Exeter College

Teaching, Learning and Assessment Handbook for:

BTEC HNC programmes in:

- **Electrical/Electronic Engineering for England**
- **Engineering for England**
- **Manufacturing Engineering for England**
- **Mechanical Engineering for England**
- **Operations Engineering for England**

2026-2027

Dear Student,

Important – please note

The College will do its best to provide appropriate support for students with a disability. In the context of Higher Education study, the term disability covers a range of impairments, medical conditions, mental health issues, and specific learning difficulties. We have put in place a few changes to procedures and to our campus to make our courses more accessible, and this is reflected in the diversity of students studying with us. However, it is important for us to consider any individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University

If you have already told us about a disability, we may ask you for further information or invite you for a meeting with the DSA Supervisor, if necessary. We can then properly assess, in discussion with you, your individual requirements and ensure that we have the best possible chance of having any necessary adjustments in place at the start of your course. We can also offer information, advice, and guidance about applying for **Disabled Students' Allowance (DSA)** **https://www.gov.uk/disabled-students-allowance-dsa** via Student Finance.

If you have a disability but have not yet told us about it, please contact:

Carmen Dix
DSA Supervisor/Advisor
Adult Advice Hub
IoT Building
Hele Road
Exeter
EX4 4JS
Telephone: 07385466593 or 01392 400443
Email: dsa@exe-coll.ac.uk

While we can make reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in advance, and that could negatively impact your experience of the course or even your ability to complete your course or to take up your place.

Please respond positively to any requests from us for information. We can then explore with you the support available such as assistive technologies. We can also address any health and safety issues and relevant academic or professional expectations and if necessary, advise you on alternative options. Any information you give us will be dealt with in confidence and only shared within the University with your consent and on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study, and to be able successfully to complete your university course.

If you are an apprentice and you need further support, please speak to your Skills Officer.

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Welcome and Introduction

1. WELCOME AND INTRODUCTION TO THE HNC and HND in ENGINEERING

Congratulations on your choice to study at Exeter College. We hope that you will thoroughly enjoy your experience here with us and aim to support you and guide you effectively through your studies. Whilst studying here you will benefit from the excellent teaching and learning, and pastoral support provided by the staff in the College.

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

Welcome to the course for the award of an 'HNC in Engineering' in which you can choose to specialise in either the Mechanical, Electrical/Electronic, Manufacturing or General pathways. Based in the new state-of-the-art Future Skills Centre, this programme will achieve a HNC qualification in one or two years, depending upon full-time or part-time mode of study, with an opportunity to progress to a part-time HND with a third year of study. You should either be employed by or intend to pursue a career in a relevant industry.

You will study a number of core units alongside your specialist modules. Units will develop your understanding of a wide range of engineering techniques and provide you with the analytical tools and concepts necessary to understand the technical and managerial issues you may face in an engineering career. You will apply theories and techniques to real world examples. 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.

Qualification codes:

Course make-up:
Pearson BTEC Level 4 HNC in Engineering for England (all pathways) (RQF)

Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.

- Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours
- Total Guided Learning Hours (GLH) Higher National Certificate (HNC) = 480 hours
- There is a required mix of core, specialist and optional units totalling 120 credits. All units are at Level 4

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

Qualifications indicated 'for England'

Qualifications that are indicated as 'for England' are designed to meet the requirements of specific Occupational Standards 1 Meeting the requirements of the Occupational Standards relates to:

- qualifications that are 'quality marked' as Higher Technical Qualifications (HTQ)
- the knowledge, skills and behaviours for identified job roles associated with the relevant Occupational Standards

1.1. Staff / Student Communication

Group Head for Higher Education	**HE Department contacts**	**HE Librarian**
Marianne Readman HEOffice@exe-coll.ac.uk	Tracey Cheetham – Group HE Quality Officer traceycheetham@exe-coll.ac.uk 01392 400249	Please visit your subject specific LRC and the LRC pages on Moodle:
HE Wellbeing/Support	**HE Careers/ Employability**	**Adult Student Experience Lead**
Wellbeing: Speak to your tutor initially or refer to Enrichment and Wellbeing (sharepoint.com) Carmen Dix – DSA & HE Engagement Officer dsa@exe-coll.ac.uk Mobile: 07385 466593 or 01392 400443	Deborah Kearney deborahkearney@exe-coll.ac.uk	Kat Toomey kattoomey@exe-coll.ac.uk 01392 400511

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 MS Teams .General study guidance is always available, 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. Student feedback is taken very seriously and is acted upon as much as possible to ensure student satisfaction. 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 virtual learning environments VLE each teacher will have their own preferences, but assignments should be submitted on the course Moodle page where 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

Whichever pathway you choose, each is taught in a similar manner and is assessed primarily by assignment work – there are no formal examinations. You will generally work in larger groups for core units but smaller classes for specialist units. Where you will partake in formal lectures and undertake laboratory/practical work which is designed to develop a practical investigating approach to learning.

