



*Exeter College*

# **Teaching, Learning and Assessment Handbook for**

***HNC Construction and the Built Environment  
(RQF)***

- Civil Engineering Pathway***
- Construction Pathway***
- Building Services Pathway***

***HND Construction and the Built Environment  
- Civil Engineering Pathway***

## **2022-2023**

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# WELCOME AND INTRODUCTION

## 1. Welcome and Introduction to HNC Construction and the Built Environment

Welcome to the HNC Construction and the Built Environment. The College is delighted that you have chosen to study with us. We are sure you are going to have a great time here and will get a great deal from the programme.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Handbook contains important information including:

- The Institution Procedures, facilities, and opportunities
- Programme Information
- Academic Regulations including Extenuating Circumstances
- Student Support including wellbeing, careers education, information, and guidance
- Financial information and guidance on funding
- Learning Resources
- Study Skills Support including key resources on Referencing and Plagiarism

Note: The information in this handbook should be read in conjunction with information posted by your Programme Team on Moodle

## 1.1. Staff / Student Communication

<b><u>HE Quality and Standards Manager</u></b>	<b><u>HE Department contacts</u></b>	<b><u>HE Librarian</u></b>
<p>Marianne Readman</p> <p><a href="mailto:HEOffice@exe-coll.ac.uk">HEOffice@exe-coll.ac.uk</a></p>	<p>Tracey Cheetham – HE Department Co-ordinator</p> <p><a href="mailto:traceycheetham@exe-coll.ac.uk">traceycheetham@exe-coll.ac.uk</a></p> <p>Amy Cockram – HE Administrator (contact for Pearson programmes)</p> <p><a href="mailto:amycockram@exe-coll.ac.uk">amycockram@exe-coll.ac.uk</a></p> <p>01392 400249</p>	<p>Please visit your subject specific LRC and the LRC pages on Moodle:</p>
<b><u>HE Wellbeing/Support</u></b>	<b><u>HE Careers/ Employability</u></b>	<b><u>Student Experience Lead</u></b>
<p>College Wellbeing Team – the wellbeing officers can also refer students to the College Counselling Team in Appropriate.</p> <p><a href="mailto:studentexperience@exe-coll.ac.uk">studentexperience@exe-coll.ac.uk</a></p> <p>Carmen Dix - Supervisor/Advisor HE Learning Support</p> <p><a href="mailto:dsa@exe-coll.ac.uk">dsa@exe-coll.ac.uk</a></p> <p>01392 400443 07879 113062</p>	<p>Deborah Kearney</p> <p><a href="mailto:deborahkearney@exe-coll.ac.uk">deborahkearney@exe-coll.ac.uk</a></p>	<p>Kat Toomey</p> <p><a href="mailto:kattoomey@exe-coll.ac.uk">kattoomey@exe-coll.ac.uk</a></p>

All staff will communicate with students in the following ways:

- College Email
- Moodle class site pages
- Programme and University Level Notice Boards
- Institution extranet/ intranet / virtual learning environment <https://vle.exe-coll.ac.uk/vle/login/index.php> General study guidance is available at all times and the site can be accessed 24/7 on and off site from the beginning of your studies. Module guidelines for all modules are available from the beginning of your studies and specific handouts and presentations will be available within 24 hours of a session. Students need to ensure that they update their information regularly to maintain access to their student account.
- Programme Notice Board

- University Level E-bulletins
- [Higher Education and Adult Learning Sharepoint site:](#)

It is in your interest to check all of these on a regular basis to ensure you have not missed important messages.

## **1.2. Student Voice**

Your opinions and needs, often known as ‘Student Voice’, are an important aspect of being an HE student. The Quality Assurance Agency (QAA) for Higher Education in the UK suggests that ‘Student engagement is all about involving and empowering students in the process of shaping the student learning experience’. Thus, the Student Voice is important and as such we actively encourage all students to get involved at a range of levels in their learning and in quality assurance, enhancement, and management of their course.

The Student Voice is one of the tools we have at our disposal to facilitate real, positive change in partnership with our University Level student community. We are committed to the ongoing improvement of our services, but it relies heavily on the exchange of feedback between students and staff so that we can focus our efforts effectively.

There are many opportunities for the student voice to be heard within an academic year. Student Reps will be invited to share their views at regular course level Programme Committee Meetings and the termly HE Student Voice meetings. Their feedback will be gathered and fed back through the community voice updates to the College’s Governors. We want you to feel like your feedback is being taken seriously and that it is being acted upon. At the second Student Voice meeting we will present a ‘You said, we did’ action plan that explains what is being done to act upon the wishes of our students. Unfortunately for operational reasons, not everything is feasible, but we will maintain a commitment to transparency on these occasions.

In addition to the formalised student voice meetings processes, we aim to offer informal feedback through an open contact policy with the Student Experience Lead. Informal feedback made through this contact route will be logged and presented alongside the regular student voice activities.

You can find the Student Voice page here:

<https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Adult-Student-Voice.aspx>

## **1.3. Student surveys**

You may be asked to participate in surveys throughout your course to give us feedback during your course, and we encourage you to provide feedback throughout the year. You can also give us feedback by visiting the Student Voice page.

Surveys provide valuable information to enable us to improve your programme and learning experience. You will receive feedback from tutors on changes that have been made due to your feedback, so it is key to engage with these surveys to have your voice heard.

You will also have the opportunity to complete the Pearson annual student survey.

The survey has been designed to provide valuable and quantifiable feedback on Pearson BTEC Higher Nationals to:

- Inform the future design of the qualifications.

- Triangulate other aspects of the quality assurance mechanisms.
- Support the development of resources for BTEC Higher National students globally.

Further guidance, information and access to the Pearson online survey can be found on [HN Global](#).

