

Pearson Level 4 Higher National Certificate in Leadership and Management

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INTRODUCTION

Welcome from your Head of School

Welcome to Uxbridge College, part of the wider HRUC college group and to your course. This handbook is designed to give you a general overview of the College and the School.

We are sure you will enjoy the opportunities offered to you here by our staff. The personalised attention given to all students on the course provides an excellent environment in which to flourish.

We hope that you will enjoy your period of study with us and that the course will provide a stimulating experience – assisting both your personal development and future progression on to higher levels of study and employment in one of the most exciting and vibrant areas of endeavour available.

Welcome from your Higher Education Programme Leader

I would like to wish you every success on your course. We are making it available online with our partner College Online, to enable maximum accessibility for busy people. Although the course is delivered online, you will enrol with HRUC and assigned a local campus (Harrow, Richmond or Uxbridge) so that you can access optional drop-in support. The College will help you to achieve all your learning goals while you are with us, and we will provide you with many resources to support you. Your academic tutor will help you to stay on course with your studies and your Student Success Coach will ensure that you attend fully and are able to access any other support you will need.

To support your success, you have to do your bit. You must attend all your classes online and make every effort to keep up with homework and assignments. You must also conduct yourself in an adult way and conduct yourself in a way that helps you and others to learn.

I hope you enjoy your studies and wish you every success.

Welcome from College Online

You are a student of HRUC and HRUC is responsible for your teaching, assessment and quality assurance - and you will benefit from all the aspects of college life that HRUC offers to all its students.

On this HNC programme, HRUC is working together with College Online to provide you with state-of-the-art online learning environment, and access to content that will support and underpin the teaching from HRUC. College Online will also be providing you with a personal Student Success Coach who can provide you, as needed, with non-academic support and advice in areas such as study skills, employability advice, funding options and much more.

Values

We value and encourage the following:

- A culture of self-improvement
- Self sufficiency
- A strong work ethic
- High aspirations
- High expectations in terms of work output, commitment, conduct etc
- High standards of achievement

We believe in:

- Helping students to gain access to the real world and then giving them the skills to survive in it
- Helping students to realistically appraise their strengths and weaknesses in a contemporary context
- Providing a strict disciplinary framework, which is clearly understood and accepted by students as a pre-condition of learning and is then rigidly enforced
- Helping students to understand both their own personal and social responsibilities and duties, plus the need to accept the consequences of their actions – however unpleasant they may be.

Attendance

Students are required to attend online classes regularly and punctually. You should be an active participant in your own learning and as such, many units depend upon full participation and interaction.

It is your responsibility to make sure you understand your timetable. . Students who miss a significant number of online activities normally obtain poor end of year results.

If you know in advance that you may be absent from online activities, you should inform your Academic Tutor and your Student Success Coach. In the case of illness

you should obtain a medical certificate where appropriate, particularly if you wish the illness to be considered as an extenuating circumstance in respect of coursework or examinations.

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

Punctuality

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

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

Students are responsible for:

1. Attending all online lessons associated with their programme of study.
2. Notifying their Academic Tutor in advance (e.g. by phone or email) if they expect to be absent from timetabled activities.
3. Obtaining prior permission (e.g. by phone or email) from their Academic Tutor and for any planned absences which are longer than 2 consecutive days in duration.
4. Notifying their Academic Tutor for any unplanned absences from classes within 24 hours.

Induction

All students will have online induction sessions at the start of their course. These will introduce you to the course, demonstrate how it will work and go through the rules that apply. It is vitally important that you attend these sessions.

Tutorials

Tutorials are an integral part of your course. You will have regular tutorials with your named Academic Tutor. Your named Academic Tutor and your Student Success Coach are your first points of contact.

Your HRUC academic tutor is responsible for all aspects of your teaching, academic support and assessment. Your tutor's responsibility is to monitor and track your progress on your course and to support you academically.

Your personal Student Success Coach will provide you, as needed, with non-academic support and advice in areas such as study skills, employability advice, funding options and technical support

Your responsibility is to keep your tutor and student success coach informed of any problems that you are having at the College. You can expect your tutor and student success coach to keep things confidential unless absolutely necessary. In some situations, you may be referred to other support available Your tutor will also write any references that you require e.g. for university or for employment

Important things to let your tutor or student success coach know:

- If you have an ongoing medical condition that affects your studies.
- If you have a serious medical problem during your course.
- If you are struggling with your course or any one subject.
- If you feel threatened or bullied inside or outside of College.
- If you have personal problems that affect your studies e.g. death/illness of a family member or close friend.
- If you feel that you are being unfairly treated by any member of staff.
- If you feel that you need support e.g. literacy or dyslexia
- If you are having financial difficulties that are affecting your studies.
- If you are unhappy at College for any reason.

This list is not exhaustive. Often there are very simple things that your tutor or SSC can do to help you. You may be able to get help e.g. extensions to coursework deadlines, extra support or extra time in exams.

2. COURSE INFORMATION

A) COLLEGE CALENDAR – 2025

Course information

- **Start dates:**
 - 27 January 2025
 - Deadline for applications: 10 January 2025
 - 14 April 2025
 - 8 September 2025
- **Term dates for full-time January intake:**

Units	Start	End
1&2	27 Jan	28 Mar
3&4	14 April	13 Jun
5&6	23 Jun	18 Aug
7&8	8 Sep	7 Nov

Duration:

Full time: 1 year (36 weeks of classes)

The courses will be delivered 100% online. Students will have additional optional access to HRUC for social or networking events or accessing support in person if preferred, but the entire qualification can be successfully studied online

You will need to have a PC or Mac computer. Whilst it is possible to access and interact with most course content using a tablet or smartphone, these devices will not work for assessments. If you do not have access to equipment, please let us know so that we can support you. For best performance, College Online content should be used on the current or previous major releases of Chrome, Firefox, Edge, or Safari, running on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. In detail;

PC:

- Any Microsoft Windows based PC (laptop or desktop, preferably running Windows 10 or above)
- Web Browser: Google Chrome (version 122 and above), Microsoft Edge (version 122 and above) or Firefox (version 123 or above)
- Webcam
- Microphone
- Installation of Teams for Virtual Classroom & Class.com access

Mac:

- Any Apple MacOS laptop or desktop

- Web Browser: Google Chrome (version 122 and above), Safari (version 16 and above) or Firefox (version 123 or above)
- Webcam
- Microphone
- Installation of Teams for Virtual Classroom & Class.com access

Internet Connection:

- Internet connectivity is required for access to all coursework. Internet connectivity could be in the form of a fixed line connection, 3G/4G/5G, wi-fi or other technologies.
- Minimum: 600kbps download and 600kbps upload speed
- Recommended: at least 1.5Mbps download and 1.5Mbps upload speed

B) Programme Specification

There is a strong and growing demand across the world for people who can demonstrate that they have skills in areas which are in demand by employers, such as leadership and management. These skills can be evidenced through a recognised and valued qualification such as a Higher National Certificate (HNC) award.

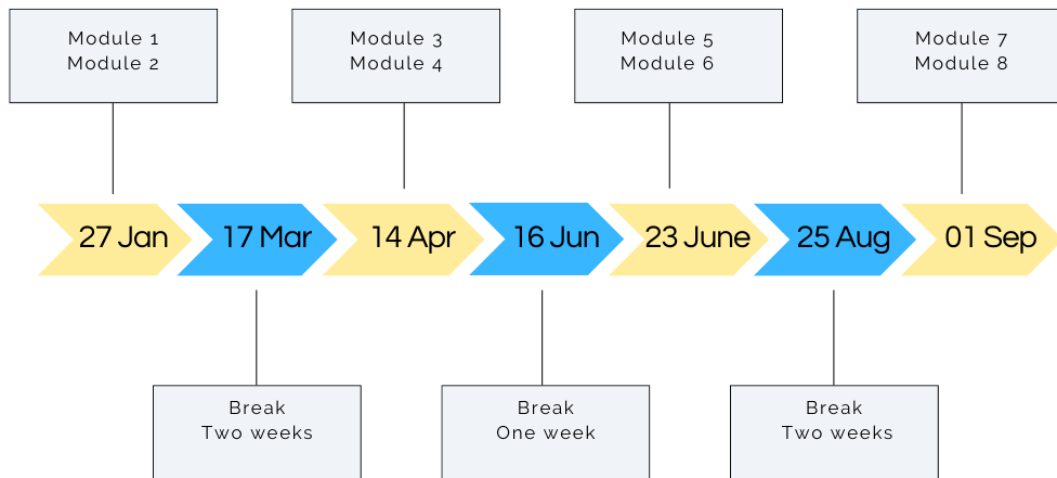
This one year HNC course is designed for people who, for job or personal circumstances choose not to study on-campus, but who need to upgrade their skills, or gain new skills, in leadership and management as part of their career development.