2.1. Course Contact List

Your course is designed as a broad programme of study which develops a wide range of skills, knowledge and understanding, many of our staff members will teach exclusively to your programme. You will be taught by staff with different areas of specialism that are related to the manufacturing sector and include:

- *Mathematics*
- *Computer Aided Design*
- *Analogue/Digital Electronics*
- *Material properties*
- *Engineering Projects and Management*
- *Production Control*
- *Mechanical Principles*
- *Thermo-Fluid Dynamics*
- *Engineering Pneumatics*

Key staff helping you through the challenges of study at this level include:

Name	Role	Tel	Email
Gary Herrington	HNC / HND Programme Manager	01392 400482	garyherrington@exe-coll.ac.uk

Other contacts are the Unit Leaders who you can contact with any queries relating directly to their Unit(s) and the administrator.

Name	Role	Tel	Email
Susan Senior	Administrator	01392 400380	susansenior@exe-coll.ac.uk
Ben Bryant	DHOF/Lecturer		BenBryant@exe-coll.ac.uk
David Symes	Subject Lecturer		davidsymes@exe-coll.ac.uk
Kevin Pavey	Subject Lecturer		kevinpavey@exe-coll.cac.uk
Ryan May	Subject Lecturer		RyanMay@exe-coll.ac.uk
Oliver Russell	Subject Lecturer		OliverRussell@exe-coll.ac.uk

Part-time students will not have a **Personal Tutor**, but you are entitled to tutor support and pastoral care from the college's tutor organisation. If you are a full-time student, however, you will gain a personal tutor (Gary Herrington) who will be available for pastoral advice and study skills development and will conduct weekly tutorial sessions.

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

- Email
- Higher Education and Adult Learning SharePoint site:
- University Level Student Moodle site (see section below).
- HE programme classroom notice boards.
- HE Newsletter.
- EAA Higher Education Moodle

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

3. Programme Structure

The Academic Year is divided into two semesters of 34 teaching weeks in total. The completion of all assessments, marking is continuous throughout the year and all the Unit grades will be presented to a formal Award Board for the finalisation of your award. Any Units which have not been passed may be referred for resubmission with a deadline during the summer holidays and will be assessed by a Referral Board to consider whether the student has Passed any referred units. If a student fails to achieve a pass on the second attempt, then the Referral Board will normally require the whole unit to be retaken with attendance.

Units in HNC and HND Programmes (all pathways)

Your programme is made up of units of study each worth 15 credits though the HND unit 34 is a double unit worth 30 credits. Your Higher National Certificate (HNC) consists of 120 Level 4 credits (the HND will be worth 120 Level 5 credits). Some units are common to all streams (Mechanical, Electrical/Electronic, Manufacturing and General) while some may be specialist units to the particular stream. You will hear reference being made to your **programme of study** and your **programme**. These terms are interchangeable.

Units for HNC/HND

HNC Mechanical, Electrical/Electronic, Manufacturing General and Operations Engineering for England

Unit No	Level	Unit Name	Core/Optional
4001	4	Unit 4001: Engineering Design	Core
4002	4	Unit 4002: Engineering Maths	Core
4004	4	Unit 4004: Managing a Professional Engineering	Core
4014	4	Unit 4014: Production Engineering for Manufacture	Core
4017	4	Unit 4017: Quality and Process Improvement	Core
4015	4	Unit 4015: Automation, Robotics and PLC's	Electrical
4019	4	Unit 4019: Electrical and Electronic Principles	Electrical
4021	4	Unit 4021: Electrical Machines	Electrical
4008	4	Unit 4008: Mechanical Principles	Mech' & Gen' Eng'
4011	4	Unit 4011: Fluid Mechanics	Mechanical
4013	4	Unit 4013: Thermodynamics and Heat Engines	Mechanical
4023	4	Unit 4023: Computer Aided Design and Manufacture	Manufacturing
4030	4	Unit 4030: Industry 4.0	Manufacturing
4068	4	Unit 4068: Industrial Robots	Manufacturing
4006	4	Unit 4006: Mechatronics	Gen' Engineering
4020	4	Unit 4020: Digital Principles	Gen' Engineering
4024	4	Unit 4024: Electro, Pneumatic and Hydraulic Systems	Operations
4025	4	Unit 4025: Operations and Plant Management	Operations
4026	4	Unit 4026: Electrical Systems and Fault Finding	Operations

Course Codes (same as for full or part time) :

- ***HNC in Engineering (Mechanical)*** **Course Code:** ***UCAS 8BHG***
- ***HNC in Engineering (Electrical/Electronic)*** **Course Code:** ***UCAS 7HU2***
- ***HNC in Engineering (Manufacturing)*** **Course Code:** ***UCAS 3D7C***

