

BTEC Higher National Student Handbook

Pearson BTEC Higher Nationals Certificate
in Engineering

General Engineering

Electrical and Electronic Engineering

Mechanical Engineering

Manufacturing Engineering

NB: This handbook is for general guidance only. Content may be subject to change.

This handbook can be provided in other formats upon request from HE@ucscollegegroup.ac.uk

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1. Introduction

Welcome to Welcome to University Centre Somerset, part of the UCS College Group and the BTEC Higher National in Engineering. UCS College Group is the pre-eminent Higher Education (HE) institution in Somerset with approximately 1000 students following HE programmes. Our focus is very much on you, the student, and our aim is to help you achieve your goals. The UCS has strong industry links and we have close relationships with employers to ensure our courses prepare our students to be successful in their chosen careers.

The staff would like to take this opportunity to wish you every success and hope you are ready to work to your maximum potential.

This handbook is designed to help you understand the requirements of your course, it also provides useful information on the facilities that can be found across our 3 campuses. Please keep a copy safe and use it as a first point of reference during your studies. While the majority of your course content will be located on the VLE (MSTEAMS) this handbook offers useful guidance on the regulations that govern your course, should you require more comprehensive information on College policies and procedures please take a look at the HE Info Hub on Blackboard, and follow the links to Policies and Regulations, specifically Pearson (HN's).

1.1 BTEC Higher Nationals

Welcome to the BTEC HNC in engineering

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than thirty years. BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

Every BTEC Higher National is designed with involvement of universities, employers, students and professional bodies. BTEC Higher Nationals provide real world experience, as well as academic knowledge. This ensures students leave with expertise recognised by business and industry, and the flexibility to go straight into employment, or progress to a degree.

Studying for a BTEC Higher National alongside work is demanding on your time and concentration. Completing the Certificate is broadly the equivalent of the first year at university on a full-time degree, and completing the Diploma is broadly equivalent of the second year.

2. Units Taught at UCS

Please see section 14 for Programme Specifications. The full programme and unit specifications for the programme can also be found [here](#).

All of the unit descriptors can be found [here](#).

The table below shows a list of all the units that are taught here at UCS.

Unit Code & Name	Lead Tutor Name
Unit 4001: Engineering Design	Ewan McGregor
Unit 4002: Engineering Maths	Dr Ann McDonagh/ Dr Tan Haq
Unit 4003: Engineering Science	Ewan McGregor/ Dr Tan Haq
Unit 4004: Managing a Professional Engineering Project	Ewan McGregor/ Dr Tan Haq
Unit 4008: Mechanical Principles	Ewan McGregor/ Yogi Nandyala
Unit 4012: Engineering Management	Lindsay Benham
Unit 4013: Thermodynamics	Ewan McGregor
Unit 4014: Production Engineering for Manufacture	Alex Manfield/ Ewan McGregor
Unit 4015: Automation, Robotics and PLC	Thomas Bull
Unit 4016: Instrumentation & Control Systems	Marcus James/ Dr Ali Ghouri
Unit 4017: Quality & Process Improvement	Lindsay Benham
Unit 4018: Maintenance Engineering	Martin Wasley
Unit 4019: Electrical and Electronic Principles	Dr Tan Haq
Unit 4022: Electronic Circuits and Devices	Dr Tan Haq
Unit 4023: Computer Aided Design and Manufacture	Alex Manfield

3. The College

The College is committed to providing you with the best possible teaching and learning experience during your time with us and this ethos is outlined in the College's Mission Statement as below.

College Mission Statement

We will inspire the people of the communities we serve to achieve success by providing:

- the best possible opportunities for learning and skills development
- a creative and exciting partnership with our staff
- a welcoming, safe and supportive environment

Our Vision

Our vision is to be a world class education and training organisation which creates outstanding development and progression opportunities for our students, customers and communities through

leading edge practice and partnerships with employers.

Induction

Induction and Enrolment starts in the 3rd week of September, you will be invited to enrol at the College, and this will usually take up a full day. At enrolment you will submit your enrolment form for checking, confirm your finance options and receive your student lanyard. You will also get to meet key members of the teaching team, including your course leader and receive an induction not only to your course but also to life as an HE student. Studying at HE level can feel different to previous study and it is important to understand our expectations of you. Many of the students completing the HNC will already be in full or part-time employment and so there is even more pressure on you to manage your time effectively. Your course team understands this and you will be designated a personal tutor to whom you can raise any concerns you may have.

We understand that most HNC student's priority is their studies but it is also good to meet other students both on your course and in other areas of industry, we encourage collaborative opportunities and projects within your studies and we have designated a large area to HE only study and access, including the HE Study Centre located on the 2nd Floor of the H Block and the HE Common room located on the Ground Floor of the H Block where you can find comfy seating, and study rooms, tea/coffee making facilities, a fridge and microwave.

Registration & Certification Information

Once your enrolment forms have been received by the team, they will then be passed on to the exams team who are responsible for registering you with Pearson. Pearson is the awarding body, responsible for the validation of your qualification and certification of your final qualification.

Sport and Leisure

There are many opportunities open to all students to play for a variety of different sports teams as part of the Sports Academy Programme. For more information on the sports available within the College please visit the Hub.

Catering

There are a variety of food outlets at the Bridgwater Centre, including Coffee Shops and Canteen. The new Advanced Engineering Centre (AEC) has its own canteen, serving both breakfast, lunch and drinks, it is located on the ground floor. Within the main quadrangle you will also find the College Restaurant, for f

Accommodation

UCS has two principle halls of residence located at Cannington and Cannonsrove, just outside Taunton. If you wish to enquire about the availability of accommodation, please contact the Student Liaison Team, their contact details are listed within the Key Contacts section of this Handbook.

Transport arrangements

Located just off Junction 23 of the M5 and on a major rail-link north and south, Bridgwater is easily accessible by both road and rail. A historic market town, Bridgwater is famous for its annual carnival that has been a major part of the town since the 17th Century . Bridgwater is linked to Taunton, our other main campus, by regularly bus services, train and also a shared canal. The railway passes close to the College and provides easy access to students, there is also ample parking on site for both cars and motorcycles. Parking is free to all students and staff. For more information on the facilities available on each of our 3 campus sites of Bridgwater, Taunton and Cannington please visit www.ucscollegegroup.ac.uk or call Student Support on 01278 441233 who will be happy to guide you on the matter.