## 1.4. Your Virtual Learning Environment

Your Programme Manager will introduce you to the College's VLE also known as Moodle, each programme will have its own Moodle page which you will find resources such as:

- Module guides - Teaching, Learning and Assessment
- Teaching materials
- Links to appropriate academic resources
- Links to Study Skills
- Guide to referencing

Your course Team may also use Microsoft Teams to support delivery of your course.

## 1.5. Your Library - Learning Resources

You will be introduced to using the Learning Resource Centres (LRCs) during your induction. You will also be inducted in how to borrow books, access online materials, use systems and obtain the necessary resources to assist you with your studies.

Each Learning Resources Centre has:

- Networked PCs for student use. A Mac suite and TV studio is also available at the Creative Industry Learning Resources Centre
- Wi-Fi facilities allowing students full network access on their own IT equipment.
- Self-service photocopying and binding services

The online library catalogue is available both on and off campus. Students can use the catalogue to renew and reserve items, and media equipment and PCs can be booked via the online booking systems.

Full information on the range of services and resources and how to contact the Learning Resources Centres can be found on the Learning Centre portal pages:

[Essential Information for Higher Education Learners \(sharepoint.com\)](#)

You can also create an account with HN Global to access learning resources made available by Pearson. HN Global hosts a Learning Zone with study materials and a Progression Hub with opportunities to develop employability skills.

You can find out more and create an account for HN Global here

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/hn-global.html>

# DISTINCTIVE FEATURES OF THE PROGRAMME

## 2. Distinctive Features of the Programme

As your HNC Qualification is designed as a broad programme of study which develops a wide range of skills, knowledge and understanding, the majority of our staff members will teach exclusively to your programme. Indeed, you will be taught by staff with different areas of specialism but related specific subject areas within your College such as:

- Maths
- Structures
- Environment
- Science
- Engineering
- Geology
- Law
- Health & Safety
- Technology
- Design and detailing

## 3. Course Contact List

All staff delivering on this programme can be contacted directly or through the faculty administrator for the Faculty of Construction – individual contact details for each staff member are provided below. The Faculty Administrator for CON is Susan Mnew who can be contacted at [susanmnew@exe-coll.ac.uk](mailto:susanmnew@exe-coll.ac.uk) or on 01392 400391.

### 3.1. Programme Leader

Key staff helping you through the challenges of study at this level include: the **Programme Manager** for your HNC. As part of the Programme Management Group, he is responsible for the effective delivery and promotion of the programme and providing, as required, specialist advice to students.

Name	Role	Email
João Ferreira	Programme Manager (Civil Engineering)	<a href="mailto:joaoferreira@exe-coll.ac.uk">joaoferreira@exe-coll.ac.uk</a>
Paul Childs	Programme Manager (Construction)	<a href="mailto:paulchilds@exe-coll.ac.uk">paulchilds@exe-coll.ac.uk</a>
João Ferreira	Programme Manager (Building Services)	<a href="mailto:joaoferreira@exe-coll.ac.uk">joaoferreira@exe-coll.ac.uk</a>

### 3.2. Module Leaders

Name	Role	Email
Mark Burrough	Subject Lecturer	<a href="mailto:markburrough@exe-coll.ac.uk">markburrough@exe-coll.ac.uk</a>
Peter Embley	Subject Lecturer	<a href="mailto:peterembley@exe-coll.ac.uk">peterembley@exe-coll.ac.uk</a>
Nick Thom	Subject Lecturer	<a href="mailto:nickthom@exe-coll.ac.uk">nickthom@exe-coll.ac.uk</a>
Alex Osborne	Subject Lecturer	<a href="mailto:alexosborne@exe-coll.ac.uk">alexosborne@exe-coll.ac.uk</a>
Matt Baker	Subject Lecturer	<a href="mailto:mattBaker@exe-coll.ac.uk">mattBaker@exe-coll.ac.uk</a>
Chris Barron	Subject Lecturer	<a href="mailto:chrisbarron02@exe-coll.ac.uk">chrisbarron02@exe-coll.ac.uk</a>
Kate Gliddon	Subject Lecturer	<a href="mailto:kategliddon@exe-coll.ac.uk">kategliddon@exe-coll.ac.uk</a>

### 3.3. Personal Tutor

You will also have a **Personal Tutor** throughout your studies. If you'll be studying an apprenticeship programme, your Personal Tutor will also be your NVQ assessor:

- João Ferreira – Civil Engineering L4 / Building Services L4 / Civil Engineering L4
- Paul Childs – Construction L4

College and programme staff will communicate with students in the following ways:

- Email
- [Higher Education and Adult Learning Sharepoint site:](#)
- Programme specific pages accessed via the University Level Hub
- Programme Notice-Board
- University Level E-News
- Moodle

**It is in your interest to check all of these on a regular basis to ensure you have not missed important messages.**

Occasionally, you may need to see a member of academic staff. You can do this by contacting the Faculty Administrator. The contact number is 01392 400 391. Alternatively, you can contact staff by emailing them directly to the email addresses given in this handbook

There is a Civil Engineering site on the College PORTAL, which is accessible as soon as you have your Exeter Login code and password. From within College on <https://portal.exe-coll.ac.uk> and from home you can access your College email address on <https://email.exe-coll.ac.uk>

# PROGRAMME STRUCTURE

## 4. Programme Structure

Course Code: 603/0465/0

Full / Part Time: Part Time

Programme Structure for *HNC Construction and the Built Environment (Civil Engineering Pathway)*

Part Time Mode of Study - Two Years

### Year 1

Module Code	Module Title	Module
Unit 6	Construction Information (Drawing, Detailing, Specification)	Specialist
Unit 2	Construction Technology	Core
Unit 3	Science & Materials	Core
Unit 4	Construction Practice & Management	Core

### Year 2

Module Code	Module Title	Module
Unit 1	Individual Project (Pearson-set)	Core
Unit 7	Surveying, Measuring and Setting Out	Optional
Unit 8	Mathematics for Construction	Specialist
Unit 20	Principles of Structural Design	Specialist

Course Code: 603/0465/0

Full / Part Time: Part Time

Programme Structure for *HNC Construction and the Built Environment (Construction Pathway)*

Part Time Mode of Study – Two Years

### Year 1

Module Code	Module Title	Module
Unit 6	Construction Information (Drawing, Detailing, Specification)	Specialist
Unit 2	Construction Technology	Core
Unit 3	Science & Materials	Core
Unit 4	Construction Practice & Management	Core

### Year 2

Module Code	Module Title	Module
Unit 1	Individual Project (Pearson-set)	Core
Unit 5	Legal & Statutory Responsibilities in	Specialist

	<b>Construction</b>	
Unit 15	<b>Principles of Refurbishment</b>	Optional
Unit 21	<b>Site Supervision</b>	Optional
or		
U13	<b>Tender &amp; Procurement</b>	Optional

**Course Code: 603/0465/0**

**Full / Part Time: Part Time**

**Programme Structure for HNC Construction and the Built Environment (Building Services Pathway)**

Part Time Mode of Study - Two Years

### **Year 1**

<b>Module Code</b>	<b>Module Title</b>	<b>Module</b>
Unit 1	<b>Individual Project (Pearson-set)</b>	Core
Unit 2	<b>Construction Technology</b>	Core
Unit 3	<b>Science &amp; Materials</b>	Core
Unit 4	<b>Construction Practice &amp; Management</b>	Core

### **Year 2**

<b>Module Code</b>	<b>Module Title</b>	<b>Module</b>
Unit 8	<b>Mathematics for Construction</b>	Specialist
Unit 9	<b>Principles of Heating Services Design &amp; Installation</b>	Specialist
Unit 10	<b>Principles of Ventilation &amp; Air Conditioning Design &amp; Installation</b>	Specialist
Unit 19	<b>Principles of Electrical Design &amp; Installation</b>	Optional

**Course Code: 603/0464/9**

**Full / Part Time: Part Time**

**Programme Structure for HND Construction and the Built Environment (Civil Engineering Pathway)**

Part Time Mode of Study - Two Years

### **Year 1**

<b>Module Code</b>	<b>Module Title</b>	<b>Module</b>
Unit 5	<b>Legal &amp; Statutory Responsibilities in Construction</b>	Optional
Unit 21	<b>Site Supervision &amp; Operations</b>	Optional
Unit 28	<b>Further Mathematics for Construction</b>	Specialist
Unit 43	<b>Hydraulics</b>	Optional

## Year 2

Module Code	Module Title	Module
Unit 22	<b>Group Project (30 GLH)</b>	Core
Unit 29	<b>Geotechnics &amp; Soil Mechanics</b>	Specialist
Unit 30	<b>Advanced Structural Design</b>	Specialist

NB: Split between Yr1 & 2 may vary due to timetabling variations

## 5. Course Resources

- Lesson handouts
- Library and LRC (Learning Resource Centre) resources
- Moodle
- Microsoft Teams
- Portal
- Site visits

## 6. Enhancement Activities

- Report writing/assignments
- Tutorials and seminars
- Workshop tasks
- Coursework group practical activities
- Coursework case study problems
- Group presentations
- Peer assessments
- Small group assessed discussions
- Professional practice portfolio
- Site visits

## 7. Employment and Progression Opportunities

Depending upon your chosen career pathway during or after your technical studies the construction industry has a whole range of professional bodies whose specialisms, may be your selected route to career progression. In the Civil Engineering sector, the principle learned body is the Institution of Civil Engineers (ICE) and there are several technical qualifications that can be achieved via this Institution and for example these include:

### **Becoming a Technician Engineer (EngTech)**

If you have an approved level 3 diploma or an HND or foundation degree or above, you already have the qualifications you need for EngTech. Achieving the EngTech qualification shows your competence as a technician engineer and your commitment to professional standards.

### **Becoming an Incorporated Engineer (IEng)**

If you have an accredited bachelor's degree, you already have the qualifications you need for IEng. If you don't have a bachelor's degree, but you have a foundation degree, HNC or HND, you can work towards becoming an incorporated engineer (IEng). You can either follow the technical report route or you'll need to do a period of further learning to bring your qualifications up to the level of education required for IEng, but it's definitely worth it. The IEng title is protected by law and becoming

IEng-qualified shows your current and future employers, clients and peers that you're a competent engineer. It also highlights that you're committed to professional standards.

### **Becoming a Chartered Engineer (CEng)**

Chartered engineers need to be highly qualified in their fields. The title CEng is protected by law, as is the title chartered civil engineer, and is one of the most recognisable international engineering qualifications. This means that the educational requirements are demanding.

Of course, the construction sector has a whole range of specialists and your chosen pathway may consider one of the following:

CIOB – The Chartered Institute of Building.

CABE – Chartered Association of Building Engineers

RICS – Royal Institute of Chartered Surveyors (Quantity Surveyors, Building Surveyors, Estates Management etc)

RIBA – Royal Institute of Architects.

Your Programme Manager will be able to advise you on alternative progression routes as required.

(Progression routes are correct at the time of publication but may subsequently be amended. More information on individual programme progression is available in your Programme Quality Handbook).

## 8. Teaching, Learning and Assessment

### 8.1. Formative and Summative Assessment

Your performance in a module will be assessed during the academic year, normally through coursework and assignments. You must pass the assessments to be credited with that module for your award.

The method of assessment varies between modules and your lecturers will advise you of the method(s) to be used. This reflects the need to develop a range of different knowledge, understanding and skills. During your programme you may experience some, or all, of the following types of assessment:

- Report writing/assignments
- Tutorials and seminars
- Workshop tasks
- Coursework group practical activities
- Coursework case study problems
- Group presentations
- Peer assessments
- Small group assessed discussions
- Professional practice portfolio

In all cases these are chosen and designed to assess your achievement of the learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

Please note that **ALL** assessment marks and results are provisional until confirmed by the internal moderator, External Examiner and then finalised by the Award Board in June.