The course fits around the busy lives of working adults, with flexible study schedules to suit their lifestyles, It is 100% delivered online, with regular weekly support from college tutors and student advisers. The course is recognised by the Student Loan Company and eligible students can apply for a loan to cover their course fees. The course is also designed so that successful students can progress to a BTEC HND award (a level 5 award), and then on to a top up degree (a level 6 award) if that is their ambition - or they can use the skills gained at each level for career advancement

The level 4 HNC in Leadership and Management course comprises 8 mandatory units, each bearing 15 credits. Each unit will be delivered over a 9 week period for 16 hours per week. Students will study two units at a time to finish in one year.

LEARNING JOURNEY

Pathfinder



A study cohort will normally be in approximately 20 students, who will study together throughout their course.

They will attend live sessions together and complete collaborative activities both live and asynchronously via the forum. These are both included in Guided Learning Hours. Live sessions or one-to-one calls are considered contact time (2-3 hours per week). Asynchronous collaborative activity as well as discussions and guided self-access study through College Online Learning material, quizzes and case work is tracked and monitored by the tutor so that they can respond collectively to academic issues in the group live session or to unique issues per learner in one-to-one calls. This constitutes a further 4-5 hours per week.

In the group of 20, they may be split into smaller groups for project work or other activities as appropriate. This is to make the learning activity more manageable but also to facilitate the creation and maintenance of social bonds

In the remaining 8-10 hours of the week, students are expected to conduct their own research into the topics at hand. In the early weeks of each unit, these activities will be heavily scaffolded to help students build research, note-taking, synthesis and critical reading skills (amongst others), moving towards the end of the unit where the students are given more freedom.

Activities in this time may include:

- Guided reading, which the tutor sets and feeds back to individuals on the level of engagement, followed up by a task to share learnings either in a forum, a shared resource or in a live session.
- Guided research, which the tutor sets, reviews in live sessions or in forums,
- Independent research to inform assignments, group projects and to consolidate learning

Tutors are also available for individual support and guidance each week and time can be booked with them.

D) Assessment Plan

The full assessment plan will be available to you on the first date of your course. It will show the names of your assignments, the dates they are issued to you and the deadline for you to submit it.

There will be at least one, and usually two or three assignments per unit.

The amount of time you have to complete the assignment depends on the task(s) set. One or two weeks is usual, but some assignments may take longer.

Turnitin

All written work that you submit must first have been uploaded to Turnitin - a piece of software that has been developed to check student submissions for Academic Malpractice (see Section 5: Rules & Responsibilities on page 41)

3. ASSESSMENT

A) Course Structure

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

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

RQF Levels

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

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

'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) credits 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 gives you specific guidance towards learning aims.

For the Level 4 there are 8 units: with each unit taking 9 weeks, the design is for three phases in each unit - Exploration, Application and Creation - each of three weeks' duration.

In **Exploration**, there will typically be per unit, per week:

Direct contact (live)

- 2 hour live group tutorials
- Bookable time with a tutor

Guided study

- 4 hours of guided learning using carefully designed expert-led content in which all activity and contributions are tracked and result in rich pre-built feedback where appropriate (e.g. knowledge checks and formative assessments)
- 1 hour asynchronous discussion task, moderated by the tutor with feedback on common achievements and/or misconceptions to the group and engagement data monitored by the Student Success Coach (SSC) and flagged for follow up action by the tutor as appropriate.

Independent study (heavily 'scaffolded' in early weeks)

- 3 hours; Guided external reading (on the Kortext platform): purposeful reading from specific sources with tasks set by the expert/designer to focus attention on specific topics. Tutor to monitor activity on Kortext and follow up with students as appropriate,
- 3 hours Guided Research: Scaffolded research activities (Kortext/online/college library/action research with colleagues, etc) with a follow up,

- 1 hour of shared resource building which the tutor will review and use to inform learning activities in the next live tutorial and or 1:1 calls as appropriate.

