



## **PROGRAMME HANDBOOK**

**PEARSON BTEC HNC Healthcare Practice (Integrated Health and Social Care) (RQF)**

**PEARSON BTEC HND Healthcare Practice (Integrated Health and Social Care) (RQF)**

## **What can you find in the Programme Handbook?**

This handbook aims to help you through your studies at the college.  
We hope after reading it, you will:

- Familiarise yourself with the terminology used on your programme
- Familiarise yourself with your programme structure
- Familiarise yourself with the assessment process on your programme
- Get to know who to contact for help and advice
- Find out other useful information on the College website and VLE

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## TEACHING AND ADMINISTRATIVE STAFF ON YOUR PROGRAMME

As a student at the London College UCK (thereafter 'the College'), you will be communicating with various members of teaching and administrative staff by telephone, e-mail, Virtual Learning Environment (Moodle) and by post.

You will be introduced to your programme team and administrative staff during induction sessions.

## ACADEMIC CALENDAR

A detailed academic calendar is published on the College's website in the '*Current Students*' section. Academic year is divided into two semesters.

**Note:** You MUST be available to attend the College throughout the semester dates. Please take this into consideration when booking holidays. Additionally, there may be reason for you to meet with teaching and examinations staff if your assignments are referred and require additional input.

Teaching takes place during some of the primary/secondary school half-term holidays, depending on the academic year, please take this into consideration when arranging holidays and childcare.

There is no teaching on statutory UK Bank Holidays.

## **ABOUT PEARSON**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people.

## **ABOUT YOUR PROGRAMME**

### **Programme Rationale**

Pearson BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate, with a strong sector-related emphasis on practical skills development. The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows progression directly into employment.

The BTEC Higher Nationals offer a strong emphasis on practical skills development alongside the development of requisite knowledge and understanding in their sector. Students are attracted to this strong vocational programme of study that meets their individual progression needs whether this is into employment or to further study on degree or professional courses.

A key progression path for Pearson BTEC HNC/HND graduates is to a top-up degree programme or the third year of a degree programme.

Pearson BTEC Higher Nationals in Healthcare Practice (Integrated Health and Social Care) (RQF) have been developed to focus on:

- to equip you with the Healthcare Practice skills, knowledge and the understanding necessary to achieve high performance in the global health and social care environment
- to provide you with education and training for a range of careers in healthcare, including: healthcare support and assistant roles in a range of settings, care navigation, planning and assessment roles as well as roles in public health, health promotion and non-clinical healthcare supervisory or lower management
- to provide you with insight and understanding into the diversity of roles within the healthcare sector, recognising the importance of collaboration at all levels
- to provide you with opportunities to address contemporary health and care issues facing the sector, and society at large, with particular emphasis on integrated and compassionate care, and person-centred approaches to providing healthcare to individuals across their lifespan

- to offer you the chance of career progression in your chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond

## **Aims**

Qualifications should meet the needs of the above rationale by:

- equipping individuals with knowledge, understanding and skills for success in employment in the health & social care area
- enabling progression to an undergraduate degree or further professional qualification in health & social care or related area
- providing opportunities for specialist study relevant to individual vocations and contexts
- supporting individuals employed or entering employment in the health & social care area
- developing the individual's ability in the health & social care area through effective use and combination of the knowledge and skills gained in different parts of the programme
- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling students to make an immediate contribution to health & social care
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in the health & social care area.

## **Higher-level skills**

Students studying for Edexcel BTEC Higher Nationals in Diploma in Healthcare Practice (Integrated Health and Social Care) (RQF) will be expected to develop the following skills during the programme of study:

- synthesis of a range of concepts, knowledge and skills relating to health & social care application of complex theories to practical, realistic work situations in the health & social care sector
- independence of approach to study and the generation of health & social care evidence
- ability to engage with complex and/or unpredictable situations in health & social care contexts
- ability to take responsibility to manage and direct their own and others' activities
- insight and judgement in relation to the margins and consequences of error
- research and investigative skills
- responsiveness to change and ability to multi-task
- ability to innovate and work in a creative way.

## **Professional Recognition**

The Pearson BTEC Higher Nationals in Diploma in Healthcare Practice (Integrated Health and Social Care) (RQF) have been developed with career progression and recognition by professional bodies in mind. It is essential that students gain the maximum benefit from their programme of study.

Further details of professional body recognition and exemptions for Edexcel BTEC Higher Nationals are given in the BTEC Higher Nationals – Professional Recognition and Progression Directory IS available from our website:

<http://qualifications.pearson.com/en/about-us/qualification-brands/btec.html>

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

BTEC Teaching and Learning Strategy for Higher Vocational Education is founded upon the following core values:

- That students prior knowledge and experience should be utilised in the learning process at every opportunity
- That students are enabled to develop from relatively dependent to more independent students as the programme progresses
- That teaching and learning methods clearly reflect the transition from dependence to independence and are balanced accordingly at each phase of the programme
- That variety in teaching and learning stimulus is crucial to the promotion of effective learning
- That students are provided with appropriate levels of support throughout their programme to enable them to evolve into autonomous students without the need for 'spoon feeding'

As such, the teaching and learning methods employed by the Programme Team will be balanced between tutor centred and student centred activities that enable conformity to the above core values. The following range of teaching and learning methods will be employed on your programme:

- Lectures - including use of multi-media presentations, video presentations, overhead transparencies and, where appropriate, guest speakers
- Case studies
- Laboratory activities - enables collaborative and individual learning and the development of practical skills in research and experiment
- Seminars - including student presentations and subsequent question/answer, debate and discussion

- Self-directed learning - researching information from a variety of sources including the Internet
- Tutorials - both group and individual to address collective and individual academic needs)
- Brainstorming - enables exploration of students current levels of knowledge and understanding
- Industrial/ off-site visits - observing and reflecting on real workplace issue that affect the professionals operating there and consumers benefiting from the services and products



## **COURSE MODULES AND PROGRAMME STRUCTURE**

### ***Course Modules***

Your chosen BTEC programme is composed of course modules (Units), taught over 3 semesters. BTEC Higher National Certificate comprises 8 modules (120 credits) and BTEC Higher National Diploma comprises 15 modules (240 credits).

A course module is delivered through timetabled activities such as lectures, tutorials, lab sessions, visits, and is assessed by written assignments, presentations, project portfolios and/or examinations.

Each course module or a group of course modules is the responsibility of a member of the teaching staff who is the Module Leader and who will provide you with a scheme of work and an assessment plan for the module during the first introductory lecture.

The work load for full-time students is 3 modules per semester together with weekly individual study sessions to assist students in developing their general learning and key skills for their chosen subject major. The workload for part-time students is 2 modules per semester. In addition to scheduled tutor led time students need to plan for individual study time, which should be equivalent to the class time per week.

Course modules are evaluated by students at the end of each teaching session. The college requires all modules to be evaluated regularly, in order to maintain quality in teaching and learning. Students Feedback is an essential and valued part of this process.

### ***Programme Duration and Structure***

#### **Duration**

##### **Full-time**

HNC – 1 year (3 semesters)

HND – 2 years (6 semesters)

##### **Part-Time**

HNC – 2 years (6 semesters)

HND – 4 years (12 semesters)

## ***Pearson BTEC Level 4 HNC Diploma in Healthcare Practice (Integrated Health and Social Care) (RQF)***

The Pearson BTEC Level 4 HNC Diploma in Healthcare Practice (Integrated Health and Social Care) (RQF) is a one year qualification with a credit value of 120. This is made up of eight units, each with a value of 15 credits. There is a required mix of core and optional units totalling 120 credits. All units are at Level 4.

### **Work experience/placement requirements**

The Pearson **BTEC Level 4 Higher National Certificate** in Healthcare Practice requires at least 225 hours of work experience/placement in health and/or social care settings and a Professional Learning and Development portfolio (PLAD), including reflective accounts, to be completed.

The programme structure is detailed below.