Child Care

The college has its own childcare facilities, but spaces are limited. If you would like more information, please contact The Childcare Centre on 01278 441270 or email childcare@ucscollegegroup.ac.uk

3.1 Key Contacts

For all queries your first point of contact is normally your Course Leader. If you however need further information or support, independent of your course team, and are uncertain who can help, you are always welcome to contact the HE Team via HE@ucscollegegroup.ac.uk

You may need to contact a variety of staff during your time at the College; the key staff you may need to get hold of are detailed below for you:

Role	Name	Contact information
Principal	Andy Berry	If you have any queries, please email: HE@ucscollegegroup.ac.uk
Vice Principal	Louise Rowley	
Director of Student Services		
Head of Higher Education	Ash Kempson	
HE Quality Co-ordinator	Wasif Choudhury	
HE Data & Compliance Co-ordinator	Katharine Briffa	
To help with ensuring that you are able to access the materials that you need in order to complete your course and can offer other support with HEADstart	The LRC Team	lrcenquiries@ucscollegegroup.ac.uk
To solve IT issues	Technology Helpdesk	technologyhelpdesk@ucscollegegroup.ac.uk
Printing and copying	Reprographics	Located in the Bridgwater LRC through the hatch to the right of the library
Support with specific difficulties you may be facing	Counselling and Mental Health Team	counsellingandmentalhealthteam@ucscollegegroup.ac.uk
To help with accommodation, travel and any other student based issues which you may encounter during your time her	Student Liaison Team	studentsupport@ucscollegegroup.ac.uk
Loan and payment queries	Finance Team	finance@ucscollegegroup.ac.uk
To provide extra support with learning in lessons and exams	Learning Support Team	learning.support@ucscollegegroup.ac.uk
For future course and career options and information	Information and Guidance Team	info@ucscollegegroup.ac.uk
Support for international students	International Office	int@ucscollegegroup.ac.uk

Introducing your course team

Key staff helping you through the challenges of study at this level include: the **Curriculum Manager, Course Leader and Tutor**. As part of the Programme Management group they are responsible for the effective delivery and promotion of the programme and providing, as required, specialist advice to students. These contacts are listed below:

Role	Name	Contact information
Assistant Principal	Sam Reilly	Reillys@ucscollegegroup.ac.uk
Head of Automotive and Engineering	Vincent Maisey	maiseyv@ucscollegegroup.ac.uk
Deputy Head of Engineering	Matt Johnson	johnsonm@ucscollegegroup.ac.uk
Course Leader	Marcus James	jamesma@ucscollegegroup.ac.uk
Course Leader	Dr Tan Haq	haqt@ucscollegegroup.ac.uk
Course Leader	Ewan McGregor	mgregore@ucscollegegroup.ac.uk

Additional staff contacts information can be found on Blackboard (VLE)

The Principalship

Role	Name	Contact information
Principal	Andy Berry	berrya@ucscollegegroup.ac.uk
Vice Principal	Louise Rowley	rowleyl@ucscollegegroup.ac.uk

Support Services

Role	Name	Contact information
Director of Student Support		
Learning Resource Centre Manager	Trudy Gabell	gabellt@ucscollegegroup.ac.uk
LRC – Team Leader	Christine Goodwin	goodwinc@ucscollegegroup.ac.uk
HE Team		HE@ucscollegegroup.ac.uk

External Examiner

Your External Examiner (EE) is appointed on an annual basis by the body responsible for approving the overall award, the awarding body, Pearson. Appointments are not normally confirmed until the Spring Term. You may meet your EE during your time on the course but any contact should be conducted via the Course Leader.

3.2 Communicating with your course team

Staff communicate information to students in many ways:

- Email
- MSTEAMS
- Programme Noticeboard
- Outside of taught sessions – staff should indicate their availability to you
- Formally in taught sessions
- Tutorials

3.3 Tutorial Arrangements

You will be allocated a Course Tutor from among the academic staff. They are there to offer you academic and pastoral support. Depending on the nature of your course and demands of your timetable/employer you may be timetabled for regular tutorial sessions throughout the year. Check MS Teams and your email regularly for updates.

Occasionally, you may need to see a member of academic staff. It is a good idea to send an email, telephone or leave a note with a contact number to arrange a suitable time in advance. Staff will try to deal with your problems as soon as they can.

3.4 Pearson

Pearson is the Awarding Body ultimately responsible for ensuring the overall quality and standards of your programme of study and the College is responsible for the delivery of your programme and ensuring it meets the standards prescribed by Pearson.

It is the Colleges responsibility to mark assessments, confirmed awards and providing all the support, resources and facilities you will need. Pearson will appoint an External Examiner to come and review the standards of assessment on an annual basis. The External Examiner will also try to meet with students on the course during this annual visit and may ask you a few questions on your experience at the College.

As an HN student you will have access to Pearson's HN Global site and you can register with the site using your UCSCOLLEGEGROUP email address, after enrolment. Each year Pearson will send out an email to all registered students, asking them to complete the HN survey, this survey helps Pearson track overall satisfaction levels and helps inform their global provision.

3.5 Complaints

If you have any queries or concerns about any aspect of your programme you must always contact the College in the first instance. If you have a particular concern, we hope to deal with it informally in the first instance, either via your tutor or Programme Manager or through the Student Representative/Learner Voice system. For a full outline of the process please see [Section 15](#) of this handbook.

3.6 Higher Education at the College

In addition to this programme handbook you will also find information relating to more general services, support, activities and other items relevant to higher education students on the College's VLE, Blackboard under 'HE Info Hub'.

4. Indicative Programme structure

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

You must achieve a minimum number of credits to be awarded the qualification during your period of study on programme this is a minimum ***of 120 credits for a BTEC Higher National Certificate (Level 4) or minimum of 240 credits for a BTEC Higher National Diploma (Level 5).***

The assessment of BTEC Higher National qualifications is based on learners meeting and evidencing the specified criteria.

All units of study will be individually graded as a 'pass', 'merit' or 'distinction'.

To achieve a pass grade the learners must meet the assessment criteria set out in the specifications.

This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

5. Studying in Higher Education

5.1 The HE Student Charter

The full Student Charter is available on the [HE Info Hub](#) on Blackboard (you will require your College log-in details to access this site). This details in full what you can expect from the College and what the College expects from you in return. Key points from the Charter are summarised and, in some instances, expanded on for you below in relation to studying your programme.

