



UNIVERSITY  
CENTRE  
WESTON

# Programme Handbook

BTEC Level 4 Higher National Certificate  
(HNC) in Construction and the Built  
Environment (Civil Engineering) (RQF)

**University Centre Weston**

In partnership with

Pearson

Academic Year: 2017/18

Programme Leader: Paul Mundy

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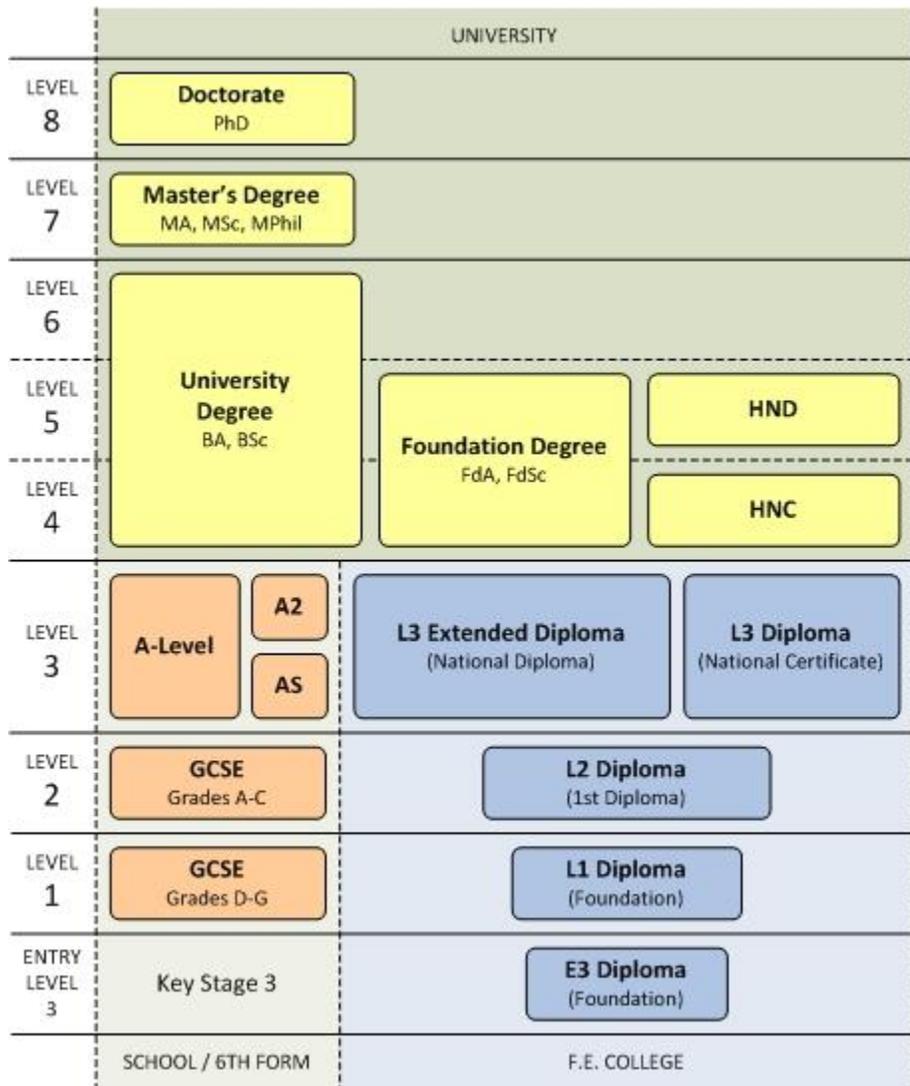
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# 1. Introduction

## Welcome

Welcome to the BTEC HNC (Higher National Certificate) Diploma in Construction and the Built Environment (Civil Engineering). This course is offered by University Centre Weston (UCW), in partnership with Pearson, the world's leading learning company. The course aligns to the Qualifications and Credit Framework (RQF) which applies to education programmes in England, Wales and Northern Ireland:

### The Qualifications and Credit Framework (RQF) for England, Wales and N. Ireland.



BTEC HNCs are at level 4 and are a minimum of 120 credits in size.

### **Purpose of the Handbook**

This handbook gives you essential background information that will be of help in your studies on the HNC Diploma in Construction and the Built Environment and Civil Engineering programmes. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Moodle account: <https://moodle.weston.ac.uk>

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information, please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

## 2. Programme content

### Programme delivery

The HNC Diploma in Construction and the Built Environment and Civil Engineering are delivered on a part-time basis over two years. Students will take 4 units in year one and 4 units in year two.

### Programme team

The people below are staff who have specific responsibilities for your programme.

