University Centre Leeds

HIGHER EDUCATION

HNC/D in Engineering
(Electrical/Electronic Engineering)
(Manufacturing Engineering)

PROGRAMME HANDBOOK 2020/21

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1 Welcome

1.1 Welcome from the Principal

I am delighted to have this opportunity to welcome you and thank you for choosing to study a Higher Education course with us.

Our provision continues to be commended externally. In a recent HE inspection, carried out by the Higher Education Quality Assurance Agency in May 2016 (The QAA inspects all Universities and colleges) the high quality of our HE programmes was confirmed and it was noted that our approach to supporting and facilitating scholarly activity and the implementation of our new Virtual Learning Environment were areas of good practice.

We regularly seek the views of our students on the quality of their courses and use this information to make improvements. Student satisfaction is consistently high, with students commenting on the level of support provided and the quality of feedback they receive on their work.

At Leeds City College we know that the whole HE experience is at the heart of student success. That's why, in addition to the actual teaching and learning experience, our campuses have a friendly, supportive atmosphere and we offer a range of support services which cater for individual needs.

We hope you enjoy your time with us.

Bill Jones
Deputy Chief Executive & Principal of Leeds City College

1.2 Welcome from the course team

Welcome to the School of Engineering and in particular the HNC/D in Engineering.

This handbook provides you with information about your HNC/D in Engineering course, the school, your responsibilities as a student, support available to you, in addition to information about assessment and other regulatory issues.

Now that you have enrolled, our aim is to offer you all possible help and support to enable you to gain the qualification, prepare you to be successful in engineering and also for progression onto a BEng (Hons) Degree top-up course if that is your choice.

The team is looking forward to meeting you and hopes that your time in Leeds is both enjoyable and successful.

Best wishes to you in your future studies.

Arshad Mir
Programme Manager for HE (Engineering)

1.3 Which School is my course in?

The Higher National Certificates (level 4) and Higher National Diploma (level 5) programmes for electrical and electronic engineering, and manufacturing engineering are with the School of Digital IT and Engineering. This School is located in the University Centre campus.

1.4 What facilities are available?

The teaching rooms are located on 2nd Floor of University Centre campus. The library is also in the ground floor and has some self-study places. The facilities of the University Centre campus also include a café for some quick meals.

1.5 What can I do once I graduate?

The Level 4 Higher National Certificate provides a solid grounding in engineering, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion, students can develop their careers in the engineering sector through:

- Entering employment, e.g. design engineer, engineering technician
- Continuing existing employment
- Pursuing registration with a relevant Professional Body
- Committing to Continuing Professional Development (CPD).

The Level 5 Higher National Diploma is recognised by many higher education providers as meeting admission requirements to the later stages of engineering degree programmes.

(Students should always check the entry requirements for degree programmes at specific higher education providers).

2 About your course

2.1 Welcome to the course

The HNC/D in Engineering are work-related qualifications for students taking their first steps into employment, providing progression into the workplace either directly or via studying at university. They are also designed to meet employer's needs. These Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5 with a high academic content.

The HNC/D programmes in engineering offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of some sector-specific skills and knowledge through the specialist units in each pathway (either electrical and electronic engineering or manufacturing engineering). The units in these pathways effectively build underpinning core knowledge while preparing the student for more intense subject specialisation at higher levels. Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study and directed study.

2.2 Aims of the course

The purpose of the programme is to develop students as professional, self-reflecting individuals who are able to meet the demands of employers in the rapidly evolving engineering sector and adapt to a constantly changing world. The qualifications also aim to widen access to higher education and enhance the career prospects of those who undertake them.

The overall aims of the programme are to:

- Provide a thorough grounding in engineering principles at Level 4, which leads the student to the progression pathway at Level 5 relating to individual professions within the electric and electronic engineering sector.
- Equip individuals with the essential qualities of an engineer, including integrity, regard for cost and sustainability, as they apply to a range of roles and responsibilities within the sector.
- Enable progression to a higher level studies such as a university degree by supporting the development of academic study skills and the selection of appropriate units for study at Level 5.
- Enable progression to further professional qualifications in specific engineering disciplines by mapping the units studied to the requirements of the Professional Bodies applicable to that discipline.

2.3 Course Learning Outcomes

The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to (demonstrate):

Knowledge and Understanding

KU1	Knowledge and understanding of the fundamentals principles and practices of the contemporary global engineering industry.
KU2	Knowledge and understanding of the external engineering environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability.
KU3	Understanding and insight into different engineering practices, their diverse nature, purposes, structures and operations and their influence upon the external environment.
KU4	A critical understanding of the ethical, environmental, legal, regulatory, professional and operational frameworks within which engineering operates.
KU5	A critical understanding of process, practices and techniques for effective management of products, processes, services and people.
KU6	A critical understanding of the evolving concepts, theories and models within the study of engineering across the range of operational alternatives.
KU7	An ability to evaluate and analyse a range of concepts and theories, models and techniques to make appropriate engineering operational and management decisions.
KU8	An appreciation of the concepts and principles of CPD, staff development, team dynamics, leadership and reflective practice as strategies for personal and people development.
KU9	Knowledge and understanding of how the key areas of engineering and the environment it operates within influence the development of people and businesses.
KU10	An understanding of the skills, techniques and methodologies used to resolve problems in the workplace.
KU11	Knowledge and understanding of the human-machine interaction to inform the development of good design and fitness for purpose.
Cognitive Skills	
CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary global engineering industry
CS2	Develop different strategies and methods to show how resources (human, financial, environmental and information) are integrated and effectively managed to successfully meet objectives.
CS3	Critically evaluate current principles and operational practices used within the engineering industry as applied to problem-solving.
CS4	Apply project management skills and techniques for reporting, planning, control and problem-solving.
CS5	Recognise and critically evaluate the professional, economic, social, environmental and ethical issues that influence the sustainable exploitation of people, resources and businesses.
CS6	Critique a range of engineering information technology systems and operations and their application to maximise and successfully meet strategic objectives.

CS7	Interpret, analyse and evaluate a range of engineering data, sources and information to inform evidence-based decision-making.
CS8	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and actual world engineering situations.
CS9	Evaluate the changing needs of the engineering industry and have the confidence to self-evaluate and undertake additional CPD as necessary.
Applied Skills	
AS1	Evidence the ability to show customer relationship management skills and develop appropriate policies and strategies to meet stakeholder expectations.
AS2	Apply innovative engineering ideas to design and develop new products or services that respond to the changing nature of the engineering industry and the global market.
AS3	Integrate theory and practice through the investigation, evaluation and development of practices and products in the workplace.
AS4	Develop outcomes for customers using appropriate practices and data to make justified recommendations.
Transferable Skills	
TS1	Develop a skill-set to enable the evaluation of appropriate actions taken for problem-solving in specific engineering contexts
TS2	Develop self-reflection, including self-awareness, to become an effective self-managing student, appreciating the value and importance of the self-reflection process.
TS3	Undertake independent learning to expand on own skills and delivered content.
TS4	Competently use digital literacy to access a broad range of research sources, data and information.
TS5	Communicate confidently and effectively, both orally and in writing both internally and externally with engineering professionals and other stakeholders.
TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practice within a chosen engineering field.
TS8	Take advantage of available pathways for continuing professional development through Higher Education and Professional Body Qualifications.
TS9	Develop a range of skills to ensure effective team working, project and time management, independent initiatives, organisational competence and problem-solving strategies.
TS10	Reflect adaptability and flexibility in approach to engineering; showing resilience under pressure and meeting challenging targets within given deadlines.

TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
T12	Apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative is required.