Learning Delivery

Each pathway can be studied either one year full-time (2 days a week + tutorial) or two years part-time (1 day a week) and the learning delivery is over 15-week semesters, as exemplified below. [please note that timetables can change]

BTEC HNC – Year 1 Part-timers' units:

For 2026/27 all PT learning delivery will be split into two semesters as:

Mechanical:	Electrical/Electronic:	Manufacturing:	Engineering	Operations
1st Semester: Tuesday • Unit 4002 • Unit 4001	1st Semester: Tuesday • Unit 4002 • Unit 4001	1st Semester: Tuesday • Unit 4002 • Unit 4001.	1st Semester: Tuesday • Unit 4002 • Unit 4001	1st Semester: Tuesday • Unit 4002 • Unit 4001
2nd Semester: Tuesday • Unit 4017 • Unit 4014,	2nd Semester: Tuesday • Unit 4017 • Unit 4014,	2nd Semester: Tuesday • Unit 4017 • Unit 4014,	2nd Semester: Tuesday • Unit 4017 • Unit 4014,	2nd Semester: Tuesday • Unit 4017 • Unit 4014,

BTEC HNC – Year 2 Part-timers' units:

For 2025/26 all PT learning delivery will be split into two semesters as:

Mechanical:	Electrical/Electronic:	Manufacturing:	Engineering	Operations
1st Semester: Tuesday • Unit 4004 • Unit 4011	1st Semester: Tuesday • Unit 4004 • Unit 4021	1st Semester: Tuesday • Unit 4004 • Unit 4030.	1st Semester: Tuesday • Unit 4004 • Unit 4020	1st Semester: Tuesday • Unit 4004 • Unit 4024
2nd Semester: Tuesday • Unit 4008 • Unit 4013,	2nd Semester: Tuesday • Unit 4019 • Unit 4015,	2nd Semester: Tuesday • Unit 4023 • Unit 4068,	2nd Semester: Tuesday • Unit 4008 • Unit 4006,	2nd Semester: Tuesday • Unit 4025 • Unit 4026,

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. The Engineering programme of study can be found here

3.1. Assignment schedule :

Please note that this can be subject to change – please make sure you are checking with you for any amendments in year.

HNC Assessment Plan for all HTQ For England

Unit No & Title	Semester Delivery	Assignment No & Title	Learning outcome	Hand Out Date	Hand In Date	Formative Assessment Date	Summative Assessment Date	IV Sampling Date
Unit 4001 Engineering Design	Sem 2	A1	LO1 & LO2	29/01/2027	20/02/2027	13/02/2027	05/03/2027	05/03/2027
		A4	LO3 & LO4	16/04/2027	28/05/2027	14/05/2027	11/06/2027	18/06/2027
Unit 4002 Engineering Maths	Sem 1	A1	LO1 & LO2	17/10/2026	07/11/2026	31/10/2026	21/11/2026	28/11/2026
		A2	LO3	21/11/2026	08/12/2026	28/11/2026	19/12/2026	02/01/2027
		A3	LO4	09/01/2027	23/01/2027	16/01/2027	06/02/2027	13/02/2027
Unit 4004 Managing an Engineering Project [Pearson set theme]	Sem 1	A1	LO1	09/10/2026	22/10/2026	15/10/2026	05/11/2026	12/11/2026
		A2	LO2	22/10/2026	17/12/2026	05/11/2026	14/01/2027	21/01/2027
		A3	LO3 & LO4	17/12/2026	14/01/2027	07/01/2027	28/01/2027	11/02/2027
Unit 4014 Production Engineering for Manufacture	Sem 2	A1	LO1	27/09/2026	17/10/2026	10/10/2026	31/10/2026	07/11/2026
		A2	LO2	05/12/2026	02/01/2027	12/12/2026	16/01/2026	23/01/2027
		A3	LO3	12/12/2026	16/01/2027	09/01/2027	30/01/2027	06/02/2027
		A4	LO4	16/01/2027	30/01/2027	23/01/2027	13/02/2027	20/02/2027
Unit 4017 Quality & Process Improvement	Sem 1	A1	LO1 & LO3	19/03/2027	16/04/2027	27/03/2027	30/04/2027	07/05/2027
		A3	LO2	16/04/2027	30/04/2027	23/04/2027	14/05/2027	21/05/2027
		A4	LO4	14/05/2027	04/06/2027	21/05/2027	11/06/2027	18/06/2027
Unit 4008 Mechanical Principles	Sem 2	A1	LO1	17/10/2026	07/11/2026	31/10/2026	21/11/2026	28/11/2026
		A2	LO2	21/11/2026	08/12/2026	28/11/2026	19/12/2026	02/01/2027
		A3	LO3	12/12/2026	16/01/2027	09/01/2027	30/01/2027	06/02/2027
		A4	LO4	09/01/2027	23/01/2027	16/01/2027	06/02/2027	13/02/2027
Unit 4011 Fluid Mechanics	Sem 1	A1	LO1	11/10/2026	08/11/2026	24/10/2026	22/11/2026	27/11/2026
		A2	LO2	13/11/2026	06/12/2026	22/11/2026	20/12/2026	03/01/2027
		A3	LO3	13/12/2026	10/01/2027	03/01/2027	24/01/2027	31/01/2027
		A4	LO4	10/01/2027	24/01/2027	17/01/2027	07/02/2027	14/02/2027
Unit 4013 Fundamentals of Thermodynamics	Sem 2	A1	LO1	26/02/2027	04/03/2027	11/03/2027	26/03/2027	01/04/2027
		A2	LO2	18/03/2027	01/04/2027	26/03/2027	15/04/2027	22/04/2027
		A3	LO3	29/04/2027	13/05/2027	06/05/2027	20/05/2027	27/05/2027
		A4	LO4	20/05/2027	03/06/2027	10/06/2027	17/06/2027	24/06/2027
Unit 4015 Automation, Robotics and PLCs		A1	LO1	29/01/2026	19/02/2026	12/02/2026	04/03/2026	04/03/2026
		A2	LO2, LO3 & LO4	15/04/2026	27/05/2026	13/05/2026	10/06/2026	17/06/2026
Unit 4019 Electrical and Electronic Principles	Sem 2	A1	LO1	26/02/2027	04/03/2027	13/03/2027	26/03/2027	01/04/2027
		A2	LO2	11/03/2027	26/03/2027	18/03/2027	15/04/2027	22/04/2027
		A3	LO3 & LO4	14/05/2027	04/06/2027	21/05/2027	11/06/2027	18/06/2027
Unit 4021 Electrical Machines	Sem 1	A1	LO1	17/10/2026	07/11/2026	31/10/2026	21/11/2026	28/11/2026
		A2	LO2	21/11/2026	08/12/2026	28/11/2026	19/12/2026	02/01/2027

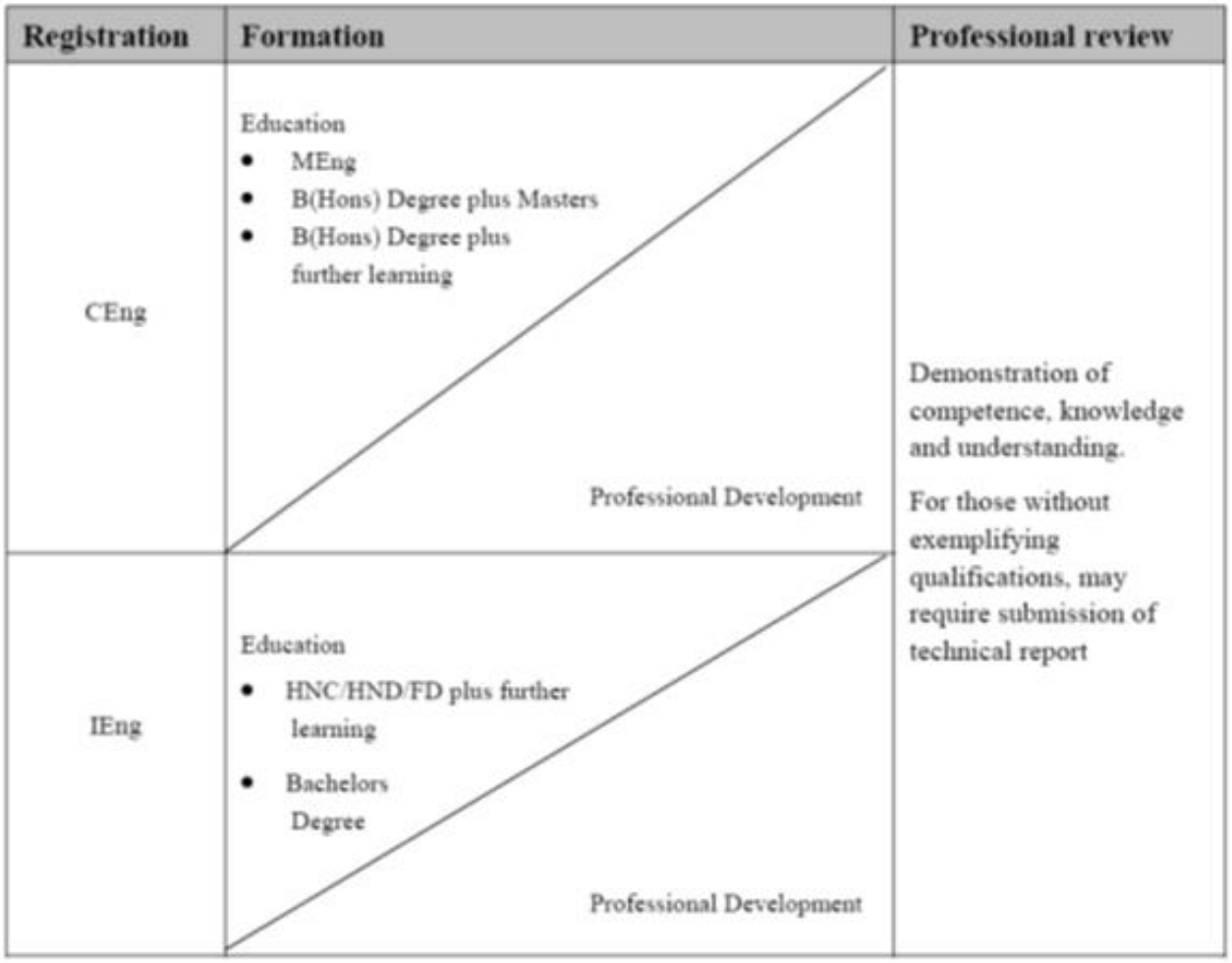
		A3	LO3	12/12/2026	16/01/2027	09/01/2027	30/01/2027	06/02/2027
		A4	LO4	09/01/2027	23/01/2027	16/01/2027	06/02/2027	13/02/2027
Unit 4023 CAD/CAM	Sem 2	A1	LO1 & LO2	19/03/2027	16/04/2027	27/03/2027	30/04/2027	07/05/2027
		A4	LO3 & LO4	14/05/2027	04/06/2027	21/05/2027	11/06/2027	18/06/2027
Unit 4030: Industry 4.0	Sem 1	A1	LO1	17/10/2026	07/11/2026	31/10/2026	21/11/2026	28/11/2026
		A2	LO2	21/11/2026	08/12/2026	28/11/2026	19/12/2026	02/01/2027
		A3	LO3	12/12/2026	16/01/2027	09/01/2027	30/01/2027	06/02/2027
		A4	LO4	09/01/2027	23/01/2027	16/01/2027	06/02/2027	13/02/2027
Unit 4068: Industrial Robots	Sem 2	A1	LO1	03/10/2026	23/10/2026	10/10/2026	30/10/2026	07/11/2026
		A2	LO2	06/11/2026	21/11/2026	13/11/2026	28/11/2026	05/12/2026
		A3	LO3	05/12/2026	10/01/2027	12/12/2026	17/01/2027	24/01/2027
		A4	LO4	22/01/2027	05/02/2027	29/01/2027	12/02/2027	19/02/2027