Staff	Role	E-mail
Paul Mundy	Programme coordinator	paul.mundy@weston.ac.uk
Gopal Gomathinayagam	Lecturer	gopal.gomathinayagam@weston.ac.uk

### 3. Programme details

#### Course distinctiveness

This vocational course will prepare you for a professional career in Construction and the built environment sector, civil or structural engineering. The course has been designed so that it satisfies the academic requirements for accreditation by The Joint Board of Moderators for EngTech status.

Key features of the course include:

- Site visits, field trips and guest speakers
- Links with the industry, offering opportunities for placements and the potential for employment
- Experienced staff with relevant industry expertise
- Modern facilities with well-resourced support, ensuring the course is relevant and aligned with the requirements of the accreditation body and the needs of the industry.

#### Programme Aims

The BTEC Higher Nationals are designed to provide vocational programmes 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.

The Pearson BTEC Higher Nationals in Construction and the Built Environment (RQF) provide a progression route to the professional qualifications offered by the Chartered Institute of Architectural Technologists (CIAT), the Chartered Institute of Building (CIOB), the Royal Institution of Chartered Surveyors (RICS), the Chartered Institution of Building Services Engineers (CIBSE), the Chartered Institution of Highways and Transportation (CIHT), the Institution of Civil Engineers (ICE), the Institute of Highway Engineers (IHE) and the Institution of Structural Engineers (IStructE).

Pearson BTEC Higher Nationals in Construction and the Built Environment (RQF) have been developed to focus on:

- National qualifications, with detailed common standards, learning outcomes and unit grading recognisable to centres, learners, employers and professional bodies.

- Recognition by the appropriate professional bodies.
- A common core of study applicable to the construction and built environment sector.
- A choice of optional specialist curriculum studies appropriate to the main career disciplines within construction, building services engineering and civil engineering.
- A flexible approach to curriculum content within a nationally recognised framework.
- Changing training and educational needs relevant to construction, building services engineering and civil engineering disciplines.
- Progression to degree programmes and professional body membership.
- Contributing to the knowledge, understanding and skills required to underpin relevant National Occupational Standards and NVQs at levels 4 and 5.
- Providing opportunities for learners to focus on the development of higher-level skills in a technological and management context.
- The development of learners' practical knowledge, understanding and skills that underpin performance in the workplace.
- Preparation for employment and further training and professional development.

### **Programme Outcomes: Knowledge, Understanding and Skills and other attributes**

By the end of the programme you will have acquired the following:

#### **A. Knowledge and understanding of:**

- Civil engineering and its associated professions.
- Key topics in the areas of relevant mathematics, science and engineering principles in the field of structural engineering, soil mechanics, and fluid mechanics and hydrology.
- The properties and behaviour of relevant materials in civil engineering design.
- Methods, concepts and relevant technology required in civil engineering practice.
- The management of projects, procedures, procurement, commercial management and quality assurance.
- Regulatory and statutory standards along with the utilisation of codes of practice in design procedures.
- Incorporating the use of developing information technology systems and relevant industry specific software.
- The role of the professional engineer within the broader social context and of health, safety, environmental and ethical issues relating to their work as an engineer.
- The impact of the sustainability agenda on their chosen field of study.

## **B. Intellectual Skills**

By the end of the programme you will be able to:

- Analyse and synthesise issues, information and perspectives relating to different civil engineering scenarios.
- Approach problem solving creatively, effectively and dynamically, utilising technical and work specific skills which are underpinned by rigorous and broad-based academic learning.
- Critically appraise and evaluate alternative ideas and solutions.
- Bring a broad ethical perspective to the profession, including environmental and social awareness.

## **C. Subject, Practical and Practical Skills**

By the end of the programme you will be able to:

- Select and use appropriate methods and techniques to analyse design and develop civil engineering solutions.
- Appraise the environmental, social and consequences of decisions and designs.
- Use technical equipment competently in practical engineering applications.
- Employ a variety of technical methods of analysing, presenting and interpreting information.
- Understand and comply with relevant legislation and professional standards pertaining to practice in civil engineering.
- Demonstrate a clear appreciation of the health and safety responsibilities for a professional engineer working in industry.

## **D. Transferable skills and attributes**

By the end of the programme the you will be able to:

- Communicate effectively.
- Work independently or as part of a team.
- Plan, manage and complete a range of tasks to meet deadlines.
- Read and use academic and professional literature.
- Use appropriate IT to advance their understanding and command of the discipline area.
- Apply a range of ICT tools to solve engineering problems.

