Programme Handbook

Higher National Certificate Mechanical Engineering (England)
&
Higher National Diploma in Mechanical Engineering (England)

2025/26

Higher Technical Qualifications (HTQs) are Level 4 and 5 qualifications in **England**, approved by employers,

A Pearson BTEC Validated Programme

This handbook is a guide to the programme you are studying. A concise summary of the programme is contained in the Programme Specification.

This programme is governed by Pearson BTEC Academic Regulations. You should read and familiarise yourself with the Academic Regulations. In the event of any information contained in this handbook conflicting with that in the Academic Regulations, then the Academic Regulations should be taken as the definitive version.

This handbook should be read in conjunction with supporting information available in course module handbooks that you will receive from the module leaders. In addition, the standards and behavioural expectations documents of the National College for Nuclear will also be an important source of information supported by the Lakes College West Cumbria Induction pack.

Lakes College West Cumbria have taken all reasonable steps to ensure the accuracy of the information contained in this programme handbook. Lakes College West Cumbria will use all reasonable endeavours to deliver the programme in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the Lakes College West Cumbria's reasonable control may arise which limit its ability to deliver the programme as described. Where reasonable and appropriate to do so, the Lakes College West Cumbria will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the Lakes College West Cumbria does so, it will not be responsible to the student for any failure to provide the programme in accordance with the programme handbook.

If you require this document in an alternative format, please contact your Programme Leader in the first instance.

Lakes College Main Entrance



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Section 1

Welcome by the Programme Leader and introduction to the Programme

Hello and welcome from the Course Team here at Lakes College West Cumbria. These are exciting times and there are great opportunities within the Electrical and Mechanical engineering sector, particularly with the requirement for well qualified technicians and engineers to enable the operation, maintenance and design of new and existing systems & infrastructure. There are key skill shortages within these areas and in support to address the skills shortages, these programmes have been developed. The primary purpose of this handbook is to provide sufficient basic information to allow you to negotiate the rules and regulations governing the HNC delivered by the Team within Lakes College.

So, enjoy your studies with us and we look forward to supporting you through the programme to enable you to achieve your highest potential.

The Programme Team and relevant Contacts

Role	**Name**	**Contact details**
Course Leader	John Biggin	01946 839300 johnb@lcwc.ac.uk
Teaching Team	Ayokunle Balogun	01946 839300 @lcwc.ac.uk
Teaching Team	Mike Proudman	01946 839300 michaelp@lcwc.ac.uk
Teaching	Paul Fairclough	01946 839300

Team		paulf@lcwc.ac.uk
Teaching Team	Mohammed 5	01946 839300 Mo5@lcwc.ac.uk
Programme Administrator	Paul Irvine	01946 839300 paulf@lcwc.ac.uk

Data Protection and sharing of information

Please note that Lakes College will routinely share your data. As per the licence agreement between the College and Pearson, your data will also be shared with Pearson for registration purposes. This will be to facilitate your studies and enable the College to confer your final award. Data will include:

- Application and registration details (e.g. name, contact details, date of birth, education etc).
- Assessment marks.
- Student feedback.
- In the event of claims of academic malpractice, disciplinary or student complaints.

Lakes College West Cumbria have signed a Data Sharing Agreement that sets out what student data will be shared, the reasons for sharing and how this will be done in a secure manner. This is designed to ensure both institutions are meeting their responsibilities under applicable Data Protection legislation, including the General Data Protection Regulation (GDPR).

Lakes College West Cumbria is registered with the Information Commissioner's Office (ICO) to whom you have the right to complain if you are unhappy with the way your information is being handled. Lakes College West Cumbria is available (link provided during induction). It is also recommended you refer to these.

Communications

Pearson BTEC is the awarding body for your programme. Once Lakes College West Cumbria has registered you on its system, you will receive an email with your College student ID and password. Whilst your main point of contact will be Lakes College West Cumbria, it is important to keep this safe. Should the College need to contact you, it will do so using the contact details it has. These can be updated via its ICON system. It is also from ICON that you will be able to see your module marks once they have been verified through an assessment board.