#### **YEAR 1 AUTUMN SEMESTER**

| <b>UNIT HNHS</b> | <b>UNIT NAME</b>  | <b>CORE / OPTIONAL</b> | <b>UNIT CREDIT</b> | <b>TQT</b> |
|------------------|---|------------------------|--------------------|------------|
| 301              | Law, Policy and Ethical Practice in Health and Social Care                | Core                   | 15                 | 150        |
| 317              | Effective Reporting and Record-keeping in Health and Social Care Services | Optional               | 15                 | 150        |
| 310              | Developing Operational Management Skills for Healthcare Practice          | Optional               | 15                 | 150        |

#### **YEAR 1 SPRING TERM**

| <b>UNIT HNHS</b> | <b>UNIT NAME</b>   | <b>CORE / OPTIONAL</b> | <b>UNIT CREDIT</b> | <b>TQT</b> |
|------------------|--|------------------------|--------------------|------------|
| 312              | Supporting Independent Living  | Core                   | 15                 | 150        |
| 303              | Supporting the Individual Journey through Integrated Health and Social Care                  | Core                   | 15                 | 150        |
| 302              | Demonstrating Professional Principles and Values in Health and Social Care Practice (Part 1) | Core                   | 30                 | 300        |

## YEAR 1 SUMMER TERM

| UNIT HNHS | UNIT NAME  | CORE / OPTIONAL | UNIT CREDIT | TQT |
|-----------|--|-----------------|-------------|-----|
| 304       | Fundamentals of Evidence-based Practice (Pearson-set Project)                                | Core            | 15          | 150 |
| 302       | Demonstrating Professional Principles and Values in Health and Social Care Practice (Part 2) | Core            | 30          | 300 |

### ***Pearson BTEC Level 5 HND Diploma in Healthcare Practice (Integrated Health and Social Care) (RQF)***

The Pearson BTEC Level 5 HND Diploma in Healthcare Practice (Integrated Health and Social Care) (RQF) is a qualification with a minimum of 240 credits of which 120 credits are at Level 4, and 120 credits are at Level 5. There is a required mix of core, specialist and optional units totalling 240 credits. The core units required are Research Project, which is weighted at 30 credits. All year 1 units are at level 4 and all year 2 units are at level 5.

#### **Work experience/placement requirements**

The Pearson **BTEC Level 5 Higher National Diploma** in Healthcare Practice requires at least 450 hours of work experience/placement in health and/or social care settings and a Professional Learning and Development portfolio (PLAD), including reflective accounts, to be completed over the two year period of the qualification.

## YEAR 1 AUTUMN SEMESTER

| UNIT HNHS | UNIT NAME   | CORE / OPTIONAL | UNIT CREDIT | TQT |
|-----------|---|-----------------|-------------|-----|
| 301       | Law, Policy and Ethical Practice in Health and Social Care                | Core            | 15          | 150 |
| 317       | Effective Reporting and Record-keeping in Health and Social Care Services | Optional        | 15          | 150 |
| 310       | Developing Operational Management Skills for Healthcare Practice          | Optional        | 15          | 150 |

**YEAR 1 SPRING TERM**

| <b>UNIT HNHS</b> | <b>UNIT NAME</b>   | <b>CORE / OPTIONAL</b> | <b>UNIT CREDIT</b> | <b>TQT</b> |
|------------------|--|------------------------|--------------------|------------|
| 312              | Supporting Independent Living  | Core                   | 15                 | 150        |
| 303              | Supporting the Individual Journey through Integrated Health and Social Care                  | Core                   | 15                 | 150        |
| 302              | Demonstrating Professional Principles and Values in Health and Social Care Practice (Part 1) | Core                   | 30                 | 300        |

**YEAR 1 SUMMER TERM**

| <b>UNIT HNHS</b> | <b>UNIT NAME</b>   | <b>CORE / OPTIONAL</b> | <b>UNIT CREDIT</b> | <b>TQT</b> |
|------------------|--|------------------------|--------------------|------------|
| 304              | Fundamentals of Evidence-based Practice (Pearson-set Project)                                | Core                   | 15                 | 150        |
| 302              | Demonstrating Professional Principles and Values in Health and Social Care Practice (Part 2) | Core                   | 30                 | 300        |