5.2 What we expect from you

We expect that at all times you will maintain a professional approach to your studies. This includes your attitude and conduct regarding punctuality, attendance, assessment deadlines and relationships with staff and other students. Consistent failure to attend, without adequate reason, may result in your removal from the course in accordance with the College's Disciplinary Procedure.

It is our experience that students who consistently attend classes normally succeed in achieving their qualification.

Students who do not attend invariably fail.

Probably the most significant difference between Higher Education level life and college or work is the amount of personal responsibility you have to take for your studies. This has implications for how you approach your studies.

You will be expected to take responsibility for your own educational development. This means relying less on staff and fellow students and more on yourself for ensuring you:

- 5.2.1 Attend taught sessions
- 5.2.2 Plan your time carefully
- 5.2.3 Read around your subject
- 5.2.4 Do not miss deadlines
- 5.2.5 Seek help, if you need it, as soon as possible

We will willingly give you as much help and support as we can but ultimately **you** are responsible for your success or failure

Effective Learning

Learning refers not only to the total facts and information you can recall at any given moment but also to how you can use and apply the information you have acquired and how you store and retrieve it. The quality of your learning will depend on the following:

- 5.2.6 Your attitudes, aims and goals

- 5.2.7 Your dedication
- 5.2.8 Your aptitude for the subject
- 5.2.9 Your willingness and ability to learn
- 5.2.10 Your use of resources such as tutors, books, materials, and work experience

Additional Support

If you believe you may require any additional support to assist or enhance your learning, at any point in the year, you must make your Course Leader or Tutor aware. This will enable us to ensure that you are adequately supported. If your needs can be sufficiently identified in advance of the start of your course, we can ensure that support is offered to you from the very beginning of your course

You may also be eligible to apply for the Disabled Students Allowance (DSA) which can help pay for the support you require. Please speak to your Course Leader or contact the learning support team on their email address: learning.support@ucscollegegroup.ac.uk.

5.3 What you can expect from us

At this level of study you will be treated as a responsible adult, capable of acting on your own initiative. You can expect the very highest standards in teaching quality. All members of the programme team are experienced and will have qualifications in their subject areas.

Your Course Leader

Your Course Leader is there to offer you academic and pastoral support. Depending on the nature of your course and demands of your timetable/employer you may be timetabled for regular tutorial sessions throughout the year. The Course Leader is responsible, together with the Unit Leaders and appropriate administrative staff, for the day to day operation of your programme of study. Specific responsibilities of the Course Leader include; participating in the timetabling process and allocation of teaching staff to units, giving approval extensions to the submission of student coursework, liaison with the external examiners and the organisation of the assignment calendar.

Your Personal Tutor

You will be allocated a Personal Tutor from among the academic staff. They are there to offer you academic and pastoral support. Depending on the nature of your course and demands of your timetable/employer you may be timetabled for regular tutorial sessions throughout the year.

Programme Meetings

The Course Leader will organise Programme Meetings throughout the year, normally one per term. At these meetings programme staff and student representatives are present to discuss key issues, reflect on the design of the programme and confirm future arrangements.

External Examiners

Pearson are responsible for externally monitoring the academic standards and quality of this award. As such they appoint External Examiners, on an annual basis, to sample work and review the programme each year. External Examiners visit once a year, normally during May or June and sample student work, marking and feedback to ensure appropriate standards have been met. The External Examiners produce a report at the end of each academic year to which the Course Leader is required to formally respond. The content of the report and response is discussed at Programme Meetings in the presence of the Student Representative. Full reports are available on Blackboard under HE Info Hub for the previous year.

Review

Your programme is subject to continuous review under the College's rigorous quality improvement cycle. Your programme is reviewed on a termly basis by senior management to ensure the quality is maintained and improved where necessary. Student views are a key contributor to this review process and are collected in a variety of ways throughout the year. On an annual basis your programme is subject to a review of the whole year's activities and is included in the College's Self Evaluation.

Resources

There are a wide variety of excellent quality resources available to you to support you in your studies. Many of the resources are available via the College's Learning Resource Centre (LRC) and the Virtual Learning Environment (VLE), Blackboard. You will receive an induction to the College's LRC at the start of the academic year, it is essential that you complete this course as part of your induction programme. The HEadstart programme not only offers information on how to source materials but it also gives you guidance on study skills and referencing, essential to L4 and L5 studies.

You will be expected to make use of these resources on a regular basis and in your own time. The LRC team are always happy to provide additional input and are very knowledgeable about resources, referencing and HE academic practice so do make use of them.

Support and guidance on accessing and making effective use any resource is always available from the Learning Resource Centre

5.4 The Student Voice

The feedback and the views of our students are incredibly important, students are encouraged to share their opinions at the end of every unit within the units' feedback form, they are also asked to share their views throughout the year through their student representative, via our internal SPQ and through the annual Pearson HN Global student survey. Programme meetings for our HN's are held in both the autumn and spring, students are encouraged to share their views at both meetings and the outcomes are collected as part of our Annual Programme Monitoring. The College works hard to share student views not only on their programme of study but their opinions of the wider College. Recent projects, for example our 'Student Engagement Questionnaire' have helped shaped the HE Common Room and the 'You said, We did' campaign posters are created to show our students how the College is responding directly to their feedback across our 3 sites. Full and further information and documentation about the College's approach to engaging with students is available on the HE Information site on Blackboard where there is also information about becoming a [student representative](#) or [ambassador](#) for the College.

We will regularly invite and welcome you to voice your thoughts and opinions and there are many ways in which you can do so, both formally and informally:

- 5.4.1 Surveys
- 5.4.2 Student Forums (via your course representative)
- 5.4.3 Tutorials
- 5.4.4 Emailing key contacts at the College
- 5.4.5 Being involved in programme validations, approvals, revalidations or reviews
- 5.4.6 Programme Meetings (via your course representative)

We can only help with a problem, issue or opportunity if you tell us about it.

6. Teaching and Learning

Teaching methods will vary from unit to unit. Usually they may include lectures, practical activities, workshops, problem-solving classes and tutorial support, often supplemented by handouts and booklets produced by staff. Where available, use will be made of online learning materials.