The grading of BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement against the specified assessment criteria.

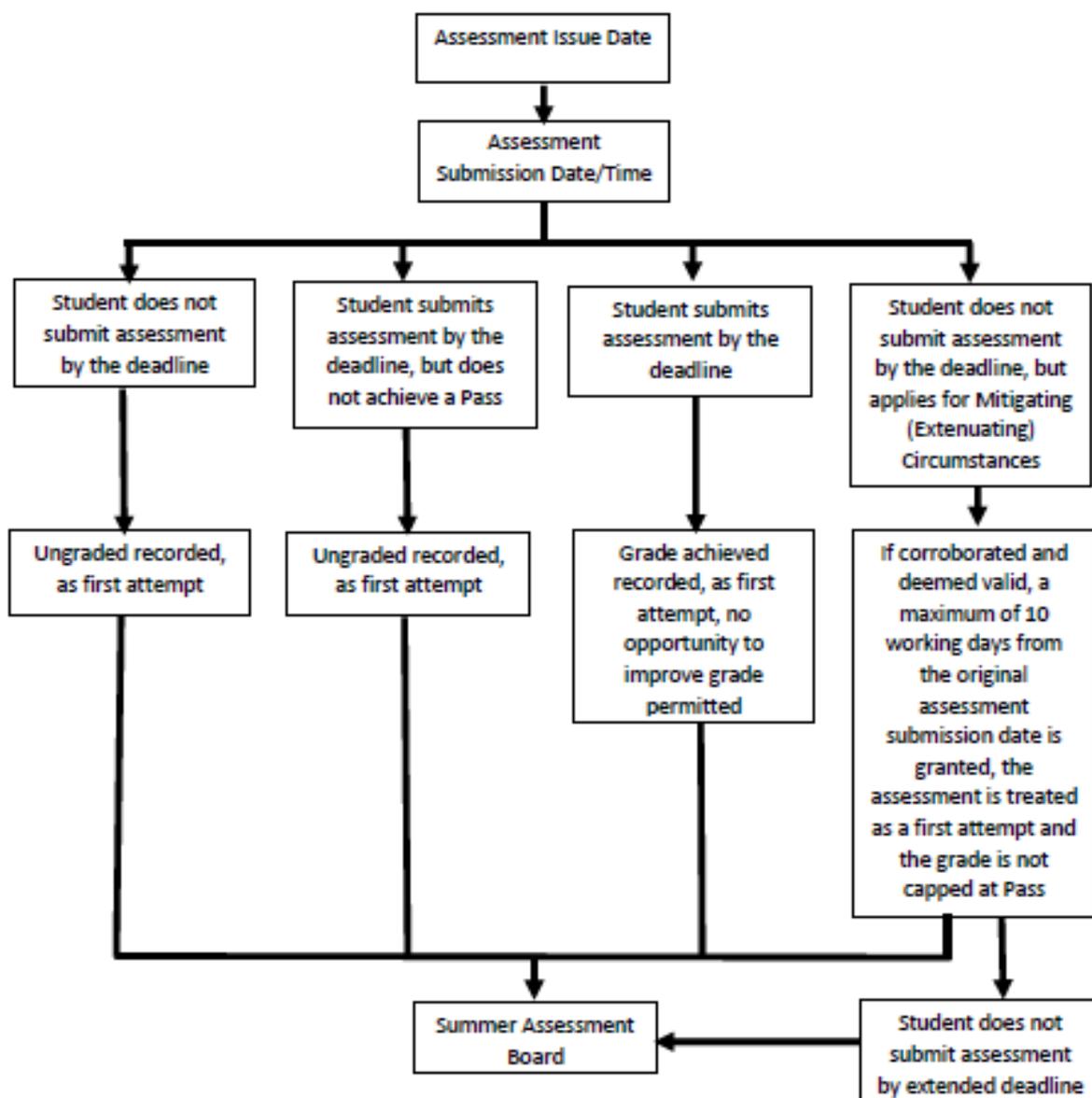
## 8.2. Indicative Programme Assessment Schedule, Assessment Flowchart and Hand in Process