3.2. Employment and Progression Opportunities

Taught by industry experts, you will apply theory to practical working situations. All previous students have either achieved a promotion or progressed their career in a position with increased responsibility, following this programme. You may also wish to continue your studies. You can progress on to an HND programme with Exeter College and some universities may accept this as equivalent to the first two years of degree level study. It is therefore possible to gain a BSc with an additional year at such a university or a BEng in two years after completion of the HND.

CPD and Professional body recognition

The next table summarises the pathways to Incorporated and Chartered Engineer status:



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

4. Teaching, Learning and Assessment

4.1. Formative and Summative Assessment

Your performance in a module will be assessed during the academic year, normally through a combination of coursework and practical tests. You must pass the assessments in order to be credited with that Unit for your award. In addition, some Units may have to be passed as pre-requisites for others taken later in your programme.

The method of assessment and their number varies between units 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:

- Coursework essay questions
- Coursework group reports
- Coursework case study problems
- Group presentations
- Small group assessed discussions
- Practical
- In-class tests
- Online assessments
- Portfolios
- Research project

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the Unit. You will be given Assessment Criteria which are used to judge the extent of your achievement. For the BTEC HNC (and HND Programmes), the assessments will be at the Pass, Merit or Distinction level. All assignment work will clearly state the criteria to gain a 'Pass' but each unit will also give opportunities to achieve the all the Merit and Distinction criteria which are the same for all units.

Achieving Merit or Distinction

For the assessment of RQF Merit and Distinction work, Pearson have set specific tasks to achieve each level. In many cases the tasks do not imply or contextualise the level of work required to achieve the levels.