**YEAR 2 AUTUMN SEMESTER**

| <b>UNIT HNHS</b> | <b>UNIT NAME</b>   | <b>CORE / SPECIAL</b> | <b>UNIT CREDIT</b> | <b>TQT</b> |
|------------------|--|-----------------------|--------------------|------------|
| 029              | Human Resource Management for Healthcare                                       | Optional              | 15                 | 150        |
| 320              | Care Planning Processes in Healthcare Practice                                 | Optional              | 15                 | 150        |
| 026              | Supporting Team and Partnership Working Across Health and Social Care Services | Optional              | 15                 | 150        |

**YEAR 2 SPRING SEMESTER**

| <b>UNIT HNHS</b> | <b>UNIT NAME</b>  | <b>CORE / SPECIAL</b> | <b>UNIT CREDIT</b> | <b>TQT</b> |
|------------------|---|-----------------------|--------------------|------------|
| 319              | Reflective Approaches in Implementing Person-centred Practice | Core                  | 15                 | 150        |
| 322              | Supporting Individuals through Significant Life Events        | Optional              | 15                 | 150        |

## YEAR 2 SUMMER SEMESTER

| UNIT HNHS | UNIT NAME  | CORE / SPECIAL | UNIT CREDIT | TQT |
|-----------|--|----------------|-------------|-----|
| 018       | Innovation and Improvement through Action Research (Pearson-set Project) I | Core           | 30          | 300 |
| 023       | Managing Quality in Care Environments                                      | Optional       | 15          | 150 |

### ***BTEC HNC/HND Programme Progression***

In order to qualify for the Higher Certificate or Higher Diploma you must pass all the units/modules as defined by the above programme pathway requirements.

#### **Progression from first year to second year**

Students must at least pass 8 units (120 credits) to qualify for the award at the end of the academic year and to be allowed to proceed to the 2<sup>nd</sup> year of the programme.

## **TEACHING**

### **Class Lessons and Tutorials**

The teaching sessions will be divided into partly lectures and partly tutorials and seminars. The support and guidance for the assessments will be provided as part of the tutorial sessions and it is mandatory for all students to attend them.

During these sessions there will be opportunity to review and clarify knowledge or understanding from previous sessions. Additionally it is during these scheduled classes, that your understanding will be informally tested through quizzes and other such means. This will provide you and the teaching staff with a review of your progression throughout the module and semester. The results of these tests will not be used for your final grade.

### **Laboratory and practical sessions**

Some modules lend themselves to practical teaching. When attending laboratory and practical sessions students must remain in a group and not enter into any laboratory until advised to do so by the instructor or the lab technician. Students must provide their own protective clothing for all laboratory practicals.

## **Educational Visits**

The college takes a proactive approach in the encouragement of events and visits for Higher Education programmes. They work to stimulate and interest students, but also to increase student knowledge and improve attitudes towards, industry and commerce. The visits and events are specifically designed to inform, involve and inspire students and to build upon and enhance transferable skills. For Modules relating to law the students are usually taken to observe a court session. Students on graphic design and media modules may include visits to various museums, art galleries and studios.

## **Placement visits**

A mandatory part of the Higher Nationals in Healthcare Practice is the inclusion of 'practice-based assessment' at Level 4 and Level 5. These assessments are intended to provide a framework in which necessary work-based learning can be delivered and assessed, relative to the pathway the student is on. These assessments are embedded throughout a number of units on the qualification.

The College's placement coordinator will visit to placement settings as part of assessment requirement. This will help develop both greater depth and to support students to engage with more specialist areas of the subject and engage meaningfully with the employers that students are placed with. The aim of these 'practice-based assessments' is to provide greater work-relatedness and enable the development of programmes of study and course offers that are unique to their particular locale, market, and student cohort. A framework for the holistic assessment of practice-based elements for Core units is included in the PLAD, to develop appropriate programmes of study that incorporates holistic practice-based assessment.

