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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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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.

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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.

providing opportunities for students to focus on the development of higher level skills in a technological and management context
a focus on the development of student's practical knowledge, skills and understanding that underpins performance in the workplace
preparation for employment and further training and professional development.

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Qualifications should meet the needs of the above rationale by:

preparing students for a range of technical, professional and management career disciplines
in civil engineering by providing specialised studies which are directly relevant to individual occupations and professions in which students are currently working or in which they intend to seek employment
enabling students to make an immediate contribution in employment in the civil engineering sector
providing students with flexibility, knowledge, skills, understanding and motivation as a basis for progression to graduate and postgraduate studies
developing a range of skills and techniques, personal qualities and attitudes essential or successful performance in working life
providing further study, career development and progression fr

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,

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. ! s

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HNCB 28	Group Project (Pearson-set)	Core Mandatory	15 150
HNCB 41	Highway Engineering	Optional	15 150



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.

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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 2nd year of the programme.

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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.

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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.

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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.

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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

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

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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



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 DOO JUDGHV DUH ~~not confirmed and published~~ by the Assessment Board.



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.

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1 R W 6 X E P 1 6	L W W H G Assessment has not been submitted/attempted
5 H I H U	Assessment has been submitted/attempted but all or some of assessment criteria have not been met at Pass standard
3 D V V	All Learning outcomes and assessment criteria are met at Pass standard

0 H U L W	All Learning outcomes and assessment criteria are met at Merit standard
' L V W L Q F W	All Learning outcomes and assessment criteria are met at Distinction standard

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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.



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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 5 () (5 \$ /submission date, no further extensions will be allowed, and you will have to

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

acceptable proof of your learning. Please note that that qualif

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.

1 R W Content and details explicit to the qualification are sourced from the most recent specifications for BTEC higher national qualifications: