



Shrewsbury Colleges Group

HNC/HND Engineering

Course Handbook

2021-2022

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1. Sources of Additional Information

You are studying a BTEC HNC/HND course at Shrewsbury Colleges Group. This handbook provides useful information about your course, how it will be delivered and how you will be assessed. It does not try to give you all the information you will need during your time studying your university course. More information can be found in the following places:

Shrewsbury College on-line HE Student Guide

You can access a range of useful information via the HE Student pages on the College website

<https://www.scg.ac.uk/higher-education>

This includes:

- HE related college policies, procedures and regulations
- Support for Higher Education students, including Counselling
- Assessment procedures
- Appeals and complaints
- Extenuating Circumstances
- Equality and Diversity
- Providing student feedback

You can also contact:

Department of Engineering

Shrewsbury College

London Road

Shrewsbury

SY2 6PR

Telephone: 01743 342342

Email: higher@shrewsbury.ac.uk

Web: <https://www.scg.ac.uk/>

The On-line Learning Environment

<https://moodle2.shrewsbury.ac.uk/>

2. Welcome from the Course Leader

Welcome to the HNC/HND awards in engineering at Shrewsbury Colleges Group. The course has been designed to reflect the ever-evolving engineering industry, both in the UK and worldwide, and is part of a suite of engineering qualifications founded upon the needs of engineering employers. Your course of study will therefore be up to date and relevant, will be serviced by well qualified staff, and will also be geared to preparing you for life and employment after your studies.

By joining this course, you have become a member of a diverse community of people studying engineering at HE level. As one of our students we expect you to work hard, to set high standards for yourself. To help you to succeed you will have access to excellent staff and facilities, and also to a range of student support services to help deal with your particular needs. Of course, in addition the academic, administration and technical staff that you come across as part of your studies will also be delighted to advise and support you. Your part is to take your study seriously, to set appropriate time aside for your study, and to make full use of lectures and other scheduled class contact. It is important to us that you are successful and that you go on to be a good ambassador for Shrewsbury Colleges Group.

Inevitably at the start of all study programmes you will be bombarded with a host of well-intentioned information. Some of that information is immediately important to start your studies and make sure that you are in the right place at the right time. Some information you will need later in your course e.g. about assessments, changing modules, extenuating claims, and the more general services that the College are able to offer. We suggest that you download this handbook and keep it for reference and familiarise yourself with the range of information it contains ready for welcome week. This should be the first document of your own e-archive - get into the habit of downloading essential documents like module descriptors and module handbooks when the course starts.

Should you require support with your studies, the College's team are experienced in understanding the particular requirements of studying at this level, so you can get extra help outside the classroom from specialist tutors. This has proved to be a success with students already studying creative courses.

Whilst on this award, your college staff team will be your usual point of contact. Within Shrewsbury College, I am the staff member responsible for liaising with Pearson's in my role as Course Leader, and I will oversee the smooth running of your course and your progress throughout your time here. I can be contacted at johnwa@shrewsbury.ac.uk Tel:01743 342506

I hope you will enjoy this opportunity to study with us and I encourage you to take full advantage of the resources and support that are available to you. I look forward to seeing you successfully complete your course and progress to the next stage in your studies and a successful career in this dynamic industry

Very best wishes,

John Watts

Course Leader

3. Your Course Team

Michelle Dawes Curriculum Leader Higher Education	Tel: 01743 342567 Email: michelled@shrewsbury.ac.uk
Andrew Lee Curriculum Leader for Mechanical, Electrical/Electronic, Automotive Engineering and Creative Media.	Tel: 342552 Email: andrewle@shrewsbury.ac.uk
John Watts Course Leader and Personal Tutor Shrewsbury College	Tel: 01743 342506 Email: johnwa@shrewsbury.ac.uk
Paul Parsons HE Tutor	Tel: 01743 342374 Email: paulpa@shrewsbury.ac.uk
Lois Bamidele HE Tutor	Tel: 01743 342336 Email: loisb@shrewsbury.ac.uk
Pam Martin HE Tutor	Tel: n/a Email: pamm@shrewsbury.ac.uk
Doug Stanyer HE Tutor	Tel: 01743 342488 Email: dougs@shrewsbury.ac.uk

4. Introduction to the Programme

To study at Higher Education level, you must be more of an independent learner, managing your own study, meeting deadlines and developing the techniques and strategies for independent work. In addition to scheduled classes, we expect you to do a substantial amount of private study to understand the topics covered in class, to extend your knowledge beyond the class, to develop skills and to complete assignments. There is no short cut to independent learning nor is there a single correct way to get there - all of us have to develop a system that suits us. You must work to develop the way that suits you.

Key features

Pearson's BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for Pearson's BTEC HNC learners is to the BTEC HND or University Foundation Degree/Degree.

Pearson's BTEC Higher Nationals in engineering have been developed to focus on:

- providing a general qualification which allows flexibility of study to meet local or specialist needs
- providing specialist options which meet the needs of the major functions in engineering and allow specialisation with career progression and professional recognition in mind
- providing opportunities for learners to focus on the development of higher-level skills in an engineering context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- providing opportunities for individuals in employment to achieve a nationally recognised level 4 or level 5 vocationally specific qualification
- providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in engineering or progress to higher education vocational qualifications such as a full-time degree in engineering or a related area.

Qualifications aim to meet the needs of the above rationale by:

- equipping individuals with knowledge, understanding and skills for success in a range of administrative and management positions in engineering
- providing specialist routes of study which relate to individual professions within the engineering world in which learners are working or intend to seek employment
- enabling progression to an undergraduate degree or further professional qualification in engineering or a related area
- supporting individuals employed or entering employment in the engineering field
- developing the individual's ability in the engineering field 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 enable learners to make an immediate contribution to employment
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development in engineering.

Professional body recognition

The Pearson's BTEC Higher Nationals in Engineering have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study and further details of professional body recognition and exemptions via www.edexcel.com/quals/hn/Pages/Keydocuments.aspx.in

The Programme

The Pearson's BTEC Level 4 HNC and Level 5 HND in Engineering provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the engineering sector and also offers particular specialist emphasis through the choice of specialist units. Employers are asked to contribute to the selection of specialist units in order to meet their current training needs.

5. Programme Structure and Timetables

HNC General Engineering Part-Time

General Engineering HNC Part Time	
Year 1	Year 2
Wednesday	Tuesday
Terms 1,2,3	Terms 1,2,3
Sept ~July	Sept ~July
37 Weeks	37 Weeks
<p>Unit 2 Engineering Maths M/615/1476</p> <p>09:00~10:30 Tutor: Lois Bamidele Room: HE1A/B</p>	
<p>Unit 19 Electrical & Electronic Principles M/615/1493</p> <p>09:00~10:30 Tutor: John Watts Room: EC7</p>	
<p>Unit 1 Engineering Design K/615/1475</p> <p>10:45~12:15 Tutor: John Watts/Pam Room: HE1A/B</p>	
<p>Unit 9 Materials Properties & Testing J/615/1483</p> <p>10:45~12:15 Tutor: Paul Parsons Room: EC7</p>	
<p>Sep~Feb</p> <p>Unit 17 Quality Process & Improvement H/615/1491</p> <p>12:45~16:00 Tutor: Paul Parsons Room: HE1A/B</p>	<p>Feb~July</p> <p>Unit 3 Engineering Science T/615/1477</p> <p>12:45~16:00 Tutor: Lois Bamidele Room: HE1A/B</p>
<p>Unit 8 Mechanical Principles F/615/1482</p> <p>12:45~14:15 Tutor: Paul Parsons Room: EC26</p>	
<p>Unit 4 Managing a Professional Engineering Project A/615/1478</p> <p>14:30~16:00 Tutors: Pam Martin & Paul Parsons Room: EC26</p>	

HNC Electrical & Electronic Engineering Part-Time

Electrical & Electronic Engineering HNC Part Time	
Year 1	Year 2
Wednesday	Tuesday
Terms 1,2,3	Terms 1,2,3
Sept ~July	Sept ~July
37 Weeks	37 Weeks
<p>Unit 2 Engineering Maths M/615/1476</p> <p>09:00~10:30 Tutor: Lois Bamidele Room: HE1A/B</p>	
<p>Unit 19 Electrical & Electronic Principles M/615/1493</p> <p>09:00~10:30 Tutor: John Watts Room: EC7</p>	
<p>Unit 1 Engineering Design K/615/1475</p> <p>10:45~12:15 Tutor: John Watts Room: HE1A/B</p>	
<p>Unit 22 Electronic Circuits & Devices F/615/1496</p> <p>10:45~12:15 Tutor: John Watts Room: EC7</p>	
<p>Sep~Feb</p> <p>Unit 17 Quality Process & Improvement H/615/1491</p> <p>12:45~16:00 Tutor: Paul Parsons Room: HE1A/B</p>	<p>Feb~July</p> <p>Unit 3 Engineering Science T/615/1477</p> <p>12:45~16:00 Tutor: Lois Bamidele Room: HE1A/B</p>
<p>Unit 20 Digital Principles T/615/1494</p> <p>12:45~14:15 Tutor: John Watts Room: EC26</p>	
<p>Unit 4 Managing a Professional Engineering Project A/615/1478</p> <p>14:30~16:00 Tutors: Pam Martin & Paul Parsons Room: EC26</p>	

HNC General Engineering Full-Time

General Engineering HNC Full Time			
Year 1			
Wednesday	Tuesday		
Terms 1,2,3	Terms 1,2,3		
Sept ~July	Sept ~July		
37 Weeks	37 Weeks		
<p>Unit 2 Engineering Maths M/615/1476</p> <p>09:00~10:30 Tutor: Lois Bamidele Room: HE1A/B</p>		<p>Unit 19 Electrical & Electronic Principles M/615/1493</p> <p>09:00~10:30 Tutor: John Watts Room: EC7</p>	
<p>Unit 1 Engineering Design K/615/1475</p> <p>10:45~12:15 Tutor: John Watts/Pam Room: HE1A/B</p>		<p>Unit 9 Materials Properties & Testing J/615/1483</p> <p>10:45~12:15 Tutor: Paul Parsons Room: EC7</p>	
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		<p>Unit 4 Managing a Professional Engineering Project A/615/1478</p> <p>14:30~16:00 Tutors: Pam Martin & Paul Parsons Room: EC26</p>	

Higher Level Skills and Abilities

Leaners studying for Pearson's BTEC Higher Nationals in Engineering will be expected to develop the following skills during the programme of study:

- cognitive skills of critical thinking, analysis and synthesis
- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving engineering problems
- effective communication, oral and in writing, using a range of media of widely used in engineering, e.g. the preparation and presentation of engineering reports
- numeric and quantitative skills including data analysis, interpretation and extrapolation; the use of models of Engineering problems and phenomena
- effective use of communication and information technology for Engineering applications
- effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- developing an appropriate learning style
- effective performance within a team environment including leadership, team-building, influencing and project-management skills
- abilities to conduct research into Engineering and management issues
- effective performance within a team environment including: leadership, team-building, influencing and project-management skills
- abilities to conduct research into Engineering and management issues

6. Teaching, Learning and Assessment

You must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on your programme of learning to be awarded an Pearson BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5) to be awarded an Pearson BTEC Level 5 HND.

Pearson BTEC Higher Nationals are assessed using a combination of internally assessed centre-devised internal assignments (which are set and marked by centres) and internally assessed Pearson set assignments (which are set by Pearson and marked by centres). Pearson set assignments are mandatory and target industry-specific skills. The number and value of these units are dependent on qualification size.

- For the HNC, one core, 15-credit, unit at Level 4 will be assessed by a mandatory Pearson set assignment targeted at particular skills.
- For the HND, two core units – one core, 15-credit, unit at Level 4 and one core, 30-credit unit at Level 5 – will be assessed by a mandatory Pearson-set assignment targeted at particular skills.

All Modules will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the Module you 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.

The Modules in Pearson's BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for you, your tutors and those responsible for monitoring national standards. The purpose of assessment is to ensure that effective learning of the content of each Module has taken place. Evidence of this learning, or the application of the learning, is required for each Module.

The assessment of the evidence relates directly to the assessment criteria for each Module, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that you have reached in your learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment is part of the effective planning of teaching and learning by providing opportunities for both you and your assessor to obtain information about progress towards learning goals.

You and your tutor must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is you are trying to achieve and how well you achieve it) for further learning to take place. Therefore, you will receive constructive feedback and guidance about how you may improve by capitalising on your strengths and clear and constructive comments about your weaknesses and how these might be addressed.

Your assessments are constructed by your module tutors. They collectively ensure coverage of all assessment criteria within each Module and provide opportunities for the evidencing of all the grade descriptors.

7. Grading Higher National Modules

The grading of Pearson’s BTEC Higher National qualifications is at the Module and the qualification level.

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

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

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed above are for grading the total evidence produced for each Module and describe the learner’s performance over and above that for a pass grade. They can be achieved in a flexible way, for example in a sequential or holistic mode, to reflect the nature of the sector concerned.

