



**HCMC UNIVERSITY OF TECHNOLOGY
& EDUCATION**



**Pearson BTEC LEVEL 5
Higher National Diploma in
Engineering (Electrical &
Electronic Engineering)**

STUDENT HANDBOOK

Academic Year 2019 -2020

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MESSAGE FROM THE UNIVERSITY'S PRESIDENT

Welcome all new students, who have successfully enrolled into the Pearson BTEC Higher National Level 5 programmes at HCMC University of Technology & Education (HCMUTE) – *A great place to study*. The central focus of HCMUTE is to create a stimulating learning environment where students can be well prepared with knowledge, skills and attitude for their future success. HCMUTE is also a great place for students to meet new friends and build up their social responsibilities.

At HCMUTE, your study will be levitated with proper and prompt supports from our highly qualified and experienced lecturers and staffs to motivate you into action in preparation for the globalisation trends. HCMUTE fosters a positive learning environment that will result in the creation of an academic inspiring environment and making it possible for you to gain the essential personal and professional skills to cope with the challenges in the ever-changing world.

The programmes offering at HCMUTE are market-oriented, structured to the requirements of the awarding body. The courses are flexible but professionally exciting, suited to individual objectives and needs, regardless of age. The educational methods are student-centred, well aligned with career and professional development of the learners. The lectures are adjusted to be more practical and scenario based than abstract and/or theoretical, with innovative techniques applied both for tutoring and training. These well-oriented programmes enable students upon the completion of their studies to enter the final stage of undergraduate and/or graduate programmes of many British and overseas universities.

Once again, welcome to the HCMC University of Technology & Education and wish you all success in your studies and future careers.

Prof. Dr. Do Van Dung

President

HCMC University of Technology & Education

WELCOME TO INTERNATIONAL COLLABORATIVE PROGRAMMES

at International Education Exchange Centre (IEEC)- HCMUTE

It gives me a great pleasure to join this handbook to be on behalf of the International Education Exchange Centre to extend the warmest welcome and share my recognition to all students who have successfully enrolled to the Pearson BTEC Higher National Level 5 programmes at HCMC University of Technology & Education. These are very flexible programmes with curricula, textbooks, and other learning materials provided from UK partners and all are conducted in English.

The Pearson BTEC Higher National Level 5 programmes delivered at International Education Exchange Centre has itself established an excellent reputation for the quality of academic curricula and courses, for teaching and learning innovations, and for the professionalism and responsiveness of our administrative staff.

We believe it is important that you are motivated enough to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your comments and welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student support services during your study time at the University. In practice, you will have the opportunity to do this through our 'student voice' processes, such as student forums and meetings.

This handbook provides a handy guide to the University's services as well as general information about the programmes that you have enrolled. It also explains your rights and responsibilities as a student at HCMUTE. If there is any information you need, which is not covered in this handbook, please do not hesitate to ask your course administrators, our international programmes staff or the IEEC director board.

Should you all bear in mind that the outcome of your studies could affect your future career and therefore keep hardworking in your study should certainly be your first priority, however do not forget to leave sometime for recreation and social activities.

Wishing you all a very successful semester!

Dr. Ly Thien Trang

Director

International Education Exchange Centre

HCMC University of Technology & Education

1. ABOUT EDEXCEL BTEC and PEARSON

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contact us](http://qualifications.pearson.com/contact-us)

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

BTEC is the world's most successful and best-loved applied learning brand, engaging students in practical, interpersonal and thinking skills for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When redeveloping the Pearson BTEC Higher National qualifications in Engineering (Electrical and Electronic Engineering), we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with the relevant professional bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in Engineering (Electrical and Electronic Engineering) is designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas. The courses offered are practical and will give you the opportunity to complete assignments and activities based on realistic situations linked to working environments. They will give you a good feel for what it will be like to be at work as well as developing your communication, IT, time management and teamwork skills.

Students are attracted to this strong vocational programme of study that meets their individual progression needs whether this is into employment or to further study on degree or professional courses.

Pearson BTECs combine a student-centred approach with a flexible, unit-based structure. Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills. Assessment reflects not only what the student knows but also what he or she can do to succeed in employment and higher education in an ethical manner.

Employers are looking for recruits with a thorough grounding in the latest sector requirements. They are also seeking employees with work-ready skills. Higher Education students must have experience of research, extended writing and meeting deadlines. The BTEC Higher Nationals address these various requirements by providing:

- A range of general and specialist units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.
- Fully revised content that is closely aligned with the needs of employers, professional bodies and higher education for a skilled future workforce.
- Learning outcomes mapped against Professional Body standards, where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson).
- A core of skills and understanding that is common to all students and aligned to the Framework of Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Sample Assessment Materials (SAMs)

2. PROGRAMME OF STUDY AIMS AND OUTCOMES

Pearson BTEC Higher National qualifications in Business (Electrical and Electronic Engineering) offers:

- A stimulating and challenging programme of study that will be both engaging and memorable for students.
- The essential subject knowledge that students need to progress successfully within or into the world of work or onto further study.
- A simplified structure: students undertake a substantial core of learning, required by all engineers, with limited specialism in the Higher National Certificate, building on this in the Higher National Diploma, with further specialist and optional units linked to their specialist area of study.
- One general and four specialist pathways at Level 4 and 5 so there is something to suit each student's preference for study and future progression plans.
- Refreshed content that is closely aligned with employer, Professional Body and higher education needs.
- Assessments that consider cognitive skills (what students know) along with effective and applied skills (respectively how they behave and what they can do).
- Unit-specific grading and Pearson-set assignments.
- A varied approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.
- Quality assurance measures to ensure that all stakeholders (e.g. Professional Bodies, universities, businesses, colleges and students) can feel confident in the integrity and value of the qualifications.
- A qualification designed to meet the needs and expectations of students aspiring to work in an international setting.

The objectives of the Pearson BTEC Higher Nationals in Engineering are as follows:

- To provide students with the core knowledge, skills and techniques that all engineers require, irrespective of future specialism, to achieve high performance in the engineering profession.
- To build a body of specialist knowledge, skills and techniques in order to be successful in a range of careers in engineering at the Associate Engineer or Operational Engineer level.
- To develop the skills necessary to fault find and problem solve in a timely, professional manner, reflecting on their work and contributing to the development of the process and environment they operate within.
- To understand the responsibilities of the engineer within society, and work with integrity, regard for cost, sustainability and the rapid rate of change experienced in world class engineering.
- To provide opportunities for students to enter, or progress in, employment within the engineering sector, or progress to higher education

qualifications such as degrees and honours degree in engineering or a closely related area, by balancing employability skills with academic attainment.