2.4 What will I learn?

HNC in Engineering (Electrical and Electronic Engineering)

Unit	***Title***	***Credit***	***Level***
Year 1			
1	Engineering Design	15	4
2	Engineering Maths	15	4
3	Engineering Science	15	4
12	Engineering Management	15	4
Year 2			
4	Managing a Professional Engineering Project	15	4
7	Machining and Processing of Engineering Materials	15	4
15	Automation, Robotics and PLCs	15	4
19	Electrical and Electronic Principles	15	4

HNC in Engineering (Manufacturing Engineering)

Unit	***Title***	***Credit***	***Level***
Year 1			
1	Engineering Design	15	4
2	Engineering Maths	15	4
3	Engineering Science	15	4
12	Engineering Management	15	4
Year 2			
4	Managing a Professional Engineering Project	15	4
7	Machining and Processing of Engineering Materials	15	4
14	Production Engineering for Manufacture	15	4
17	Quality and Process Improvement	15	4

HND in Engineering (Electrical and Electronic Engineering)

Unit	***Title***	***Credit***	***Level***
Year 1			
1	Engineering Design	15	4
2	Engineering Maths	15	4
3	Engineering Science	15	4
12	Engineering Managements	15	4
39	Further Mathematics	15	5
51	Sustainability	15	5
Year 2			
4	Managing a Professional Engineering Project	15	4
7	Machining and Processing of Engineering Materials	15	4

15	Automation, Robotics and PLCs	15	4
19	Electrical and Electronic Principles	15	4
44	Industrial Power, Electronics and Storage	15	5
49	Lean Manufacturing	15	5
Year 3			
34	Managing a Professional Engineering Project	30	5
35	Professional Engineering Management (Pearson-set)	15	5
45	Industrial Systems	15	5

HND in Engineering (Manufacturing Engineering)

Unit	***Title***	***Credit***	***Level***
Year 1			
1	Engineering Design	15	4
2	Engineering Maths	15	4
3	Engineering Science	15	4
12	Engineering Managements	15	4
39	Further Mathematics	15	5
51	Sustainability	15	5
Year 2			
4	Managing a Professional Engineering Project	15	4
7	Machining and Processing of Engineering Materials	15	4
14	Production Engineering for Manufacture	15	4
17	Quality and Process Improvement	15	4
49	Lean Manufacturing	15	5
50	Advanced Manufacturing Technology	15	5
Year 3			
34	Managing a Professional Engineering Project	30	5
35	Professional Engineering Management (Pearson-set)	15	5
48	Manufacturing Systems Engineering	15	5

2.5 How will I be taught?

A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures.

Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills.

Many of the theoretical subjects, such as Engineering Maths and Engineering Science will utilise lectures as teaching input, which is followed by worked examples and exercises. Other, more practical subjects (e.g. Lean Manufacturing or Engineering Project), will asked the students to take a share in the peer learning and peer assessing.

The HNC/D in Engineering course is Higher Education and you must make your own notes. You need to write enough to ensure you have a good understanding of the subject, as a starting point for further reading and research and as a basis for your assignment work. A good set of notes, built up week by week, is the most valuable learning resource of all.

2.6 How will I be assessed?

The main summative assessment strategies are formal assignment, many of which will require you to submit written work in form of reports or workings or give a presentation followed by the submission of supporting slides.

See Appendix 3 for Assessment Grid

You will have opportunities to engage in a range of activities in addition to your Higher Education studies, volunteering, student societies, playing in College sports teams and being a student academic representative.

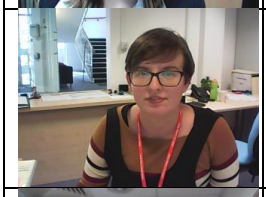
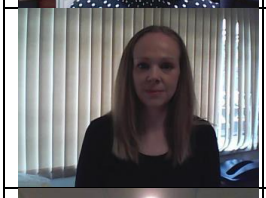
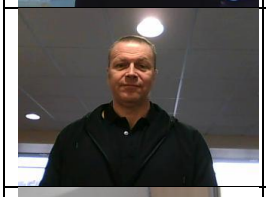
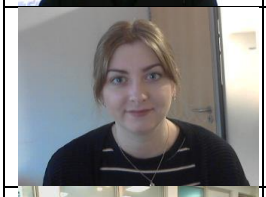
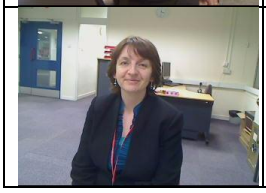
3 Student Support System

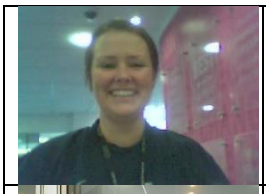
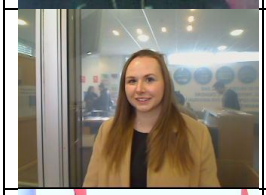
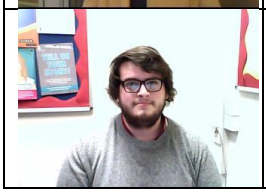
3.1 Higher Education Development Office Contacts

The Higher Education Development Office (HEDO) has an overarching responsibility for the operation of the Higher Education provision.

We are committed to providing a supportive and positive environment for all members of our community. However, we recognise that there will be times in everybody's University life when things do not go as well as they would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Development Office (HEDO). If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

	Janet Faulkner Dean of Higher Education Janet.faulkner@ucleeds.ac.uk 0113 2354692
	Sarah Wilson Associate Dean of Higher Education Sarah.wilson@ucleeds.ac.uk 0113 2354864
	Vicky Sunderland HE Registrar Vicky.sunderland@ucleeds.ac.uk 0113 2354566

	Jenna Wilkinson HE Admissions Officer Jenna.wilkinson@ucleeds.ac.uk 0113 2354450
	Daniel Stuart HE Policy and Compliance Officer Daniel.stuart@ucleeds.ac.uk 0113 2354407
	Sam Lee HE Data Analyst Sam.lee@ucleeds.ac.uk 0113 2846513
	Caroline Harnett-Mcmillan HE Registry Assistant Caroline.harnett-mcmillan@ucleeds.ac.uk 0113 2354419
	Eve Barker HE Administrator Eve.barker@ucleeds.ac.uk 0113 2354484
	Laura Macgregor HE Curriculum Admin Laura.macgregor@ucleeds.ac.uk 0113 22354876
	Allie Mills HE Research and Development Officer Allie.mills@ucleeds.ac.uk 0113 2354894
	Simon Wilson HE Learning Support Officer Simon.wilson@ucleeds.ac.uk 0113 2846389
	Emma Lockwood HE Counselling and Mental Health Officer Emma.lockwood@ucleeds.ac.uk 0113 2846330
	Aisha Khan HE Student Engagement and Welfare Officer Aisha.khan@ucleeds.ac.uk 0113 2356679
	Samantha Goldsmith HE Research Librarian Samantha.goldsmith@ucleeds.ac.uk 0113 2354697

	Jo Tyssen HE Business Development Manager Joanne.tyssen@ucleeds.ac.uk 0113 2354510
	Sophie Clayton NCOP Outreach Officer Sophie.clayton@ucleeds.ac.uk 0113 2354661
	Alex Jennings HE Events and Social Media Officer alexanderjennings@ucleeds.ac.uk 0113 2354511

3.1 Who is going to teach me?

Your unit lecturers are the members of the College staff who you will have most contact with. Their job is to manage and deliver their part (unit) of your programme of study, assess and grade your work, and also give you continuous feedback on how you're doing.

Lecturers aim to develop adult, professional relationships with students. You are encouraged to voice any concerns that you might have about your work with the lecturer concerned.

Our job is to do all we can to help you succeed but we can't do this unless you talk to us about anything that is worrying you.

You will be allocated a personal tutor whose job it is to deal with any problems that can't be settled at lecturer level, plus more general concerns that you might have, for example any problems you might have which may be affecting your work.

The Programme Manager (PM) has overall responsibility for the running of the HNC/D and the well-being of the students.

The department has a number of roles that are assigned to staff. Listed below are the team members and their key roles and research interests.

Head of Department Tim Balmforth Tim.Balmforth@leedscitycollege.ac.uk	Tim specialises in Computer Games. He was given this responsibility in Dec. 2019. He is also Head of computing and Computer Games.
Programme Manager Dr Arshad Ahmed Mir Arshad.Mir@leedscitycollege.ac.uk	Arshad holds a number of engineering degrees including a PhD from Aston University. His man research interest is Engineering Materials.

Tutor Lupupa Musonda Lupupa.Musonda@ucentre.ac.uk	Lupupa is an Electrical Engineer and has a lot of experience in teaching different modules in Electrical and General Engineering.