Teaching and Learning Strategies

Throughout the programme, teaching and learning strategies adopted by the unit leaders will acknowledge and encourage a range of learning styles. The programme aims to provide a balance between provision of information and opportunities to actively assimilate, apply, question and critically reflect. Teaching and learning strategies will:

- introduce you to and encourage you to engage in new areas of knowledge. You will also be given the opportunity to broaden and deepen your existing knowledge;
- give you the opportunity to acquire practical experience in a range of activities relevant to your employment;
- encourage you to engage in critical reflection. You will be asked to reflect on new knowledge and understanding and on your own learning experiences.

Some aspects of engineering require higher level maths skills than others, but throughout your studies you will be using some level of maths within the curriculum. It is vital that students taking a BTEC Higher National in Engineering are aware that these skills will be required throughout their studies, and as part of learning activities and assessments to ensure their skills are in line with current industry standards.

Teaching and Learning Methods

Throughout the programme you will be given opportunities to:

- participate in lectures and workshops which will develop your knowledge and understanding of issues related to your subject; work in groups to solve problems;
- plan and deliver short presentations to your peers;
- generate appropriate questions in the pursuit of knowledge required to complete your analysis of a problem area;
- research areas of relevance to the programme, using selectively library and online resources;
- critically evaluate the validity and implications of information relevant to your programme of study;
- create clear written reports and well-structured oral presentations appropriate for a specific audience;
- critically review your experience and effectiveness of working in a team;
- evaluate your own work and that of other students;
- undertake projects to benefit your professional development

Lectures

Most modules will have timetabled lectures. A lecture involves the lecturer speaking and the student listening and taking notes. You will need to develop your note-taking skills to get the most out of a lecture.

You may be given handouts in some lectures to help support or enhance your learning. These may also be posted on the Virtual Learning Environment but are in no way a substitute for not attending lectures. You may miss vital information that is only given verbally by the lecturer.

Lectures give you information on a topic and a structure from which you can work to develop your own ideas and knowledge. You need to build on the basis the lectures provide by reading around the subjects, conducting research and discussion with your peers.

Reading

You will need to make time to do as much reading around your subject area as possible, the expected amount per unit is indicated in the Programme Specification.

We cannot emphasise enough how important reading is to you achieving a good grade. Reading around your subject matter is crucial and one of the key skills you will acquire as a higher level student. It is something you will get at better at the more you do and in doing so your skills at filtering and assimilating information will also improve.

It is advisable to try and purchase a key text for each unit (there is a book shop service with 10% discount available through the Learning Resource Centre) as recommended by your lecturers. You can borrow many texts from the College's Learning Resource Centre (LRC) or through the Inter-Library Loans service from other Libraries also through the LRC, there are also thousands of texts available electronically through the College's E-library. At certain times of the year demand for printed texts may be very high, so do not rely on them exclusively.

It may be relevant for you to follow current issues related to your subject by reading additional texts such as journals, newspapers or relevant websites. Journals (not magazines!) are an important source of information about very specialised subject matter as presented and debated by leading experts and academics and should always be high on your priority list to read.

Private Study

Personal, private study time is an invaluable way to ensure you have time to reflect on all the learning that has happened in and out of class. This is a key feature of being a HE student, reflection allows time for personal development and ensuring you understand all the information you have been presented with or have researched. You need to ensure that you make time for private study. To assist with this the College has designated quiet study areas for use by all students and an HE study room on the second floor of the LRC.

HN Global

As a student registered with Pearson you will also have access to many online resources. To access these resources you will need to sign up to [HN Global](#).

Study Groups

In all programmes the College encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your course. When you leave for employment 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. We find that many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise.

Virtual Learning – Horizon and MSTEAMS

You can access the VLE from across the College Campus or remotely using 'horizon.ucscollegegroup.ac.uk'. UCS College Group have a large number of computers on site, as a student of HE you have access to the HE

Study Centre in addition to the LRC and your classrooms. From computers on site you can research on the internet, contact tutors, utilise course specific software and upload assessments. In addition to these there is also a Virtual Learning Environment (VLE) called Blackboard, MSTeams and Horizon. Within this you can access learning materials designed by lecturers, this may include online tests to aid learning, submission or collection of assessments electronically and access to course management materials such as timetables and front sheets.

Learning Support

Our Learning Support Team provides individualised support that is tailored to your needs. So whatever your disability, learning difficulty or additional needs, please tell us as soon as possible. You can do this by completing a Student Disclosure Form in your first meeting with your Personal Tutor, or at the Helpzone. Once you submit this document, a Learning Support Tutor will be in touch to discuss your needs privately.

In these ways, we do everything in our power to help you flourish in your time at UCS College Group.

7. Assessment

Every assessment is important

Your performance in a unit will be assessed during the academic year through formal assessments. You must gain at least a pass in every assessment in order to achieve the unit which counts towards your overall qualification.

The method of assessment may vary from unit to unit and lecturers will advise you of the method(s) to be used. The varying methods reflect the need for you to develop a range of different skills, knowledge and understanding.

In all cases methods are chosen to assess the particular Learning Outcomes that the unit seeks to provide. Similarly you will be given Assessment Criteria that will be used to judge the extent to which you have demonstrated you the Learning Outcomes in each module.

7.1 Assessment Regulations

The College operates all Higher National Programmes in accordance with the BTEC Centre Guide to Quality Assurance and Assessment 2018-19: Levels 4 to 7. The BTEC Centre Guide is supported by a number of HE specific and other cross-college policies that can be accessed via the HE Info Hub. If you have any queries relating to the policies and regulations governing specific aspects of your programme please contact the HE Team by emailing he@ucscollegegroup.ac.uk or alternatively you can call one of our HE Co-ordinators on 01823 366536.

7.1.1 Submission of Coursework

You will be given an assessment schedule during your first few weeks of study. The schedule will outline the release dates and had in dates for your assignments, and you must work to those deadline. If you fail to submit work by the deadline then you assignment will be noted as a non-submission.

7.1.2 Minimum Pass Marks for Units

All units are made up of criteria and you must achieve all of the core criteria to achieve the unit. Successfully meeting all the core criteria will enable you to pass the unit, however students will also have the opportunity to attempt both merit and distinction criteria within assessments to achieve the higher grades.

7.1.3 Student Attendance

As a responsible institution the College has a duty to monitor attendance, and to act on non-attendance so that you can be supported to successfully complete your programme of study.

The College is required to monitor your attendance and provide a termly report to Student Finance England.