- To provide opportunities for students to make progress towards achieving internationally recognised registration with a Professional Body regulated by the Engineering Council.
- To allow flexibility of study and to meet local or specialist needs.

Students completing their Pearson BTEC Higher Nationals in Engineering will be aiming to go on to employment or progress to a final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from Professional Bodies, businesses and universities, and with the providers who will be delivering the qualifications.

The course aims to provide a rewarding learning experience and you will receive regular feedback and the encouragement you need to succeed. You will become part of a student group (each cohort) with its own personal tutor who will inspire, challenge, and guide and support you to achieve your full potential throughout your studies.

Students need both good qualifications and employability skills to enhance their career prospects and personal development. Pearson Higher National engineering qualifications embed throughout the programme, the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in three main categories:

- Cognitive and problem-solving skills: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- Intra-personal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- Commercial skills: sector awareness, budget management/monitoring.
- Business skills: awareness of types of companies, company formation, calculating fees, project management.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active research skills

- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills

Those working within the engineering sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study. Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations
- Use of professional, sector specific language
- Use of algebraic, logarithmic and circular functions
- Use of analytical and computational methods to evaluate and solve engineering problems
- Use of integral calculus to solve practical problems relating to engineering.

2.1 Awarding Body

Pearson Education Ltd

2.2 Course Orientation

When the new semester/unit starts, Course Orientation will be conducted to help you gain a comprehensive understanding of the course information and academic expectations. The orientation will include familiarization with the course schedule, course outline, course structure and delivery and assessment methods and approaches etc.

3. PROGRAMME STRUCTURE AND DELIVERY

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core and specialist units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards
- Required combinations of optional units are clearly set out in the tables below.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. **TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning.**

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme.

This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which takes place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours

The programme structures specify:

- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The core units
- The specialist units
- The optional units
- The maximum credit value in units that can be centre commissioned.

When combining units for a Pearson Higher National qualification, it is the centre's responsibility to make sure that the correct combinations are followed.

Pearson BTEC Level 5 Higher National Diploma in Engineering (Electrical and Electronic Engineering)

- Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.
- There is a required mix of core, specialist and optional units totaling 240 credits. The core units required for each Level 5 specialist pathway (in addition to the specialist units) are Research Project, which is weighted at 30 credits, and Professional Engineering Management weighted at 15

credits.

- The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units and specialist units may not be substituted.

Pearson BTEC Level 5 Higher National Diploma in Engineering (Electrical and Electronic Engineering) - (RQF) in Vietnam

No.	Units	RQF Modules	Level / Credit	Semester			
				1.	2.	3.	4.
1	Core unit	Unit 1: Engineering Design	4 / 15	x			
2	Core unit	Unit 2: Engineering Maths	4 / 15	x			
3	Core unit	Unit 3: Engineering Science	4 / 15	x			
4	Core unit	Unit 4: Managing a Professional Engineering Project (Pearson-set)	4 / 15		x		
5	Specialist Unit	Unit 19: Electrical and Electronic Principles	4 / 15	x			
6	Specialist Unit	Unit 22: Electronic Circuits and Devices	4 / 15		x		
7	Optional unit	Unit 15: Automation, Robotics and PLCs	4 / 15			x	
8	Optional unit	Unit 20: Digital Principles	4 / 15		x		
9	Core Unit	Unit 35: Professional Engineering Management (Pearson-set)	5 / 15			x	
10	Core Unit	Unit 34: Research Project	5 / 30				x
11	Specialist Unit	Unit 39: Further Mathematics	5 / 15		x		
12	Specialist Unit	Unit 44: Industrial Power, Electronics and Storage	5 / 15			x	
13	Specialist Unit	Unit 45: Industrial Systems	5 / 15				x
14	Optional unit	Unit 46: Embedded Systems	5 / 15			x	
15	Optional unit	Unit 54: Fundamentals of Control Systems	5 / 15				x

3.1 Textbooks and Stationery

We may ask you to purchase a small number of textbooks for the programme.

However your unit/module tutors will also provide you with a list of relevant books, which can be referred to in the University library as an alternative to purchasing books. Students should acquire the following items of stationery for use during the programme. They are A4 writing paper with lines, pens, pencils, highlighter pens, graph paper, ruler, calculator, ring binders, USB port, thumb drives and others.

3.2 Information Technology

As we have already explained that you will be required to develop a variety of skills during your studies. One of these skills will be Applying Technology. This requires access to a computer. Each student must have access to a computer on a regular basis.

You may be asked to utilise your information technology skills and knowledge in the assignment work set throughout the programme. As you have different backgrounds, some of you will require more tuition than others in the area of information technology. Your tutor will discuss your IT requirements with you at the start of the course. All students are urged to use the computer facilities on a regular basis, as you need to learn how to use the software before an assignment issued. Please do not regard this learning as an optional extra. Information technology is an essential part of your studies.

However, you may complete the specific tasks that you are to undertake either in the University or you may use a computer at home or at work. You must bring a copy of your work on a disk/thumb drive to school to demonstrate it to your tutor so that he / she may verify that it is your own work and that you have used the correct commands and instructions given in the assignment brief.

3.3 Lecture / Tutorial Etiquette

These guidelines have been given in order to maximise the effectiveness of contact time. Please observe them.

During Lectures / Tutorials or Seminars:

- If you are unable to attend a lecture/tutorial/seminar let your lecturer and course administrator know in advance.
- Please fill seats from the front of the Lecture/Tutorial Theatre or room.
- Arrive in time to be seated and ready for the start of the lecture/Tutorial.
- All phones to be turned OFF when entering a lecture/tutorial.
- If you are unavoidably late for a lecture/tutorial, enter and be seated as quietly

and unobtrusively as possible.

- Remember to always bring the module guide, relevant lecture notes and hand outs, relevant textbooks, writing equipment and writing materials
- Lectures are designed to pass on large amounts of information to students in a short space of time. This is part of the learning and personal development process and concentration is essential.
- Tutorial sessions are designed to encourage active participation from and between students. This is part of the learning and personal development process. Please take an active and constructive part in discussions.
- No food or hot drinks to be consumed during the sessions.
- If you need to leave the room during a lecture/tutorial (illness, toilet etc.) leave and return as unobtrusively as possible.
- Please leave all rooms tidy and remove all litter when you leave.
- Make sure that you sign the attendance sheet/register at every session.
- This is confirmation that you are attending the course and provides important data for Administrators.

3.4 Attendance

You will have your timetable issued during your Induction and any changes to this will be issued by your Student Administrators (Ms. Nguyen Thi Thanh Phuong at Thu Duc Campus). Should you not be able to attend your lecture/tutorial/seminar for any reason you must let the student administrators (Ms. Nguyen Thi Thanh Phuong at Thu Duc Campus) know at once and if required supply a medical certificate.

This is important if you need special consideration in your learning because of this absence. If you absent more than 25% of total contact hours without notification may lead to disciplinary action being taken and warning letter/email will be issued when you exceed 25% of absent from the lessons. The warning will cover:

- Remind the student that classes have been missed.
- Remind the student of the importance of attending all classes.
- Request an explanation as to why classes have been missed.
- Invite the student and/or parents to contact the University.
- Place a copy of the warning letter in the student's file.

The University will monitor the contact periods attended by the student as well as the cumulative percentage of attendance for each tutorial/lecture separately in a semester. Students will be monitored each semester separately for their attendance; i.e. attendance rate is not carried forward to the next semester.

4. ASSESSMENTS

Assignments are part of units/modules, and are normally set when you have finished working through the relevant lectures, seminars and practical. There are

many types of assignment, including essays, case studies, scientific reports, and oral presentations.

As many of the assignments will be issued early in the semester your lecturer will advise you at the start of the programme of the core topics to be covered. This is to enable you to collect in advance any information you think you may need later. Your tutor will suggest topics to be covered by the assignment. We suggest that you keep a scrapbook of relevant press, magazine cutting and other items for all modules.

All units will be individually graded as **pass, merit or distinction**. To achieve a pass grade for the unit you must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Pearson BTEC Level 5 Higher National Diploma in Engineering (Electrical & Electronic Engineering) qualifications all have a standard format which is designed to provide clear guidance on the requirements of the qualification for you, assessors and those responsible for monitoring national standards.

Pearson BTEC Level 5 Higher Nationals in Engineering (Electrical & Electronic Engineering) are assessed using a combination of internally assessed centre-devised internal assignments (which are set and marked by centres) and internally assessed Pearson-set assignments (which are set by Pearson and marked by centres):

- one core unit for the HNC will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- two core units for the HND will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- all other units are assessed by centre-devised internal assignments.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must **have satisfied all the Pass criteria** for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must **have satisfied all the Merit criteria** (and therefore the Pass criteria) through **high performance** in each learning outcome.

- **To achieve a Distinction**, a student must have **satisfied all the Distinction criteria (and therefore the Pass and Merit criteria)**, and these define **outstanding performance** across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as **Unclassified**.

4.1 Your progress

This will be assessed through class based assignments and assignments based outside the classroom. In general, each of these will follow a particular format.

Put you into a role - this is important as it lets you know to whom you are addressing your solution to the problem. It also requires you to think about how a person in that role would see the problem and use information to solve it.

- a. **Leave you to gather extra information** - so that you develop your skills in using libraries, computer data banks, etc. and writing to relevant sources of information.
- b. **Ask you to communicate** your findings to a particular audience and in a given way.
- c. **Ask you to evaluate different solutions** to the problem and make appropriate recommendations.

4.2 Assessment Instruments

Assessment instruments are designed by HCMUTE and these should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors. Our assessor is trained to clearly indicate assessment criteria and contextualized grade descriptors on each assessment instrument to provide a focus for you (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardization processes. Tasks/activities should enable you to produce evidence that relates directly to the assessment criteria and grade descriptors.

Each assessment instrument is moderated by HCMUTE to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Our assessors are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for you to adopt, making maximum use of work related practical experience and

reflecting typical practice in the sector concerned. The creation of assessment instruments that are fit for purpose is vital to achievement and their importance cannot be over-emphasized.

4.3 Assessment Approaches

Within the context of any particular assessment, the following approaches may be utilised:

Practical Assessment – Practical tests are used in some units to test skill in applying acquired knowledge. The student is required to carry out a task under guidance from a supervisor and within a specified time limit. These tests often involve research activities and are generally characterised as assignments and projects.

Written Assessment – During the delivery of most units, work is set to be done in the students' own time and is handed in to set deadlines. All coursework is assessed and feedback given to you within 4 to 6 weeks of the submission deadline. Such work may take the form of essays, assignments, projects, seminars and case study analyses. Additionally, time constrained assessments are taken either at the middle or at the end of a unit, typically one week after module lectures have been completed.

In-Class Assessment – For some units, an informal test or class test during normal class contact time, either open-book or closed book, is useful to test a specific skill or understanding in a time-limited situation. Where practical work has been undertaken, a useful assessment approach used demonstration to the supervisor. This may be supplemented with interview to establish the level of learning achieved.

Interview-Based Assessment – This is also used as a way of monitoring your progress. The outcome of such assessment can be used to provide immediate feedback to you and to inform the emphasis of subsequent lecture and tutorial material.

4.4 Group work

A major feature of your Pearson BTEC Level 5 Higher National Diploma is the substantial amount of group work involved. In order to encourage the development of group working skills, the class will be often divided into sets of four or five students with a different background.

As a member of a set, you will be asked to work together towards a common goal and to support and advise your fellow students within that set. The composition of the sets will be changed during the course of your programme in

order that you can learn to support and work with other students. Students work in groups but submit individual assignments.

4.5 Assessment Schedule

Coursework: Where a module is wholly or partly assessed by coursework, the submission date will be clearly stated on the assessment brief when it is circulated to students. Examination: The Examination Timetables are posted up on notice boards. All up-to-date course schedules will be put on the notice board. Students also can request for their schedules from the respective student administrator.

5. ASSIGNMENTS - PRESENTATION, HANDING-IN AND FEEDBACK

5.1 Presentation

It is essential that your assignments are well presented if you are to achieve your best result. Your tutor will show you examples of well-presented assignments, but in general, the following points should be considered: Your assignments should be printed. The assignment specification should be attached to your answer.

The presentation of the assignment should include the followings:

- *A cover detailing your program title, module name, assignment number and your tutor's name;*
- *A page on contents;*
- *An introduction;*
- *The main body of your answer;*
- *A conclusion;*
- *A bibliography acknowledging sources of quotes and other information.*

The pages should be numbered. A margin should be left at the side of each page for tutor's comment. Although the whole assignment may be in a plastic wallet or folder, individual pages should be stapled together when handing in the assignments.