The programme team will make formal communication with students via Lakes College West Cumbria virtual learning environment email system.

Programme Specific Information

The Higher National programme has been designed to support and be partially mapped across to some of the knowledge and skills-based competences within the Level 4 apprenticeship standards in manufacturing.
The programme meets the immediate demand for Technicians in key skill shortage areas as identified within the Government Manufacturing Skills Strategy paper.
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These programmes will support the sustainability of recruitment within the Electrical and Mechanical engineering industry, particularly managing the requirement for staff who wish to upskill to a relevant Level 4 qualifications.

In addition, each of the individual modules within the programme are validated as stand-alone modules which will provide opportunities for continuous professional development (CPD).

Employers have taken an active role in the development of these programmes and have shown a commitment to ensure that they increase the qualifications and experience of new and existing staff whilst supporting local higher education provision. These unique courses of academic elements have been designed to provide individuals who require higher education qualifications with an opportunity to study locally and gain credit for real work activities.

Lakes College West Cumbria has strong links with a considerable number of local employers, and these include and not limited to:

Sellafield Sites Limited
Jacobs (Amentum)Engineering
Morgan-Sindall
Atkins
Balfour Beatty
Wood-AMEC
Innovia & Futumura
James Walker Ltd
NNL
PPS
Nestel Ltd
Cavendish Nuclear
HNS Cumbria
Arup
Bendall's Engineering

Further key points of the Higher National England include:

The Higher National has been designed to include a range of elements which will emphasise work readiness and experience and to enrich students' learning through the development of professional behaviours, skills and knowledge
The Higher National includes two exit qualifications which include the HNC Mechanical Engineering which will also provide a progression opportunity to the HND Mechanical Engineering.

The key element of the Higher National will be its synergetic integration of academic and work-based activities enabling the students to utilise plant based experience to support academic case studies. A particular innovative element being the Industrial Project module to support Apprenticeship Standards if required.

The Higher National programme embraces the development and upskilling of learners be it direct entry from school or experienced employees.

The Higher National has been designed to meet the academic requirements for the Engineering Council accreditation at Engineering Technician level.

Programme Aims and Outcomes

The overall aims and outcomes of each of the programmes are:

Aims of the Programme

1. To provide students with an opportunity to assimilate a coherent body of knowledge appropriate to mechanical engineering using a range of learning strategies
2. To provide students with an experience of higher education that reflects the requirements for innovation and the range of activities that will occur within the mechanical engineering industry.
3. To encourage and develop observation, reasoning, reflection and analytical thinking powers to enable the embedding of work ready behaviours which are essential to mechanical engineering environments
4. To inculcate work-related and transferable skills through experiencing real work scenarios
5. To provide opportunity for the development and expression of creative and innovative thought when designing within mechanical engineering activities
6. To provide graduates with technical knowledge and skills that will prepare them to be work ready and practice mechanical engineering as an individual
7. To enable graduates to work and communicate efficiently within a team and a varied audience when applying mechanical engineering skills

The learning outcomes of the programme are listed below for those learners studying the manufacturing apprentice route:

Knowledge and Understanding

K1. Knowledge of the scientific principles underpinning relevant technologies, and their evolution within the context of mechanical engineering

K2. Ability to apply a range of mathematical techniques necessary to support application of key principles within mechanical engineering

K3. Knowledge to enable the application of theoretical mechanical engineering concepts to a real work scenario

K4. Ability to monitor, interpret and apply the results of analyses and modelling in order to bring about continuous improvement within mechanical engineering

K5. Ability to apply quantitative methods and computer software relevant to mechanical engineering, frequently within a multidisciplinary context.