For each unit, the unit leader will set out the preferred method of communicating general information about that unit to you, which may be by e-mail or notices posted on the VLE.

3.2 What study facilities are available in the Learning Resource Centre (LRC)?

Leeds City College LRCs are located across its campuses and centres. The main HE-supporting library is located in the University Centre. LRCs provide accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers, and multifunctional devices for printing, photocopying, and scanning.

Information about LRC opening hours, contact details, facilities and resources is available on the LRC website, accessible from the 'Zones' menu of the College's Student Intranet, from the 'Portal' menu on the College website, and by contacting the specific campus.

What learning and research resources are available?
The LRC's learning and research resources are provided in a range of formats relevant to student needs, including:

- an extensive collection of printed books and e-books, including reading list titles and other academic books, fiction, non-fiction, and comics;
- a broad range of online periodicals, including academic journals, magazines and newspapers;
- other collection items, including DVDs, audiobooks, and games; and
- academic and study skills support guides.

HE students are entitled to borrow up to ten collection items at a time. Most items will have automatic renewals up until the end of the academic year unless reserved by another student. There are also one-week loan items, and reference items that may be consulted in the LRC but not borrowed. **PLEASE NOTE:** Students must present their student ID card to borrow books and other LRC collection items. Fines apply to items not returned when reserved by another person or by a final due date.

The LRC's online resources are made available through the LRC website, which is accessible on or off campus. Students may search the LRC's book collection and directly access e-book and e-journal collections using the LRC's online discovery tool 'Search+'.

How can I get advice and support?
HE students are supported by a team of librarians, based both in the campus LRCs and in the University Centre Library. Students also have their own full time HE and Research Librarian based at University Centre. Librarians work with curriculum staff to ensure that relevant, accessible resources are available to students. Librarians provide dedicated support to HE students in developing their academic literacy and study skills. Support sessions are available on Web and LRC-based research skills, academic referencing, academic reading and writing, and study skills. One-to-one and group support sessions may be booked with librarians in person, by email, or through the LRC website. Students will be introduced to their librarian during College induction.

A team of Study Support Officers are also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities, and making the most of the College's learning and study resources.

3.3 Study Facilities

Our newly refurbished University Centre provides a range of study facilities, accessible only to Higher Education students, in the Study Zone and library, where you can seek help with academic writing, referencing etc. In the Study Zone you will find a combination of individual and small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

Our other campus' also provide HE specific study spaces which will be pointed out to you during your induction.

4 Your responsibilities as a student

4.1 What are my responsibilities?

It is your responsibility as a student to comply with the scheme, course and unit requirements for attendance and for completion of assessments. This includes meeting deadlines for assessments. In order to achieve this you should be aware of the following Core Principles:

- Be Respectful – For example, ensure your interactions are always respectful and professionally conducted and College facilities are appropriately used.
- Be Sensitive – For example, be aware of your language and behaviour to ensure it respects others and recognises diversity.
- Be Understanding – For example, ensure there is mutual respect by listening to others (be aware your voice may be more easily heard in some venues than others).
- Be Punctual – For example, make sure you arrive, start and finish on time. Let the appropriate person know if you are delayed. To avoid disruption to others, late entry to a session/appointment may not be possible.
- Be There – For example, actively participate to get the most out of the time available.
- Be Prepared – For example, make sure you have done the necessary preparatory work. If insufficient preparation has been done it may not be possible for the planned activity to take place. Students who have attempted but had difficulty with preparatory work should bring this to the attention of the relevant staff member.
- Be Considerate – For example, use mobile phones and electronic devices with an awareness of how this might impact on others.

Please note that the College has a Positive Behaviour Policy which can be found at

https://intranet/studentzone/zones/front.jsp?deptcode=201&linkid=984

4.2 What if I'm an international student?

There are new requirements relating to immigration procedures in the UK with the introduction of the Points-Based System. Information is available at:
http://www.leedscitycollege.ac.uk/courses-apprenticeships/international/

4.3 Are there any guidelines about attendance?

The units on the course will help you to develop both skills and academic knowledge. Most units will require you to undertake formative work, which will help you to apply your knowledge and understanding, which in turn will help you to achieve a good grade in the summative assessments. Therefore it is important that you attend regularly. Research has demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

The college policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact the Head of Department or Programme Manager if you are going to be absent for any length of time.

During your course of study, there will be times when you are not able to attend classes because of illness, personal and domestic crises. It is therefore all the more important that you do attend when you are able to otherwise it is very easy to lose the thread of what is going on and become disheartened.

We do not advise that you take holidays in term time. Please see the HE calendar in Appendix 1 for details.

If you are absent you must telephone or email your personal tutor to notify them. Doctor's notes will be required for absences of more than a couple of days or recurring illness. Please keep your unit tutors informed if you are having difficulty attending you classes for whatever reason. We are here to support you but cannot do that unless you keep us informed of problems you are experiencing.

If you are absent through illness immediately prior to an examination or assignment deadline and wish to submit a case for mitigating circumstances, you must provide us with details and any available evidence as soon as possible.

Depending on the nature of your illness you may be able to apply for Mitigating Circumstances. For information please refer to section 5.9.

You can hand in or send medical certificates to Martin Braun (Programme manager).

Notification of infectious disease

If you have been diagnosed with or have had contact with an infectious disease, you must notify us in writing within 24 hours of diagnosis. You must not return to College until a medical practitioner's certificate of clearance has been submitted.

4.5 What do I do if I am going to be absent?

In case of absence from College, you should email Arshad.mir@ucleeds.ac.uk.

4.6 How do I withdraw from my course?

If you are considering withdrawal from your course you should speak to your personal tutor or the Students' Union to discuss your reasons. If there is a problem, College or Students' Union staff may be able to help.

If you decide to withdraw from your course or programme of study, you must notify us in writing. This notification must be sent immediately to your Programme Manager (Arshad Mir) and be copied to the HE Registrar Co-ordinator at the following email address: heregistrar@leedscitycollege.ac.uk

4.7 What do I do if I change my details?

Whenever you change your address and contact details, particularly your mobile phone number, you should inform your Programme Manager immediately. This will ensure we can always contact you in an emergency.

The school will inform you of cancelled classes as soon as possible via text to the mobile phone number we have for you on our contact records. It is your responsibility to ensure that we have your most up-to-date mobile phone number.

5 Assessment

Your work is assessed in terms of its ability to demonstrate the learning outcomes for the unit. You'll see the exact assessment criteria in each unit handbook. The levels of achievement are categorised in percentages.

For each unit of study, you will complete summative assessments. In addition, lecturers may set "formative" assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assignments. At the end of the unit, a mark is awarded based on the evidence of the summative assessments.

5.1 How will I get my results and feedback on my work?

Results from unit assessments and decisions on progression to the next level or awards (if you are in the final level) will be posted to you following the relevant examination boards.

You will normally receive written comments, verbal feedback or group feedback on your work within 3 working weeks of submission of your work. Your unit leader will advise as to the

format of the feedback. These results must be considered as interim until they are ratified by a board.

Feedback on your progress comes in many different forms including written comments about your work, verbal comments from your tutors in class or on a one-to-one basis, discussions with peers in the classroom or outside it, electronic discussion, emails, feedback grids and generic feedback proformas. Receiving and acting on feedback is a continuous part of your learning experience and will help you to develop knowledge about your strengths and weaknesses and improve your learning and performance. Previous students have advised that it is important that you:

- Are not afraid to acknowledge your successes
- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all of your feedback together and draw up an action plan based on common areas of strength or concern
- Try not to focus on the mark and ignore the feedback. If you have done well, your feedback will tell you why and if you haven't, it will suggest ways in which you can improve
- Consider the marks you are given and if you are disappointed in them, give yourself some time before going back to the feedback to look for ways to improve
- Try not to take negative feedback personally. It is given to help improve
- Are not afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

5.2 Where can I find the College's assessment regulations?

These regulations are available on the following link https://ucleeds.ac.uk/related-documentation/

5.3 What is the marking scheme?

For each unit, you will complete one or two assessments which may contain a number of tasks. In addition, tutors will set ungraded or formative assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assessments. At the end of the unit a grade is awarded based on the evidence of the summative assessments.