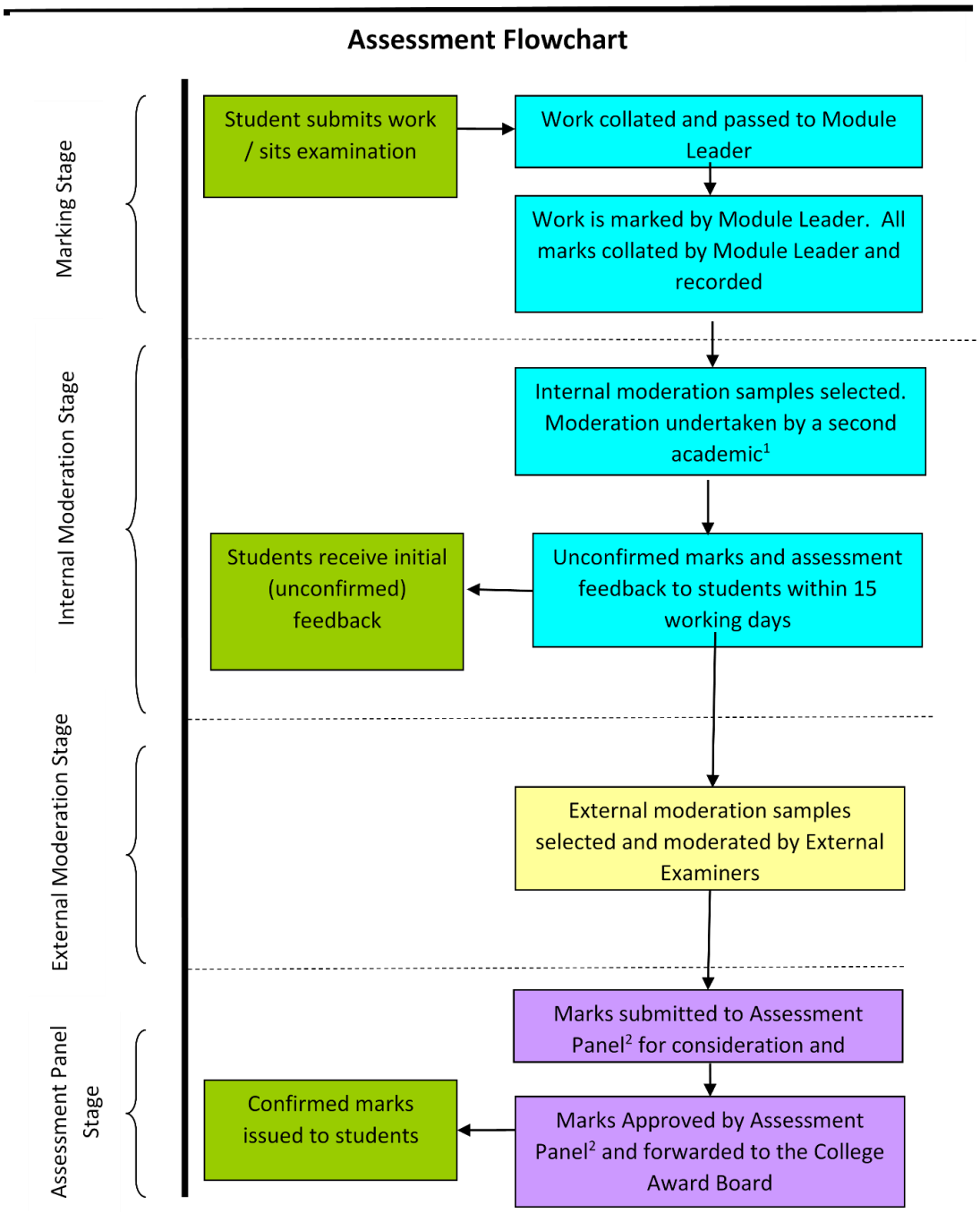
As a 'rule of thumb' – imagine your line manager has set you the task at work and you present your answer back to him. If he might say: 'that's very good, it gives me the answers I need and if I amend this and add that I'll present it to the Board' - that's Merit level.

If he might say: 'that's very good, it gives me the answers I need, and I'll present it to the Board un-amended' - that's Distinction level.

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.

4.2. Assessment Flowchart and Hand in Process

The following diagram shows the general assessment mode through the programme. Note that all assessment will be promulgated on Moodle and in general, all assessed work will be imported and assessed with feedback via this medium.