Each of the generic merit and distinction grade descriptors can be amplified by use of indicative characteristics. These give a guide to the expected learner performance and support the generic grade descriptors. The **indicative characteristics** should reflect the nature of a Module and the context of the sector performance.

The indicative characteristics shown in the table for each of the generic grade descriptors in above **are not exhaustive**.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual Module. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Summary of Grades

in order to achieve a pass in a Module	<ul style="list-style-type: none">all learning outcomes and associated assessment criteria have been met
in order to achieve a merit in a Module	<ul style="list-style-type: none">pass requirements achievedall merit grade descriptors achieved
in order to achieve a distinction in a Module	<ul style="list-style-type: none">pass and merit requirements achievedall distinction grade descriptors achieved

8. Assessment and Marking Criteria

Merit grade

Merit descriptors	Exemplar indicative characteristics Centres can identify and use other relevant characteristics. This is NOT a tick list
In order to achieve a merit the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> • identify and apply strategies to find appropriate solutions 	<ul style="list-style-type: none"> • effective judgements have been made • complex problems with more than one variable have been explored • an effective approach to study and research has been applied
<ul style="list-style-type: none"> • select/design and apply appropriate methods/techniques 	<ul style="list-style-type: none"> • relevant theories and techniques have been applied • a range of methods and techniques have been applied • a range of sources of information has been used • the selection of methods and techniques/sources has been justified • the design of methods/techniques has been justified • complex information/data has been synthesised and processed • appropriate learning methods/techniques have been applied
<ul style="list-style-type: none"> • present and communicate appropriate findings 	<ul style="list-style-type: none"> • the appropriate structure and approach has been used • coherent, logical development of principles/concepts for the intended audience • a range of methods of presentation have been used and technical language has been accurately used • communication has taken place in familiar and unfamiliar contexts • the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used

Distinction grade

Distinction descriptors	Exemplar indicative characteristics Centres can identify and use other relevant characteristics. This is NOT a tick list
In order to achieve a distinction the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> • use critical reflection to evaluate own work and justify valid conclusions 	<ul style="list-style-type: none"> • conclusions have been arrived at through synthesis of ideas and have been justified • the validity of results has been evaluated using defined criteria • self-criticism of approach has taken place • realistic improvements have been proposed against defined characteristics for success
<ul style="list-style-type: none"> • take responsibility for managing and organising activities 	<ul style="list-style-type: none"> • autonomy/independence has been demonstrated • substantial activities, projects or investigations have been planned, managed and organised • activities have been managed • the unforeseen has been accommodated • the importance of interdependence has been recognised and achieved
demonstrate convergent/lateral/creative thinking	<ul style="list-style-type: none"> • ideas have been generated and decisions taken • self-evaluation has taken place • convergent and lateral thinking have been applied • problems have been solved • innovation and creative thought have been applied • receptiveness to new ideas is evident • effective thinking has taken place in unfamiliar contexts

9. Calculation of the Qualification Grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

Qualification grades above pass grade

Learners will be awarded a merit or distinction grade by the aggregation of points gained through the successful achievement of individual Modules. **The graded section of both the HNC and the HND is based on the learner's best performance in Modules at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the Module grade achieved and the credit size of the Modules (as shown in the 'Points available per credit at specified Module grades' table below).

Points available per credit at specified Module grades

Points per credit		
Pass	Merit	Distinction
0	1	2

Qualification Grades

Pearson BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

Pearson BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

10. Student Responsibilities

Communication

Effective communication is crucial to your achievement on this course. It is imperative that you refer to the College Moodle site and your college e-mail address regularly as well as any other media specified. It is your responsibility to keep up to date with changes communicated via these media.

As agreed, on the signed enrolment form, (Learning Agreement), students are expected to abide by College rules and regulations. These are stated in the College Student diary. Appropriate action will be taken on any unacceptable behaviour.

Learning Environment

You share the responsibility with staff to develop an effective and productive learning environment and you will be expected to:

- Prepare for session – by completing any reading or other activities you are requested to undertake in preparation.
- Contribute in session – you must endeavour to contribute to all discussions and activities in a positive and constructive manner and show due respect to the views and ideas of others
- Reflection - at the end of the session, analyse what you have learnt and how it contributes to your wider knowledge

Submission and Marking of Assignments

All assignments must be completed and handed in by the final submission deadline for each module. This may vary, particularly towards the end of the programme. You will be given specific deadlines.