Each successfully completed unit 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 in Appendix 4 are for grading the total evidence produced for each unit and describe your performance over and above that for a pass grade.

Summary of Grades

In order to achieve a **pass** in a unit	• All learning outcomes and associated Pass assessment criteria have been met

In order to achieve a **merit** in a unit	• Pass criteria achieved • All merit criteria achieved through high performance in each learning outcomes
In order to achieve a **distinction** in a unit	• Pass and merit criteria achieved • All distinction criteria achieved, defining outstanding performance across the unit as a whole

Calculation of the overall grade

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at Level 5;
- achieved at least a pass in 105 credits at Level 5;
- completed units equivalent to 120 credits at Level 4;
- achieved at least a pass in 105 credits at Level 4.

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at Level 4;
- achieved at least a pass in 105 credits at Level 4.

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

Points per credit:
Pass: 4
Merit: 6
Distinction: 8

Point boundaries

Grade	Point Boundaries
Pass	420-599
Merit	600-839
Distinction	840 +

5.4 Will I have to follow a word limit?

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is your responsibility to submit work which is within the specified limit and to include a word count on all written assessed course work. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more.

For example if the word count for the piece of work is 2,000 words, once your tutor has read the first 2,200 words they will then stop reading and disregard the remaining words. If it is considered that you have falsified the word count on an item of your course work, you will be subject to Student Disciplinary action.

The word limit does not include footnotes and bibliographies (or appendices if relevant).

The reason for this is that it is part of the assessment to work to the word limit. This develops your analytical and evaluative skills as you have to be selective as to which information you include and leave out.

5.5 Academic Appeals

Your unit lecturer will explain to you how the criteria have been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgment. If you feel you have grounds for an academic appeal you will need to contact the HE Policy and Compliance Officer to put forward a claim for an academic appeal. Please refer to the Leeds City College Academic Appeals Process for details, which can be found on the VLE.

Please note : You may not appeal on the grounds of academic judgement.

5.6 How and where do I hand in an assignment?

For each summative assignment a deadline for submission/presentation of the work will be set. Completing the work within this time period and meeting the deadline is part of the assignment.

Work must be handed in according to the instructions given by the unit tutor, which will be detailed in the unit handbook. **In the majority of cases this will be via Turnitin. The submission instruction are given on each assignment brief.**

Only work that is ready by the agreed deadline can hope to qualify for a good grade.

PLEASE NOTE : Computer failure will not be accepted as a reason for late submission.

Students must submit assignments in the following format.

- Assignment front sheet
- Assignment task sheet
- Assignment
- Bibliography

5.7 Can I submit a draft?

The following guidelines have been drafted to promote consistency across the Higher Education provision within Leeds City College.

When can I submit a Draft?

The latest date for draft submissions to be submitted will be 2 weeks prior to the hand in date for the assessment. You must remember that it could take up to a week for the tutor to give you feedback so you may wish to submit your draft earlier than 2 weeks before the deadline so that you have more time to incorporate the feedback into your work.

How much can I submit?
The draft submission should be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted.

How many times can I submit a draft?
You are allowed to submit one draft submission per assessment component.

What form can the draft take?
Draft submissions can consist of:

- Assessment plans – so that the tutor can give comments regarding whether you are on the right lines.
- Extracts – for comments on style.
- Referencing – for the tutor to check that your referencing style is correct.
- Reference materials to see if your reading is wide enough for the assessment.
- Data tables.

The above are examples of what could be submitted and is not meant to be an exhaustive list. Drafts can be submitted electronically or in hard copy.

5.8 What do I do if I can't meet a deadline for an assignment?

It is the responsibility of all students to attend examinations and to submit work for assessment by the set date.

Extensions to submission date

There may be times when, for reasons outside your control, there may be circumstances that prevent you from submitting a summative assessment on time or attending an examination.

It is important that you discuss your situation as soon as possible with an appropriate member of staff, such as your Unit Tutor or Programme Manager, who will be able to provide you with guidance on the most appropriate course of action from the following list:

- A ***Short Extension*** , normally for 5 working days, (not available for a reassessment attempt);
- Alternatively, if your problems are exceptional and outside your control, you can apply for ***Mitigating Circumstances.***

If you realise that you are not going to meet the agreed deadline date because of illness or other exceptional circumstance, you must request an extension using the appropriate form. It is important to note that an extension will only be granted when it is clear that exceptional circumstances have prevented you from completing your work on time. Please make sure that you follow the guidance provided on the form and attach appropriate evidence. Please see the Student Guide to Extensions and Mitigation for full details.

Applications for Mitigation should be submitted prior to the assessment deadline, however can be submitted up to 5 working days after the assessment deadline. In exceptional circumstances late applications, submitted up to 5 working days late may be considered, if there is a valid reason for the lateness. Please note any forms submitted after this time will not be considered.

NB Extensions are an exception rather than the norm.

Please note that short extensions are only available for first submissions.

Fit to Sit/Submit

The College's Extenuating Circumstances and Mitigation regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take the assessment.

If you feel that you are not fit to take the assessment then you may wish to apply for an extension or submit a claim for your extenuating circumstances to be considered by the Mitigation panel.

In the event that you do not take an assessment and have not submitted a claim for extenuating circumstances, then your assessment will normally be recorded as a non-submission.

If extensions are granted, your work will be marked as if it was handed in on time. Work that is late and which is not covered by extensions or mitigation will be penalised in accordance with the Academic regulations.

To start the process email the Programme Manager as soon as possible briefly stating the reason for requesting an extension. He will email you the extension request form for you to fill in. This needs to be submitted to the Programme Manager (together with appropriate evidence) as soon as possible.

Late submission
If you fail to submit work by the published date without approval, but submit within six calendar days it will be marked and then subject to the following penalties.

Submission within 6 calendar days: is awarded no higher than a Pass.

Submission that is late by 7 or more calendar days: submission refused, considered to be a non-submission.

Non submission
Students who fail to submit assessed work by the agreed deadline will be provided with a reassessment opportunity but the end result will be capped at the Pass mark.

5.9 What if I have extenuating circumstances and require a longer extension?

For full details on Leeds City College's regulations relating to Mitigating Circumstances please refer to the Leeds City College Academic Regulations which can be found on the VLE. You will also find a Student Guide to Extensions and Mitigation which explains what these are and how to apply.

You are strongly recommended to read these Regulations. They provide a detailed explanation of Mitigating Circumstances and the procedures expected to be followed.

Extenuating Circumstances are defined as unforeseen and unpreventable circumstances outside the control of the student, which may significantly affect performance and/or

attendance in a summative assessment and could not have been remedied in the time available.

A student may apply for mitigation due to extenuating circumstances if

- He/she is unable to submit assessed coursework on time
- He/she is unable to sit an examination or other scheduled assessment on the required date

Leeds City College operates a **fit to sit/submit principle** in that students who undertake assessments declare themselves fit to take that assessment. The College will not normally consider any application for mitigation in relation to that assessment. Only in exceptional circumstances will the College consider such an application, for example, if a student becomes ill during an examination.

The College recognises that there may be times when your circumstances are such that you cannot complete assessments to the best of your ability, are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond your control. In such circumstances the Mitigating Circumstances Regulations enable you to request that your situation is taken into consideration. You are expected to have taken reasonable steps to ensure that you could not have prevented the circumstances from taking place. It is your responsibility to notify your School of any Extenuating Circumstances, which you feel will affect your performance in any summative assessment.

Remember, any application you make has to be approved and may not be granted.

Students can apply for Extensions or Mitigating Circumstances for all forms of summative assessment. You can also apply for Mitigating Circumstances for reassessment opportunities offered by the relevant Assessment Board. However, Short Extensions will not normally be allowed for reassessment because of the need for timely progression to the next stage at the beginning of the academic year.

It is important that you discuss your situation with a tutor who will be able to provide guidance on the most appropriate course of action. In circumstances which are likely to affect your progress over a longer time period, you may be advised to suspend your studies until the circumstances no longer have an impact on your studies.