## Programme Structure and Requirements

### BTEC Level 4 HNC Diploma in Construction and the Built Environment + Civil Engineering Pathways (RQF) (level 4)

<b>Part time Year 1 of study</b>			
<b>Unit title</b>	<b>Credits</b>	<b>Code</b>	<b>Level</b>
Construction Technology	15	Y/615/1388	4
Science and Materials	15	D/615/1389	4
Construction Practice and Management	15	R/615/1390	4
Surveying, Measuring and Setting Out	20	H/615/1393	4

### BTEC Level 4 HNC Diploma in Construction and the Built Environment (RQF) (level 4)

<b>Year 2 of study</b>			
<b>Unit title</b>	<b>Credits</b>	<b>Code</b>	<b>Level</b>
Individual Project (Pearson-set)	15	R/615/1387	4
Construction Information (Drawing, Detailing and Specification)	15	D/615/1392	4
Legal and Statutory Responsibilities in Construction	15	Y/615/1391	4
Tender and Procurement	15	J/615/1399	4

### BTEC Level 4 HNC Diploma in Civil Engineering (RQF) (level 4)

<b>Year 2 of study</b>			
<b>Unit title</b>	<b>Credits</b>	<b>Code</b>	<b>Level</b>
Individual Project (Pearson-set)	15	R/615/1387	4
Construction Information (Drawing, Detailing and Specification)	15	D/615/1392	4
Mathematics for Construction	15	K/615/1394	4
Principles of Structural Design	15	R/615/1406	5

All HE programmes at University Centre Weston are delivered as a collection of units or units, which build on each other to form a complete programme of study. Each unit or unit carries a credit rating, defining how much study time it takes to complete. Notionally, in a year, 1 credit equates to 10 hours of study time (so 10 credits = 100 study hours). 'Study hours' includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the unit.

## 4. Assessment

### **Assessment guide**

Each unit has an agreed and clear assessment scheme which will be explained to you at the beginning of the unit. This will tell you what kinds of assessment you can expect, when it is scheduled and how much it will contribute to the assessment of your learning in the unit overall. Depending on the type of learning content being assessed, you can expect either continuous assessment (coursework) only or a combination of continuous assessment and a written examination. You will enjoy helpful and succinct informal and formal feedback on your progress from tutors. We are able to offer instant, verbal feedback as you propose or report on a project or a practical you have been set, whilst at other times after the submission of coursework, you will receive written feedback on your work as well as a grade which contributes to the formal assessment but importantly enables you to measure your progress. The written feedback we prepare for you indicates where you did well and where you need to improve as each assessment item has a set of published assessment criteria. All feedback is then mapped against these criteria.

### **Formative and Summative Assessment**

These two distinct aspects are embedded and reflected in formative and summative assessment.

Formative assessment focuses on current learning and performance in relation to the assessment requirements, and on approaches to future learning. Its purpose is to develop students to learn more effectively. There is no formal grading at this stage.

Summative assessment deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

Feedback is critical to informing the student learning experience. It can also place assessment in context to the overall aims of the programme, leading to greater engagement, understanding and improved learning.

### **Marking criteria**

Set out in the appendix are a set of standard marking criteria. Marking criteria in individual units will be based on these.

## **Feedback**

Feedback is an essential part of education and training programmes. It helps students to maximise their potential at the different stages of the learning cycle, it helps to raise awareness of the strengths and areas for improvement. It also helps to identify actions to be taken to improve performance.

Feedback can be seen as:

- **Informal** - (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or
- **Formal** (for example written)

On the course you will receive many different types of feedback, these can range from verbal to formally written which you will receive with your assignments.

You will normally receive feedback within 20 working days of your submission of assignments.

## **Anonymity in Assessment**

University Centre Weston accepts the principle that anonymous marking of coursework should be adopted wherever possible. Where a unit has a particular assessment, which cannot be conducted anonymously for example a presentation or performance, then it would be beneficial if other form(s) of assessment in the unit were conducted anonymously.

Examinations are marked anonymously.

It must be noted that it is not possible to maintain anonymity in all cases. Thus, a breach of anonymity cannot in itself be grounds for a complaint or appeal.

## **Examinations and Assessment Periods**

A full list of examination dates (including resit dates), times and rooms is published at least 6 weeks before the examinations take place.

Arrangements cannot normally be made for students to take examinations at times other than those specified.

It is the responsibility of students to inform the HE Support Co-ordinator, via their tutor, should they require any special arrangement regarding examinations. This needs to occur at least 10 academic working days before the date of the examination, or when they are in receipt of their Disabled Students Allowance (DSA). Academic working days exclude holidays as detailed in the University Centre Weston Academic calendar.

## Extensions to deadlines

Academic staff are not able to extend deadlines for individuals - deadlines are non-negotiable.

The exception to this is where it has been previously agreed that you may have an extension as part of your technical needs assessment.

On occasion there could be a whole group deadline extension as a consequence of a factor beyond the tutor's control. For example, when the college is shut due to extreme weather.

## Five Working Day Extension

If specific extenuating circumstances prevent you from completing an assignment, you may request a 5 working day extension through the Higher Education Academic Registry Team (HEART).