5.2 Assignment Submission

An important part of your assessment whilst studying for the Pearson BTEC Higher National Diploma in Engineering (Electrical and Electronic Engineering) programmes will be in the form of assignments which need to be handed in for grading. You are asked to hand in your completed assignments to your Student Administrator (Ms. Nguyen Thi Thanh Phuong at Thu Duc Campus) in the office and **not to individual lecturers or tutors**. You will be **given a signature** for your Assignment Control Sheet confirming the date that the assignment was handed

in. ***If your assignment is late or you have any problem you must attach a brief note*** (use the form – Assignment Extension Form) to this effect to the assignment.

5.3 DO's and DON'Ts

Don't hand coursework directly to Lecturers/Tutors or other staffs!

Don't present coursework in plastic pockets!

You should obtain a front sheet for your assignment (either from student administrator Ms. Nguyen Thi Thanh Phuong at Thu Duc or Lecturers or Tutors), complete it and attach it to the assignment before submitting.

When you submit an assignment it is important that you ensure the following *information is on the assignment front sheet*:

- *your name*
- *course of study*
- *year and semester of the course you are studying*
- *name of the Lecturers/tutors for whom the assignment has been do*
- *name of the unit/module for which the work has been done*

IMPORTANT ADVICE:

KEEP COPIES OF ALL ASSIGNMENTS

5.4 Late Submission

If you are unable to complete any assignment by the due date, you should contact the student administrator (Ms. Nguyen Thi Thanh Phuong at Thu Duc Campus) in writing. Any request for extension of submission date for assignments must be forwarded in writing and fill up Assessment Extension Form with appropriate reasons five (5) working days prior to the due date. Extension is not automatically granted and subject to approval by concern module lecturers and the Director/ViceDirector. The records of assessment will be held by the student administrator (Ms. Thanh Phuong at Thu Duc Campus). In all cases, late submission of an assignment will lead to the award of an **Unclassified** grade for time management skills.

Any assignment handed in after the completion date / due date will be considered LATE submission. This applies for a maximum of three (3) days, after which the assignment will not be accepted. If you do not submit by this date you will be required to redo the whole module, fee for the module will be charged accordingly as is with a new module.

5.5 Feedback

All graded assignments will be returned to you via your student administrator (Ms. Thanh Phuong at Thu Duc Campus) and not the lecturer concerned. Your lecturer will discuss the result of your assignments with you. However please feel free to raise any problems or questions you may have with your lecturers.

Assessed coursework will normally be returned no later than 4 to 6 weeks after the submission date. You are required to return all items of assessed coursework safely, as they may be required by the external examiner either at the end of the academic year or at the end of semester.

5.6 Absent/Deferment from Assessment

If a student enrolled for any examination or re-sit in-course assessment / examination and is absent, shall be considered as referral the examination / assessment unless the Director/ Vice Director are satisfied that there are valid and genuine reasons for the absence. You are required to fill up Mitigation Form with supporting evidence and submit to student administrator to get approval. Failing which, the student will be awarded Fail or Referral grade for the particular module or assessment.

6. ASSESSMENT AND GRADING

Grades are subject to IQA, EQA and Final Exam Board Approval.

6.1 The Assignment Specification

All module assignments will be presented in the same manner for ease of understanding. The common format is as follows:

- a. Aims - this section will explain the aims of the assignment.
- b. Scenario - this explains the background information necessary to enable you to complete the assignment.
- c. Tasks - what you are expected to do - you must read this section carefully.
- d. Grade and Skills Descriptors – this will tell you, for each individual task, the skills and knowledge to be assessed and the level of performance which you will need to attain in order to achieve pass to distinction grades. You are advised to read this section carefully before commencing an assignment.

6.2 Assessment and Grading

When an assignment is issued to you, you will also receive an assessment cover sheet. The assessment cover sheet includes a space for your lecturer's comment and a section, which details the outcomes/skills to be assessed in that unit/module. Your lecturer will then assess your skills/outcomes and enter passable when meeting all assessment criteria. The learner will have to **re-do** the assignment. A candidate who fails to satisfy the assessors at the first attempt shall be allowed **only one reassessment opportunity** to satisfy the assessors.

Resubmission opportunity

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 shall be expected to undertake a reassessment.

- **Only one opportunity for reassessment of the unit will be permitted.**
- Reassessment for course work, 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.

Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- **The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.**
- **Units can only be repeated once.**

6.3 Qualification Grades

Conditions for the Award

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.

Compensation Provisions

Compensation Provisions for the HND

A student can still be awarded an HND if they have not achieved a minimum of a Pass in one of the 15 credit units at Level 4 and one of the 15 credit units at Level 5 but they have otherwise fulfilled all the above conditions.

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 5 for the HND, based on unit achievement.

- All units in valid combination must be attempted (120 credits)
- At least 105 credits must be Pass or above
- All 120 credits count in calculating the grade
- The overall qualification grade is calculated for the HND
- The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Centre UTE 93082 is registered with Pearson RQF Programme where a total of 15 learning units (Core, Specialist, Optional & Pearson Set 2 units) total 240 credit must be completed and have achieve at least a Pass to qualify for the BTEC HND certificate.

Point per credit:

Pass: 4

Merit: 6

Distinction: 8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

Level 5 Higher National Diploma

	STUDENT 1					STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade	Grade point	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	P	0	0	P	0	P	0	D	0	P	0
Core 2	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 3	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 4	15	4	P	0	0	P	0	M	0	M	0	M	0
Core 5	15	4	M	0	0	P	0	M	0	M	0	P	0
Core 6	15	4	M	0	0	P	0	M	0	D	0	U	0
Opt 1	15	4	M	0	0	P	0	D	0	D	0	D	0
Opt 2	15	4	M	0	0	P	0	D	0	D	0	D	0
Core 7	30	5	M	6	180	M	180	M	180	P	120	D	240
Core 8	15	5	M	6	90	M	90	M	90	P	60	D	120
Opt 3	15	5	M	6	90	M	90	D	120	P	60	D	120
Opt 4	15	5	M	6	90	P	60	D	120	P	60	D	120
Opt 5	15	5	M	6	90	P	60	D	120	M	90	M	90
Opt 6	15	5	M	6	90	P	60	M	90	M	90	P	60
Opt 7	15	5			90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