K6. Ability to apply a systems approach to engineering problems through know-how of the application of the relevant mechanical engineering technologies

K7. Analytical thinking skills to undertake a design process when determining solutions according to customer and user needs

K8. Ability to adapt mechanical engineering designs to meet their new purposes or applications

K9. Ability to analyse and apply the results of research and information gathering to evaluate and to propose solutions to particular mechanical engineering applications

K10. Awareness of relevant stakeholders, commercial and business acumen, business improvement, project management techniques relevant to the mechanical engineering industry

Skills & Other Attributes

S1. Ability to use relevant equipment, tools, processes, or products relating to mechanical engineering

S2. Practical skills within a workshop and laboratory relevant to mechanical engineering

S3. Ability to use and apply information from technical literature and other sources to support project and work-based activities

S4. Ability to apply appropriate codes of practice and industry standards relevant to mechanical engineering

S5. Ability to observe record and draw conclusions from data and experimental evidence and presentation of findings under supervision.

S6. An ability to apply theoretical concepts of mechanical engineering systems to real work scenarios

S7. Creativity and innovation in a practical context relating to mechanical engineering

S8. Ability to engage and support the successful outcome of industrial projects.

S9. A logical approach to implementing methods of determining the root cause of problems and demonstrating knowledge of learning from experience (LFE) processes.

S10. Awareness of quality issues and their application to continuous improvement

S11. A professional approach to developing and writing technical reports that meet business requirements including the optimisation and continuous improvement of processes and services.

S12. Ability to analyse and apply the results of research and information gathering to evaluate and to propose solutions to a particular mechanical engineering applications.

Structure of the Programme

		Higher National Certificate Mechanical Engineering ENGLAND	
		Part Time	**Full Time**
Year 1	Semester 1 (Autumn)	4001 Design Engineering (15)	4001 Design Engineering (15)
		4002 Engineering Maths (15)	4002 Engineering Maths (15)
		4004 Managing A Professional Engineering Project (15)	4004 Managing A Professional Engineering Project (15)
			4014 Production Engineering for Manufacturing (15)
			4017 Quality & Process Improvement (15)
	Semester 2 (Spring)	4008 Mechanical Principles (15)	4008 Mechanical Principles (15)
		4011 Fluid Mechanics (15)	4011 Fluid Mechanics (15)
		4013 Fundamentals of Thermodynamics & Heat Engines (15)	4013 Fundamentals of Thermodynamics & Heat Engines (15)
			4017 Quality & Process Improvement (15)
Yea r 2	Semester 1 (Autumn)	4014 Production Engineering for Manufacturing (15)	
		4017 Quality & Process Improvements (15)	

The Programme Specification can be located on the campus virtual learning environment which you will be given access to during your induction process, gives further details of your programme including Programme Aims and Outcomes

GDPR Requirements

All student data will be protected as per government legislation for GDPR.

		Higher National Diploma Mechanical Engineering ENGLAND	
		Part Time	**Full Time**
Year 1	Semester 1 (Spring)	5002 Professional Engineering Management (15)	5002 Professional Engineering Management (15)
		5006 Further Maths (15)	5006 Further Maths (15)
		5003 Advanced Mechanical Principles (15)	5003 Advanced Mechanical Principles (15)
			5016 Lean Manufacturing (15)
			5005 Further Thermo-fluids (15)
	Semester 2 (Autumn)	5004 Virtual Engineering (15)	5004 Virtual Engineering (15)
		5023 Thermo-fluids (15)	5023 Thermo-fluids (15)
		5015 Manufacturing Systems Engineering (15)	5015 Manufacturing Systems Engineering (15)
Yea r 2	Semester 1 (Spring)	5016 Lean Manufacturing (15)	
		5005 Further Thermo-fluids (15)	

Your Employability Skills

By studying at the Lakes College West Cumbria, you will not only be gaining extensive theoretical knowledge of your chosen topic of study, you will also be developing a range of relevant transferrable skills which you can use to gain work during and after your study. Completion of your programme will contribute to professional development and career progression. By studying the Foundation Degree you will not only be gaining extensive theoretical knowledge of your chosen topic of study but you will also be developing a range of transferrable skills which you can use in your work. These include presentation skills, planning and organisation, networking as well as managing projects.