# **ATTENDANCE**

## **Attendance & Monitoring**

All students are advised that good attendance (a minimum of 70% overall each term for UK/EU students) will give the best possible chance of success in their studies. Academic departments are responsible for monitoring students' academic progress and this is done, in part, by monitoring attendance and engagement in classes. Failure to attend and engage with programme requirements is likely to result in poor academic progress.

Home/EU students who are sponsored by the SLC are advised that the College is required to confirm that they are in attendance at points throughout the session before SLC loan payments are released. This includes attendance in classes, submission of coursework and attendance at examinations.

It is imperative that ALL students log into the biometric system when they arrive at and when they leave the college. Additionally, the tutor will verify your ID card in class registers to monitor the time you arrived and how long you actually spent in class.

Any absences due to medical reasons must be covered by a medical certificate. Medical certificates and/or documentation should be sent to **health@lcuck.ac.uk**.

## **ASSESSMENT AND GRADING**

### **Assessment Information**

You will be studying on a modular programme with modules being delivered over 14/15 weeks. You must pass each module taught to gain the full Award. As you progress through each unit you will undertake assignments. Each module will comprise of at least 2 assessments that will contribute to your overall grade, and a number of smaller more informal opportunities to assist your assimilation of the learning. The majority of assessments will be completed on an individual basis but some will involve group work, if required by the assessment criteria.

In addition to contributing to your academic profile, continuous assessment provides valuable feedback information for students, lecturers and where applicable, sponsors.

Assignments are part of the course module assessment and are normally set when you have finished working through the relevant lectures, seminars and tutorials. There are many types of assignments, including

- management reports
- essays,
- case studies,
- role plays,
- viva voce,
- scientific reports
- oral presentations and
- portfolio production
- PLAD

### **Essay**

An essay is written in a flowing style. It is often used for the discussion of a particular topic. You need to have a clear structure to argue your points (it is very important that you offer evidence to support your argument), with an introduction and a conclusion. Essays should always be accompanied by a bibliography indicating what sources you have used. You should follow a consistent style of citation/referencing.

### **Report**

Reports are generally tighter in structure than essays, divided into sections and sub-sections (usually numbered). Sections should usually include the objectives of the report, information on topics included, and recommendations or conclusions. Reports normally

adopt a comparatively concise format of writing. You must remember to quote sources used in compiling your report. Bibliography should adhere to Harvard Referencing System.

### **Group work**

Generally this will be assessed during timetabled sessions. It is a measure of how you solve problems in a team situation (a good preparation for the work environment!). You will need to consider: time management; task goals; role allocation; the interaction of group members; and how you will evaluate the group work. The work of the group will be marked as a whole and also your contribution to it.

### **Presentation**

This is usually a short presentation to the class/academic panel during a timetabled session. You will need to consider the objectives of the presentation; the audience's knowledge and experience; appropriate supporting media or handouts; and how to structure the content to best communicate your message or findings.

### **Major Project**

You will be given a detailed introduction to preparing for and writing a major project at the start of your final year. Guidance will be given on:

- formulating the subject of the major project
- structuring the content
- style, bibliographical and physical presentation
- Harvard Referencing
- the nature of supervision and the role of the supervisor

You will have the opportunity to explore preliminary topics with your project supervisor at the start of your final year. You will also have the opportunity to meet your supervisor at regular intervals, as required.

Assignments are designed so that various types of coursework can be produced. Check the module assessment guidance or assignment brief for clarification of what you are being asked to produce.

Regardless of the type of assessment, all tasks are based on the learning outcomes and assessment criteria for each unit. Assessment tasks will also be set to cover Pass, Merit and Distinction criteria.

### **How to deal with your assignments**

Assignments always have deadlines, in the same way as tasks in the professional world do. These deadlines will be provided to you within your programme groups. The assignments have been designed and scheduled so as to spread work out evenly and



allow students to manage their time effectively in terms of its allocation in consideration of the demands of each assessment task.