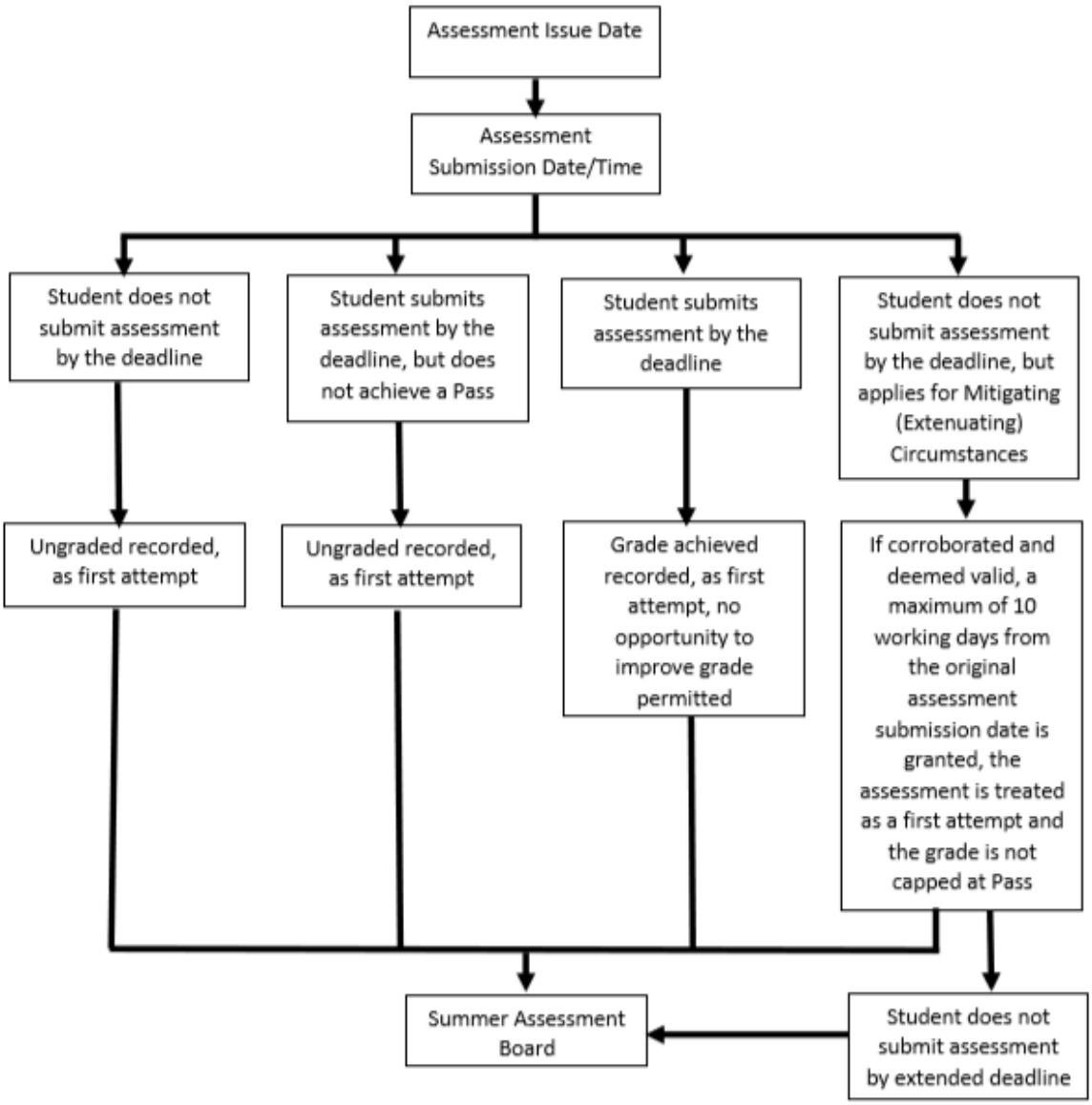
1. The sample for the internal moderation comprises of 20%, or 10 assessment pieces minimum (depending on the group size). The sample should include a range of assignments from the module including borderlines and fails.