Personal Mentor

A Personal Mentor will be allocated to you by the Programme Leader at the start of the programme and it will be their role to monitor your progress and provide support and advice on your studies. You can speak to your personal Mentor about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the Lakes College West Cumbria Student support services. You should make contact with your Personal Mentor within a month of starting your studies. You will undertake a personal review of your academic progress three times per year which will occur in November, February and May. These reviews will provide an opportunity for you to discuss your own progress with the personal Mentor and provide an opportunity for you to agree academic objectives.

Resources

The Programme will be delivered from the Lakes College West Cumbria campus and the National College for Nuclear Northern Hub building. The facilities enable the students to undertake a range of practical and hands on experiments using a fully equipped multi discipline project centre, virtual reality laboratories and a radiological laboratory. The construction centre enables you to experience construction environments and where appropriate developing hands-on skills. The programme is also supported by the Campus Virtual Learning Environment.

IT Support

Within the main building of Lakes College and the (NcFN) a range of IT resources are available to support the delivered content as well as your own study. This provision includes relevant hardware and software (including major office packages as well as specialised software packages). Wireless codes are available from reception providing students with internet access from their own devices. Please utilise the code for your own devices only and return the code when you have finished with it. You will also receive a personal log-on through which you can utilise Microsoft Office packages on and off campus through the internet.

Library

The Virtual library contains the required core texts to support your learning.

You will be provided with a full library induction within your first week on programme.

Self-Study

Within Lakes College and the NCfN facility there are dedicated quiet study and break out areas. In addition, there are computer and printing facilities which may be utilised for self-study. Please respect the requirement to maintain a low noise level whilst working in this area.

Programme Delivery Structure & Assessment: Part Time (HNC & HND)				
Module Code	**Module Title**	**Delivery Pattern**	**Method(s) of Assessment**	**Approximate Assessment Deadline**
4001	Engineering Design	Year 1 – Autumn	Course Work	October
			Course Work	January
4002	Engineering Mathematics	Year 1 – Autumn	Course Work	November
			Course Work	January
4004	Project Management	Year 1 – Autumn	Course Work	October
			Cours Work	January
4008	Mechanical Principles	Year 1 – Spring	Course Work	March
			Course Work	April
4011	Fluid Mechanics	Year 1 – Spring	Course Work	March
			Course Work	May
4013	Fundamentals of Thermodynamics	Year 1 – Spring	Course Work	March
			Course Work	May
4014	Production Engineering for Manufacture	Year 2 – Autumn	Course Work	November
			Course Work	January
4017	Quality and Process Improvement	Year 2 – Autumn	Course Work	November
			Course Work	December
HND Modules				
5002	Personal Engineering Management	Year 1 – Spring	Course Work	March
			Course Work	May
5006	Further Mathematics	Year 1 – Spring	Course Work	March
			Course Work	May
5003	Advanced Mechanical Principles	Year 1 – Spring	Course Work	April
			Course Work	June
5004	Virtual Engineering	Year 2 – Autumn	Course Work	October
			Course Work	January
5023	Thermo-Fluids	Year 2 –Autumn	Course Work	March
			Course Work	June
5015	Manufacturing Systems Engineering	Year 2 – Autumn	Course Work	October
			Course Work	January
5016	Lean Manufacturing	Year 2 – Spring	Course Work	November
			Course Work	January
5005	Further Thermo-fluids	Year 1 – Spring	Course Work	March
			Course Work	May

Management of the programme, including programme boards and the role of the external examiner