The following points will help you when submitting an application:

Do

- Review the grounds for applying for extenuating circumstances.
- Seek guidance from your Unit Tutor/Programme Manager or Personal Tutor if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.
- Discuss with a tutor whether an extension would be appropriate and if so, what type.
- Request an extension where you are unable to meet the deadline.
- Submit an application that covers all unit assessments you are taking during the period of difficulty.
- Submit the application prior to the submission/examination date and for claims of Mitigating Circumstances within 5 working days from the submission date.
- Complete all sections of the form.

- Include evidence to support your application.
- Make sure that you have received a receipt from your Programme Manager when you submit your application.

Don't

- Apply for any formative assessment pieces of assessment that do not count to your overall unit mark.
- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

To start the process email the Programme Manager as soon as possible briefly stating the reason for requesting an extension. He will email you the relevant form for you to fill in. This needs to be submitted to the Programme Manager (together with appropriate evidence) as soon as possible.

5.10 Reassessment

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification, or has failed to submit the required work (non-submission), **shall be expected to undertake a reassessment following confirmation by an Assessment Board**.

- Only one opportunity for reassessment of the unit will be permitted
- Reassessment for coursework, project or portfolio-based assessments shall normally involve the reworking of the original task
- For examinations, reassessment shall involve completion of a new task
- A student who undertakes a reassessment will have their grade capped at a pass for that unit
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

Suitable feedback will be provided to students who are offered a reassessment and a hand-in deadline will be set for the reassessment.

Key points

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio etc.) for every unit. You should do this even if you don't think you can fully complete them.
- You do not have an automatic right to resit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is a Pass.

6 Academic and student regulations

6.1 Where can I find the College's academic regulations?

These regulations are available on the VLE.

6.2 What is Academic Malpractice?

Academic malpractice relates to academic work that does not meet normal standards of academic practice and encompasses all kinds of academic dishonesty, whether deliberate or unintentional, which infringes the integrity of the College's assessment procedures. 'Candidate malpractice' means malpractice by a candidate in the course of any examination or assessment, including the preparation and authentication of any controlled assessments or coursework, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Examples may include:

- the alteration or falsification of any results document, including certificates;
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of IT to aid the copying);
- allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment;
- the deliberate destruction of another candidate's work;
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio;
- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework;
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials);
- being in possession of confidential material in advance of the examination;
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios;

- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- plagiarism: unacknowledged copying from published sources or incomplete referencing;
- theft of another candidate's work;
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, MP3/4 players, pagers, Smartwatches or other similar electronic devices;
- the unauthorised use of a memory stick or similar device where a candidate uses a word processor;
- behaving in a manner so as to undermine the integrity of the examination.

Where student malpractice is evidenced, penalties may be imposed such as:

- Loss of marks for a component of assessment or unit
- Disqualification from the qualification
- Being barred from registration for Pearson qualifications for a specified period of time.

Please see the Student Guide to Avoiding Academic Malpractice guide, available on the VLE, for details on investigative procedures and potential penalties.

In order to avoid academic malpractice, the College is committed to continually educating its students on how to develop good academic practice and writing skills. The following support is available and it is recommended that you take advantage of this:

- Student Guide to Avoiding Academic Malpractice (available on the VLE)
- Training provided within units in relation to referencing
- Facility for students and staff to use plagiarism e:detection software
- Briefings on academic misconduct provided at student induction events and during relevant units

Do

- Familiarise yourself with the regulations and penalties that can be incurred.
- Make sure that you know how to correctly acknowledge other people's work or opinions, and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Unit Tutor or Personal Tutor if you are experiencing difficulties in completing your work on time.

Don't

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).
- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing web sites don't always keep their promises and have been known to inform universities of students who have purchased work).

6.3 Are there any regulations relating to use of social media?

Social media provides wonderful opportunities for life and for learning. The term social media describes the online tools, websites and services that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. These tools include social networks, blogs, message boards, podcasts, microblogs, lifestreams, social bookmarking, wikis and vlogs. The feature that all these tools, websites and services have in common is that they allow conversations and online interactions between groups of people. These guidelines are not intended to deter individuals from using these communication tools but are necessary to help protect staff and students and to prevent them damaging the college either inadvertently or intentionally.

All students should be aware that failure to follow these guidelines could lead to disciplinary action, and in more serious cases could be considered gross misconduct and may lead to exclusion.

Leeds City College is committed to the responsible use of social media. The College may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

For further information and full details please refer to the Student IT and Social Networking Policy which can be found on the Student Intranet.

6.4 Are there any regulations relating to research?

All work related and research projects will have to be agreed by your tutor to make sure that your plans conform to the College's Research Ethics Guidelines. These can be found on the VLE.

7 Quality Control

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external verification.

A range of checks and safeguards is in place to ensure that that the qualification you receive at the end of the course continues to be acceptable to the College, HE institutions and employers.

The Awarding Body is Pearson. In order to be able to offer this qualification, the College has to gain approval from Pearson, meeting strict criteria on things like staffing, resources and quality systems. Pearson monitors the quality of the awards through an annual Moderation visit. The College is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

Finally all of your tutors will have been observed in action by the College's Learning Observation Team. All Leeds City College tutors have to be observed annually.

7.1 End of Year Procedures

Once you have completed all of your assessments and these have been marked, moderated and seen by the External Verifier, your tutor will compile your mark profile. These profiles will then be submitted to the Assessment Board

The Assessment Board looks at the mark profiles of each student and will make a decision as to whether you can progress onto the next level or whether you have passed the course.

NB. If you have not paid your fees in full your profile will not be presented to the Assessment Board and you will not be able to proceed into the second year or receive your award.

Within 15 days of the Board, the Chair of the Assessment Board will write to you informing you of the decision of the Board and will give you a copy of your grade profile. If you, when you consider your grade profile, you think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations for information relating to grounds) you must initially engage in an informal discussion with the HE Policy and Compliance Officer within 10 days of the results being published (not 10 days after receiving your results).

Any issues that cannot be resolved through an informal discussion may result in the submission of an application for an Academic Appeal – please see section 5.5 for details.

N.B. It is your responsibility to ensure that your Head of Department/Programme Manager has your correct address. The College will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registrar Co-ordinator on (0113 2354566) to obtain a replacement letter.

7.2 Programme specification

A programme specification is a concise description of your course's aims and objectives and how you will be taught and assessed to achieve the required learning outcomes. It includes information on admissions, course structure and the maintenance of academic standards. This can be found on the VLE.

7.3 External Verifier

Students often ask questions about how we know that their foundation degree/degree is broadly of the same standard as those awarded for similar courses by other universities. In the UK we have a system called external examining, which is one of several ways that we confirm that standards are met. An External Verifier is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The External Verifier does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), and discussing the work with your lecturers. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The External Verifier's reports are made available on the VLE.

The main External Verifier for your course has not been appointed by the awarding body (Pearson). Sometimes your unit may have a different External Verifier, your unit leader can provide details on request. Please note that students are not permitted to contact External Verifiers directly and External Verifiers will not respond to any communication from individual students. If you have concerns about your course, then please speak to your Programme Manager.

8 Have your say

8.1 Student course representatives

Our College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through course-level student course representatives, which are recruited across all courses.

Each course will elect a representative whose responsibility it will be to represent the course group at Course Committee meetings.

Course Committee meetings are an essential part of the College's quality assurance process and provide opportunities for both staff and students to use a range of feedback and indicators to ensure that issues affecting students on the course are promptly dealt with alongside s broader discussion of academic matters.

Course Committee meetings will take place twice per academic year – dates for your Course Committee meetings are:

- Nov 2020
- March 2021

Course Representatives will also be invited to a Student Pathway meeting in May. This provides an opportunity for all Higher Education Student Representatives to meet together to discuss issues and share good practice.

Our College and the Students' Union work together to raise awareness of student academic representation and to provide training and development for elected representatives. The Students' Union can be contacted on 0113 2162215 or can be found in the Student Union Area.