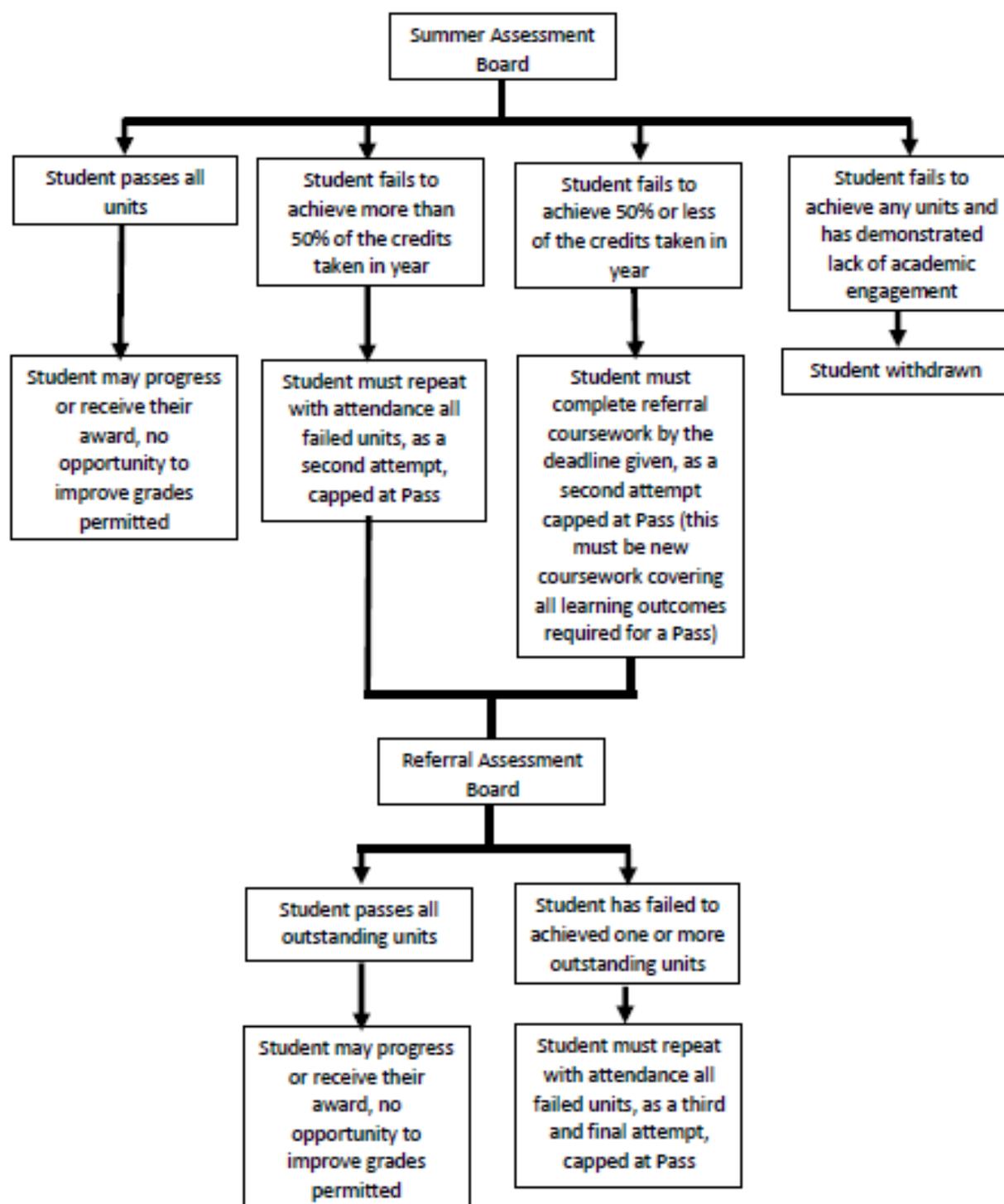
The schedule for each student will be accessed through your College Portal home page. You will be shown how to do this by your Tutor. The information available will include the course details Subject Units you are taking along with all assignments set with hand out and in dates, your progress and grades and points towards your overall grade and UCAS points.



### ASSESSMENT SUBMISSION AND NON-SUBMISSION PROCEDURE FOR PEARSON RQF HIGHER NATIONALS

*In accordance with Pearson requirements and guidance, this procedure must be applied to assessment submissions by all students on RQF programmes, regardless of their start year. Students on QCF specifications will continue to follow the former procedure, which permits in-year resubmissions, as a second attempt, however, it should be noted that all students have a maximum of three attempts at achieving a unit.*





## 9. Assignment Feedback Form

# Higher Nationals - Summative Assignment Feedback Form

<b>Student Name/ID</b>			
<b>Unit Title</b>			
<b>Assignment Number</b>		<b>Assessor</b>	
<b>Submission Date</b>		<b>Date Received 1st submission</b>	
<b>Re-submission Date</b>		<b>Date Received 2nd submission</b>	
<b>Assessor Feedback:</b>  *Please note that constructive and useful feedback should allow students to understand:  a) Strengths of performance b) Limitations of performance c) Any improvements needed in future assessments  Feedback should be against the learning outcomes and assessment criteria to help students understand how these inform the process of judging the overall grade.  Feedback should give full guidance to the students on how they have met the learning outcomes and assessment criteria.			
<b>Grade:</b>	<b>Assessor Signature:</b>	<b>Date:</b>	
<b>Resubmission Feedback:</b>          			
<b>Grade:</b>	<b>Assessor Signature:</b>	<b>Date:</b>	
<b>Internal Verifier's Comments:</b>          			
<b>Signature &amp; Date:</b>          			

## **10. Module / Unit Descriptor / Title and Code**

### **Unit 1 – Individual Project (Pearson-set)**

The aim of this unit is to support students in using and applying the knowledge and skills they have developed through other areas of their studies to complete and present an individual project. In addition, this unit will provide students with key study skills that will support them in further study.

### **Unit 2 – Construction Technology**

This unit will introduce the different technological concepts used to enable the construction of building elements; from substructure to completion, by understanding the different functional characteristics and design considerations to be borne in mind when selecting the most suitable technological solution.

### **Unit 3 – Science & Materials**

This unit aims to support students to make material choices to achieve the desired outcomes of a brief. This is approached from the perspective of materials being fit for purpose; as defined by testing standards and properties, but also by consideration of the environmental impact and sustainability. Awareness of health & safety is considered alongside the need to meet legislative requirements.

### **Unit 4 – Construction Practice & Management**

The unit compares and investigates small, medium and large construction companies within the market place and how construction processes, for development, have evolved.

### **Unit 5 – Legal & Statutory Responsibilities in Construction**

This unit will introduce the different areas of law that are relevant to the construction industry throughout the development process. This includes applying for planning approval to undertake construction activities and using building control regulations to evaluate building design and alterations at the preconstruction stage.

### **Unit 6 – Construction Information (Drawing, Detailing, Specification)**

Through this unit students will develop their awareness of different types of construction information and their uses in the process. Students will engage in the production, reading and editing of construction information, to understand how this information informs different stages of the process. Using industry standard tools and systems, students will consider the ways that information may be shared and, through this, the value of collaboration in the information process.