The Lakes College Programme Leader (PL) has overall management responsibility for the BTEC Highers programme. The PL timetables the course and ensures that suitably qualified and experienced Unit Leaders and Lecturers deliver the academic components of the programme. The Unit Leaders (UL) will manage the individual Units and will be responsible for the overall delivery and assessment of the Unit. The UL and Lecturer may be one and the same person but on occasion an UL will also be assisted by additional Lecturers who will deliver specialist discipline topic areas. A personal Mentor will be allocated to each student who will support the personal development of each student and monitor overall programme progress. In addition to the Lakes College PL, will provide additional programme management. For communications, please refer to the following:

You should ask:

- Your **Personal Mentor (PM)** for all personal and general academic support. You are allocated a PM as soon as you start on the programme. These tutors are responsible for giving pastoral support and overseeing your personal, academic, technical and physical skills progress in the role of a supportive, yet critical, friend.

- The **Unit Leader,** if you need particular or subject specific support for a Unit and its assessment. Each Unit within the programme has a designated Unit Leader. This person is responsible for the content and assessment and has specialist knowledge of the unit discipline. They will liaise with your PM if you run into difficulties; and your PM will contact them (though only with your consent) if there are outside factors affecting your work that they need to take into account.

- The **Programme Leader** if you have issues relating to your whole programme as they have responsibility for overall management of the programme. You may be asked to discuss your overall progress with the Programme Leader.

The marks for all summative assessment, the progression through academic levels and the agreement of final award classification is processed through the assessment board/ process. The Module Assessment Board (MAB) considers module marks which are then presented to a Pearson BTEC External Examiner where decisions about student progress and awards are taken. The Examiner also looks at patterns in mark profiles across Units, for example they may identify where a Unit has a very high average, or where a significant number of students may have failed a Unit and they ensure that appropriate actions are taken to address any issues.

For continuing students, the External Examiner determines whether students have met the requirements for progression to the next level of study and for completing students it determines the award outcome, including classification (if appropriate).

External Examiners are independent experts appointed by BTEC from other academic institutions or sometimes from industry or from a professional field.

They are suitably qualified to provide advice on the academic standards of the awards, programmes and/or Units to which they have been assigned, and can provide informed guidance on good practice and opportunities to enhance programmes based on

comparability of similar awards offered at other higher education institutions of which they have experience.

The name of the External Examiner (issued by PEARSON)

External Examiner reports are delivered to Lakes College quality department for deliberation with the appropriate teams for evaluation and actions as appropriate.

Student feedback and evaluation processes

The Programme Leader and Unit Leaders form the Course Team, which meets regularly to review the progress of the Course and take account of your comments – both positive and negative – through student liaison meetings. Adjustments will be made to the delivery of the Course if the Team feels that changes are necessary to make delivery and/or organisation better. At the end of the academic year, all Units undergo review.

Lakes College operate a quality assurance scheme, which requires the Programme Leaders to report to the College Executive to keep them in touch with progress. Every year the Programme Leaders submits a detailed report containing information from an individual site of delivery point of view.

Student evaluative feedback is gained in a range of ways, including Staff Student informal evaluation and Unit and Programme level evaluation questionnaires.

Student Staff Forums provide an accessible forum for the debate and discussion of issues relating to academic experience across a set of programmes. Provide a forum for the discussion of programme level annual monitoring rolling action plans and the results/actions arising out of relevant student surveys and evaluations and agree actions as appropriate and to escalate any issues or actions beyond programme level, as required.

Student Academic Programme Reps volunteer their time to gather feedback from your class and discuss any current issues with tutors, to make changes to your programme on a day-to-day basis. Examples could be extensions to deadlines, additional materials/teaching time to strengthen student understanding, extra hands-on opportunities to add to the curriculum and so on. Student Academic Reps are selected from volunteers within a class and chosen democratically by a quick class vote. Each rep will be invited to attend the Student Staff Forum to feed back on the programme on behalf of their peers.

You will be given questionnaires to complete at the end of each unit. Your comments will be taken into account by the Course Team and, where appropriate, actions taken.