2. Assessment Panel s are the forum for formally agreeing the modules marks with the awarding institution / body

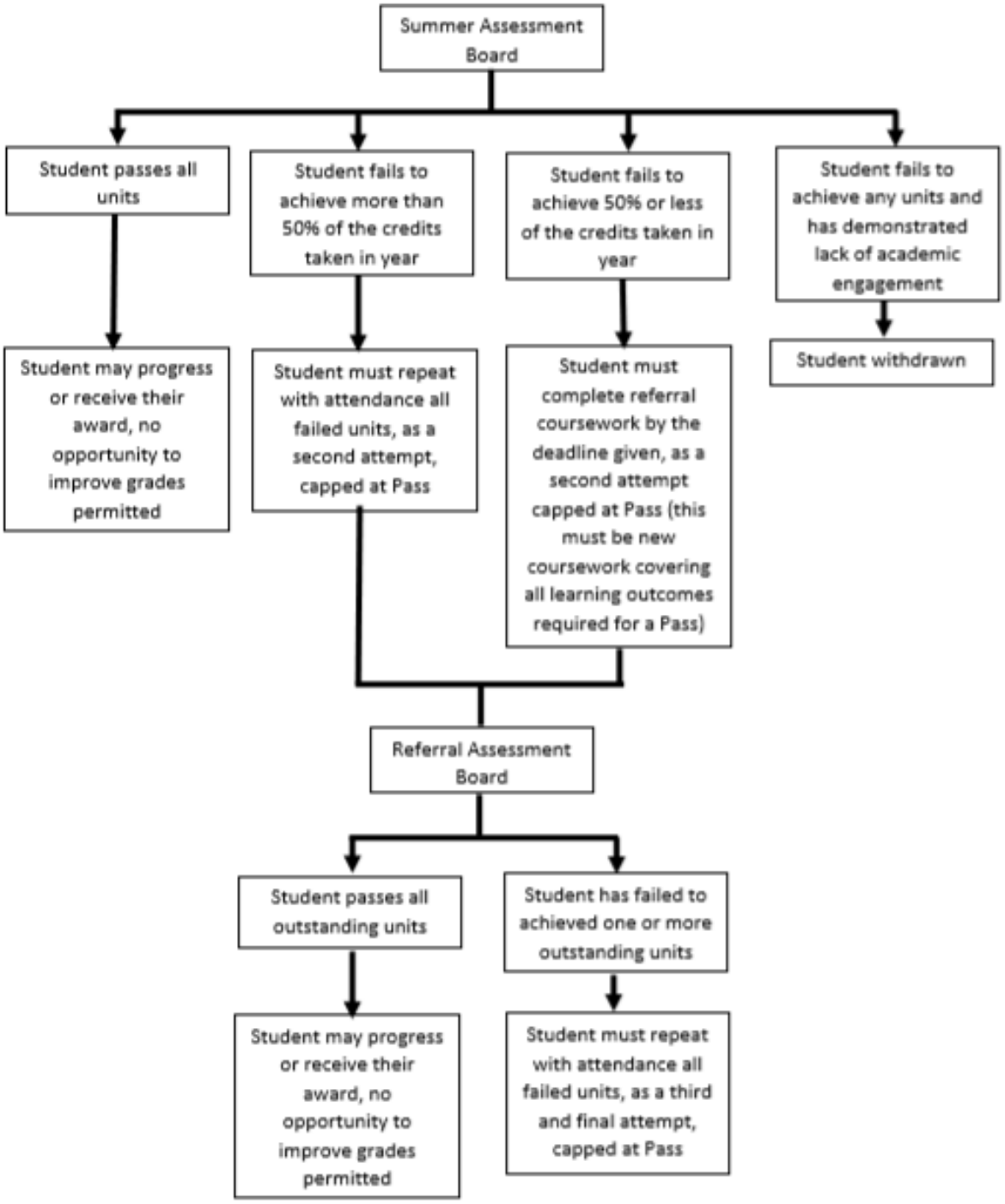
ASSESSMENT SUBMISSION AND NON-SUBMISSION PROCEDURE FOR

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.



Continued


Summer Assessment Board
Student passes all units
Student fails to achieve more than 50% of the credits taken in year
Student fails to achieve 50% or less of the credits taken in year
Student fails to achieve any units and has demonstrated lack of academic engagement
Student may progress or receive their award, no opportunity to improve grades permitted
Student must repeat with attendance all failed units, as a second attempt, capped at Pass
Student must complete referral coursework by the deadline given, as a second attempt capped at Pass (this must be new coursework covering all learning outcomes required for a Pass)
Student withdrawn
Referral Assessment Board
Student passes all outstanding units
Student has failed to achieved one or more outstanding units
Student may progress or receive their award, no opportunity to improve grades permitted
Student must repeat with attendance all failed units, as a third and final attempt, capped at Pass

Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

Compensation provisions for the HNC

Students can still be awarded an HNC if they have not achieved a pass in one of the 15-credit units completed but have completed and passed the remaining units.

Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:
- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

4.3. Submission of Assessed Work and extenuating circumstances

All work should be submitted on Teams by the given deadline unless an extenuating circumstances claim is made.

If a piece of work is submitted late and there has been no application for extenuating circumstances/ the extenuating 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.

Extenuating circumstances (also known as mitigating 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 extenuating circumstances should apply, with independent supporting evidence, by completing the online form on the Student SharePoint page. Higher Education (sharepoint.com)

For any queries or support with extenuating circumstances contact the heoffice@exe-coll.ac.uk

Assessed coursework / major project / dissertation or equivalent:

Extenuating 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

4.4. Referencing Guide

ALL referencing MUST be completed using IEEE guidelines LINK to video.

There is also guidance on study skills and referencing on the following Exeter College areas of the Learning Centre Portal:

Academic Support

Study Skills Guides (sharepoint.com)

Essential Information for Higher Education Learners (sharepoint.com)

You may also like to purchase a copy of the referencing guide '*Cite them rite'* or access one of the library copies of this.

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:
Exeter College Plagiarism, Malpractice and Maladministration Policy

4.5. 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

- It clarifies your understanding of the material
- It improves your ability to remember it
- You will be able to use the material in new contexts
- Your argument will be tighter, with fewer words
- Your argument will be appropriate to the question or assignment
- 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:
Exeter College Plagiarism, Malpractice and Maladministration Policy

4.6. 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 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.

4.7. Return of Assessment and Feedback

The majority of assessed work will be returned electronically in the relevant activity box in Moodle. The College policy is to return marked work within 15 working days.

The preferred feedback method is to give all assignment feedback in the Moodle feedback box against which the assignment was submitted. The intention is to submit all work to be assessed through Turnitin.

5. 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.

6. 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.

7. 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 textbooks 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 influence your ability to study. Let someone at the College know – ignoring problems will only make things worse later.

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 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.