8.2 Unit evaluation

We value your feedback. Our College undertakes unit evaluations to give you the opportunity to tell us what you think about unit delivery, assessments and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Unit evaluations are confidential and completed anonymously. This feedback is used at both course and faculty level so that the student experience can be continuously improved. By undertaking unit evaluations you can help us to refresh and revise our unit delivery to enhance the learning experience and continue to improve upon our academic provision.

8.3 Your feedback

There are many ways that you can tell us about your experience here at our College. The Students' Union runs regular meetings where you can come along, meet students from other courses, and discuss your concerns with members of staff from across all faculties and services.

The faculty will also organise a Course Committee meeting to cover your course and level twice yearly, where you can give feedback on your experience of the course to a range of academic staff. Any issues noted at these groups will be fed into the formal monitoring and review process.

If you are entering into your final year you may also be invited to participate in the National Student Survey. This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study. Again these results are used by staff on your course to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

8.4 What happens with my feedback?

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or the VLE. For instance, we have purchased PLCs and related equipment. The lack of which has been highlighted by student feedback.

8.5 How would I make a complaint?

We always hope that your experience of the college and your course will be a positive one, however at times things do go wrong. If you have cause for complaint we would encourage you to talk to your Programme Manager in the first instance, however if you wish to make a formal complaint you will find information on the VLE– Complaints Process.

9 Where to get help

9.1 Student Support

We are here to make sure that your time with us is as trouble free as possible. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Registry Office . If we cannot help you immediately, we will let you know who can help you, and in many cases, book an appointment for you if required.

The College provides a good support system but can only help if you use it. If you do have problems contact either your tutor or a member of HEDO staff.

9.2 The Virtual Learning Environment (VLE)

All programmes are supported by the College's VLE which provides a range of resources, activities and information for students. The College utilises Google Classroom as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area, which only students on your programme will have access to. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need.

9.3 Students' Union advice

If you need independent advice, information or representation, the Students' Union Advice Service provides a free, confidential and non-judgemental advice service.

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism.

9.4 Safety, health and well-being

Fire safety procedures

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing our College no-smoking policy

Fire information

Fire information is present on Fire Action Notices displayed in all College buildings. These are normally present in corridors or inside classrooms.

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, the location of fire fighting equipment and the location of fire assembly points.

All fire exit routes are clearly identified. You should take the opportunity to familiarise yourself with the location of fire exit routes and fire assembly points for the buildings that you may use in the course of your studies.

If you discover a fire

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire by calling 999 – indicated on the Fire Action Notice.

Do not tackle the fire unless you have been trained to do so. Evacuate the building to the fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised to do so.

Fire evacuation

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Please assist visitors.

Follow the route to get out of the building and continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building.

Take appropriate action to assist mobility impaired persons or wheelchair users to a safe refuge.

- Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs.
- Do not attempt to use the lifts.
- Do not restrict emergency service access routes.
- Do not re-enter building until officially authorised to do so

Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

Disabled students

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair.

If you are referred to the Disability Adviser, a Personal Emergency Evacuation Plan (PEEP) will be developed for you, as appropriate.

First Aid

First Aid Notices (green and white) are displayed in all College buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid box. Each first Aid Notice gives the following information:

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The College emergency telephone number 3333 (Park Lane campus – for other campus' please check
- Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team on 2166334.

Accident and incident reporting

All accidents, incidents and dangerous occurrences must be reported to, and recorded by College staff.

Accident report forms (HS1) are available on the intranet.

Policy statement

Leeds City College Corporation accepts both moral and legal responsibility as an employer to ensure; so far as is reasonably practicable, the safety, health and welfare at work of all its employees. The College will ensure to conduct its undertakings in such a way that persons not in direct college employment (i.e. students, contractors and members of the general public) who may be affected, are not exposed to risks to their safety and health. In addition the College will actively endeavour to limit the adverse affects on the environment in which operations are carried out.

All safety, health and welfare matters will be treated as a management responsibility equal to that of any other managerial function.

Leeds City College Corporation is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout the college.

Appendix 1. Higher Education Calendar 2020-21

College Week	*Commences Monday*	*Note*	*Prog. Week*
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	**HE Enrolment**	
8	14-Sep-20	**HE Enrolment**	
9	21-Sep-20	**Semester 1 starts**	1
10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	**Staff development Day (Fri 23rd Oct)**	5
14	26-Oct-20	**Half Term**	
15	02-Nov-20		6
16	09-Nov-20		7
17	16-Nov-20		8
18	23-Nov-20		9
19	30-Nov-20		10
20	07-Dec-20		11
21	14-Dec-20		12
22	21-Dec-2020	**Christmas Holidays**	
23	28-Dec-2020	**Christmas Holiday**	
24	04-Jan-21	**Staff Development Day**	13
25	11-Jan-21		14
26	18-Jan-21		15

27	25-Jan-21	**Semester 2 starts**	16
28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	**Half Term**	
31	22-Feb-21		19
32	01-Mar-21	**Exam Board Week**	20
33	08-Mar-21		21
34	15-Mar-21		22
35	22-Mar-21		23
36	29-Mar-21	**(Good Friday 2nd April)**	24
37	05-Apr-21	**Easter Hols (Easter Monday)**	
38	12-Apr-21	**Easter Hols**	
39	19-Apr-21		25
40	26-Apr-21		26
41	03-May-21	**Bank Holiday Monday**	27
42	10-May-21		28
43	17-May-21		29
44	24-May-21		30
45	31-May-21	**Half Term**	
46	07-Jun-21		
47	14-Jun-21		
48	21-Jun-21	**Exam Board Week**	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

NOTES:

- The College main sites will be closed for the days stated above and also to students on the Staff Development Days.

- Some programmes may vary from the 2 semester calendar. Students will be informed of these dates at the start of their programme.
- Students may take additional leave for festival days associated with their practised religion. Tutors must be notified in advance.

Appendix 2 Learning Outcome Grids

Unit No	Knowledge and Understanding											Cognitive skills									Applied skills				Transferable skills											
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	1	2	3	4	1	2	3	4	5	6	7	8	9	10	11	12
1	x			x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x
2	x											x						x					x		x			x								
3	x											x						x					x		x			x								
4	x	x	x	x	x	x	x	x	x	x													x	x	x		x				x	x	x	x	x	x
7	x											x															x	x								
12	x									x													x		x											
15	x						x	x										x								x										
19	x	x	x		x	x	x		x	x															x						x		x		x	
22	x																x											x						x		
34	x	x	x	x	x	x	x						x																					x		x
35	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x		x		x	x	x	x	x	x
39	x											x						x					x		x			x						x		
44	x													x								x	x												x		
45	x						x											x						x										x		
49	x	x	x		x	x	x												x		x	x	x	x							x		x		x	
51	x	x	x		x	x	x						x		x	x							x										x		x	

Knowledge and Understanding	
KU1	Knowledge and understanding of the fundamentals principles and practices of the contemporary global engineering industry.
KU2	Knowledge and understanding of the external engineering environment and its impact upon local, national and global levels of strategy, behaviour, management and sustainability.
KU3	Understanding and insight into different engineering practices, their diverse nature, purposes, structures and operations and their influence upon the external environment.
KU4	A critical understanding of the ethical, environmental, legal, regulatory, professional and operational frameworks within which engineering operates.
KU5	A critical understanding of process, practices and techniques for effective management of products, processes, services and people.
KU6	A critical understanding of the evolving concepts, theories and models within the study of engineering across the range of operational alternatives.
KU7	An ability to evaluate and analyse a range of concepts and theories, models and techniques to make appropriate engineering operational and management decisions.
KU8	An appreciation of the concepts and principles of CPD, staff development, team dynamics, leadership and reflective practice as strategies for personal and people development.
KU9	Knowledge and understanding of how the key areas of engineering and the environment it operates within influence the development of people and businesses.
KU10	An understanding of the skills, techniques and methodologies used to resolve problems in the workplace.
KU11	Knowledge and understanding of the human-machine interaction to inform the development of good design and fitness for purpose.
Cognitive Skills	
CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary global engineering industry
CS2	Develop different strategies and methods to show how resources (human, financial, environmental and information) are integrated and effectively managed to successfully meet objectives.
CS3	Critically evaluate current principles and operational practices used within the engineering industry as applied to problem-solving.
CS4	Apply project management skills and techniques for reporting, planning, control and problem-solving.
CS5	Recognise and critically evaluate the professional, economic, social, environmental and ethical issues that influence the sustainable exploitation of people, resources and businesses.
CS6	Critique a range of engineering information technology systems and operations and their application to maximise and successfully meet strategic objectives.
CS7	Interpret, analyse and evaluate a range of engineering data, sources and information to inform evidence-based decision-making.
CS8	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and actual world engineering situations.