National Student Survey (NSS). This survey is aimed mainly at final year undergraduates, it gathers opinions about the experience on your course and the institution. The NSS is commissioned by the Office for Students (OfS). The NSS feedback provides institutions with a picture of what the learning experience is like for students, this information can help effect changes designed to improve the student experience for both current and prospective students. Further details can be found on the student survey website: http://www.thestudentsurvey.com/about.php

Section 2

Learning and Teaching

A variety of teaching and learning methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning. Over the course of your studies, you will be taught in a variety of formats which may include:

Lectures: a formal method of teaching where the lecturer provides a presentation or talk, often to a large group of students, on a specific subject.

Seminars: an informal teaching situation which tends to be a mixture of tutor-led and student-led discussion. Students will be expected to make a contribution to the issues being discussed. Seminars are often linked to lectures and offer you an opportunity to apply and discuss the ideas and concepts introduced in lectures.

Tutorials: another form of small group, informal teaching that is student-oriented and often student- led. Like the seminar, tutorials involve a two-way relationship between tutor and students.

Practical Work: In different subject areas, students are likely to undertake practical work such as laboratory sessions, field trips, clinical skills, design work and performance.

Distance learning: Learning which takes place away from the physical space of Lakes College West Cumbria, often within a VLE (Virtual Learning Environment), whereas blended learning uses a selection of delivery methods and learning approaches, which may include distance learning. FDL (flexible distributed learning) applies to all forms of learning which take a flexible approach so that you can engage, as far as is practicably possible, with learning at times and in ways which suit you.

An introduction to the Lakes College West Cumbria virtual learning environment will be provided during your induction process.

The ethos of these programmes is to prepare and enhance your ability to work within industry in terms of knowledge, skills and behaviours. The courses have therefore been designed to fit with this strategy and has been structured to provide a natural means of embedding 'Experiential Learning' where appropriate into the curriculum in terms of content, delivery and assessment.

The programme of teaching and learning is designed to enable the student to demonstrate the attainment of the stated learning outcomes of the programme and assessment strategies are as such matched to these outcomes.

You will be supported in a progressive acquisition of subject knowledge and skills, gradually advancing towards more independent learning whilst developing a reflective approach to personal progress.

Elements of experiential learning will support you in applying your knowledge and conceptual understanding to real-world problems or situations where the lecturer directs and facilitates learning. Classroom, laboratory and virtual reality facilities will serve as a setting for embedding activities such as case and problem-based studies, guided inquiry, simulations, experiments and projects.

You will be given opportunities to learn in authentic situations which will make learning becomes more powerful.

By engaging in formal, guided, authentic, real-world experiences the programme will enable you to:

- deepen your knowledge through acting and then reflecting on this action
- develop skills through practical application and reflection
- support the construction of new understandings when placed in novel situations
- extend your learning as you bring your learning back to the academic classroom
- environment

You will be provided with opportunities for practice and feedback; this process of practice and feedback provides a link to 'learn from experience' which is an important behavioural requirement of the Engineering industry. The programme will provide an integration of:

- Knowledge — the concepts, facts, and information acquired through formal learning and experience
- Activities — the application of knowledge to "real work" scenarios where appropriate with academic studies
- Reflection—the analysis and synthesis of knowledge and activity to create new knowledge Content and assessment will provide you with experiences that are carefully chosen for your learning potential (i.e. whether they provide opportunities for you to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes).
- Throughout the programme, you will be actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results.
- The programme will provide the opportunities for reflection on learning during and after experiences and this will be an integral component of the learning outcomes. This approach will lead the student to be able to analyse, apply critical thinking, and synthesise.
- The programme will engage the learners intellectually, emotionally and/or physically, which produces a perception that the learning taking place is authentic.
- The programme will promote real work type relationships and will promote communications between the students and peers, management and other stakeholders.
- The programme will have an embedded culture of Health and Safety

The Lakes Colleges West Cumbria Teaching, Learning and Assessment Strategy has been developed in line with Teaching and Assessment Strategy 2023-26.