Students can be provided with formative assessment to enable the student to consolidate a Pass or to attain a higher grade. This must take place PRIOR to submission of the assignment for summative assessment. Once summative assessment has taken place, the work CANNOT be amended further and any referrals must be presented at Exam Board for a decision.

Please ensure that you have kept a copy of your assignment. Each assignment should be accompanied by a front sheet duly completed.

Late Submissions

A request for an extension can only be considered in exceptional circumstances. This is to be made by submitting a formal request to the CTL. If this is approved, a further submission date will be set and the assessment will be graded as a first submission. Poor time management or pressure of work is not considered good enough reason for the no submission of an assignment.

If you do not have approval for an extension, work received within 2 weeks of the submission date will be marked but a penalty may apply if distinction or merit grade descriptors require evidence of:

- Meeting agreed timelines
- The ability to plan/to organise time effectively
- The ability to work to industrial/commercial practices that include implicit timelines.

Plagiarism (Academic Dishonesty)

Academic dishonesty covers any attempt by a student to gain unfair advantage (e.g. extra marks) for her/himself, or for another student, by unauthorised means.

Collusion includes the conscious collaboration, without official approval, between two or more students, or between a student(s) and another person, in the preparation and production of work which is then submitted as individual work. In cases where one (or more) student has copied from another, both (all) students involved may be penalised. The boundary between legitimate co-operation and unacceptable collusion varies according to the type of work involved. Staff setting the assessment will issue clear guidance on how much co-operation is acceptable.

Falsification includes the presentation of fictitious or deliberately distorted data in, for example, laboratory work, surveys or projects. This also includes citing references that do not exist.

Deceit includes misrepresentation or non-disclosure of relevant information, including the failure to disclose any cases of work being submitted for assessment which has been or will be used for other academic purposes.

Plagiarism is the act of using other people's words, images etc. as if they are your own. In order to make clear to readers the distinction between your words, images etc. and the work of others, it is essential that you reference your work accurately, thereby avoiding a charge of plagiarism. It is always obvious when a student has copied words from a text without referencing, as there is a change of writing style each time. If you do not reference your work correctly, it will come across as if you have 'stolen' words or ideas from other sources. Module tutors use computer software to check students work for potential plagiarism or improper citation.

Self-Plagiarism is the reuse of significant, identical or nearly identical portions of your own work without acknowledging that you are doing so or without citing the original work.

Re-presentation is the submission of work presented previously or simultaneously for summative assessment at this College.

Cheating is defined as any attempt to gain an unfair advantage in an assessment (including examinations), or assisting another student to do so. It includes: copying from other candidates, collusion, impersonation, plagiarism and unauthorised access to unseen assessment papers. In the event of an allegation of cheating you are advised to contact the student union advice centre immediately after the incident. Your co-operation is expected in actively protecting the integrity of the assessment process. It is the duty of all students to observe high personal standards of academic honesty in their studies and to report any instances of malpractice of which they become aware.

The minimum penalty for a proven case of academic dishonesty is usually a mark of zero in that module, with the maximum being exclusion from the course.

Should academic dishonesty be proven after completion of the course the student will have their award rescinded.

11. The Student Voice

During the course you will have the opportunity to share your views and opinions on your modules, course and place of study. Your feedback is key to ensuring that we get an accurate picture of what it is like to be a student at Shrewsbury Colleges Group, and enables us to enhance the learning experience for current and future students.

We aim to make your experience both worthwhile and also enjoyable. Therefore, we value your views on your own experience of the programme and there are a number of ways in which we collect your views.

For example, at the end of each module and at the end of the programme, you will be asked to evaluate the sessions/programme by completing a module evaluation form which will inform our module monitoring and annual monitoring process. This will give you an opportunity to tell us what you liked and what you didn't like. We are happy to receive your feedback. Your comments and suggestions will be taken seriously in the compilation of the Module Leader's Annual Monitoring reports on the modules and on the course as a whole. Feedback on module and annual monitoring will occur during student meetings held once every half term.

There will also be a course committee that you can feed into through regular meetings each term. Student reps will be elected by a class vote at the start of each academic year and expected to attend these committee meetings. Your student reps are there as a means to get particular information to us with regards to any issues or concerns that may arise. It is easier to deal with issues if they are brought to our attention as quickly as possible. Student reps will also be expected to attend partnerships committee meetings held at the university.

There are a variety of student surveys that you will be asked to complete each year. In the final year of your course you will be asked to take part in the National Student Survey (NSS). It is important that you participate in any surveys as they help us improve the course and give you an opportunity to say what you have enjoyed about the course so that you can be sure other students will benefit too.