6.4 Assessment Board

At the end of each semester of the course the tutors on the programme and the Director/ Vice Director will attend an examination board. All the results will be considered for each student and a recommendation for each student will be made. This will include a recommendation that (i) they pass the programme (at the end of the course), (ii) or they should be allowed to continue to the next year, (iii) or they should be allowed to continue with conditions, or, finally, they may be asked to retake the year if they have not passed sufficient modules.

a. Regulations and Operations of Assessment Boards

The rights, responsibilities and conduct of the board shall be in accordance with the University policies and regulations which should include Edexcel guidelines.

b. Terms of Reference

The board's terms of reference are to make recommendations on:

- The grades achieved by students on the individual modules or units;
- Extenuating circumstances;
- Cases of cheating and plagiarism;
- Referrals and deferrals;
- To communicate results to the awarding body so that awards may be conferred upon students;
- Progression of students onto the next stage of the programme; The awards to be made to students

c. Scheduling of boards

The boards shall normally meet up to here to twice per year.

d. Membership

The membership of the board shall consist of the Chair, Secretary and Members of the programme team.

e. Appeals

The board shall judge if a candidate or any other person establishes that there has been a material administrative error, or that the assessments were not conducted in accordance with current regulations or that some other material irregularity has occurred.

f. Assessment of students with disabilities

The board will determine how and when students who need special arrangements (for instance those with dyslexia medical conditions and mental health problems) are to be accommodated.

g. Anonymity of students in assessment

The board will not reveal the identity of students to markers and/or the assessment board. However they may be a point towards the end of the assessment process where anonymity ends.

7. INTERNAL ASSESSMENT AND APPEALS

7.1 Internal Verification

The internal verifier is at the heart of quality assurance in all programmes, both within the awarding body standards and within the quality and management systems. The role in terms of managing assessment is that it consistently meets set standards.

Internal verifiers will have the knowledge and qualifications relevant to the vocational qualification(s) and they are responsible to enable accurate judgments to be made regarding candidate performance in relation to competence criteria. Internal verifiers will be qualified in units.

Internal verification will be carried out by using the University policy in conjunctions with relevant body i.e. Pearson Education

Internal verification has two components. One focuses on internal verification / review of assessment design whilst the other is concerned with accuracy and consistency of the assessors' judgements on your work. Internal verification is about the University ensuring that assignments are 'fit for purpose' and that the assessors' judgements are correct and valid.

7.2 Purpose of Appeal

To provide a formal analysis of student on teaching and a mechanism for students appeal against an internal assessment decision

7.3 Scope

All registered students

7.4 Definition

Assessment provides an important means of analysing the learning progress of a student during a programme. This enables the student to gain an understanding of how they have progressed. The appeal procedure provides a formal structure for disagreed students.

7.5 Procedure

The allocated unit lecturers will be responsible for ensuring internal assessment in accordance with the required course procedures on assessment.

This must include at least:

- Initial assessment of any additional individual student learning support requirements
- In-course assessment, verified internally and agreed as appropriate to the programme
- External assessment procedures, which can vary with each accreditation body. These procedures **MUST** be strictly adhered to as an essential part of the basic QA process.
- The records of assessment will be held by the respective student administrator.
- Students have the right of appeal against internal assessment decision on any assessed course in accordance with the following procedures:

a. Right of Appeal

The student is informed of his/her right of appeal through the following mechanisms: at induction; as identified in the student handbook which is given to you; and through on-going liaison with programme manager, teaching or administrative staff.

b. Grounds for Appeal

Student can appeal against a decision by an assessor if you can show that the awarding body guidelines were not followed or you were not given:

- Sufficient notice of the date, time and place of assessment;
- Any special equipment that you require was not available – i.e. larger than usual monitor, larger print;
- Your special needs were not discussed at the pre assessment meeting;
- The work place supervisor was unable to accommodate the assessment or was unprepared for the assessment;
- You were not given access to the appropriate resources or venue in which to carry out your assessment.
- Your assessor was not appropriately supervised during the assessment.

c. Grounds for non –appeal

You cannot appeal against a decision made by the assessor or verifier for the following reasons:

- If you disagree with the assessor for personal reasons;
- If you feel that the awarding body methods of assessment is not appropriate;
- If you feel that the awarding body does not accept or recognize your prior learning.

Note: Records of all appeals will be maintained and available for examination by representatives of the awarding body for a period of 3 years.

c. Appeals against Internal Assessment

Students aggrieved by a decision of a subject lecturer shall within two weeks of receiving notice of a grade/unit assessment have recourse to the following procedures appeal:

- Stage 1** Whereby the student discusses with the module/unit lecturer/tutor the criteria upon which the decision was made. Should the assessment decision still not be clarified/agreed the student will be informed of the outcome within one week (7 working days) when Stage 2 apply.
- Stage 2** A written reports of the circumstances related to original assessment / verification together with student's grounds for appeal and details of the stage 1 discussion to be submitted by the module/unit lecturer/tutor to

the Director /Vice-Director.

The Director will hear the student's appeal against Stage 1 within 7 days. The outcome of this appeal will be conveyed to the student and if the decision obtained from this process is not acceptable then Stage 3 will apply.

Stage 3 A final appeals will be heard by an independent appeals committee consisting of the President or Vice President and/or their representative, a Director and two lecturers independent of the student's programme of study and the course administrator from the student's programme of study and also Exam Board Member(s). The President or Vice President may invite any other person/s academic or non-academic whose knowledge and experience is such that the Rector feels they may assist in arriving at a fair solution to the appeal.

The student will be invited to attend the hearing. The decision of the committee will be forwarded to Examination and/or Academic Board approval and endorsement then communicated within 7 days in writing to the student and a copy filled for the external verifier (BTEC HND Programmes) comments during his/her visit at HCMC University of Technology & Education.

8. ASSESSMENT REGULATIONS

8.1 Cheating in Assessment

Cheating is interpreted widely as any attempt by a student to gain unfair advantage in an assessment by dishonest means. Cheating includes:

- Communicating or trying to communicate in any way, with another candidate in an examination/class test;
- Introducing unauthorized material into an examination (e.g. books and other materials);
- Obtaining an examination paper in advance of its authorized release
- Stealing another student's essay and passing it off as your own.

Cheating in examinations is a very serious offence. Students caught cheating during examinations will be asked to leave the examination room immediately.

The invigilator will immediately submit an incident report to the Director for investigation.

The offending student will be required to appear before the Disciplinary Committee if the results of the investigation by the Director show that an offence had been committed. The Disciplinary Committee will make a final decision on the appropriate measures to be taken on the offending student.