The scope for making an application is limited to those experiencing the following circumstances (and **only** in cases where it would be appropriate to offer an extension):

- a. bereavement (close family member e.g. partner, parent, primary carer, child);
- b. serious personal accident or injury of self or close family member / serious illness of self or close family member (including mental health);
- c. victim of crime (requires a written statement of events, evidenced by a crime reference no. / police report **and** one of the following: evidence from a counsellor, doctor, victim support or legal adviser which confirms that the nature of the crime is likely to prevent the timely submission of the work);
- d. part time students who have had an unexpected increased in working hours (evidenced by a letter from the employer);
- e. sporting commitment at a national / international level;
- f. participation in activities at a national / international level;
- g. a unique career enhancing opportunity approved by University Centre Weston (UCW)

HEART at UCW can assist you with this process. Please contact us for guidance at [mycourse@ucw.ac.uk](mailto:mycourse@ucw.ac.uk).

## Resit Assessment Period

All learners will be offered a mandatory exit tutorial during the first two weeks of June and will be expected to attend. All grades will be provisional until the Assessment Board, however this tutorial may highlight any resits which students need to do in advance of confirmation of the Assessment Board. The resit assessment dates have been set to follow in line with the universities reassessment timeframe and dates of submission are non-negotiable. However learners can submit any assessed resit coursework early or arrange seminar slots earlier than the date below with the unit leader. Students who wish to submit coursework assessments before the University deadline may do so, these will need to be handed in to the HE Academic Registry Team, where a receipt will be provided.

**Seminar Presentations:** 5<sup>th</sup> – 6<sup>th</sup> July 2017 (Time slots will be allocated and will be non-negotiable - seminar slots can be arranged before this date with the unit leaders if requested at the June exit tutorial)

**Examinations:** Monday 10<sup>th</sup> July to 20<sup>th</sup> July 2017 (exams and dates to be confirmed at exit tutorial in June- students should not book a holiday during this period)

**Coursework:** Monday 10<sup>th</sup> July 2017 by 14.00pm in room 615. An electronic copy of the submission must also be emailed to the unit leader.

Failure to submit any resits if required during this period will result in the unit being failed.

### Extenuating Circumstances

Extenuating Circumstances is the method through which any student can formally tell University Centre Weston that you are experiencing problems outside of your control that are affecting your studies.

#### When can I use Extenuating Circumstances?

You will be able to use the Extenuating Circumstances process if something major happens to you that:

- Is unforeseeable, significantly disruptive and beyond your control.
- Relates to a specific piece of assessment or examination.
- Adversely affects your performance (including non-submission).

#### How can Extenuating Circumstances help?

The Extenuating Circumstances process can help to make the impact of non-attendance of an examination or non-submission of assessment less severe.

Depending on the course you are on, the process can support you in the following ways:

- Allow you to re-sit a unit where the regulations would not normally permit it.
- Permit you an exceptional retake of a unit (unit fee will apply).
- Permit the grade from a resit or exceptional retake to be uncapped (unless previously capped).

### **How to apply**

To apply for Extenuating Circumstances, you will need to complete the Extenuating Circumstances form which can be accessed via Moodle.

On the form you should:

- Describe the difficulty you have had, including the dates of relevant events.
- Describe the impact on your studies.
- Provide supporting evidence of the problem you are describing, such as a medical certificate.
- In exceptional circumstances students may use self-certification if they cannot provide any other form of evidence. Students are only allowed to do this once for one assessment during each academic year.
- Make sure you have entered the correct unit code, name and element of assessment.

### **Support with your application**

HEART at UCW can assist you with this process. Please contact us for guidance at [mycourse@ucw.ac.uk](mailto:mycourse@ucw.ac.uk).

### **House Style**

The instructions below set out the house style for written assignments. Other types of assessment may require different formats or styles, for which Unit Leaders will provide guidance. Unless you are specifically required to do otherwise, failure to follow these straightforward guidelines will render your work liable to penalty. Please note that there may be different requirements that reflect the conventions and demands of other disciplines.

There are three components to the House Style: Presentation, Referencing and Submission.

Presentation: Arial, 12pt, 1.5 line spacing

Your work must be formatted so that all text is presented in Arial font.

Your work must appear in a font size of 12.

All text (including quotations) must be printed with a line spacing of 1.5 and justified to the left of the page

Your essays should contain page numbers centred at the bottom of the page.

### **Harvard Referencing**

All submitted work should conform appropriate Harvard reference system for your course and your partner university. You will find the current guidelines for Harvard Referencing on the HE.LP pages of Moodle.

Check whether your assignment requires a bibliography or a reference list. There is a difference. A reference list includes only those sources cited directly in the text whereas a bibliography may include additional sources consulted or used as background reading that are not cited in the work.