CS9	Evaluate the changing needs of the engineering industry and have the confidence to selfevaluate and undertake additional CPD as necessary.
Applied Skills	
AS1	Evidence the ability to show customer relationship management skills and develop appropriate policies and strategies to meet stakeholder expectations.
AS2	Apply innovative engineering ideas to design and develop new products or services that respond to the changing nature of the engineering industry and the global market.
AS3	Integrate theory and practice through the investigation, evaluation and development of practices and products in the workplace.
AS4	Develop outcomes for customers using appropriate practices and data to make justified recommendations.
Transferable Skills	
TS1	Develop a skill-set to enable the evaluation of appropriate actions taken for problem-solving in specific engineering contexts
TS2	Develop self-reflection, including self-awareness, to become an effective self-managing student, appreciating the value and importance of the self-reflection process.
TS3	Undertake independent learning to expand on own skills and delivered content.
TS4	Competently use digital literacy to access a broad range of research sources, data and information.
TS5	Communicate confidently and effectively, both orally and in writing both internally and externally with engineering professionals and other stakeholders.
TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practice within a chosen engineering field.
TS8	Take advantage of available pathways for continuing professional development through Higher Education and Professional Body Qualifications.
TS9	Develop a range of skills to ensure effective team working, project and time management, independent initiatives, organisational competence and problem-solving strategies.
TS10	Reflect adaptability and flexibility in approach to engineering; showing resilience under pressure and meeting challenging targets within given deadlines.
TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
T12	Apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative is required.

Appendix 3 Assessment Grids

HNC in Engineering (Electrical and Electronic Engineering)

Year : 1

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 1: Engineering Design		*	*				*			*	
Unit 2: Engineering Maths			*								
Unit 3: Engineering Science	*		*			*					
Unit 12: Engineering Management		*	*				*				*

Year : 2

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 4: Managing a Professional Engineering Project		*		*				*	*	*	*

Unit 7: Machining and Processing of Engineering Materials	*		*			*					
Unit 15: Automation, Robotics and PLCs	*	*	*			*					
Unit 19: Electrical and Electronic Principles	*		*			*					

HNC in Engineering (Manufacturing Engineering)

Year : 1

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 1: Engineering Design		*	*				*			*	
Unit 2: Engineering Maths			*								
Unit 3: Engineering Science	*		*			*					
Unit 12: Engineering Management		*	*				*				*

Year : 2

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 4: Managing a Professional Engineering Project		*		*				*	*	*	*
Unit 7: Machining and Processing of Engineering Materials	*		*			*					
Unit 14: Production Engineering for Manufacture		*	*				*				*
Unit 17: Quality and Process Improvement			*				*				*

HND in Engineering (Electrical and Electronic Engineering)

Year : 1

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 1: Engineering Design		*	*				*			*	
Unit 2: Engineering Maths			*								
Unit 3: Engineering Science	*		*			*					
Unit 12: Engineering Management		*	*				*				*
Unit 39: Further Mathematics			*								
Unit 51: Sustainability		*	*				*				*

Year : 2

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 4: Managing a Professional Engineering Project		*		*				*	*	*	*

Unit 7: Machining and Processing of Engineering Materials	*		*			*					
Unit 15: Automation, Robotics and PLCs	*	*	*			*					
Unit 19: Electrical and Electronic Principles	*		*			*					
Unit 44: Industrial Power, Electronics and Storage		*	*				*				*
Unit 49: Lean Manufacturing		*	*				*				*

Year : 3

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 34: Managing a Professional Engineering Project		*	*		*				*	*	*
Unit 35: Professional Engineering Management (Pearson-set)		*		*				*	*	*	*
Unit 45: Industrial Systems		*	*				*				*

HND in Engineering (Manufacturing Engineering)

Year : 1

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 1: Engineering Design		*	*				*			*	
Unit 2: Engineering Maths			*								
Unit 3: Engineering Science	*		*			*					
Unit 12: Engineering Management		*	*				*				*
Unit 39: Further Mathematics			*								
Unit 51: Sustainability		*	*				*				*

Year : 2

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 4: Managing a Professional Engineering Project		*		*				*	*	*	*
Unit 7: Machining and Processing of Engineering Materials	*		*			*					

Unit 14: Production Engineering for Manufacture		*	*				*				*
Unit 17: Quality and Process Improvement			*				*				*
Unit 49: Lean Manufacturing		*	*			*	*				*
Unit 50: Advanced Manufacturing Technology		*	*				*				*

Year : 3

	Software simulation	Report\essay	Assignments	WRL project	Reflective learning statement	Experiments	Case study	Self evaluation	Peer assessment	Portfolio	Presentation
Unit 34: Managing a Professional Engineering Project		*	*		*				*	*	*
Unit 35: Professional Engineering Management (Pearson-set)		*		*				*	*	*	*
Unit 48: Manufacturing Systems Engineering		*	*				*				*

Appendix 4

Assessment Schedule 2020-21

HNC – *Year 1 (Electrical & Electronic Eng., and Manufacturing Engineering)

*** Students study same Units, therefore same schedule will be used for both Electrical and Manufacturing Eng.**

College Week	*Commences Monday*	*Note*	*Prog. Week*
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	**HE Enrolment**	
8	14-Sep-20	**HE Enrolment**	

9	21-Sep-20	**Semester 1 starts**	1
10	28-Sep-20		2
11	05-Oct-20	Engineering Maths – Assignment 1	3
12	12-Oct-20		4
13	19-Oct-20	**Staff development Day (Fri 23rd Oct)**	5
14	26-Oct-20	**Half Term**	
15	02-Nov-20	Engineering Maths – Assignment 2	6
16	09-Nov-20		7
17	16-Nov-20		8
18	23-Nov-20		9
19	30-Nov-20	Engineering Maths – Assignment 3	10
20	07-Dec-20		11
21	14-Dec-20	Engineering Management – Assignment 1	12
22	21-Dec-2020	**Christmas Holidays**	
23	28-Dec-2020	**Christmas Holiday**	
24	04-Jan-21	**Staff Development Day**	13
25	11-Jan-21	Engineering Management – Assignment 2	14
26	18-Jan-21	Engineering Maths – Assignment 4	15
27	25-Jan-21	**Semester 2 starts**	16

28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	**Half Term**	
31	22-Feb-21		19
32	01-Mar-21	**Exam Board Week**	20
33	08-Mar-21	Engineering Design – Assignment 1	21
34	15-Mar-21		22
35	22-Mar-21	Engineering Science – Assignment 1	23
36	29-Mar-21	**(Good Friday 2nd April)**	24
37	05-Apr-21	**Easter Hols (Easter Monday)**	
38	12-Apr-21	**Easter Hols**	
39	19-Apr-21		25
40	26-Apr-21	Engineering Science – Assignment 2	26
41	03-May-21	**Bank Holiday Monday**	27
42	10-May-21		28
43	17-May-21	Engineering Design – Assignment 2	29
44	24-May-21	Engineering Science – Assignment 3	30
45	31-May-21	**Half Term**	
46	07-Jun-21		

47	14-Jun-21		
48	21-Jun-21	**Exam Board Week**	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

Important Note: These dates are only valid if classes start in time and all resources are available.