12. Examination Moderation.

At the end of each module your results will be moderated internally and externally moderated annually by Pearson's. The function of moderation is to ensure each module grade awarded is a true, valid and impartial reflection of work you have submitted. Any mitigating circumstances will be considered. All decisions and proceedings of the meeting will be recorded. If you are referred on some of your modules, it may decide to offer you the opportunity to re-sit. This means that in some of your modules, you may need to resubmit coursework and/or re-sit a time constrained assessment.

Meeting Programme Requirements

Should you at the end of the programme, have outstanding module assignments to complete, additional charges may be incurred. Progression to Year Two is dependent upon satisfactory completion of Year One/HND and at the colleges discretion. Clearly, it is in everyone's interest to complete the programme within the academic year. Whilst tutors aim to be as supportive and as flexible as possible, the responsibility to notify any difficulties in meeting assignment deadlines lies with you.

13. ESSENTIAL INFORMATION

College Requirements for Attendance

You are required to attend all sessions for each taught Module and Tutorial. As much of the work undertaken in these sessions is group orientated and reinforces the processes of teaching and learning, it is important that students acknowledge their responsibility to their peers and to the programme. Therefore, you should not arrange holidays or other commitments on days when you are expected to attend the programme. Please see college calendar.

It is acknowledged that in exceptional circumstances you may not be able to attend a session(s). The curriculum support should be informed at the earliest opportunity in order to determine whether you may be able to join another group to cover the work.

Where your attendance falls below that required, you might have to retake Modules in the next academic year.

Consult the HE Engineering notice board periodically. This is located outside the Electronics Lab EC7. Any important announcements concerning the course, students and other matters, will be posted here.

If a student is absent or is going to be late you must report absences by emailing absence@scg.ac.uk - remember to include both the student's name and if possible their student ID number.

Absences should be reported each day, preferably before 08.30.

Implications of Non-Attendance

Students are permitted to proceed with their approved programme of study only if they maintain acceptable progress as evidenced by regular attendance, satisfactory results in relevant formative and summative assessment and the proper completion of any other work given to them. Course Teams will review students' attendance on a regular basis. Students who fail to maintain satisfactory levels of attendance will be interviewed by the CTL and warnings will be given if appropriate action is not taken. In more serious cases, students who fail to attend sessions will be withdrawn from the course.

Sickness Absence

Students may certify their absence through illness from sessions during a term by the submission of a self-certification form. These certificates are valid for absence of up to five consecutive days. The Self-certification form does not need to be signed by a medical practitioner. Self-certification forms can be obtained from your doctor's surgery and should be submitted by the student to their tutor. A Self-certification form cannot be accepted if submitted more than two weeks following the date of illness. Absence through illness for periods longer than five consecutive days must be supported by a medical certificate authorised by a medical practitioner and should be submitted by the student to their tutor. Absence for reasons other than illness can only be allowed after a request has been approved by the Course Team Leader (CTL).

Mitigating Circumstances

Students sometimes perform less well in assessments than their previous performance or achievements would have predicted. Sometimes this poor performance can be attributed, or partially attributed to particular circumstances beyond the control of the student. These circumstances are described as 'mitigating circumstances' if they are accepted in mitigation of the poorer than expected performance. Where circumstances are accepted in mitigation of poorer than expected performance students may be allowed (where practicable) to retake the assessment as if it were a first attempt.

Mitigating circumstances may, for example, include:

- Illness affecting the student
- Bereavement
- Serious illness affecting a close family member
- Unforeseeable or unpreventable events

Independent document evidence, such as medical certificates, must be provided in all cases to verify mitigating circumstances.

It is the responsibility of the student concerned to report all circumstances which s/he wishes to taken in to consideration to the Course Team Leader (CTL). Students should report such mitigating circumstances as soon as possible (normally within five working days) after the events under consideration occur.

If a student is unable to attend an assessment which counts towards the final mark of a module owing to illness or other unavoidable circumstances, they must inform their Course Tutor, before the assessment deadline, in order for the absence to be regarded as authorised. Provided that acceptable evidence of 'good cause' for such absence (e.g. a medical note) is presented for consideration by the CTL in accordance with procedures, the student will be granted a right to be re-assessed as a first attempt (unless the assessment was not a 'first attempt' assessment). Only in exceptional circumstances, where the CTL judges that it was not feasible for the student to have provided prior notification, will a student who is absent from an examination or fails to submit an assessment without informing their CTL in advance, be granted to have a 'first attempt' re-assessment.