In the **Application** phase, there will typically be, per unit, per week

Direct contact

- As in Exploration,

Guided study

- 1 hour working through online scenarios and problems created in advance. All scenarios are automatically marked and contain rich feedback for every decision, written in consultation with experts/tutors,
- 2 hours of Guided learning with regular interactions and feedback as described above,
- 2 hours of more complex problems, automatically marked as above and including a moderated discussion forum [this may move to independent study depending on how we construct the task or what resources we want to use]
- 2 hours of automatically marked assessment (and/or scaffolded peer reviewed task tbc)

Independent study

- 5 hours of open research on suggested topics, some scaffolding given,
- Up to 1 hour self-reflection and preparation for assessment

In the **Creation** phase, there will typically be, per unit, per week

Direct contact

- As in 'Exploration' with additional bookable tutor time with a view to supporting assessment preparation

Guided study

- 1 hour Introduction to the Case - set in the design phase and bearing automatic marking and rich feedback where appropriate,
- 2 hours guided asynchronous study as described above,
- 1 hour asynchronous discussion task, moderated by the tutor with feedback on common achievements and/or misconceptions to the group and engagement data monitored by the SSC for follow up action by the tutor as appropriate
- 1 hours guided research - set and reviewed by the tutor,
- 1 hour assessment with automatic grading and feedback.

Independent Study

- 6 hours preparation for assessment, including any necessary open research, 'supported' through bookable tutor time if needed,
- 1 hours reflection.

Throughout, students will have access to college support and of course the Student Success Coaches.

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 tutors.

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

Total Qualification Time

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

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

The total Guided Learning Hours are 480 hours - so you should be doing 720 hours of independent study while working on your HNC.

If you progress onto an HND, that has another 1,200 hours TQT, made up of 480 GLH and 720 independent study.

B) RQF Pearson Higher National Qualifications (HNs)

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

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

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

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

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

C) Your qualification at HRUC

The Pearson specification for the L4 HNC in Leadership and Management shows there are 8 mandatory units, each of 15 credits. No optional units are available. Students must complete all 8 units to achieve the qualification.

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 learning, lectures, seminars, practical sessions, work experience etc).

The units – and the learning outcomes – are:

Unit 1: The Contemporary Business Environment

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

- LO1 Explain the different types, sizes and scope of organisations
- LO2 Discuss the interrelationship of the various functions in an organisation and how they link to organisational structure
- LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macroenvironment has on business operations
- LO4 Determine the internal strengths and weaknesses of a specific business and their interrelationship with external macro factors.

Unit 2: Marketing Processes and Planning

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

- LO1 Explain the role of marketing and how it interrelates with other business units of an organisation
- LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives
- LO3 Produce a marketing plan for an organisation that meets marketing objectives
- LO4 Develop a media plan to support a marketing campaign for an organisation.

Unit 3: Management of Human Resources

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

- LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success
- LO2 Produce a workforce action plan for recruiting and retaining talent to address skills shortages in an organisation
- LO3 Examine how external and internal factors can affect HRM decision-making in relation to organisational development
- LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance.

Unit 4: Leadership and Management

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

- LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation
- LO2 Review the influence of different leadership and management styles on the culture of organisations
- LO3 Develop a motivational strategy to optimise organisational performance
- LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.

Unit 5: Accounting Principles

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

- LO1 Examine the context and purpose of accounting
- LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards
- LO3 Interpret financial statements
- LO4 Prepare budgets for planning, control and decision-making using spreadsheets.

Unit 6: Managing a Successful Business Project (Pearson-set)

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

- LO1 Explain the key stages of the project lifecycle that should be considered when project managing

- LO2 Produce a project management plan (PMP) for a business project using primary and secondary research methods
- LO3 Implement the project management plan (PMP) to communicate results from the research and make conclusions from the evidence of findings
- LO4 Reflect on value gained from implementing the project and the project management process.

Unit 7: Operational Planning and Management

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

- LO1 Examine the interrelationships of operations management with the other functions within an organisation
- LO2 Explain the importance of operations management in achieving effective organisational performance
- LO3 Apply quality management approaches to solve practical operations management problems
- LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements.

Unit 8: Digital Business in Practice

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

- LO1 Examine the digital business environment, emerging trends and contemporary approaches
- LO2 Investigate the effectiveness of the use of digital technologies to achieve business objectives
- LO3 Develop a transformational digital strategy plan to support the implementation of digital technologies within an organisation
- LO4 Present the design of a selected mobile application to support a digital strategy within an organisation.