As with any deadlines it is critical to manage and balance the demands on your time, from friends, family, employment commitments and of course your studies. Do not leave everything to the last minute, but ensure you have planned sufficient time to

- research and investigate the topic of your assignment
- prepare your argument
- produced the final essay/report/presentation
- submitted the assignment by the method required

For additional support please speak to your programme teaching staff or visit the library for some very helpful guides in time management.

### ***Submitting assignments***

Generally your assignment will result in a written document. These will be accepted and marked by college staff with feedback returned for future improvement.

- All assignments will be submitted online via Moodle.
- This will include a checking for excessive copying and plagiarism using Turnitin
- You can make draft submissions to check plagiarism scores until the submission deadline.
- Once you have made the final submission you cannot make any further changes.
- Confirmation about your submission will appear on the final step of Turnitin submission.
- Any queries about the detail of the assignment task/brief should be directed to your tutor.
- Any queries relating the actual submission, please email **health@lcuck.ac.uk** Examinations Office is open from 9.00am to 6.00pm - Monday to Saturday.
- Any queries relating to Extenuating Circumstances, please refer **Student Handbook** for more information.

## **Grading of assessments**

After the students have submitted their work, it is marked by the tutors against the achievement of each assessment criteria. The tutors will provide feedback against assignment individual criteria including the Merit and Distinction criteria on the feedback sheet for the assignment.

The tutors / assessors marks will be verified by the internal verifiers (IVs) in the college. Assessments are always verified by the Internal Verifiers and/ or Subject experts to check the marking of a sample of work from across the range of marks plus all the work which has just failed to achieve the pass mark. This also ensures that the work has been assessed at the appropriate standard and in accordance with relevant assessment criteria and quality standards.

All assessments for all registered students must be made available to the external examiners/verifiers who visit the College annually. External examiners will sample from the full cohort of students regardless of final grade.

Please note that **all grades are provisional** until confirmed and published by the Assessment Board.

## **Assessment Criteria**

All marking of students' work conforms to assessment criteria. This section outlines the standards that need to be achieved to gain marks in the appropriate category.

The College assessors/tutors will employ the following criteria when assessing any form of written or practical work. The assessment criteria are set and published by the awarding organisation of the qualification that you are studying, and will also be circulated with the assessment briefs.

| <b>Grade</b>              | <b>Criteria</b>   |
|---------------------------|---|
| <b>Not Submitted (NS)</b> | Assessment has not been submitted/attempted   |
| <b>Refer</b>              | Assessment has been submitted/attempted but all or some of assessment criteria have not been met at Pass standard |
| <b>Pass</b>               | All Learning outcomes and assessment criteria are met at Pass standard  |

|                    |   |
|--------------------|---|
|                    |   |
| <b>Merit</b>       | All Learning outcomes and assessment criteria are met at Merit standard       |
| <b>Distinction</b> | All Learning outcomes and assessment criteria are met at Distinction standard |

### **Conditions for the Award**

To achieve a Pearson BTEC 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.

To achieve a Pearson BTEC 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***

#### **Compensation Provisions for the HND**

A student can still be awarded an HND if they have not achieved a minimum of a Pass in one of the 15 credit units at Level 4 and one of the 15 credit units at Level 5 but they have otherwise fulfilled all the above conditions.

#### **Compensation Provisions HNC**

A student can still be awarded an HNC if they have not achieved a minimum of a Pass in one of the 15 credit units but they have otherwise fulfilled all the above conditions.

The calculation of the **overall qualification grade** is based on the student's performance in all units to the value of 120 credits. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits)
- At least 105 credits must be Pass or above
- All 120 credits count in calculating the grade

- The overall qualification grade is calculated in the same way for the HNC and for the HND
- The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

### Points per credit:

Pass: 4

Merit: 6

Distinction: 8

### Point boundaries

| Grade       | Point boundaries |
|-------------|------------------|
| Pass        | 420–599          |
| Merit       | 600–839          |
| Distinction | 840 +            |

## Referral Procedures

### What happens if you fail modules?

Failure to submit an assignment on or before a LATE submission deadline would result in a REFERRAL grade. Your tutor will provide feedback on your weaknesses so that you can improve your work and resubmit the task. If you do not submit work by the specified **REFERRAL** submission date, no further extensions will be allowed, and you will have to repeat the module

You are allowed only **ONE Attempt** to re-submit the REFER element(s) of your work within a specified date.