Suspension of Studies

You may find it necessary at some point during your programme to suspend your studies. This may be for a variety of reasons, which can be personal, financial or academic.

The College has a number of support services available if you need guidance or advice. We advise you to discuss any possibility of suspension with your CTL and not to make any hasty decisions to withdraw from a course.

Any suspension of studies has an impact on your tuition fees and it is therefore important that you let us know what you are intending to do as soon as possible. If you do decide to suspend your studies, you will need to inform your CTL as failure to inform the College means that tuition fee liability continues to accrue. A request for suspension of studies will not normally be granted retrospectively.

Withdrawal

Leaving a course is not a step to be taken lightly. We advise you to talk to your CTL before making any decisions. The College has a number of support services available if you would like some guidance or advice. If after having considered your other options such as suspending your studies for a period or transferring to another programme, you may feel it is in your best interests to withdraw from your programme. Be sure you understand what you are doing, and be clear about the consequences as you may, for example, be risking your future entitlement to help with paying your tuition fees. **It is important to discuss your options with Information, Advice & Guidance before making the decision to withdraw from a course.**

Student Representation and Feedback

Every course group will be asked to choose a student representative to attend the programme review meetings. This will follow a whole group review meeting where all the students have an opportunity to give feedback with regard to the course. This enables the teaching team and programme manager to address any relevant issues and to improve the course delivery in line with the college quality procedure.

Student Support

Information, Advice & Guidance

Student Services are based on all three campuses, offering impartial advice and guidance to help you make decisions about your education and training or choice of career. We will also support you with issues with your health, travel well-being, finances and studies. We offer support to students within all curriculum areas to ensure that they are given equal opportunities to achieve success in their studies. We have timetabled study skills sessions where our Progression Specialists offer their expertise and strategies and all teaching staff are made aware of support needs to adapt lesson materials and content. Counselling Service

You will have a **Personal Tutor from Shrewsbury Colleges Group**. Your Personal Tutor is there to support you through the trials and tribulations of your time as a student. The College will also supply you with a welcome pack on enrolment.

Learner support

We recognise that taking a step into Higher Level study can be a bit daunting. To help you with this we have a dedicated HE Centre and a Learning Resource Centre with dedicated HE resources and a Study Skills support programme. Should you have a support need that you wish to discuss further, then please ensure you tutor knows as soon as possible. Should you wish to speak to someone who does not directly teach you, then please contact our Higher Education Progression Specialist, Victoria Thornton by email: victoriat@shrewsbury.ac.uk.

Finance and Welfare

Embarking on a new course can be exciting. However, if you have a lot of expenses such as public transport, childcare or course related costs, it can be a difficult time. But don't worry, our Finance and Welfare Team have a wealth of knowledge and experience in helping students get the most out of the support available.

For Higher Education university level courses including HNC and HND, you may be eligible for student funding.

For further information contact Student Services on 01743 342322 or studentservices@scg.ac.uk or visit www.gov.uk/student-finance

HEALTH & SAFETY

The College has a duty in law to ensure that all are safe, but students and staff also have a legal responsibility to abide by the College Health and Safety regulations. The Health and Safety Policy of the College requires that students:

- Take reasonable care of their own health and safety and that of others who may be affected by their acts and omissions
- Familiarise themselves with and observe College rules
- Work in accordance with any instruction and training that they may have received
- Co-operate with College authorities to enable those authorities to carry out their obligations in respect of health and safety
- On discovering a dangerous situation, report it without delay to a member of staff
- Provide personal protective equipment specified for any course of study and use when appropriate or necessary, or as directed by staff.

Fire Alarms

Regular fire drills take place during the year.

A continuous alarm will sound in a building if there is a Fire alert affecting that building. When the fire alarm sounds continuously in a building, leave the building immediately using the nearest exit. **DO NOT STOP** to collect personal belongings/bags, etc.

Assemble at the fire point designated to the area that you are in. Do not evacuate from one building and re-enter another one, even if the fire alarm is not ringing in other buildings; assemble at the assembly point where a register will be taken by Tutors.

If the alarm sounds only in another building, do not evacuate. **DO NOT** re-enter the building unless told to do so by a Fire Marshall

First Aid

Any accident or incident which occurs within the College, (including its grounds), which results in an injury should be reported to the lecturer in charge. The First Aider on duty is contacted via Reception on 01743

342342. If necessary, the lecturer can summon a First Aider and/or may involve the Head on Duty if the incident is serious enough to merit this. If, as a result of any accident sustained at College, a student is absent from College for more than 3 days, it must be reported to the tutor in order that a report can be given to the College's Health and Safety Adviser (Estates Department).