### **Unit 8 – Mathematics for Construction**

Topics included in this unit are: dimensional analysis, arithmetic and geometric progressions wave and vector functions, differential and integral calculus, binomial and normal distribution, sinusoidal waves, and trigonometric and hyperbolic identities, among other topics.

### **Unit 9 – Principles of Heating Services Design & Installation**

This unit will introduce students to the principles of the design and installation of heating systems for non-domestic buildings.

### **Unit 10 – Principles of Ventilation & Air Conditioning Design & Installation**

This unit will introduce students to the principles of the design and installation of these ventilation and air conditioning systems that are present in all the buildings we use in everyday life.

### **Unit 13 – Tendering & Procurement**

The aim of this unit is to provide students with the knowledge to select a procurement route and an appropriate tendering method in the awarding of a project to a main contractor. Students will gain knowledge of how to prepare a tender package in procuring a contractor for a client's work. Many different procurement methods are available to achieve this: from open to closed systems.

### **Unit 14 – Building Information Modelling**

Topics included in this unit are: the relationship between design, construction and operation, and the relevance of information management in regard to BIM and how these concepts influence the entire process of the way an asset is managed and maintained.

### **Unit 15 – Principles of Refurbishment**

This unit will allow students an opportunity to analyse the underpinning concepts of refurbishment and the options available. Students will be able to use construction knowledge from other units and apply it to a refurbishment project, considering the key factors that influence a scheme.

### **Unit 19 – Principles of Electrical Design & Installation**

This unit will provide the students with a broad understanding of electrical machines, distribution of electric energy and lighting design basics. This unit develops the skills needed to design simple electrical and lighting installations in compliance with relevant legislation and standards.

### **Unit 20 – Principles of Refurbishment**

Topics included in this unit are: methods and techniques used to determine bending moments and shear forces in simply supported steel and reinforced concrete beams; deflection in simply supported steel beams; and axial load carrying capacity of steel and reinforced concrete columns.

### **Unit 22 – Group Project**

Through this collaborative project-based unit, students will explore how to define roles within a collaborative team, recognising the skills (and 'skills gaps') of each member of the group. Together students will work to develop a construction project; based on their research and analysis, in response to the Pearson-set 'theme'.

### **Unit 28 – Further Mathematics for Construction**

The aim of this unit is to teach students to analyse and model civil engineering or building services engineering situations using mathematical techniques. Among the topics included in this unit are: number theory, complex numbers, matrix theory, linear equations, numerical integration, numerical differentiation, and graphical representations of curves for estimation within an engineering context. Finally, students will expand their knowledge of calculus to discover how to model and solve problems using first and second order differential equations.

### **Unit 29 – Geotechnics & Soil Mechanics**

Topics included in this unit are: rock types, soil description and classification, methods and techniques used when undertaking site investigations and laboratory testing, determination of soil properties and the importance of these geotechnical procedures and resultant findings to civil engineers.

### **Unit 30 – Advanced Structural Design**

In managing the design and construction of modern structures, the civil or structural engineer must be able to carry out more complex calculations; dealing with dynamic conditions, while maintaining an awareness of the overall design intention.

### **Unit 43 – Hydraulics**

Through this unit students will explore principles of hydrostatic and hydrodynamic fluids, calculate a range of factors and use these calculations to arrive at practical hydraulic solutions.

You can also find the detailed Programme Specification from Pearson online if you go to their site here <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html> and search for your programme of study

# SUBMISSION OF ASSESSED WORK

## 11. Submission of Assessed Work

Work must not be handed to the unit lecturer under any circumstances as this may lead to mislaid work, or contravention of regulations. Submissions should be done under the rules agreed with the lecturer in the beginning of the year.

### 11.1. Submission of Assessed Work and mitigating circumstances

All work should be submitted on Moodle by the given deadline unless a mitigating circumstances claim is made.

If a piece of work is submitted late and there has been no application for mitigating circumstances/ the mitigating circumstances claim is found to be not valid by the panel, then this work will be counted as a fail and you will potentially be given a resubmission opportunity in the summer.

Mitigating circumstances (also known as extenuating circumstances) are circumstances which:

- affect your ability to attend or complete an assessment or a number of assessments
- are exceptional
- are outside your control
- can be corroborated by independent evidence
- occurred during or shortly before the assessment in question

Students who wish to claim mitigating circumstances should apply, with independent supporting evidence, by completing the online form on the Student SharePoint page. For any queries or support with mitigating circumstances contact the [heoffice@exe-coll.ac.uk](mailto:heoffice@exe-coll.ac.uk)

#### **Assessed coursework / major project / dissertation or equivalent:**

Mitigating circumstances claims should be submitted as soon as possible, and normally no later than 10 working days after the deadline for the submission of the work.

#### **Examples of circumstances which would NOT normally be considered valid:**

- You slept in or your alarm clock did not go off.
- Your car broke down, or your train or bus (or equivalent) was delayed or cancelled, unless you can show that you'd made reasonable allowance for such disruption.
- Childcare problems, or problems with similar caring responsibilities which could have been anticipated.
- Unspecified short-term anxiety from all sources, mild depression, or examination stress.
- Minor illness, such as a cough/cold/sore throat or minor viral infection, unless the illness is incapacitating and at its peak at the time of a time-specific assessment such as an exam or test.
- Accidents or illness affecting relatives or friends, unless serious, or you are a sole carer.
- Financial problems, excluding cases of exceptional hardship or significant changes in financial circumstances since enrolment.
- Family celebrations, holidays, house moves, or similar events, in which you have input to, or control over, the date or may choose not to participate.
- Computing problems, such as corrupt data or media, poor internet connectivity, printer failure, or e-submission of an assessment file in an incorrect format, or lack of access to IT facilities because of debt sanctions imposed by the University.
- Problems with postal or other third-party delivery of work.