These measures may include one or a combination of the following:

- Expulsion from school
- Resitting of the examination
- Written warning

8.2 Plagiarism

Plagiarism is incorporating direct quotation or paraphrasing from someone else's work into your own. In effect, it is stealing another's work and passing it off as your own.

During your time at HCMC University of Technology & Education, you will be given advice by your tutors and within the module guides and award guides on how to use other people's work (published or unpublished) to support your own arguments and analysis, in essays, seminar papers and Dissertations.

If you steal words and ideas either from a published author or from a fellow student without proper acknowledgement then you are guilty of intellectual theft. You could find yourself facing an investigating panel and, if you are found guilty, you will be penalized.

Penalties could range from the automatic failure of the Whole module to your expulsion from HCMC University of Technology & Education.

Students are required to submit Turnitin report (Turnitin is a software to check academic integrity to prevent plagiarism) alongside their assignments. The acceptable percentage for Turnitin is less than 20 percent.

8.3 Collusion

Collusion is a situation in which two or more students have collaborated to produce a piece of work to be submitted (in whole or in part) for assessment and this is presented as the work of one student alone.

Collusion, which is intended to deceive markers that the work submitted has been independently produced by one student, is a form of cheating, and once identified, will be dealt with by HCMUTE as a serious offence. Such collusion, which is intended to give the student concerned an unfair advantage over other students, will thus attract a serious penalty.

There are occasions on which students are encouraged or even required to work together and to produce joint projects or reports, which are then assessed as a joint effort. Sometimes students work together in a group, but produce independent work.

It is extremely important therefore if you are in any doubt about the appropriateness of group work in the production of assignments, you ask your tutor for clarification.

8.4 Procedure for reporting and investigating cases of malpractice

As a requirement HCMUTE are required to have in place the following procedure for the reporting and investigation of malpractice. For the purpose of this procedure malpractice may be defined as the deliberate falsification of records or interference of systems within center in order to obtain certificates without a proper assessment process being followed.

HCMUTE is required to report any suspected malpractice on the part of candidates, centre staff and any others involved in providing the qualification.

a. Learner malpractice

Attempting to or actually carrying out any malpractice activity is not permitted. The following are examples of malpractice by learners:

- Plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, allocating tasks, agreeing outcomes, etc. are an essential part of team work and this must be made clear to the learners.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- Fabrication of results and/or evidence.
- Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or conditions in relation to the assessment /examination rules, regulations and security.
- Misuse of assessment/examination material.
- Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices.
- Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment / examination conditions.
- Behaving in such a way as to undermine the integrity of the assessment/examination/test.
- The alteration of any results document, including certificates.

- Cheating to gain an unfair advantage.

b. Investigating alleged malpractice

Malpractice investigations will normally rest with the Director and/or Nominated person; however, there may be special circumstances, which require the awarding body to be involved. HCMUTE is required to notify the awarding body when commencing an investigation and provide an estimated time scale for its completion.

HCMUTE will form committee involves a member of Examination Board,

Independent members and Director will meet with the Director of the centre and begin an investigation to discover the irregularity that has taken place. The investigation may require the co-operation of anyone connected to an irregularity that has occurred.

Any such investigation will endeavour to:

- Establish the facts relating to the complaint/allegation in order to determine whether any irregularity has occurred;
- Identify the cause of the irregularity, including whether accidental or deliberate;
- Determine whether remedial action is required;
- Develop an action plan to implement any identified remedial action;
- Prepare evidence to determine the level of any sanction to be imposed on the centre or members of centre staff.

Typically investigations will concentrate on evidence that:

- The assignment/script assessed is not the candidate's own work;
- The candidate is still working towards the qualification after the certificate has been claimed;
- The certificate has been claimed on the basis of falsified records;

When investigations have been completed, HCMUTE will prepare a report of its findings. A copy of this report will be kept in file for the Standard Verifier checking.

The report will detail:

- The origin of the complaint or mode of discovery of the alleged irregularity(ies);
- The investigation carried out;
- The evidence collected;
- The conclusions drawn;
- The recommendations for action and resolution of the matter

HCMUTE will maintain the confidentiality of individuals, materials and evidence gathered during all such investigations. All materials and evidence

collected as part of the investigation will be held in a secure environment and will not normally be disclosed to a third party.

9. STUDENT FEEDBACK

9.1 Communicating with the Teaching Staff

Lecturers are available for consultation immediately before or after class and students are requested to see them during this time. For consultation outside normal class hours or any other day, it is advisable that students make appointments with the relevant lecturers. The main Notice Board is used to communicate programme announcement to you and you are advised to check it on a regular basis.

9.2 Questionnaires

We like to know how you feel you are progressing with your programme of study and about any problems you may have experienced. We also like your opinion about the programme itself and about the school facilities. So at the beginning and end of each academic year, your student administrator will be giving you a questionnaire sheet to fill in. Please complete these and hand them back to the student administrator who will make sure the information goes back to the Course Team. We do actually respond to your comments because we must strive to provide exactly what you want in an effective manner and we can only do this if you tell us your views.

9.3 Course Review

The HND Course Review committee consists of the Director, Vice Director, Programme Manager, the Course Team, Administrator, and student representatives. The HND class/es will nominate the student committee member to act for them and report back to them. The HND Course Committee meets in order to discuss organizational issues of relevance to the HND programme.

Students are also encouraged to put forward their ideas and to raise any problems, which they may be experiencing. Student members speak for the entire class not just for themselves.

Dates of Course Review Committee meetings are posted on the main Notice Board.

9.4 Solving any problems

If you experience any problems with your programme of study you should, if possible contact the relevant lecturer, failing which ask your Administrator for an arrangement to see your Director/ Vice Director.

10.HND Awards Ceremony

The University may host an HND awards ceremony annually where, as a successful graduate, your achievements will be formally recognised. You will be able to request invitations for members of your family to the ceremony at which you will be entitled to wear an academic gown and cap.

11.EQUAL OPPORTUNITIES POLICY

This policy sets out why equal opportunities are important to HCMC University of Technology & Education, the basic principles to be followed.