### **Submission**

Unit Leaders are responsible for informing students of the due dates for each assignment; these are identified in the unit handbooks/assignment briefs.

The final submission time is 2.00pm on the due date. If you fail to submit coursework by the specified deadline, it will be marked as a non-submission. All written assignments must be submitted via Turnitin; text is automatically checked for plagiarism. Where the means of assessment make a Turnitin submission impractical, students must refer to the unit handbook/assignment brief for specific details.

Assignments will normally be returned to students within 20 academic working days from submission.

If, on the due date for the assignment, Turnitin is unavailable for any reason, then students must submit the electronic version of their work as soon as notified by University Centre Weston of the new deadline.

Coursework submitted via Turnitin must comprise a single file of no more than 20MB. Turnitin will only accept files in the following formats: Word, Text, Postscript, PDF, HTML and RTF.

Submission of work by fax or email is not permitted.

Tutors may make copies of any work submitted by students for assessment for purposes including external examination, external moderation and/or external review. No personal data will be made available to any third party outside of the assessment process.

Please ensure:

- That any written work is submitted in a clear plastic sleeve with an opening at the top only (please do not use clip folders or zip pockets)
- That the pages are not stapled or pinned together. Submit your work loose-leaf. Make sure you include page numbers on each page.
- Make sure to also retain at least one digital and complete paper copy of each coursework submission for your reference. Ensure that both are identical before submitting them.
- When you submit work you retain your receipt.

### **Word Count**

The purpose of a word limit is to give students a clear indication of the maximum length of a piece of assessed work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. It is an academic skill to be able to write within set word limits and word limits are set appropriate to the assessment outcomes.

### **Appendices**

Please note that appendices are not counted as part of the word count. Their sole purpose is to provide supplementary supporting evidence for the assessment. They should be referred to in your assessment but will not form any part of your overall mark.

### **Assessment Offences**

Good academic practices and standards are seen as critical to the maintenance of trust and integrity within the learning environment. Students are expected to apply these standards when producing their own academic work and in particular when referencing/crediting the work of others.

Unacceptable academic practice, particularly in response to assessment, is known as unfair practice.

Unfair practice may take a variety of forms including the following and will be considered as assessment offences by UCW:

- Plagiarism
- Collusion
- Direct cheating: examinations/experiments/field reports/contract cheating
- Falsification
- Fabrication

Assessment offences including plagiarism, collusion and cheating, are an offence under UCW Pearson regulations and where suspected will be investigated in accordance with UCW's HE: Unfair Practice Policy and Procedures.

Even though a large number of assignments are marked every year, all assignments are checked for evidence of plagiarism and/or collusion and action is taken if an assessment offence appears to have been committed. Every year a substantial number of students are identified as submitting coursework as their own when they have copied from other students or the internet. Penalties vary depending on the severity of the offence but can be very severe including expulsion from UCW.

Appropriate citation or acknowledgement of source documents is essential when presenting written work. It is very important that you quote the books, journals, newspapers, etc., that you used whilst researching your coursework, project or dissertation.

Information and downloadable handouts about referencing at University Centre Weston are available on the Moodle VLE HE LibraryPlus pages at:

<https://moodle.weston.ac.uk/course/view.php?id=136>

**Please remember that unfamiliarity with referencing standards and/or assessment offence rules will not be considered as a mitigating circumstance if an assessment offence allegation is brought against you. DON'T RISK IT!**

You must therefore **NOT**:

- Use source material (e.g. websites, books, periodicals) without acknowledging the fact in a bibliography OR referencing the text (please see, above, the Library's guidelines on how to reference).
- Present other people's work as if it were your own (this includes reproducing lecture notes).
- Collaborate to produce assessed work unless specifically authorised to do so (e.g. a group assignment). You may work together in collecting information and discussing sources, but the final submission must be clearly independent.
- Forget that when producing group assignments you are jointly responsible for that work and any assessment offence penalties may therefore apply to all group members.

### **Academic Appeals**

You are not permitted to appeal against academic judgment properly exercised, but under certain circumstances students can appeal against the decisions of Examining Boards. Please note that you have 10 working days from the publication of your results (on the notice board -

not the day you receive them by post) to lodge an appeal. Requests submitted out of time will not be considered.

Full information about the grounds for appeal and the procedures to be followed is detailed in the UCW Higher Education Appeals Procedure, which is available on Moodle.

### Your HNC classification

In order to gain a Higher National Certificate a minimum of 120 credits at or above the level of study, at least 65 of which must be at level 4.

Higher National Certificate classification:

Students can achieve a **pass, merit or distinction**. Grades will be calculated as specified in the individual Pearson Specifications. In most cases, awards will be calculated according to the best 75 credits of the award. Points will be awarded based on the grade achieved in the unit.