Smoking:

The College Campus is a no smoking environment, smoking is only allowed in the designated smoking areas. These will be pointed out to you on induction.

Smoking on Campus is a serious breach of College rules and also the Law. This will result in disciplinary action against any who are found doing so.

Security:

Students are required to wear their Student Identity Card at all times when attending College – i.e. on Campus, or outside visits, or other college business (e.g. field trips, or work experience).

Students may be asked to produce a student ID card at any time by any member of staff. This is to protect both students and staff by excluding those not authorized to be on the Campus.

Failure to produce a current Student ID card when asked may result in you being asked to leave the premises; this would impact on attendance, which may in turn affect any payment of Maintenance Support Grants.

The Student ID also acts as the library card, access to printing and copying devices and exams entry.

If you lose your Student ID Card you will need to apply for a replacement using an Application for Identity Card Renewal Form. This is available from the Student Services Centre. It will require the tutor signature on the form.

Equality of Opportunity and Safeguarding

Shrewsbury Colleges Group is committed to equality of opportunity and anti-discriminatory policy and practice by promoting learning opportunities for all people irrespective of: age, gender, race, culture, disability, sexual orientation or religious beliefs. The Programme Team is responsive to individual needs but, it is important that relevant staff are made aware of any circumstances which may affect or interfere with a student's progress on the programme. We appreciate that it is sometimes difficult to share personal information, but we would not wish to disadvantage students or for them to feel that they are being discriminated against by staff or peers. However, it is **YOUR** responsibility to let us know if you need support.

The Programme Team has a responsibility to challenge the use of spoken or written language which may be offensive. To acknowledge the wide range of learners who participate in the programme and Post-16 education, in general you should avoid ethnocentricity by acknowledging a variety of cultures and celebrate diversity.

Please be aware that peers, or students in groups you may have contact with, might have some form of illness or disability which is not necessarily 'visible'. Your consideration of her/his needs may help that person to participate fully and make the best use of learning opportunities.

For additional information on Safeguarding, visit your Moodle page

Confidentiality Statement

Shrewsbury Colleges Group handles data in accordance with the Data Protection Act 1998 and all other relevant legislation. Information of a personal or sensitive nature is never passed on to a third party without the explicit informed consent of the client, unless another piece of legislation says we must e.g. The Children Act 2004 (covering child protection issues). The College also abides by the Common Law of Confidence, this in effect means: information given or received in confidence for one purpose may not be used for a different purpose or passed to anyone else without the consent of the provider of the information. All relevant policies and procedures are available on the Student section of the College Intranet.

14. College Calendar

CALENDAR FOR 2021-22

W/C	AUTUMN TERM														SPRING TERM														SUMMER TERM																																				
	26/07/2021	02/08/2021	09/08/2021	16/08/2021	23/08/2021	30/08/2021	06/09/2021	13/09/2021	20/09/2021	27/09/2021	04/10/2021	11/10/2021	18/10/2021	25/10/2021	01/11/2021	08/11/2021	15/11/2021	22/11/2021	29/11/2021	05/12/2021	13/12/2021	20/12/2021	27/12/2021	03/01/2022	10/01/2022	17/01/2022	24/01/2022	31/01/2022	07/02/2022	14/02/2022	21/02/2022	28/02/2022	07/03/2022	14/03/2022	21/03/2022	28/03/2022	04/04/2022	11/04/2022	18/04/2022	25/04/2022	02/05/2022	09/05/2022	16/05/2022	23/05/2022	30/05/2022	06/06/2022	13/06/2022	20/06/2022	27/06/2022	04/07/2022	11/07/2022	18/07/2022													
Monday	26	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	4	11	18													
Tuesday	27	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	5	12	19													
Wednesday	28	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	6	13	20													
Thursday	29	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	7	14	21													
Friday	30	6	13	20	27	3	10	17	24	31	8	15	22	29	5	12	19	26	3	10	17	24	31	8	15	22	29	5	12	19	26	3	10	17	24	31	8	15	22	29	5	12	19	26	3	10	17	24	31	8	15	22													
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52													
Teaching Week						1	2	3	4	5	6	7	8	9	10	11	12	13	14					15	16	17	18	19	20	21	22	23	24	25	26	27					28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52