The College expects you to attend all timetabled classes. It is in your own interest that you attend all timetabled classes; it will help you achieve successful results. Please arrive on time for classes as late arrival causes disruption to other class members and your tutor.

Please notify your programme administrator, module tutors and personal tutor in advance (by email or phone) if you expect to be absent from timetabled sessions. You will need to make arrangements to catch up on any work missed during absence.

Please avoid taking holidays during term-time; this includes the weeks leading up to the end of the academic year.

We recognise that there are occasions where students have difficulties attending classes because of personal, financial or academic problems. If so please talk at an early stage to your Tutor.

A poor attendance record could result in the following:

- Maintenance loans/grants payments being withheld
- The College informing the Student Loan Company and the UK Visas and Immigration as applicable. Failure to attend could therefore impact on the funding available and/or your ability to remain in the country
- you may be withdrawn from the programme

BTEC Higher Nationals, centres are reminded of the Expectation in Chapter B3 of the QAA's Quality Code, Indicator 8 states:

'Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience.'

While we appreciate that some absences cannot be avoided, we also expect students to catch up on the work at the earliest opportunity.

If you feel that your studies may be impacted by absence then you must notify your tutor at the earliest possible opportunity who will be able to advise on how best to address the situation. They may be able to offer you additional help, or direct you to resources that will enable you to catch up on work.

In some instances your tutor may advise you to apply for Extenuating Circumstance.

7.1.4 Rules governing extensions to submission deadlines

It is important that you have a good reason if you require an extension for a piece of course work.

Extensions of one week may be granted by your course leader for valid circumstances. Extensions of more than one week may require review by the HE Quality Team. If you feel that you may miss a submission deadline due to a situation that has arisen that is unforeseen, is sudden in its nature or is out of your control then you should contact your course leader immediately either by phone, in person or by email.

7.1.5 Extenuating Circumstances

If your course leader feels that your circumstances are likely to be valid then they will ask you to complete an extenuating circumstances form found in MS Teams

- **To request an extension** the Extenuating Circumstances and Extension Form must be completed and submitted with appropriate supporting evidence (see below for guidelines) **before** the assessment deadline.
- **To request consideration at the Assessment Board** the Extenuating Circumstances and Extension Form must be completed and submitted with appropriate supporting evidence (see below for guidelines) **at least 10 working days prior to the Preliminary Board**. Consideration by the Assessment Board are for when:
 - There is an ongoing circumstance during the year where extensions have been granted but the student feels that they have not adequately addressed the situation as the circumstance has developed over the period of the time.
 - The student did not apply for extensions during the year but wishes the Board to take account of the circumstances in relation to overall grades.
 - The student was not fully aware of the impact circumstances until after the assessment had taken place.

Examples of circumstances that would not normally be considered valid:

- Alarm clock did not go off
- Car broke down, train/bus delayed or cancelled, other public transport problems (unless you can demonstrate that you allowed adequate time to compensate for such problems as might reasonably have been anticipated)
- Childcare problems that could have been anticipated
- Accidents or illness affecting relatives or friends (unless serious, or you are a sole carer)
- Unspecified anxiety, mild depression or examination stress
- Cough, cold, upper respiratory tract infection, sore throat, minor viral infection, unless the illness was at its peak at the time of an examination, end-of-module test or in-class test and the corroborating evidence refers to the impact on your performance
- Financial problems (other than cases of exceptional hardship)
- Holidays, house moves, family celebrations or other events where you either have control over the date or may choose not to participate
- Computer problems, corrupt data, disk or printer failure or similar
- Problems with postal delivery of work (unless recorded delivery or registered mail)
- Time-management problems (e.g. competing deadlines)
- Appointments (legal, medical etc.) that could be rearranged
- Territorial Army commitments or similar (unless unavoidable)
- Sporting or recreational commitments (unless the student is representing the College in a national competition or representing his/her country in an international competition)
- De-registration

Examples of circumstances that might be considered valid:

- Hospitalisation, including operations
- Health problems
- Personal or psychological problems for which you are undergoing counselling or have been referred to a counsellor or other qualified practitioner
- Childbirth (including a partner in labour)
- Bereavement causing significant impact/effect
- Major accident or injury, acute ailments or conditions which coincide with an assessment deadline or an examination or test, or are sufficiently long-lasting to impact on a significant part of a term
- Clinical depression or other mental health problem
- Recent burglary/theft/serious car accident
- Jury Service that cannot be deferred

- Representing the College at national level or your country at international level in a sporting event
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances
- Late diagnosis of, for example, dyslexia, resulting in no support or examination provision
- Separation or divorce - student or parental (provided the facts and the effects are independently corroborated)
- Unavailability of the upload facility prior to the deadline for an assignment or examination where it has been confirmed by the module leader that this would have had a material effect on the preparation for an assessment

Examples of circumstances which might be considered as valid circumstances:

Example of circumstance	<p align="center">Guide to appropriate evidence</p> <p align="center">Please note that dates of any evidence submitted must correspond to the assessments dates affected on the extenuating circumstances form.</p>
<ul style="list-style-type: none"> • Hospitalisation, including operations • Long-standing health problems 	<p align="center">Doctor/hospital/consultant/counsellor note/letter</p>
<ul style="list-style-type: none"> • Personal or psychological problems for which the student is undergoing counselling or has been referred to a counsellor or other qualified practitioner 	
<ul style="list-style-type: none"> • Chronic illness 	
<ul style="list-style-type: none"> • Major accident or injury, acute ailments or conditions which coincide with an assessment deadline or are 	
<ul style="list-style-type: none"> • Childbirth (including a partner in labour) 	<p align="center">Birth certificate/doctor's note etc</p>
<ul style="list-style-type: none"> • Bereavement causing significant impact/effect 	<p align="center">Death Certificate as available and other written evidence from family/friends as evidence prior to certificate becoming available.</p>

It is important that any extenuating circumstances which may have affected academic performance are reported regardless of whether the assessments have been passed or failed.

Many students do not divulge extenuating circumstance as they wish to be judged on 'academic merit' alone. The College does not normally accept this as an adequate reason for not disclosing the details of extenuating circumstances. It is therefore essential that you ensure you disclose all relevant information prior to the assessment deadline for an extension or the Preliminary Board meeting.

7.1.6 Confidentiality

Normally circumstances are considered by those present at the Preliminary Board which is a confidential meeting. Details of extenuating circumstances will be confidential to the College staff authorised to receive and consider them.