Assessment Schedule 2020-21

HNC – Year 2 (Electrical & Electronic Engineering)

College Week	*Commences Monday*	*Note*	*Prog. Week*
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	**HE Enrolment**	
8	14-Sep-20	**HE Enrolment**	
9	21-Sep-20	**Semester 1 starts**	1

10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	**Staff development Day (Fri 23rd Oct)**	5
14	26-Oct-20	**Half Term**	
15	02-Nov-20		6
16	09-Nov-20		7
17	16-Nov-20	Automation, Robotics and PLCs – Assignment 1	8
18	23-Nov-20		9
19	30-Nov-20		10
20	07-Dec-20	Machining and Processing of Eng. Materials – Assignment 1	11
21	14-Dec-20		12
22	21-Dec-2020	**Christmas Holidays**	
23	28-Dec-2020	**Christmas Holiday**	
24	04-Jan-21	Machining and Processing of Eng. Materials – Assignment 2	13
25	11-Jan-21	Automation, Robotics and PLCs – Assignment 2	14
26	18-Jan-21	Machining and Processing of Eng. Materials –	15

		Assignment 3	
27	25-Jan-21	**Semester 2 starts**	16
28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	**Half Term**	
31	22-Feb-21		19
32	01-Mar-21	**Exam Board Week**	20
33	08-Mar-21		21
34	15-Mar-21	Electrical and Electronic Principles – Assignment 1	22
35	22-Mar-21		23
36	29-Mar-21	**(Good Friday 2nd April)**	24
37	05-Apr-21	**Easter Hols (Easter Monday)**	
38	12-Apr-21	**Easter Hols**	
39	19-Apr-21	Managing a Professional Engineering Project – Assignment 1	25
40	26-Apr-21		26
41	03-May-21	**Bank Holiday Monday**	27
42	10-May-21		28
43	17-May-21	Electrical and Electronic Principles – Assignment 2	29
44	24-May-21	Managing a Professional Engineering Project – Assignment 2	30

45	31-May-21	**Half Term**	
46	07-Jun-21		
47	14-Jun-21		
48	21-Jun-21	**Exam Board Week**	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

Important Note: These dates are only valid if classes start in time and all resources are available.

Assessment Schedule 2020-21

HNC – Year 2 (Manufacturing Engineering)

College Week	*Commences Monday*	*Note*	*Prog. Week*
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	**HE Enrolment**	
8	14-Sep-20	**HE Enrolment**	
9	21-Sep-20	**Semester 1 starts**	1

10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	**Staff development Day (Fri 23rd Oct)**	5
14	26-Oct-20	**Half Term**	
15	02-Nov-20		6
16	09-Nov-20		7
17	16-Nov-20	Quality and Process Improvement – Assignment 1	8
18	23-Nov-20		9
19	30-Nov-20		10
20	07-Dec-20	Machining and Processing of Eng. Materials – Assignment 1	11
21	14-Dec-20		12
22	21-Dec-2020	**Christmas Holidays**	
23	28-Dec-2020	**Christmas Holiday**	
24	04-Jan-21	Machining and Processing of Eng. Materials – Assignment 2	13
25	11-Jan-21	Quality and Process Improvement – Assignment 2	14
26	18-Jan-21	Machining and Processing of Eng. Materials –	15

		Assignment 3	
27	25-Jan-21	**Semester 2 starts**	16
28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	**Half Term**	
31	22-Feb-21		19
32	01-Mar-21	**Exam Board Week**	20
33	08-Mar-21		21
34	15-Mar-21		22
35	22-Mar-21		23
36	29-Mar-21	**(Good Friday 2nd April)** Production Engineering for Manufacture – Assignment 1	24
37	05-Apr-21	**Easter Hols (Easter Monday)**	
38	12-Apr-21	**Easter Hols**	
39	19-Apr-21	Managing a Professional Engineering Project – Assignment 1	25
40	26-Apr-21		26
41	03-May-21	**Bank Holiday Monday**	27
42	10-May-21		28
43	17-May-21	Production Engineering for Manufacture – Assignment 2	29

44	24-May-21	Managing a Professional Engineering Project – Assignment 2	30
45	31-May-21	**Half Term**	
46	07-Jun-21		
47	14-Jun-21		
48	21-Jun-21	**Exam Board Week**	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

Important Note: These dates are only valid if classes start in time and all resources are available.

Assessment Schedule 2020-21

HNC – Year 3 (Electrical & Electronic Engineering)

College Week	*Commences Monday*	*Note*	*Prog. Week*
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	**HE Enrolment**	
8	14-Sep-20	**HE Enrolment**	
9	21-Sep-20	**Semester 1 starts**	1

10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	**Staff development Day (Fri 23rd Oct)**	5
14	26-Oct-20	**Half Term**	
15	02-Nov-20		6
16	09-Nov-20		7
17	16-Nov-20		8
18	23-Nov-20	Industrial Systems – Assignment 1	9
19	30-Nov-20		10
20	07-Dec-20		11
21	14-Dec-20		12
22	21-Dec-2020	**Christmas Holidays**	
23	28-Dec-2020	**Christmas Holiday**	
24	04-Jan-21	**Staff Development Day**	13
25	11-Jan-21	Research Project – Assignment 1	14
26	18-Jan-21	Industrial Systems – Assignment 2	15
27	25-Jan-21	**Semester 2 starts**	16
28	01-Feb-21		17

29	08-Feb-21		18
30	15-Feb-21	**Half Term**	
31	22-Feb-21		19
32	01-Mar-21	**Exam Board Week**	20
33	08-Mar-21	Professional Engineering Management – Assignment 1	21
34	15-Mar-21		22
35	22-Mar-21	Lean Manufacturing – Assignment 1	23
36	29-Mar-21	**(Good Friday 2nd April)**	24
37	05-Apr-21	**Easter Hols (Easter Monday)**	
38	12-Apr-21	**Easter Hols**	
39	19-Apr-21	Professional Engineering Management – Assignment 2	25
40	26-Apr-21		26
41	03-May-21	**Bank Holiday Monday**	27
42	10-May-21		28
43	17-May-21	Research Project – Assignment 2 Lean Manufacturing – Assignment 2	29
44	24-May-21	Professional Engineering Management – Assignment 3	30
45	31-May-21	**Half Term**	
46	07-Jun-21		

47	14-Jun-21		
48	21-Jun-21	**Exam Board Week**	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

Important Note: These dates are only valid if classes start in time and all resources are available.

Assessment Schedule 2020-21

HNC – Year 3 (Manufacturing Engineering)

College Week	*Commences Monday*	*Note*	*Prog. Week*
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	**HE Enrolment**	
8	14-Sep-20	**HE Enrolment**	
9	21-Sep-20	**Semester 1 starts**	1

10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	**Staff development Day (Fri 23rd Oct)**	5
14	26-Oct-20	**Half Term**	
15	02-Nov-20		6
16	09-Nov-20		7
17	16-Nov-20		8
18	23-Nov-20	Manufacturing Systems Engineering – Assignment 1	9
19	30-Nov-20		10
20	07-Dec-20		11
21	14-Dec-20		12
22	21-Dec-2020	**Christmas Holidays**	
23	28-Dec-2020	**Christmas Holiday**	
24	04-Jan-21	**Staff Development Day**	13
25	11-Jan-21	Research Project – Assignment 1	14
26	18-Jan-21	Manufacturing Systems Engineering – Assignment 2	15
27	25-Jan-21	**Semester 2 starts**	16
28	01-Feb-21		17

29	08-Feb-21		18
30	15-Feb-21	**Half Term**	
31	22-Feb-21		19
32	01-Mar-21	**Exam Board Week**	20
33	08-Mar-21	Professional Engineering Management – Assignment 1	21
34	15-Mar-21		22
35	22-Mar-21	Lean Manufacturing – Assignment 1	23
36	29-Mar-21	**(Good Friday 2nd April)**	24
37	05-Apr-21	**Easter Hols (Easter Monday)**	
38	12-Apr-21	**Easter Hols**	
39	19-Apr-21	Professional Engineering Management – Assignment 2	25
40	26-Apr-21		26
41	03-May-21	**Bank Holiday Monday**	27
42	10-May-21		28
43	17-May-21	Research Project – Assignment 2 Lean Manufacturing – Assignment 2	29
44	24-May-21	Professional Engineering Management – Assignment 3	30
45	31-May-21	**Half Term**	
46	07-Jun-21		

47	14-Jun-21		
48	21-Jun-21	**Exam Board Week**	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

Important Note: These dates are only valid if classes start in time and all resources are available.