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.

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 tutors. On one unit, the assignments is set by Pearson.

Assignments

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

Assignment briefs:

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

It is important that you understand what evidence assignments are asking you to produce.

To help use the glossary of terms and evidence at the back of this handbook (Appendix 3).

Submission of Assignments

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

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

Your tutors will give you further information and guidance on completing assignments during timetabled sessions and often provide you with resources. You will find detailed guidance on Canvas on how to do this.

Draft submission and feedback

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

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

The feedback on draft assignments will include general advice on how to progress your studies. Feedback cannot give you advice on what you directly need to do to improve your assignment, or state what grade your draft work would achieve.

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

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

You will also be given an opportunity to complete shorter formative assignments which will be submitted for peer feedback. You will provide feedback on your peers' work as well

NB: This is your only opportunity to use your tutor's and peers' 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, tutors do not have to give you another opportunity to do so, or provide you with any feedback before you submit the work.

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

Turnitin

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

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

An originality report should show that you have correctly referenced all 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.

Authentication

When you submit finished work online for marking you are also confirming that it is your own work and has been completed according to the rules of the qualification.

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

E) Marking and Grading

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

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

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.

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

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

- **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**

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

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 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 tutor 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 can ask for an extension to the deadline by making an application for extenuating circumstances. To do so, write to your tutor with all the required details (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 of the assignments again, and the grade is limited to a Pass. There would be additional fees to pay for any repeated units and these will depend on the unit size and content.

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

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

Assessment Boards take place at least once during your course and once at the end of the year.

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

Pass 420-599 points Merit 600-839 points

Distinction 840 points or more

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

I) Internal & External Monitoring

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 tutors mark work for the same unit (e.g. if there are two or more groups studying the same unit with different tutors), 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 tutors take place even where assessments or units are marked entirely by one tutor, to ensure assessment is consistent across all units and qualifications.

External Examination

External Examiners are subject specialists, employed by the awarding organisation to make sure that HRUC is running qualifications correctly. External Examiners visit the College (usually remotely using Teams or Zoom etc) annually to:

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

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

Academic Standards

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

Higher Education Quality and Development Committee (HEQDC)

The HE Quality and Development Committee is part of HRUC's Academic Board, which oversees the development and quality monitoring of all programmes. Chaired by the Vice Principal of HRUC – Uxbridge College, HEQDC meets at least once a term where it monitors all HE provision in the college. Key duties include:

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

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

J) Academic Appeals (Against Assessment Decisions)

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

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

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

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

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

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

Appeals Procedure

Informal Procedure

I have an appeal. What can I do?

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

Formal Procedure

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

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

Exceptions

There are certain circumstances under which the College Appeals Against Assessment Decisions Procedure is superseded. Details of this are contained within the full policy (available on the policies page of the HRUC website www.hruc.ac.uk/policies).

The Office of the Independent Adjudicator

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

K) Academic Malpractice

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

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

By signing work submitted for marking you are confirming that it has been completed according to the rules of the qualification. It is important that you ask your tutor if you are

not sure about any of the rules as anyone caught cheating will face penalties as described in the College Academic Malpractice Policy.

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

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

4. HE STUDENT REPRESENTATION & ENGAGEMENT

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

A. Student Representatives

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

i) Tutor Group Reps

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

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

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

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

ii) HE Year Reps

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

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

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

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

B. HE Student Representation Co-ordinator

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

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

C. Student Surveys

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

i) Unit Reviews

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

ii) Surveys

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

iii) Graduate Outcomes

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

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

iv) Pearson Annual Student Survey

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

v) College Online

College Online also surveys student experience and satisfaction ratings from time to time.

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 and College Online, 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 feedback@uxbridge.ac.uk.

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

On receipt of your complaint, we will:

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

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

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

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

F. Office of the Independent Adjudicator

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

5. RULES & RESPONSIBILITIES

A) Code of Conduct

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

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

HRUC expects all students to:

- Help to maintain a pleasant environment for everyone.
- Show respect for others and uphold the Equality & Diversity Policy.
- Devote time on the College systems 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.
- Uphold the good reputation of the College, either on site or off site.
- Conform to the College's policy on the use of Information Technology Facilities.
- Commit to attending all online activities and 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.

The College will not tolerate:

- 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.
- aggressive behaviour in online live or asynchronous discussions
- Any form of criminal activity.
- Attempts to convert individuals to religious faiths or political causes.
- Use of the online social spaces to promote a political or religious cause.
- 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.
- e tutor.
- 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 oAny activity which is likely to bring the College's name into disrepute.

The College takes its responsibility within the 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 course and to be ready to begin work at the scheduled start of each timetabled activity , 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 log in 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.

Student Success Coaches and Tutors are responsible for the general welfare of all students within the school. They will contact students, whenever they are absent and students may request to see them with any general problems or queries that they may have.

Student Success Coaches and 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.

Student Success Coaches and 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

It is the students' responsibility to make sure they understand their timetable and they know when their online activities will take place. Students who miss a significant number of online activities normally obtain poor end of year results.

If you are not able to log on for periods of longer than three days please notify your student success coach or 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 and Diversity policy' about equal opportunities, which is available on the policies page of the HRUC Internet site (www.hruc.ac.uk/policies). 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.

D) Religious Observance

Our Statement on Religious Diversity states:

HRUC:

1. Promotes itself as a secular college and respects equally different religions, faiths, and cultures.
2. Expects everyone to adhere to the Equality & Diversity policy.
3. Expects regular course attendance from all its students as outlined in the Attendance & Punctuality Policy.
4. Recognises a variety of religious festivals throughout the year.
5. As curriculum planning and student success take priority in HRUC, HRUC asks that requests for exceptional leave for essential religious obligations are made by students, in writing to their Head of School, at least one week in advance. Two days authorised absence is allocated for each academic year.
6. Delegates authority to Assistant Principals to grant permission to students to take exceptional leave.
7. Requires Assistant Principals to ensure that the student's exceptional leave is recorded and logged in their office.
8. Provides a variety of meals in Refectories, including vegetarian options, in order to reflect cultural diversity.
9. Endeavours to arrange refectory opening times which are sensitive to the religious obligations of users.
10. Provides where possible facilities for faith observance and ensures that a variety of means are used to publicise this provision (see quiet/prayer room below).
11. Expects all users to respect College resources where they are used for faith observance. 12. Provides the facility for staff to take annual leave, the exigencies of the service permitting, in order to fulfil their religious obligations.

Quiet/Prayer room

If you come into the college a Quiet/Prayer room is made available at certain times of the day when timetabling and room utilisation allow. The primary purpose of HRUC is education and therefore HRUC cannot guarantee this availability. This room can be used as a 'quiet' space by people of all faith groups, beliefs, genders and for those whom religion has no particular significance in their lives.

The room may equally be used as a quiet space for people to sit and contemplate, to pray or to take a few moments to de-stress from a busy day.

HRUC will publicise the regular times and days of this room. If a student wishes to use a room outside of these times then he/she can request a room from the main reception.

The management of this quiet/prayer room will be through an oversight committee existing of the Head of Security and Assistant Principal. The oversight committee will be responsible for managing the appropriate use of this facility and for dealing with any issues arising.

The room should be a safe space for all users. This means that everyone has a duty to respect other users and to ensure the environment remains welcoming to people of all faiths, beliefs, genders, and for those whom religion has no particular significance in their lives.

The oversight committee reserves the right to refuse entry or cease any activity if it believes there is likelihood of a breach of this respect or HRUC's code of conduct.

E) Learning Support for HE Students

The College and College Online welcomes students with disabilities and / or learning difficulties. Platform and courses are designed with accessibility in mind so that additional support is less urgent but still available where needed. 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. Your Student Enrolment Adviser or Student Success Coach will be able to advise you on this

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

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

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

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

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

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

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

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

For information about Learning Support please contact the Learning Support Team.

F) Health & Safety

The full policy is available on the policies page of the HRUC website (www.hruc.ac.uk/policies) . It states that:

If coming on to campus, students will ensure that:

- They follow reasonable instructions given in the interests of health & safety.
- They take reasonable care for their own health & safety when undertaking college activities, as well as the health & safety of others who may be affected by what they do.
- They follow the health & safety rules which apply to their attendance at the college and the safety measures of any other company whose premises they may visit as part of their education / work experience.
- They do not misuse anything that has been provided in the interests of health & safety (for example, propping open a fire door with a fire extinguisher, sounding the fire alarm system for malicious purposes, removing guards from machines, or blocking a fire escape route with rubbish or equipment etc).
- That they report anything that might present a danger to either themselves or anybody else.
- Avoid placing other people at risk, either by what they do or do not do.