HCMUTE: Equal Opportunities Policy

a. Definitions of Equal Opportunities

We define Equal Opportunities in two ways:

- as the process by which we strive to ensure that everything we do is fully inclusive and so meets the needs of and is fair to those who are disadvantaged by prejudice and indifference;
- as combating the injustice faced by some groups and individuals when, both directly and indirectly by organizations and society as a whole, prejudice is put into effect.

b. Responsibilities

The Director has overall responsibility for the implementation of this policy and is accountable for it to the Management. The Director/ Programme Manager is responsible for ensuring the Equal Opportunities policy is implemented in their part of the University, for ensuring staff understand the policy and their roles within it, and for providing reports and monitoring information. Everyone in HCMUTE has a responsibility to ensure proper implementation of the policy.

c. Principles: HCMUTE will uphold Equal Opportunities:

- In employment, by developing policies which ensure that no job applicant, employee, volunteer or trainee is unfairly discriminated against because they are a refugee or asylum seeker or on the basis of their race, ethnic origin, culture, gender, sexuality, disability, age or religion;
- In service delivery, by providing appropriate, sensitive and impartial services and being accessible to all learners;

- By fostering a co-operative working environment which is free from harassment or victimization and which promotes good relations;
- Among staff, to create the conditions for the full development of their potential;
- By promoting the values contained in the Policy in our relationships with other organizations.

In implementing these principles, HCMUTE will ensure that it meets all the necessary legal requirements and, particularly as an umbrella organization, strives to set standards of good practice that others will follow.

- d. **Disabled People** – We will increase awareness in the organization about the needs of disabled students, users and visitors. We will work to ensure our practices do not restrict use of our services or the contribution people with disabilities can make to our work. We will actively seek opportunities to improve access to our premises and services for people who use mobility aids and who have sight and hearing restrictions.
- e. **Age** – As current legislation does not protect all members of society from discrimination, we ensure that we do not unfairly discriminate in the recruitment of students or the provision of services on grounds of age.

12. HEALTH & SAFETY POLICY

This policy sets out HCMUTE's responsibilities in respect of the Health & Safety of its students, and anyone else working in or visiting HCMUTE property.

12.1 Health and Safety Policy Statement

Introduction

HCMC University of Technology & Education has a written statement of policy, for all students, explaining its procedures and commitment to the health, safety and welfare of the students.

12.2 General Policy

HCMC University of Technology & Education and its staffs will ensure that, so far as is reasonably practicable, the health, safety and welfare, of all students and members of the general public where they have access to, or contact with, places where the business of HCMUTE is transacted.

To this end HCMUTE will, as far as is reasonably practicable, comply with all appropriate legislation as per Government regulations. HCMUTE will take steps to ensure the health, safety and welfare of its students upon enrolled as a student in the University.

Our statement of general policy is:

- To provide adequate control of the health and safety risks arising from our work activities;
- To consult with our employees on matters affecting their health and safety;
- To provide and maintain safe plant and equipment;
- To ensure safe handling and use of substances;
- To provide information, instruction and supervision for employees;
- To prevent accidents and cases of work-related ill health;
- To maintain safe and healthy learning conditions; and
- To review and revise this policy as necessary at regular intervals.

12.3 Learners

All Learners have a responsibility to do everything they can to prevent injury to themselves, their fellow students, HCMC University of Technology & Education employees and any other person whilst on University premises. Learners shall ensure they are familiar with emergency evacuation procedures.

Learners are required to report any accidents or near misses which have occurred, whilst on University premises or at any location where Work Placement is being undertaken, to their Tutor or University staff, as soon as practicable. Learners shall use any equipment provided in accordance with the training that they have received. They are required to report any problems they foresee in any protection arrangements and inform their Tutor or University Staff, of any potential hazard, imminent danger or risk, no matter how small they seem at the time.

Learners are required to inform their Tutor of any personal health and safety need or requirement they may have.

13. GENERAL UNIVERSITY RULES AND REGULATIONS

These rules and regulations are for all students studying at the University at the time this regulation is endorsed until the date it is revised.

13.1 Aims

The aims of the rules and regulations are:

- To create a healthy educational environment.
- To instil a cooperative relationship between the management and students and between lecturers/Tutors and students.
- To stress the importance of creating technologists who value discipline in the industry.
- To improve students' quality.

13.2 Dress

- (a) Male students must be in long pants with shirts or T-shirts tucked inside their pants.
- (b) T-shirts should not have indecent pictures or suggestive slogans.
- (c) Female students must be dressed in decent attire at all times
- (d) Female students involved in workshops, wiring or field survey work should be in long pants.
- (e) Students must be in shoes at all times.

The following are strictly **NOT ALLOWED**:

- Wearing slippers and sandals.
- Sleeveless T-shirts (singlet).
- Track suits for lectures, workshops or field work.
- Headgears (wearing caps in classrooms and workshops).
- Shorts (except for outdoor games).

13.3 Hair

- (a) Hair must be neat and tidy.
- (b) Students must wear their hair in reasonable length.

13.4 Discipline

- (a) Smoking is strictly not permitted anywhere in the building. If you wish to smoke, you must go to the outside of the building.
- (b) No eating, drinking and listening to music in the classrooms and the student resource centre.
- (c) There must be no littering within University building.
- (d) No sleeping in the classrooms
- (e) No vandalism in the University building
- (f) No downloading of illegal software and visiting of pornographic websites
- (g) All mobile phones are to be turned off before entering the classrooms and exam halls
- (h) All forms of gambling and card games are not allowed
- (i) Newspapers, all types of magazines and comics are not to be read during lecture hours
- (j) All students must maintain proper conduct and refrain from disruptive behaviour during lectures

13.5 Field trip

A field trip is defined as a course-related activity that serves educational purposes and occurs outside of the classroom at a location other than on the campus such as companies, factories, and trade centres...This activity will be organized 2 or 3 times per academic year.

All students of the Centre are encouraged to take part in the required field trips during the programme based on the announcement. If students are unable to attend the required field trips, students must ask for an approval from the Centre.

13.6 Forms of Action and Punishment

The Disciplinary Procedure is used when problems seem to be serious or likely to become serious and would not normally come into operation until the student has failed to respond to advice and warnings of teaching or other staff in the course of their duties.

13.6.1 Stage 1 - Verbal warning

When a student's problem is identified, a warning will be given to the student. A Notification of Disciplinary Action Sheet is completed by the course tutor to explain why the student has been disciplined. This Notification must be signed and dated by the tutor and student.

13.6.2 Stage 2 - Interview and Written Warning

Where a student's unacceptable behaviour is serious or persistent, the student will be interviewed, (possibly with a parent present if appropriate) and will be given the opportunity to explain his/her case. Subject to the outcome a Notification of Disciplinary Action, the Vice Director will issue a written warning defining the unacceptable behaviour after investigation and consultation with the lecturer/tutor and teaching staff responsible for the student.