As required by the Data Protection Act, 1998, the College will not normally disclose personal information to a third party other than with the data subject's explicit permission; except where there is a legal obligation to do so. Likewise it is not possible for the College to obtain information about you from a third party (such as a doctor) without your explicit consent.

7.1.7 Appeals

If you wish to lodge an appeal against the decision of the Assessment Board you may do so in accordance with UCS College Group's HE Academic Appeals Policy. All appeals must be submitted within 10 working days of the date of publication of results. A copy of the policy can be found on the HE Info Hub or can be requested by emailing he@ucscollegegroup.ac.uk

7.1.8 Recognition of Prior Learning

Recognition of prior learning is a mechanism whereby learners can be accredited for the experience and competence acquired in their working lives or education. It thus provides a vehicle for exemption or part exemption, from the normal procedures for acquiring a qualification.

If you believe you may have a case for RPL it is important to speak to your tutor at the start of your course. They will be able to look into the information you provide. All cases for RPL are treated independently.

If a learner has certificates to prove attainment of specific credits, units or modules or ones which are considered to be equivalent, then they should apply for exemption from the relevant parts of the learning programme, not RPL.

For further information on the RPL process please speak with your tutor or refer to the HE Policy for RPL which is located on Blackboard, in the HE Info Hub.

7.1.9 Advice and Support

If you are unsure about any of these areas, please consult with your Programme Leader or Personal Tutor or email the HE Quality Team he@ucscollegegroup.ac.uk

Deadlines for the submission of your assessments will be specified and are spaced throughout the year as much as they can be. If you have any concerns about the workload and timing of assessments please raise this with your Course Leader in the first instance. Please bear in mind that sometimes it is unavoidable that assessment deadlines are close together. Your schedule will be available to you on your Programme site on Blackboard.

8. Formative and Summative feedback

Assessment of BTEC HN's takes the form of both Formative and Summative feedback. Formative assessment is an integral part of the BTEC assessment process, involving both you and your tutor. Formative assessment always takes place prior to summative assessment and focuses on helping you to reflect on your learning and improve performance. Providing feedback in this way enables you to make improvements to consolidate a Pass or attain a higher grade. Formative assessment empowers you to act to improve your performance. Feedback on formative assessment must be constructive, timely and provide clear guidance and actions for development. After you have. While much of your time at College will be spent within the classroom environment, students working at L4 and L5 should be capable of undertaking independent study and research. Our HEADstart programme will help you to navigate the resources available to you and give you a basic grounding in study skills, which will be developed by your tutors. The LRC staff are always on hand to assist and offer advice in terms of sourcing materials and referencing and your tutorials are there to support you through the formative assessment process and provide pastoral support should you require it.

Summative assessment is the final grading of the assignment, where your tutor will agree which assessment criteria you have met and the outcome will be recorded. All summative assessment is subject to confirmation by the Award Assessment Board, usually held in the summer.

9. Award Assessment Board

The quality of your BTEC HN Programme is governed by the awarding body Pearson and the overarching Quality Assurance Agency, an independent body that checks the standards and quality in UK higher education. Part of this process is the requirements of all institutions delivering at L4 or higher to hold examination boards. Chapter B6 of the UK Quality Code for Higher education outlines these requirements. It states:

'there are often different tiers of examination boards or assessment panels; for example, where one tier is responsible for deciding on the mark or grade a student should receive for an individual unit/module, and the other tier is responsible for deciding on the student's progression to the next stage of the programme, or on the final result based on the full set of marks.'

At UCS College Group we refer to these as our Pre-liminary Board and our Award Assessment Board. Our HN Pre-liminary Board typically takes place in late June and our Award Assessment Board in early July. After the Award Assessment Board you will receive communication from the College to confirm your unit grades. If you are completing the first year of your HNC you will receive confirmation of progression to stage

2. If you are in your second year of your HNC or final year of your HND you will receive confirmation of the Award you will receive.

10. Referral Board

For students that are unable to complete their particular stage of study, due to a failure to achieve a particular element/unit, the normal procedure will be to refer this work over the summer period. Most referrals will be treated as a second attempt and the element will be capped at a pass. Students that have referral work to complete will be contacted after the Award Assessment Board with details of their referral work and the date it must be submitted by.

Students that fail to complete over 50% of their units in one academic year will normally be required to repeat the year with attendance.

11. External Examiner

Your External Examiner (EE) is appointed on an annual basis by the body responsible for approving the overall award, the awarding body, Pearson. Appointments are not normally confirmed until the Spring Term. You may meet your EE during your time on the course but any contact should be conducted via the Course Leader. You can find previous year's EE report on the ['HE Info Hub'](#) on Blackboard.

12. Plagiarism and academic conduct

When submitting work you are responsible for ensuring that it is fully and correctly referenced in line with the protocols that will have been shared with you at the start of your course. Your work should also be proof read to ensure spelling, punctuation and grammar are as accurate as possible. Please be aware that by submitting your work for assessment, you are confirming that it is authentic and is all of your own work (or that of the group if it is a group work assignment). If you submit in hardcopy this will be written on the front of your sheet, if you submit electronically through Blackboard then the act of uploading the work is taken as your agreement to its authenticity.

All students are required to attend the HEadstart programme, which supports you in your study skills and academic conduct, in particular the HEadstart programme gives you the knowledge to support correct referencing within your academic work and avoid academic offences such as plagiarism. Additionally, guidance and support is fully and freely available from your programme team, the LRC team and on Blackboard within the LRC resources.

If you do not reference correctly and are suspected of committing plagiarism, are suspected of collusion (collaborating with another on independent work) or another academic offence, you will be subject to the College's Malpractice Policy, a full version of which is available on the HE Information site on Blackboard.

13. Submission of assessed work

You must submit all your assessed work by the deadline specified on the assignment; that is the summative deadline. If you do not meet the deadline and do not have any extenuating circumstances (things that have happened over which you have no control and have impacted on your ability to meet the deadline, if you have any of these then there is a form you can submit to make your Course Leader aware as detailed later in the handbook) then you will automatically receive a Fail for that piece of work.

The method of submission will be confirmed on your assignment and by your Unit Tutor/Course Leader when the assessment is released to you.