If a student fails to discharge their health & safety responsibilities, disciplinary action may be taken.

G) Safeguarding

We want all students at College to feel safe.

Please speak with your tutor or a member of the College's Safeguarding Team if you are worried about issues such as:

- Physical, Mental or Sexual abuse
- Self-harm
- Bullying (including online)
- Domestic violence
- Forced marriage
- Sexual harassment
- Extremism/ Radicalisation / Terrorism.

You can contact a member of the Student Support Team by telephone: 01895 8533810

You can contact the student support team in person at any HRUC campus:

At Uxbridge Campus Room A011 (situated off the Mall)

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

At Harrow on the Hill Campus Student Services are just between Reception and the Refectory

At Harrow Weald Campus, Student Services are by Reception

At Richmond Campus Student Services are in G32

Please report any hate crimes or concerns you may have about another student displaying extremist views.

Confidentiality

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

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

Safeguarding..... Everyone's Responsibility

6. The HRUC/College Online learning environment

Once you have enrolled as a student you will be able to access the College Online Learning environment through a single sign on password. This will give you access to all aspects of the learning environment:

- see your study plan and your progression to date
- access all the content and materials you will need for your study,
- communicate with your fellow students and your tutors,
- access the IT help desk and your Student Success Counsellor,
- attend tutorial s and other activities online,
- submit your assessments.

You can use your HRUC college ID to come into campus and use the library and other services.

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

7. STUDENT SUPPORT

A) The Student Support Team

The Student Success Coachess help with any problem or difficulty that might have an effect on your 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 Sucess Coaches 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.

B) Careers Guidance

HRUC and College Online are committed to helping individuals achieve their full potential. We provide student-centred and impartial information, advice and guidance (IAG) to all learners at the College who want to find out more about their career options or continuing education.

There is an Information Centre on every College campus.

8. DISCIPLINARY PROCEDURE

The full policy is available is on the policies page of the HRUC internet (www.hruc.ac.uk/policies). This states how breaches of the College's academic rules or Code of Conduct will be dealt with.

Note that failure to follow College rules may result in suspension or even exclusion from the college.

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 Tutors, Tutors and Trainers in the Lifelong Learning Sector. [Online]

Available from:<http://www.standardsverificationuk.org/documents/professional_standards_for_itts_020107.pdf> [accessed 4th October 2008].

Bibliography:

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

APPENDIX 2 – EXTENUATING CIRCUMSTANCES APPLICATION

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: Programme of Study: Year:

Assignment/assessment (s) affected by claimed extenuating circumstances

Unit Number	Unit Title	Tutor	Assignment / Assessment Title	Deadline

Reason for the claimed extenuating circumstances

(Please give a brief overview of the reasons)

.....

Additional evidence supplied

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

.....

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

Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different
Discuss	Give an account that addresses a range of ideas and arguments
Evaluate	Work draws on varied information, themes or concepts to consider aspects, such as:

	<ul style="list-style-type: none"> ● strengths or weaknesses ● advantages or disadvantages ● alternative actions ● relevance or significance. <p>Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity</p>
Explain	To give an account of the purposes or reasons
Explore	Skills and/or knowledge involving practical research or testing
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities
Illustrate	Make clear by using examples or provide diagrams
Indicate	Point out, show
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression
Investigate	Conduct an inquiry or study into something to discover and examine facts and information
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> ● support an opinion ● prove something is right or reasonable
Outline	Set out the main points/characteristics
Plan	Consider, set out and communicate what is to be done
Produce	To bring into existence
Reconstruct	To assemble again/reorganise/form an impression
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way
Review	Make a formal assessment of work produced. The assessment allows learners to: <ul style="list-style-type: none"> ● appraise existing information or prior events ● reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts

Stage and manage	Organisation and management skills, for example, running an event or a business pitch
State	Express
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration
Undertake/carry out	Use a range of skills to perform a task, research or activity. This is the summary of the type of evidence you may be asked to produce
Case study	A specific example to which all students must select and apply knowledge
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations
Team task	Students work together to show skills in defining and structuring activity as a team
Presentation	Oral or through demonstration
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability
Poster/leaflet	Documents providing well-presented information for a given purpose