If a student fails in a Referral submission, then this module has to be retaken in another semester.

## Feedback to Students

Feedback on assessment and provisional grades will be given online via PROPORTAL. All students will be given constructive feedback hence providing them with the opportunity to reflect on their performance for future assignments. The feedback on all assessments will be available to the student within **3 weeks** after the submission date.

Please note that **all grades are provisional** until confirmed and published by the Assessment Board.

## Assessment Boards

Assessment board meetings are held at the end of each Semester. A separate Assessment board will be held for Mitigating Circumstances and Referral submissions. The main purpose of an Assessment Board is to make recommendations on the grades achieved by students on the individual modules, consider any cases of academic offence such as cheating and plagiarism, discuss the awards to be made to students and consider referrals and deferrals if any.

Please note that **all grades are provisional** until confirmed and published by the Assessment Board.

## Academic Appeals Procedure

A student who feels strongly that, despite the above procedures, his/her work has been unfairly assessed, may submit a written appeal to the Academic Programme Leader setting out in detail, the nature of their discontent and the remedy you seek. An appeal must be received within 2 weeks of the publication of the final results. The College would normally aim to resolve an academic appeal within 4 weeks of receipt of the form or otherwise inform you of any possible delay.

Further information on the above procedures is published in the website.

## Academic Offences

LCUCK considers academic offences very seriously. Academic integrity is a central theme to the quality of work produced by our students and the quality of our students in the place of work, currently and in the future.

- We believe that we are working with adults with **responsibility** for their own actions and output including the authenticity of your work... no cheating or **collusion**
- We expect that everyone, all students and staff are **honest** in their acknowledgement of the sources of ideas, information, and evidence not **plagiarised**.
- The college **trusts** students that results and evidence are true and accurate and not fabricated or invented.
- In return the grades you will achieve will be **fair** and just,
- This will result in a **respect** for yourself and your fellow students

Without these values the resultant grades and potential future achievements, at the college, in work and private life will be a sham, a fake and pretence.

The college is committed to these principles and will support you in your personal and academic achievements in developing your independent learning through improving your study skills and respecting the sources of ideas, information and evidence

## **Plagiarism**

All submitted work will be checked for plagiarism. You must ensure that the assignments you submit are your own work.

- Any attempt to pass off someone else's work as your own is known as plagiarism (intellectual theft).
- To submit a very similar piece of work for two assignments is known as self-plagiarism. Work produced for an assessment in one module will not be accepted and credit provided for a second assessment in the same module or a different one.
- Where plagiarism occurs in the context of formal assessment or examinations, it constitutes an example of 'unfair practice' to which college regulations, procedures and penalties apply.
- Plagiarism is a form of cheating and is regarded as serious academic offence - and therefore carries a severe penalty.

Examples of plagiarism include: unattributed quotation from a wide range of published sources including internet, copying from other people's notes or essays, submitting work actually written or dictated by someone else.

The college expects that at this level of learning, a competent student will be able to source, reflect and adequately paraphrase with credible evaluation information and evidence from numerous sources; this is independent thought and critical thinking. We don't expect however that for example a 2000 word essay will be *totally* original but will have a *small* percentage of similarity to other published texts, and these are clearly and adequately referenced throughout all assignments.

## **Collusion: a Definition**

*"Collusion is the act of collaborating with someone else on an assessment exercise which is intended to be wholly your own work, or the act of assisting someone else to commit plagiarism" (Maguire, 2003).*

Throughout your time at the college you will be studying alongside other students and it is inevitable that discussion around the course, a lecture or assignment will happen. This is not collusion! However all students must be on their guard when this active and professional discussion becomes more involved leading to determined and proactive collaboration on an assignment that should be an individual's piece of work.