Unit points per credit:

Pass	Merit	Distinction
4	6	8

A grade will be calculated based on the number of points acquired across the best 75 credits of the award:

Points range	Grade	
420-599	Pass	P
600-839	Merit	M
840+	Distinction	D

### Progression

The successful completion of a Higher National Certificate allows a student to apply to progress onto a Higher National Diploma at UCW or another Institution of their choice. Successful completion of the HNC or HND will also allow Learners to progress onto a Construction related degree course at university.

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## 5. Learning Environment

### **Learning and Teaching Methods**

University Centre Weston has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the programme

University Centre Weston actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

### **Library resources**

HE LibraryPlus at University Centre Weston is based on two sites, Knightstone Campus and University Campus. The two sites provide a wealth of physical resources, and electronic resources which are available for students to access remotely. Library Plus at both sites opens at 8.15am each morning, and stays open until 8.00pm four evenings a week at Knightstone, and 6.00pm two evenings at University Campus, giving students the opportunity to use the facilities before and after their taught sessions. All of our electronic resources are available externally 24/7.

HE students may have access to some of the electronic resources in the collections of their Higher Education Institutions (HEIs). This gives students access to a wider range of electronic

journals, e-books and databases in addition to the e-resources and print resources we provide at Weston via *Heritage Online* (Library catalogue) and *SearchPlus* on Moodle. Lecturers request resources throughout the academic year and students are encouraged to suggest new additions. Our HE Reading Strategy ensures that staff request key resources for each unit and that student expectations are managed on the resources available. Each HE programme area has a unique reading list code on *Heritage Online* to enable a search which lists all items available for that course. Students are automatically enrolled in Library Plus when enrolled on their course, ensuring that access to resources is immediate.

Students may borrow up to 6 items including books, laptops, ipads, CDs, DVDs, back copies of journals and other pieces of equipment. The standard loan period is three weeks. Staff can request that items in high demand are limited to short loan (one week). All students have full access to our 3,000+ eBook collection, eJournal database (*EBSCOHost Academic Search*) and further specialist eResources including *Mintel* and *Britannica*. Library Plus has fixed PCs and Macs which are available on a drop-in basis, plus laptops, Mac Books and iPads for students to carry out independent research. The University Study Room off Library Plus at Knightstone Campus has PCs and space for laptops; a collection of study skills books and guides. It is for the exclusive use of HE students. Library Plus provides wireless Internet access for students wishing to use mobile devices. A wide variety of equipment is available for loan, including HD video cameras, Flip cameras, Kindles, iPads and a USB microscope. As with other resources a budget is available for buying additional equipment. A full printing and finishing service is available at both campuses.

HE students are supported by a team of 20 professional staff in Library Plus, with a dedicated HE Librarian. Look for the ***Where's Wendy*** posters and signposting in LibraryPlus and on Moodle for information about finding and contacting Wendy for support.

All first year HE students benefit from our mandatory HE.LP programme. The Higher Education LibraryPlus (**HE.LP**) course on Moodle has been designed to support HE students in their use of learning resources at both University Centre Weston and their partner HEI. It includes guidance, links and interactive activities and is designed to support our user education programme. The *SearchPlus* on Moodle provides links to our e-Resources, catalogue, help sheets and subject guides which recommend appropriate e-books and journals for specific courses. Library Plus events and services are promoted to students through Moodle, the HE termly newsletter *Peer Press* and via the College's Facebook and Twitter pages.

HE.LP pages on moodle: <https://moodle.weston.ac.uk/course/view.php?id=136>

SearchPlus on moodle: <https://moodle.weston.ac.uk/mod/page/view.php?id=76571>

## 6. Support Services

### HE Student Support

HE Academic Registry (HEART) is a dedicated team and you should consider this as first port of call for any issues, particularly those relating to student support. We have an open door policy, so please feel free to go along and visit HEART at any time.

We can offer help and advice with a variety of issues, including:

- Pastoral matters
- Mental Health specialist support
- Student finance
- Student accommodation
- Disabled Student Allowance (DSA)
- Careers
- Extenuating circumstances
- Proof of study and council tax exemption letters

We are available at our Knightstone campus Monday – Friday in room 511 and at University Campus in room A125, feel free to pop in for any advice or even just a chat. You can contact us by email at [heart@ucw.ac.uk](mailto:heart@ucw.ac.uk).

### HE Learning Support Services

If you think you have a specific learning difficulty (SPLD), a long term medical condition, mobility issue or mental health issue such as anxiety and depression, and there is professional evidence of this (for example doctor or psychologists report) you may be eligible for additional support in your degree.

This support might be mentoring, study skills support, technological equipment or extra time in exams. It can be invaluable and may help you toward successful completion of your degree. If you are eligible, you are advised to apply for a Disabled Students' Allowance (DSA).

This support is free and does not need to be re-paid after you complete your course.

If you want to investigate this, please contact HE Learning Support. We are friendly and approachable; we will listen and do what we can.

There are a variety of ways to contact us:

- In person - We are based in room 511 at Knightstone Campus and in room A125a, University campus

- By phone 01934 411 228
- By text 0789 1618057
- By email support@ucw.ac.uk

More information can be found on our website:

<http://www.weston.ac.uk/what-can-i-study/university-level-courses/he-student-support/disabled-student-allowance-he>

## 7. How Quality is Assured

### Quality monitoring and evaluation

The programme you are studying has been approved by Pearson. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate); and
- student feedback.

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with UCW's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

### External examiners

The standard of this programme is monitored by an external examiner appointed by Pearson.

The external examiner, who is a subject expert, will conduct a sample of the methods of assessment used on the course and the assessed student work, in order to provide judgements and feedback on the programme overall (external examiners do not mark or comment on individual student work).

It is important to note that the external examiner has two primary responsibilities:

- To ensure the standard of the programme meets the Pearson expectations and is comparable with standards on similar Pearson programmes delivered elsewhere; and
- To ensure fairness and equity

As part of internal quality assurance processes we will share external examiner feedback on the course with you, normally via Moodle and Staff Student Liaison Committees (SSLCs).

### **Student Engagement**

We are committed to providing you with a quality learning experience and we undertake regular reviews to ensure the quality of the programme. Our quality checks follow well-established principles and practices, including regular Staff-Student meetings and student and staff unit evaluations.

The following methods for gaining student feedback are used on this programme:

- Unit evaluations;
- Student representation on Programme Committees (meeting twice each academic year);
- Annual student analysis ('SWOT') where student views on strengths and weaknesses of the programme are fed into the Department's annual report;
- Comments sent to the Course Leader and/or Unit Leader and/or your Personal Tutor
- Student surveys

Students are notified of the action taken through:

- In-class reports and discussion; and
- Posting of information via Moodle and/or by other appropriate means.

### **Unit evaluation questionnaires**

Forms are circulated towards the end of each unit. These are completely anonymous. Tick-box grading covers aspects of delivery, support and assessment allowing suggestions and comments to be entered also. Student opinions have been a great help to us in refining the programme to

meet your needs and to remedy problems. You have benefited from previous students' likes, dislikes and suggestions.

### **Staff Student Liaison Committee (SSLC)**

Your tutors will arrange a meeting three times a year for you to air your views either in person or through class representatives, depending on the size of your class. Items and issues are fed back to your course teaching team and to the UCW HE Directorate, and action will be taken as appropriate. Your feedback and suggestions are valuable in assisting the development of the programme

### **Personal tutors**

You will be allocated to a personal tutor who will monitor your progress, and meet up for regular chats. This way we can make sure any personal needs are met as far as possible. Regular meetings provide an opportunity to discuss your progress, views and opinions with a member of staff.

### **External references**

The following methods are used for gaining the views of other interested parties:

- Feedback from former students;
- Employers;
- LEP meetings

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## 8. Employability

### **Career Opportunities**

Take an early opportunity to find the Careers Service. The Careers Advisors can arrange to talk to you about any aspect of your future plans or even if you are unsure or undecided. You can simply turn up and have a browse. Do not think that a career is something to consider only in your final year. You will discuss aspects of careers and employability throughout your course. In our experience, students who have some idea of what they are going to do at the end of their studies have greater motivation and perform better than those who do not.

### **Career Support**

All students benefit from tutorials focused on Careers Information, Advice and Guidance (CIAG). This will complement your personal development planning (PDP), which may be completed as a formal part of your programme. This system has been designed to allow you to record a series of transferable achievements such as health and safety training etc., alongside reflection on relevant work experiences. These achievements will complement the portfolio of Work-based Learning (WBL) embedded in the design of your programme which will underpin your effective career development.

You will discuss aspects of careers and employability throughout your programme. In our experience, students who have some idea of what they are going to do at the end of their studies have greater motivation and perform better than those who do not.

Throughout your time with us you will be encouraged to build your portfolio of skills. As you progress with us, the tutorial system incorporates careers advice and progression sessions.

### **Careers Coaching**

We also have a dedicated careers service for degree students. The service provides resources to help you explore your career options, group workshops, and one-to-one careers coaching through drop-in sessions and bookable appointments. The careers advisors are available on Mondays at University Campus and Wednesdays and Thursdays at Knightstone Campus. For more information, email [careers@ucw.ac.uk](mailto:careers@ucw.ac.uk).

We have also developed a themed 'Employability Week' to help you take steps towards your career goals. During this week, there will be additional 1:1 information, advice and guidance sessions, along with mock interviews with employers and a range of workshops covering topics related to CVs, covering letters and job searching. We will also post tips on our social media throughout the week.

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## 9. General Course Information

### Staff Profiles

#### Paul Mundy

Paul is the Programme Coordinator for the HNC Construction and Built Environment. He graduated from the University of the West of England, Bristol in 2004 with a BSc (Hons) in Building Surveying. Since then he has been employed in the construction and built environment with a variety of companies, working for public and private sector clients such as Tesco, the Ministry of Defence, the NHS, local county councils, the Royal Bank of Scotland, in a range of building surveying, project management and quantity surveying roles. He is skilled in building analysis, scheme design, regulatory approvals and managing works on site.

In 2010, Paul decided to change career and move to education, initially teaching the level three BTEC in Construction and Built Environment at City of Bath College. In 2014 he successfully completed his PGCE in Post Compulsory Education Training at UWE, Bristol. Since then he has also taught at Swindon College and City of Bristol College and is currently studying for a Master's degree in Sustainable Development in Practice.

#### Gopal Gomathinayagam

Gopal is a lecturer on the HNC Diploma in Construction and the Built Environment. He completed a BE(Hons) in Civil Engineering in early 2008. After two years of construction industry experience and one year of teaching experience in India, he took up the position as a Site Engineer in the UK, where he gained extensive experience working on various high rise building projects across London. He later became a project engineer, gaining experience on basement constructions, underpinning, new build reinforced concrete frames, precast structures, groundworks, drainage, slip forms, landscaping, interior and exterior. After 5 years of technical construction experience, however, his passion for teaching and learning led him to make the decision to change his career and move into the academic field where he can enrich his own knowledge and transfer it to new generations who are the future of the construction and engineering industry.

#### Wendy Slade

Wendy is the HE Librarian for University Centre Weston's degree level courses. She is educated to Masters Level with an MSc in Information and Library Management from Bristol University (2005). She also holds a teaching qualification and BA (Hons) in Language and Communication from Cardiff University. Wendy has carried out research projects in the field of learning environments, the needs of the learner and study skills delivery. Wendy delivers the HE LibraryPlus 'HELP' study skills programme which introduces the key skills and core resources learners require for HE level research.

## Methods of Communication

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your programme. You will be introduced to the use of the VLE during the early stages of your study.

As part of enrolment on your course personal student email accounts will be generated automatically for University Centre Weston. You should check these addresses regularly as although some students prefer to use their own personal accounts, the College and validating University will communicate with you via your formal accounts, so it is important that you make use of them and check them regularly. Emails sent to your student email accounts are equivalent to letters, memoranda and other forms of communication. For example, information regarding exams, timetables and assessments will sent via these formal email channels.

Please check your University Centre Weston email inbox regularly (at least daily) for new messages or you may miss essential information relating to your studies. Likewise, you should use your UCW student email for communicating with staff of the College.

As part of your programme you may be asked to use social media sites, such as Facebook, Twitter or Pinterest, in a context that reflects current industry practice. As such your engagement with such sites should be of a professional standard at all times.

You should keep the UCW informed of any change in your postal addresses (home and/or term time). Please inform your Faculty Office of any change to these addresses.

## 10. Complaints

The HE Complaints Policy and Procedure at University Centre Weston is broad and covers any aspect of the student experience. Students should seek advice from the HEART ([heart@ucw.ac.uk](mailto:heart@ucw.ac.uk)) with regard to if and how you should proceed with a complaint and which procedure is appropriate.

## 11. Recommended reading

### Reading Strategy

Higher education students are expected to engage in and explore subjects beyond taught lectures. Reading lists compiled by programme leaders identify the **core** reading material which is essential, and any recommend **further** reading required for assignments. Journal titles and websites may also be given. Reading lists are reviewed and updated annually to ensure currency, relevancy and to reflect research developments.

LibraryPlus will aim to provide a copy of every text on a reading list. Where eBooks are available, these will be purchased in the first instance to enable multiple, remote access at all times. Databases for eJournals and reports are provided. Guidance on accessing eResources is given to all first year students through the HE.LP programme. Further support is available within LibraryPlus and on the LibraryPlus Portal on Moodle. Printed copies of books, journals and DVDs are available for loan or reference in the LibraryPlus facilities and can be located through the Library catalogue. Students are expected to independently use, explore and familiarise themselves with electronic and printed formats. Programme leaders and lecturers will inform students of any essential resources or texts that they are expected to purchase themselves.

**Please see unit handbooks for individual reading lists.**

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## 12. Appendices

### Appendix 1 – Policies and Procedures

Policies relating to HE Students can be found on Moodle at:

<https://moodle.weston.ac.uk/mod/glossary/view.php?id=93970>

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