- Misreading timetables of any kind, or time management problems, such as assessment deadlines close to each other.
- Appointments of any kind, including legal or medical appointments, which could be rearranged.
- Sporting, recreational, or voluntary commitments, unless you are representing the College at national level or your country at international level or participating in an event that is of benefit to the College's national or international reputation.
- For full-time students, normal pressures of employment, because, by enrolling as a student, you have made a commitment to make time available to study

#### **Examples of circumstances which MIGHT be considered valid:**

- Your own health problems, including major accident or injury, acute ailments, hospitalisation (including for operations), or those affecting a significant period of study.
- Personal or psychological problems for which you are receiving counselling or have been referred to a counsellor or similarly qualified practitioner.
- Clinical depression or other significant mental health issue.
- Pregnancy-related conditions and childbirth (including a partner in labour).
- Bereavement causing significant impact.
- Separation or divorce of yourself or your parents.
- Recent burglary, theft, or serious car accident.
- Jury service which cannot be deferred.
- Representing the College at national level, or your country at international level, or participation in an event that is of benefit to the College's national or international reputation.
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances.
- Late diagnosis of, for example, dyslexia, meaning you have not had the appropriate support for assessment, including provision in exams.
- Unavailability of the DLE where the module lead confirms that this would have a significant impact on your preparation for an assessment or exam.
- Disruption in an exam or assessment, such as a fire alarm going off, or excessive noise from building works.
- A significant change to your financial circumstances after enrolment, such as withdrawal of Student Finance England (SFE) funding or its equivalent mid-year.
- Interviews for placements, but only in cases where you have asked the employer or provider to reschedule, but this has not been possible.
- Significant positive life events, such as weddings of close family members, where you can show that no alternative arrangement, such as the date or your attendance, is possible.

Please see the College policy for Pearson HN courses here:

<https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Pearson.aspx#extenuating-circumstances-policy>

## **11.2. Referencing Guide**

General guidance on study skills and referencing is available through the Exeter College [Research Skills](#) area of the Learning Centre Portal. You may also like to purchase a copy of the referencing guide '*Cite them rite*' or access one of the library copies of this.

### 11.3. Academic Offences

Issues of plagiarism and any form of academic dishonesty are treated very seriously.

If you are suspected of having committed an academic offence, then evidence will be put forward to a Panel which you will have the option to attend. If it is found that you have committed an academic offence then a penalty can be applied (for example, your piece of work could be given a fail grade and you will have the opportunity to resubmit over the summer, but the new piece of work will be capped at a Pass grade).

#### Types of Academic Dishonesty

- Buy an essay online
- Steal essays from another student
- Not doing your fair share of group work
- Copy bits of your housemate's essay
- Copy and paste large chunks of an essay from the internet
- Just copy 'a little bit'
- Work with a friend to produce an individual essay
- Taking bits from a coursework already submitted
- Making up results from a questionnaire

#### Plagiarism

**Definition: using others' ideas, words or research without clearly acknowledging the source of that information.**

To plagiarise, you:

- never have references to your sources
- Reference some sources, but not all
- Reference bullet points or phrases without showing that they are direct quotations

Some students might feel that paraphrasing is disrespectful, produces nonsense, or poor English. However, a British university education is meant to teach you how to criticise the work of others. We expect original work: your own poor English is preferred to other people's good English - you will improve. In addition, good paraphrasing improves the meaning.

#### Writing in your own words

Academic writing involves summarising, synthesising, analysing or evaluating other people's arguments. To "write in your own words" you understand, reflect on, and digest your source material. Then you discuss or re-state this using your own vocabulary and an argument that is structured to the specific task you have been set. (Source: Open University)

#### Advantages of good paraphrasing

- d) It clarifies your understanding of the material
- e) It improves your ability to remember it
- f) You will be able to use the material in new contexts
- g) Your argument will be tighter, with fewer words
- h) Your argument will be appropriate to the question or assignment
- i) If you can't handle the coursework you won't be able to answer the exam questions

It is also important that you take note of the Exeter College Plagiarism and Academic Misconduct Policy to avoid the associated penalties resulting from such offences. These can be found at: <https://exe-coll.ac.uk/wp-content/uploads/2022/02/Plagiarism-Malpractice-and-Maladministration-Policy.pdf>

## **12. External Examiner's Report**

External examination is how Pearson checks that we are operating appropriate quality assurance and maintaining national standards for our BTEC Higher Nationals programmes.

Pearson allocates an External Examiner (EE), who is a subject expert, to conduct sampling of assessment instruments and assessed student work in order to provide judgments and feedback. External Examiners support your programme team in identifying good practice and areas for further development, giving us guidance on how we can improve your assessment.

If you wish to view your programme's latest EE report please speak to your Programme Manager in the first instance.

## **13. Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. It is used sparingly and can be applicable to adult students returning to education.

Pearson encourages centres to recognise students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met (through evidence that the relevant unit learning outcomes have been met by a students' prior learning), the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

If you feel you RPL may apply to you, please contact your Programme Manager in the first instance to discuss.

## **14. The Appeals and Complaints Process**

A student appeal is a request to review decisions made by a centre on their progression, assessment and awards.

Students have a final right of appeal to Pearson, but only if the procedures in place at the centre have been fully utilised or if the student is dissatisfied with the outcome.

A student complaint is the expression of a specific concern about matters that affect the quality of their learning opportunities.

For further information on appeals and complaints please contact the HE Office.

# RETURN OF ASSESSMENT AND FEEDBACK

## 15. Return of Assessment and Feedback

Marked work and feedback will be returned to you within 15 working days as per College Policy. You will receive written feedback and will have the opportunity to discuss this feedback with the unit lecturer. You are expected to reflect on this feedback and plan to include points for development in future submissions.

If you do not achieve a Pass in any assessment, the Award Board will consider this, and you will receive direction regarding any referral you may be required to do; this is likely to take place over the summer period. You will receive further guidance on this when required later in the academic year.