13.1 Harvard Referencing

You must ensure that you use the correct, Harvard Referencing system in all of your written assignments. You will be given more information during your HEADstart sessions, but please ensure that you speak to your Course Leader or the LRC team if you are in doubt.

13.2 Return of marked work

The College's policy regarding the return of marked work is that, in normal circumstances, you can expect your work to be marked and returned to you within 20 working days of the hand-in date. In some exceptional circumstances this may take a little longer but you will be advised if this is the case.

You will receive your work back with an indicative grade for the assessment and some written feedback about your work. Your final grade will be confirmed through the Assessment Board process at the end of the academic year. This feedback is extremely valuable to you as it will show where you can improve next time around. You should always take note and take time to explore written comments in more depth with your Unit Leader.

13.3 Assessment Boards

At the end of each academic year your grades and overall performance will be considered by through the Assessment Board process. The Assessment Board panel will confirm your grades and final outcome for the year. Following the Assessment Board you will be notified of the final outcomes by the College and any actions that may be required if you have not achieved sufficient credit to proceed to the next year or to complete your final award. If you have any queries about your results you can contact HE@ucscollegegroup.ac.uk

13.4 Referrals and repetition

If you do not achieve at least a pass grade on your assessed work you may be given the opportunity to resubmit following the Assessment Board. If you do not achieve at least a pass grade on at least half of your credits for the year you may be asked to repeat the year studying and being re-assessed on those units that you have previously failed to achieve before you are allowed to continue to your next stage of study or be awarded your final qualification. Each case is considered individually at the Assessment Board and outcomes will depend on many factors including extenuating circumstances, attendance and the amount of work that needs completing within the timeframes for referral.

13.5 Academic Appeals

An academic appeal is defined as a request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards (normally the Assessment Board, or equivalent). Appeals may be made by individuals only; they may not be lodged by a representative, a parent or any other third party (unless it can be shown that there are good grounds why the student cannot make the appeal him/herself as detailed later in 'How to lodge an appeal').

Where an academic appeal better fits or also fits with the HE Complaints Policy and Procedure, it is possible for the appeal or complaint to be reclassified (at whatever stage they may have reached) and processed under the most relevant regulation or procedure if this is likely to lead to a more appropriate outcome for the person(s) appealing or complaining.

The key principles of this academic appeals process are that academic standards cannot be compromised in any way, this means that:

- There can be no appeal against academic judgement
- Administrative needs must be secondary to ensuring justice and fairness in the decision making process
- Decisions are reached based on only the evidence available to the panel
- This procedure is time-bound, meaning there are deadlines by which appeals must be raised by students and responded to by the College.
- Appeals will be handled in confidence with only staff who need to know being made aware.
- Students will not be disadvantaged if they raise an appeal.
- A student can withdraw their appeal without prejudice.

UCS College Group have developed a clear policy to outline the procedure to follow if you wish to lodge an appeal, a full copy of the Academic Appeals Policy can be found on the HE Info Hub.

Appeals may be raised after the HN Award Board has communicated your outcomes for the academic year. You will need to confirm that you have grounds to appeal the outcome of the Assessment Board and should carefully read the HE Appeals Policy before submitting your claim. All claims must be submitted in writing to the HE Team he@ucscollegegroup.ac.uk, within 10 days of receiving your results. A copy of the HE Academic Appeals policy is available on Blackboard under HE Info Hub, Policies and Procedures.

14. Programme Specification

HNC in Engineering

The programme specification is an overview of the programme as a whole, it explains what you will learn and how you will be assessed throughout your programme.

Key Programme Facts

Awarding Organisation	Pearson
Teaching Institution	UCS College Group
Curriculum Area	Engineering
Accreditation by Professional Body	Pearson
UCAS Code	N/A
College Course Code	TEH
Mode(s) of Study available and programme duration	Part Time – 2 Years
Level and Total Credits Awarded	Level 4, 120 Credits - Higher National Certificate (HNC)
Delivery location	Bridgwater Centre
Language of Study	English
Relevant Subject Benchmark Statement(s)	Engineering 2023
Final Award for Certification	HNC in Engineering
External Reference Points	UK Quality Code for Higher Education Edexcel Higher National Programme Specification for Engineering (RQF)
Date of approval of this specification	September 2025
Date review due	TBC

Purpose of this Programme Specification

This document is relevant for prospective students, enrolled students, employers, teaching teams, internal college reviewers and external reviewers.

The programme specification is an overview to the programme as a whole. It explains how the programme will be taught, assessed and the skills and competencies the student will be able to demonstrate if they take full advantage of the learning opportunities provided.

Role of the Awarding Organisation

Pearson is the awarding body and as such have overall responsibility for the quality and standards of the programme. UCS College Group is approved to manage and deliver the programme within Pearson's quality framework and Pearson accredits the successful student with their final award.

Aims of the Programme

UCS College Group has developed this programme to equip graduates with the skills to meet the needs and expectations of the local/regional/national industry.

The programme aims to:

- provide a vocationally relevant programme that enables students to obtain a nationally recognised qualification in Engineering
- equip graduates with a range of transferable skills, together with underpinning knowledge, to prepare them for employment for further academic progression
- provide opportunities for students to develop their interpersonal skills
- be accessible and supportive

Distinctive Features of the Programme

This programme has the following distinctive features:

- Industry standard equipment and software.
- An industrially experienced teaching team
- Close links with local engineering companies

The College has recently made substantial investments in Robotic, PLC, CNC, CAD and Process Control Technology and has recently opened a new state of the art Engineering facility.

Entry Requirements

Typically, you will require a National Certificate/Diploma in a numerate or engineering discipline with a merit profile, to include Maths, or equivalent qualifications. Applicants will normally also require at least 4 GCSE passes at grade 4 (grade C) or above, including Maths and English or their Level 2 equivalents.

For mature applicants we will accept a wide range of non-standard and professional qualifications and experience, but if you are unsure as to whether you qualify we encourage you to contact us. Whilst we can be flexible with regard to formal qualifications, all applicants will be required to demonstrate motivation and commitment. You may also be asked to attend an interview of which you must be successful.

Applicants who are non-native English speakers or who have not studied the final two years of school in English can demonstrate capability of English at a standard commensurate with IELTS 5.5, with a minimum of 5.0 being awarded on individual sections

Intended Programme Learning Outcomes

This course is designed for those looking to develop a career in engineering, with the emphasis on principles to practical situations such as production, CAD/CAM, PLC and robot workcells.