The written warning will contain the statement that any further unsatisfactory conduct may lead to suspension or dismissal from the school. The student will sign to acknowledge the written warning, which will be filed in the student's record.

13.6.3 Stage 3 - Suspension or Dismissal

Where misconduct is very serious or has occurred after the issue of a written warning, the student may be immediately suspended from the school normally for up to one week by the Director responsible for the student's course.

The incident and the students' record will then be reviewed by the Director in consultation with the Rector/Vice Rector.

The student will be interviewed within the initial suspension period where they

will be given the opportunity to put their side of the case and they may be accompanied by a parent, guardian or other suitable advisor.

Formal dismissal of a student (expulsion) will only occur after the circumstances of the case have been reported to and approved by both the Rector/Vice Rector and the Director of International Co-operation. The student will be informed of their right to appeal against the dismissal.

An appeal against dismissal must be addressed to the Director and received within 21 days of the date of dismissal.

Note. Certain misdemeanours will be considered sufficiently serious to be classified as Gross Misconduct and dismissal may result from the

Stage 3 procedure without the previous issue of a verbal or written warning. In such cases police will be informed and necessary action will be taken. Offences in this category include:

- Physical assault on students or staff
- Racial or Sexual harassment
- Theft
- Wilful damage to school property or equipment.
- Drug related matters

13.7 Class Schedule

The delivery of the modules will be scheduled except for take home assignment, where the students are expected to make their own schedule.

The contact hours ranges from about 15 to 21 hours per week (Refer respective modules schedule). Independent learning time is given to allow students to do their own research.

- (a) The schedule distributed by the school shall reflect the dates and timing for the module/units that you have been enrolled.
- (b) All the students to adhere the given schedule for the respective modules/units.
- (c) Students are to be punctual for their lessons and those who are late for more than 10 minutes will be considered absent (without a valid reason).
- (d) Break time for classes is 5 minutes to 10 minutes. Return to class punctually after the break.

13.8 Withdrawal or Transfer from the Programme

Students who wish to withdraw, transfer or suspend their studies on the programme must contact their Director immediately. The Director will be able to counsel you regarding career development and current options. If you have a personal problem, again the Director/Vice Director and/or programme

manager is the first point of contact for guidance.

It is normally the responsibility of the Director/Vice Director or programme manager to fill in and sign the relevant form to remove a student from the course.

If you wish to transfer to another programme within HCMUTE or to another school, you should first consult the Director/Vice Director or programme manager of your programme. If you are accepted you will be required to complete a registration form for your new programme and complete a withdrawal form for your current programme.

13.9 University Support Services

HCMUTE promotes an inclusive learning environment for all students. It is important that you inform us as soon as possible of any support needs you have, so we can ensure you get the most of your time with us. You can do this at enrolment, or when you speak with student administrator / programme manager.

If you have a disability, mental health condition (e.g. depression or anxiety) or specific learning difficulties (e.g. dyslexia or dyspraxia), you may be anxious about studying or concerned about what help may be available to you. HCMUTE dedicated student support advisor / student administrator / programme manager to discuss your support needs or concerns in confidence. They can then advise and help you to access the support that you may need.

14. TOP TIPS TO EXCEL IN YOUR STUDIES

You will (eventually) develop an understanding of what is required in the HND course. The following lists effective and practical techniques to excel in studies:

- Attend every session, especially if it is a subject you find difficult. Particularly important are seminars, tutorials and labs. You should not, in any way for any reason, be seen to be avoiding a particular subject.
- Read up before attending classes. This has never failed to help you keep track of what is going on in class.
- Complete the tutorial sheets. These are the problems you are expected to work through as 'homework'. The first one will normally be one that you have been shown and you can work through it by following the worked examples shown by the tutor. They then get progressively harder, expecting you to apply what you have learnt to a new problem.
- Get to know your lecturers and ask for help as soon as you need it. Be prepared to ask questions in class. Get yourself noticed for all the right

reasons. Likewise, if you have a problem, get it sorted the earlier is better. There are plenty of lecturers you can talk to, including the Principal.

- Do not put work off to later dates. The amount of work you have to do is pretty constant and will pile up if you don't get it done.
- Do go around and read on new information or concepts. At the very least, it will give you a different form of teaching to that you receive in class. It will certainly benefit you in the sense that you have more information on the subject. That of course is no harm, in fact, an advantage.

General tips

Spending long hours studying is not necessarily productive. It is possible to gain better marks by studying more effectively rather than for longer. Most of this resource looks at ways of studying in more effective ways. To study effectively, you can:

Identify what is really needed

Study assignment titles carefully. Work out exactly what is required for assignments. This saves time in re-writing assignments later. Time spent in preparation is well spent.

Work strategically

Set yourself clear goals and work towards these.

Make the material meaningful

Looking for 'the meaning' or how things work, rather than focusing on remembering information. Work with the material, looking at how it fits together and applies to different circumstances. If you develop your understanding of the subject, it will help you to take in future material more easily. This makes reading easier. It also improves your memory for the subject.

Look for links

Be active in searching out links between different aspects of the programme. Look also for links between what you are learning and the wider world. This helps to develop understanding and memory.

Work with others

Work with other students so that you share ideas and gain mutual support. You may be able to share some research tasks and clarify your lecture notes. Studying with others makes study more interesting, as you gain a different set of perspectives.

Set yourself SMART-F targets

Targets should be:

- Strategic : they assist you to achieve your goals
- Measurable: you can tell when you have completed them
- Achievable: you are likely to succeed in meeting them
- Realistic: they fit the circumstances
- Time-bound: you have a set time to meet
- Flexible: you can adapt them if the circumstances change

Look for short-cuts

- Look for reasonable short-cuts that do not compromise your studies. For example:
- avoid unnecessary tasks such as writing notes out neatly
- use abbreviations in your notes
- write assignments onto a computer if possible rather than writing them out by hand and then typing them up
- focus your notes around themes and questions rather than making long notes that you do not really need

Use the word limit to focus your energies

Most assignments have a word limit. Use this as a guide to how much you need to read and how many examples you can include. Plan out in advance how you will divide up the words available to you. Often, you need to be very concise about each topic. This means you may not be able to include very much of what you have read if you have undertaken a great deal of reading or made very extensive notes.

Take care of yourself

Take rests when you are tired. Study takes longer and the brain is less effective when you are tired or stressed. Plan your time so that you get breaks. A change of scene stimulates the brain and helps creative thinking.

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(All information is correct at the time of printing this copy of student handbook and will be updated annually.)