## 16. Your Approach to Studying

Below there are some **key messages to you as a new student**. The rest of this section gives a detailed explanation of what to expect and where you can find help as you begin your studies.

Probably the most significant difference between university level study and secondary education is the amount of personal responsibility you have. This has implications for how you approach your studies:

**You will receive some 'traditional teaching'** – when lecturers tell you what you 'need to know' – **but you will have to take responsibility for acquiring** all the required knowledge for the level 4/5 and requirements, especially for higher grades, where development as an independent learner is required.

**If you read nothing else in this section, please read this:**

### **Key Messages to become a Successful Student:**

**You must take responsibility for your own studies.** We will give you as much help and support as we can but ultimately your success (or failure) is down to you.

**Plan your time carefully.** Write a personal timetable as soon as you can.

**Attend all lectures and take notes.**

**Do not miss deadlines.**

**Read extensively around your subject.** Just being familiar with the set text books is unlikely to be enough to pass.

**Seek help, if you need it, as soon as possible.** If you need specific help with your studies, speak to your lecturer or tutor or make a personal appointment to see them. Even if your problem has nothing to do with your programme, it may have an effect on your ability to study. Let someone at the College know – ignoring problems will only make things worse later on.

At this level of study, **you will be treated as a responsible adult**, capable of acting on your own initiative. This new freedom can be exciting and stimulating but it can also be worrying or even frightening at times. You may be used to a learning or workplace environment with more fixed hours and routine activities, so your weekly timetable may not appear to be particularly full. For

example, the contact time that you have with lecturers will be a fraction of the hours that you should expect to spend on the module as a whole. As an indication, the average amount of 'total student effort' expected for a 15 credit module will be around 150 hours, but you may only be timetabled for 50 hours. **You must, therefore, learn to use your time constructively.**

**Your most valuable learning will be done in your own time and in your own way.**

### **Student-centred Learning:**

- **Reading**

**You will not complete your programme successfully if you do not read regularly and in-depth.** You will be given reading lists for each module. You should purchase at least one recommended text for each module. Since books are expensive, however, it may be a good idea to pool resources by sharing with friends in a study group.

Please note that you may only be able to borrow basic texts from the library on a short-term basis. Demand for such texts may be very high at certain times in the year so do not rely on them being available.

You are strongly recommended to follow current issues relevant to your programme in the quality press, for example, The Times, Independent, Guardian and Telegraph. You should also make use of subject-related journals held in the library. Reading texts for higher education demands note-taking as well as reading skills, as with lectures (see section 3.4.1), keep careful notes from your reading.

- **Private Study**

Your private study time is likely to be taken up by different tasks for each Unit, by preparing for tutorials or undertaking some reading of a programme text or library research. In addition, private study time provides students with the opportunity to ensure they have understood the subject, reflecting on any feedback on assessed work and building up a good set of notes for revision.

- **Study Groups**

In all our programmes, the College encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your programme. In any employment context you will find such skills and experiences invaluable. Sometimes you will find you are assessed on a piece of written work or presentation completed as a group. Many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise.

- **Work-Based Learning**

Work-based learning in all its aspects is fundamental to all foundation degrees. College based learning will inform work-based activity and work-based learning will be vital in contributing to your understandings of theory and your success in assessment tasks. You should be sure to keep careful records of significant experiences in your work-placements so that you can refer to them with confidence in discussions and assignments.

- **Academic Teaching and Lectures**

Most modules have timetabled lectures. While lecturing styles may vary, you will need to develop note-taking skills and other techniques to help you get the most out of a lecture.

You should develop a style of note-taking that suits you. There is no 'right method' but certain general principles are useful:

- Your notes need to be an accurate record of the key points
- Notes should be neat and tidy and in such a form that they can be easily supplemented
- Notes should be presented in a logical fashion and deal with the essentials
- Make a note of questions or doubts and leave space to insert solutions later
- Keep a clear record of references – these will need following up

In some lectures, you will be given handouts of diagrams, key concepts or the material used to deliver the lecture in the form of presentation slides. These are often available for reference electronically. **Reading handouts or getting copies of slides is not a substitute for attending the lecture.** You will miss vital verbal information and guidance on your assessments.

Lecturers will not give you all the information on a topic but provide a structure from which you can work to develop your knowledge and ideas. While a lecture introduces important concepts, you will need to develop your understanding of these concepts by further reading, research, discussion and working through problems in tutorials.

### • **Seminars/Tutorials/Workshops**

These sessions are meetings of small groups of students. Here you will have a chance to demonstrate what you have learnt and understood and to clarify areas you are not so sure about. Normally you will be assigned to a group and you will have to attend a specific timetabled slot, which will normally be weekly.

A lecturer will manage the session, although the focus is on students' contributions. Sometimes you will be given assignments beforehand, so you can prepare materials or you might be asked to lead the tutorial in an informal way, or give a formal presentation.

Seminars, tutorials and workshops are a crucial part of the learning process, as you have the opportunity to analyse problems and discuss issues in depth. You should come to these sessions prepared to participate fully. Although you may be shy at first, you will find that as the group gets to know each other and develop more confidence, these discussions become one of the most valuable parts of your learning.

### • **Practicals**

Some units have timetabled practical or laboratory sessions these are for electrical and electronic circuit testing and field trips or site visits.

### • **Other Academic Support**

Some modules may have relatively little formally timetabled teaching. This is part of a deliberate strategy to help you develop and manage your own learning. Where this is the case, there will be other academic support such as:

- Feedback on assessed work – to help you develop your knowledge, understanding and skills through undertaking assessments.
- Tutorials by appointment. Teaching staff normally have 'office hours' when you can book an appointment to see them.
- Student Portal and email. Some staff use these to initiate discussions and set up learning support groups for their units.

- Learning packs. Some units use learning packs for students to work through in their own time. These may involve exercises to help you develop your understanding of the materials.