Level 4

A) Knowledge

Knowledge of...

1. Relevant mathematics for analysing and modelling engineering systems.
2. Scientific and theoretical specifications of engineering systems.
3. The application of the design process to engineering systems.
4. The use and relevance of appropriate software for the engineering industry.
5. The importance of relevant business, ethics and the environment.
6. The selection of materials and manufacturing processes appropriate to the engineering environment.

B) Understanding and skills

1. Apply analytical techniques to the solution of problems.
2. Build a holistic approach to solving problems, by applying judgement to criteria including risk, cost, safety and the environment.
3. Develop an awareness of the effects upon society of technological developments and develop a proper sense of professional conduct in relation to society's use of technology in the engineering / nuclear environment.
4. Develop critical skills with regard to literature searching, appraising and evaluating from a variety of sources and synthesising the results.
5. Plan, execute and report on laboratory experiments, workshop practices and/or projects.
6. Use various problem-solving techniques to develop innovative solutions.

C) Other attributes

1. Communicate effectively in writing, speaking and in other appropriate forms of presentation.
2. Read, interpret and understand documents and be conscious of security issues related to complex products and systems.
3. Use information technology to handle data, simulations and communications and to assist with design and testing.
4. Manipulate data and perform calculations appropriate to engineering/operational situations in both simulation and practice.
5. Work as an effective team member to achieve agreed goals within a predefined hierarchical framework.
6. Assess problem domains and formulate appropriate problem solving strategies in critical situations.

Teaching and Learning Methods

You will learn through a combination of lectures, directed study, assignment work, practical exercises and a major project normally relevant to your employment and devised with the co-operation of your employer.

Assessment Methods

Learners are required to complete a variety of assignments for each of their course elements. Assignment work comprises a mixture of practical design/workshop activities and written/research tasks. Guidance is provided as to how different levels of attainment can be achieved.

Assessment Regulations are available via [MS Teams](#).

Learning Support

Support is available as needed at every level of study. Every student will receive time for structured tutorial support to assist with their academic progress at programme level. The Learning Resource Centre can assist with any HE related enquiries. Other types of support are accessible via the Student Services team as needed on an individual basis.

Academic progression

Graduates from this programme can progress onto a variety of engineering courses at university. The entry point on to university courses is dependent on the institute and/or course applied for.

Employability

This qualification will equip you with the knowledge, skills and understanding as detailed in Section 6. You can apply this skillset and experiences gained through the study of this qualification to confidently apply for employment in the engineering sector. You can look for work in a broad range of engineering occupations in engineering systems, design and manufacturing or maintenance, working as a technician, engineer or project leader in industry.

Most graduates from this programme are successfully employed in the following areas:

Electrical generation: providing energy for local and global communities

Production: Monitoring and controlling of production lines

Installation: Setting up and configuring robotics/programmes and software

Aerospace: design and development for the aviation industry
Manufacturing: spanning from components to packaging, design and control

Indicators of Quality and Standards

Methods used to evaluate and improve quality and standards:

Last QAA Review - May 2014 QAA review
External Examining and reports
Self-Evaluation
Self-Assessment Monitoring
Quality Review
Programme Meetings and Student Feedback Opportunities
HN Survey
Review of provision and curriculum content to maintain and enhance student experience and skills
Student feedback

Publication

This document is published as follows:

The College's Blackboard site on the HE Info Hub (accessible to students and staff)
The College's SharePoint site (accessible to staff)
The College's Website (available to everybody)

15. Complaints

We would always hope that you try and resolve any concerns you have or challenges you face with the member of staff most connected to the issue. This is often the best way to resolve an issue as it can be addressed very quickly. There may be times when you feel that this is not appropriate or your concern has not been addressed to your satisfaction. If you wish to raise a formal complaint about any aspect of your experience as a student at the College then please put this in writing to complaints@ucscollegegroup.ac.uk

Here's an overview of the system in place for dealing with formal complaints:

Complaints procedure for Higher Education Student Complaints

Your Complaint

informal
Concern

Raise concerns directly with a member of staff at the College in a conversation. This is normally the quickest and easiest way to resolve most issues.

Complaint
resolved

Stage: 1
Formal
Complaint

Raise a formal complaint handwriting, to the College and email to: complaints@ucscollegegroup.ac.uk

A full response is normally produced within 20 working days of the date of the complaint but may take longer if complex or in holiday periods.

Complaint
resolved

Stage 2
Review

Write to the College Complaint's address, saying why you remain dissatisfied. The Principal or his representative will investigate and respond. This will normally take up to 20 working days.

Complaint
resolved

Completion
Procedures

If you remain dissatisfied the College or University will issue a 'completion of Procedures' letter to you as soon as possible and normally within 28 days of the completion of their process end in - You can then take your complaint, if you are eligible, to the Office of the Independent Adjudicator (OIA).

If the College is unable to resolve your query, or complaint, then it will be escalated to Pearson if appropriate or the Office of Independent Adjudicators.

16. How to access Bridgwater College IT Facilities remotely

IT resources can be accessed when you're not in College by going to the College's website:

You can also access Outlook and Blackboard from the link on the UCSCOLLEGEGROUP website. MS teams can be accessed from personal computers.

Specialist software can be accessed using the following

link: <http://horizon.ucscollegegroup.ac.uk>

Work can also be saved in college and accessed from home using Microsoft Office 365 and MS Teams.

17. Health & Safety Information

All employees, employers and students have a legal duty to take reasonable care of their own health, safety and welfare as well as those who may be affected by their activities or omissions.

In accordance with the Health and Safety at Work Act (1974) and as supported by the Management of Health and Safety at Work Regulations (1992) employers are required to ensure the health and safety of their employees or equivalent at work, so far as is reasonably practicable.

The Management of Health and Safety at Work Regulations (1992) and other subsidiary legislation expands on these provisions by requiring employers to:

- undertake risk assessments of any hazards associated with the student's workplace and work activities
- provide relevant information, instructions and supervision to the student
- co-operate and co-ordinate health and safety matters with other employers sharing the workplace.

If you identify a Health & Safety concern whilst on the College site please talk to your Course Leader in the first instance or, if they are unavailable, please raise the issue directly with our Health & Safety Team either by email healthandsafetyteam@ucscollegegroup.ac.uk or by telephone: 01278 455454 Ext – 1252/1273