and risk assessment, as well as the implementation of quality management systems to ensure accuracy, reliability, and traceability of scientific work.</p> <p>The third learning outcome focuses on professional practice and ethical considerations in applied science. Learners will examine responsibilities related to data integrity, confidentiality, reporting, and professional conduct, as well as the consequences of non-compliance with regulatory and quality standards.</p> <p>The final learning outcome requires learners to evaluate the effectiveness of regulatory and quality systems in applied science environments. Learners will assess how regulations and quality processes are implemented in practice, identify areas for improvement, and consider how continuous improvement supports safe, compliant, and high-quality scientific outcomes.</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>		

<b>Unit 4: Cell Biology</b>		
<b>Unit code:</b>	A/617/5361	<b>Aim:</b> The aim is to develop learners' knowledge and practical understanding of cellular structure, function, and processes. The unit provides opportunities for learners to investigate key cell biology techniques through practical activities, supported by research into scientific literature. Learners will explore how experimental methods are used to study cells in laboratory and applied science contexts, gaining an appreciation of how cell biology investigations contribute to scientific and medical understanding in practice.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>Cells form the fundamental basis of life and are central to understanding biological structure and function. This unit provides learners with an overview of key concepts in cell biology and the techniques used to study cells in applied science and laboratory settings. Learners will develop knowledge of cellular structures, processes, and investigative methods that support scientific and medical applications.</p> <p>The first learning outcome focuses on the structure and organisation of prokaryotic and eukaryotic cells. Learners will explore cellular components and their functions, compare different cell types and understand how structure relates to biological role.</p> <p>The second learning outcome introduces practical techniques used to observe and investigate cells. Learners will examine the principles and applications of microscopy, including sample preparation, staining techniques, and image interpretation, to support the study of cellular structure and activity.</p> <p>The third learning outcome examines key cellular processes such as cell division, cell growth, and metabolism. Learners will explore processes including mitosis, meiosis, and the cell cycle, developing an understanding of how cells replicate and maintain normal function.</p> <p>The fourth learning outcome focuses on transport mechanisms across cell membranes. Learners will investigate processes such as diffusion, osmosis, and active transport, considering their importance in maintaining cellular homeostasis and supporting life processes in different biological contexts.</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 results in germ layer formation</li> </ol>

<b>Unit 17: Fundamentals of Biochemistry (Specialist)</b>		
<b>Unit code:</b>	T/617/5374	<b>Aim:</b> The aim is to develop learners' understanding of the chemical principles that underpin biological systems. The unit provides opportunities to explore the structure, properties, and functions of key biological molecules through theoretical study and practical investigation, enabling learners to understand how biochemical processes support life and are applied within laboratories, healthcare, and applied science contexts.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit introduces learners to the fundamental biochemical principles that underpin biological systems, focusing on the structure, function, and analysis of biological molecules. Understanding how biomolecules are handled, analysed, and interpreted is essential for reliable laboratory and applied science practice. The unit emphasises accurate experimental techniques and good laboratory practice to ensure valid and reproducible biochemical results.</p> <p>The first learning outcome enables learners to explore the structure and properties of key biological molecules, including carbohydrates, lipids, proteins, and nucleic acids. Learners will examine how molecular structure relates to biological function within living systems. The second learning outcome focuses on laboratory techniques used to investigate biomolecules. Learners will investigate methods such as sampling, preparation, separation, and identification of biological substances, applying appropriate techniques to maintain sample integrity and minimise contamination.</p> <p>The third learning outcome examines the chemical reactions and processes that occur within cells. Learners will explore enzyme activity, metabolic pathways, and factors affecting biochemical reactions, developing an understanding of how biochemical processes are regulated in living organisms.</p> <p>The final learning outcome focuses on the application of biochemistry in applied science contexts. Learners will investigate how biochemical principles and techniques are used in areas such as healthcare, biotechnology, pharmaceuticals, and forensic science, evaluating the reliability and limitations of biochemical analyses.</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 characteristic of enzymes</li> <li>4. Outline the stages involved in cellular respiration</li> </ol>		

<b>Unit 21: Criminal Investigation (Specialist)</b>		
<b>Unit code:</b>	L/617/5378	<b>Aim:</b> The aim of this unit is to develop learners' knowledge and understanding of the principles, processes, and practices involved in conducting criminal investigations. The unit provides a broad overview of investigative techniques, roles, and responsibilities, enabling learners to understand how evidence is identified, gathered, analysed, and evaluated to support effective decision-making within the criminal justice system.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit enables learners to develop an understanding of the principles, roles, and processes involved in criminal investigation. Learners will explore how crimes are identified, investigated, and managed, and how evidence is gathered, analysed, and evaluated to support the investigative process within the criminal justice system. The first learning outcome focuses on the nature and scope of criminal investigations. Learners will examine different types of crime, investigative priorities, and the roles and responsibilities of investigators, considering how legal and ethical considerations influence investigative decision-making.</p> <p>The second learning outcome explores investigative methods and strategies used to collect information and evidence. Learners will examine approaches such as intelligence gathering, witness handling, suspect management, and crime scene investigation, developing an understanding of how investigative techniques are applied in practice.</p> <p>The third learning outcome focuses on the evaluation and analysis of information during a criminal investigation. Learners will examine how evidence and intelligence are assessed, decisions are justified, and investigative lines are developed and prioritised to support effective outcomes.</p> <p>The final learning outcome examines the relationship between criminal investigation and other disciplines within the criminal justice system. Learners will consider how investigative processes interact with forensic science, law, intelligence, and the courts to ensure investigations are conducted professionally, lawfully, and effectively.</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 principles, processes and legislation related to criminal investigation.</li> <li>2 Analyse the requirements of effective scene management and professional forensic evidence gathering.</li> <li>3 Explain the process and purpose of disclosure.</li> <li>4 Describe the structure and workings of criminal courts and the role of expert witness.</li> </ol>		

<b>Unit 23: Psychology in the Forensic Setting (Specialist)</b>		
<b>Unit code:</b>	<b>J/617/5380</b>	<b>Aim:</b> This unit is designed to develop learners' understanding of psychological theories and principles as they apply to forensic contexts. The unit enables learners to explore how psychological factors influence criminal behaviour, victim experiences, and investigative processes. Learners will examine the role of psychology in supporting investigation, decision-making, and the management of individuals within the criminal justice system, developing insight into how psychological knowledge informs professional forensic practice.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit introduces learners to the application of psychological theory and practice within forensic settings. It explores how psychological factors influence criminal behaviour, victim responses, and investigative processes, highlighting the importance of understanding human behaviour within the criminal justice system. The unit emphasises ethical practice, professional responsibility, and the role of psychology in supporting effective forensic decision-making.</p> <p>The first learning outcome focuses on key psychological theories relevant to forensic contexts. Learners will examine concepts such as personality, cognition, social influence, and abnormal behaviour, and consider how these theories help explain criminal actions and responses to crime.</p> <p>The second learning outcome explores the psychological impact of crime on victims, witnesses, and offenders. Learners will examine factors such as stress, trauma, memory, and suggestibility, and consider how these influence behaviour, recall, and interaction with forensic and investigative professionals.</p> <p>The third learning outcome examines the application of psychology within investigative and legal processes. Learners will explore areas such as offender profiling, interviewing techniques, eyewitness testimony, and decision-making, developing an understanding of how psychological expertise supports investigations and court proceedings.</p> <p>The final learning outcome focuses on ethical and professional considerations in forensic psychology. Learners will evaluate issues such as consent, confidentiality, bias, and professional boundaries, and consider how ethical frameworks guide psychological practice within the forensic and criminal justice environment.</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 techniques used to assist in the identification of offenders</li> <li>2 Investigate risk and protective factors for offending.</li> <li>3 Explore how psychology applies to eyewitness memory and the retrieval of memories.</li> <li>4 Describe the application of psychology in the management and treatment of offenders</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 build from previous units on forensic investigation techniques. It is to develop learners' skills in controlling, preserving, and examining incident scenes. The unit enables learners to define scene boundaries, gather information and evidence, and contribute effectively to investigative processes while maintaining scene integrity and professional standards.
<b>Unit level:</b>	4	
<b>Credit value:</b>	15	
<b>Unit abstract:</b>		
<p>This unit enables learners to develop the knowledge and practical skills required to use forensic photography effectively during crime scene examinations. Learners will explore the role of forensic photography in supporting forensic strategies and investigative decision-making, recognising its importance in accurately recording scenes and evidential detail.</p> <p>The first learning outcome focuses on identifying the requirements of crime scene examinations and the associated forensic investigative needs. Learners will consider how forensic strategies inform photographic requirements and how photography supports the examination and interpretation of incident scenes.</p> <p>The second learning outcome requires learners to develop a photographic strategy for use at a crime scene. Learners will plan how photography is used to record scenes methodically, considering factors such as sequence, continuity, lighting, scale, and evidential priorities.</p> <p>The third learning outcome enables learners to demonstrate forensic photography techniques to record photographic evidence at a crime scene. Learners will apply appropriate techniques and procedures to capture accurate, reliable images in line with professional standards.</p> <p>The final learning outcome focuses on reviewing the use of forensic photography to present photographic evidence within the criminal justice system. Learners will evaluate how photographic evidence is selected, interpreted, and presented to support investigations and court proceedings.</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 and forensic investigative needs for 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 Review the use forensic photography at a crime scene to present photographic evidence in a court..</li> </ol>		

## Assessment plan

Please note that assessment dates are subject to change.