At times an assignment set by your lecturer will involve group work; in these circumstances be clear of your own involvement and responsibility, utilise a professional log or diary to record significant input or discussion and the attendance of other students, and confirm what will be graded as individual and group output.

The following lists present what is acceptable and unacceptable practice (courtesy of the University of York):

**Acceptable practice:**

- talking about books or lectures with another student
- comparing essays and feedback after the assignment has been marked
- working in the library together
- including ideas that another student expressed in a seminar, including a reference and in-text citation

**Unacceptable collusion:**

- writing a joint set of notes with another student
- asking another student what you should include in your essay
- including ideas that another student had in a seminar without referencing them
- looking at another student's essay before the assignment is due
- showing another student your essay before the assignment is due

**Referencing**

The Harvard reference system is the means by which you identify books and other sources which you have used in your writing. The college recommends the use of Harvard referencing style for all their assignments and project work. It is very important to be consistent and accurate when citing references. Citations in the body of your writing should give the author's surname with the year of publication. The full details of all these references should be listed alphabetically by author name as a reference list at the end of your writing. If you wish to acknowledge other sources that have been used in your learning these should be given in a separate bibliography. If you are writing an academic essay you need to use citations to acknowledge your sources in the following circumstances:

- If writing a dissertation or a practice-based project there is an expectation of wider reading to inform your work, it is appropriate that both a reference list and a bibliography should be submitted.
- if you are using an actual quotation from another source;
- if you are paraphrasing another source;
- if you are referring directly to another source;
- if your own writing is closely based on, or is drawn heavily from, the work of another writer;
- if you wish, for some other reason, to draw attention to a source.

Further guidelines on use of Harvard referencing is available to be downloaded from College's VLE-Moodle under the section – 'Student Support Documentation' --> 'Writing Resources'.



## RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a student 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.

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, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of prior learning must be **valid, authentic, sufficient and reliable**.

To apply for RPL please contact the Director of Studies or Lead Internal Verifier, they will guide you through the process. You must present originals or certified copies of qualifications, you are claiming RPL for. We are unable to conduct RPL without an acceptable proof of your learning. Please note that that qualification achieved at a level below BTEC Level 4 cannot be used for RPL towards Pearson BTEC Higher Nationals.

## SUPPORT STRUCTURE

### Student Support Services

There is a dedicated support centre located in the Room G14 to answer students' queries and to support all students. Students are welcome to get in touch with the Programme Administrators to discuss about any matters. You are strongly advised to inform Student support at the earliest of any relevant issues that might have implications for your welfare, and/or academic work, particularly with respect to attendance and completion of assignments.

The Student support will send out progress reports for each student at the end of each semester.

### Support with computers and resources

The Colleges Information Services offers a range of study support, including:

- Internet facilities at four locations on the campus
- ICT courses and facilities
- Helpdesks in the library, or telephone: 0207 243 4000

or e-mail: [library@lcuck.ac.uk](mailto:library@lcuck.ac.uk)

## OTHER INFORMATION

### Careers Advice

The Student Support unit will be able to provide you with additional advice or guidance about careers or direct you to the appropriate channel.

### Disability or Special needs

If you have a disability or special need (s), you should have alerted the Admissions Office when applying. There is a dedicated Welfare Department in the college premise to provide support and guidance to students.

You may also wish to alert your tutor and module co-ordinators if you require any particular support for your studies, such as hand-outs printed on coloured, rather than white, paper; large type etc. The college is happy to help you, but cannot do so unless you tell us what you need. Remember that any special considerations that may impact on your achievement of the assignments and therefore progress through the course, must be shared with the college prior to the assignment deadlines. Without this then the college is unable to consider any mitigating circumstances.

**Note:** Content and details explicit to the qualification are sourced from the most recent specifications for BTEC higher national qualifications:

<https://qualifications.pearson.com/en/home.html>