Assessment

Throughout your programme of study, you will be required to complete assessments to demonstrate your learning of subject knowledge and transferable key skills. You will experience a range of different types of assessment during your programme which will include some of the following:

- Essays
- Presentations
- Coursework projects and portfolios

- Laboratory assessments and reports
- Practical assessments
- Group work
- Design work
- Computer programming
- Practical reports
- Other types of assessment appropriate to your area of study.

Submission of assessments

The details of the submission of an assessment will be clearly identified on each assessment brief. The prime source of submission will be via the Lakes College West Cumbria Virtual Learning Environment but if required an alternative approach will be explicit as part of the assessment brief.

Referencing

Referencing your assessments properly is a requirement of the BTEC course and. You can access guides to referencing through the Lakes Learning resource centre.

Coursework turnaround policy
The College has a policy for all assessment to be turned around within 20 working days (excluding public holidays and College closure days) so you should not have to wait no longer than 20 working days for initial formative feedback on assessments - in some cases you will receive feedback much sooner, dependent on the type of assessment task. Timely feedback should help you improve on subsequent assessment tasks.

Support available to you
A Personal Mentor will be allocated to you at the start of the programme and it will be their role to monitor your progress and provide support and advice on your studies. You can speak to your personal Mentor about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the Lakes College West Cumbria Student Services Department. You should make contact with your Personal Mentor within a month of starting your studies. Further programme specific information is detailed in section one of this handbook.

Raising a Complaint
We understand that sometimes you may have concerns about the quality of the delivery of your academic programmes or a service you have received from us. There are a number of different routes for a complaint to be raised, depending on the type of concern you have.

Academic Malpractice (including Plagiarism)

Academic Malpractice
The majority of students are hard-working and honest and understand the meaning of academic integrity. However, some students do not and sometimes cheat, for many reasons and in varying ways.

Lakes College adopts a firm position on academic malpractice (cheating) of any kind, which can include: cheating in assessments; plagiarism (i.e. use of someone else's work and trying to pass it off as your own); collusion (e.g. working with other students inappropriately in the submission of work); fabrication and falsification; and impersonation.

Penalties for academic malpractice may affect your reassessment opportunities and can, in some cases, mean that you will be required to leave the College without any award. The malpractice procedures shall operate on two levels in accordance with whether it is deemed that **major or minor procedures** should apply.

Student Policies and Procedures

Lakes College West Cumbria has a number of policies and procedures in place, in the event of problems arising. These include:

- Code of Conduct
- The Student Complaints Procedure
- Bullying Policy & Procedure

You will be expected to abide by the Regulations for the Conduct of Students in the College Regulations and the house rules and codes of conduct required by Lakes College. Lakes College expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered unacceptable, any member of academic staff is able to issue an informal oral warning, and the University will support staff by invoking formal procedures where necessary.

Support Services

The Higher Engineering Department alongside the Student Services Section, supports your learning, teaching and research needs by providing pro-active, academically focused services, innovative learning spaces and modern facilities. The Service is responsible for libraries, information advice and guidance, careers guidance and employability, learning enhancement, academic skills development, student psychological wellbeing, disability services and student development. The Service can also advise students regarding finance worries and hardship funds and can provide advice on student facing policies such as complaints procedures and the Student Progress Review process.

For a range of student support requirements please refer to the contact details below:

- Student Services (Irene Farragher – Student Services Manager - Main Lakes College Building on the ground floor)
- Libraries and learning (Main Lakes College Building first floor learning resource centre)
- Academic skills (National College for Nuclear – Northern Hub building)
- Psychological Wellbeing Service (Irene Farragher – Student Support Manager - Main Lakes College Building on the ground floor)
- Careers Service (xxxxxx – Careers Advisor - Student support section - Main Lakes College Building on the ground floor)
- Disability and SpLD (Irene Faragher – Student Support Manager - Main Lakes College Building on the ground floor)
- Money Doctors (Irene Faragher – Student Support Manager - Main Lakes College Building on the ground floor)