Pearson BTEC Level 4 Higher National Certificate in Applied Science (Forensics) -				
Yearly	Unit Name	Dates		No. of Assignments
		Assignment Start	Assignment End	
	Fundamentals of Laboratory Techniques	October 2026	April 2027	1
	Scientific Data Handling Approaches & Techniques	September 2026	March 2027	4
	Regulation and Quality in the Applied Sciences	October 2026	March 2027	1
	Cell Biology	November 2026	May 2027	3
	Fundamentals of Biochemistry	February 2027	March 2027	1
	Criminal Investigation	October 2026	April 2027	2
	Psychology in the Forensic Setting	November 2026	April 2027	3
	Undertake forensic examinations at scenes of incidents	January 2027	May 2027	1 Portfolio

## 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. THE HRUC GRADUATE

It's an exciting time to be a higher education student at HRUC, as alongside your course you also have the opportunity and support to become an HRUC Graduate.

#### **What is an HRUC Graduate?**

An HRUC Graduate is a student that is studying their higher education qualification at Harrow, Richmond and Uxbridge Colleges (HRUC) and has also participated in a range of extra-curricular employment related enrichment opportunities and activities. This includes additional skills, over and above your main qualification, that you have developed as part of your education journey with us.

As well as gaining high levels of specific industry-related knowledge and skills, there is an ever-increasing demand for employees to enter the job market with some proven experience of working in teams, taking initiative and finding creative solutions to complex problems. These employability skills have been widely identified by employers as essential attributes of employees in the modern workplace.

Whilst studying at the College you will be given opportunities to develop these vital skills in a variety of ways including those directly linked to your qualification for example through group work and presentations and also through trips, visits and competitions.

Part of this is having access to Skills Builder - The Universal Framework, an online tool designed to help you assess, develop and record your achievements related to employability. You can find out more about it here: [The Universal Framework](#) and you will be supported to use this to maximise your potential.

#### **What are the benefits of becoming an HRUC Graduate?**

This is your opportunity to further develop yourself, increase your knowledge and skills, prepare for university or the workplace and gain essential employability skills to enable you to become even more work ready.

The great news is that the additional skills you gain will not only make you highly employable but they will be recognised and you will be acknowledged for them!

By reflecting on your development and recording your achievements, for example teamwork, communication and problem solving, you will be awarded an HRUC Graduate Certificate alongside your main qualification.

#### **Will it cost me anything to become an HRUC Graduate?**

There is no extra financial cost to be coming an HRUC Graduate – it is all part of your course. The only investment is the time and effort you put in to develop yourself further and build your skills portfolio to focus on essential employment skills preparing you for your successful future.

#### **How does it work / how do I get involved?**

If you are enrolled as a higher education student at HRUC, during your induction you will be provided with all the information you need to become an HRUC Graduate.

You will work closely with academic and support staff to ensure that the opportunities that you get involved are tailored to your needs to ensure you are developing the right employability skills to help you succeed and to prepare you for further study or to start your career.

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

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

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

### Guided Learning

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

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

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

### Independent Study

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

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

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

### 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.

**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.**

## **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 an additional 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.

Optional does not mean that you choose to complete these or not – it means the College can choose which units to include in your HN qualification. 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 most assignments 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. 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.

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### 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 Committee

The HE Quality 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, the committee meets at least once a term where it monitors all HE provision in the college.

Key duties include:

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

## **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.

We strongly advise not to use any form of generative AI when completing assignments – please note this includes writing assistants.

If you do use AI in your assignments, you must reference correctly – stating which AI you used and the prompts given.

If there is any doubt about the originality of your work, you may be asked by your tutor to give verbal explanations of what you have submitted to check your understanding.

**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.**

## 5. 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) Project Reps

The College runs various projects to monitor and improve the HE courses. From time to time we will ask students to volunteer to help design, monitor and evaluate these projects. Requests for volunteers will be emailed out to you.

**NB: Project 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 Student Reps in their roles. The Co-ordinator can suggest discussion topics, provide an agenda and help arrange meetings, record student views, suggest formats for Reps' reports, proofread and give feedback on Reps' reports.

The HE 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, or email:

[feedbackHC@hruc.ac.uk](mailto:feedbackHC@hruc.ac.uk) for Harrow College

[feedback-RUTC@hruc.ac.uk](mailto:feedback-RUTC@hruc.ac.uk) for Richmond College

or [feedbackUC@hruc.ac.uk](mailto:feedbackUC@hruc.ac.uk) for Uxbridge College

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.

## 6. 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, through the HRUC Student App or in person:

At Uxbridge Campus in the Lower Mall (C block)

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@hruc.ac.uk](mailto:studentsupport@hruc.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.

## 7. 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.

## **8. 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.

## 9. 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 consider aspects, such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> </ul>

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

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

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