NATIONAL UNIVERSITY
FOR
SECURITY SCIENCES

BTEC
STUDENT HANDBOOK

Welcome to the BTEC Student Handbook!

This guide provides an overview of our Level 5 qualifications, detailing their structure, policies, procedures, and available services. We offer numerous resources to help students acquire new skills, and this handbook is designed to help you navigate the best path for skill development, paving the way for a brighter future.

What Does This Student Handbook Cover?

What Should You Know About Us?

National University for Security Sciences provides innovative undergraduate, professional, skills, and IT education. Belonging to a group of companies that offers security guards and services to numerous sectors including the financial sector across Pakistan our BTEC programmes offer you opportunities to go beyond the traditional local education system in the field of cyber security. At NUSS, our BTEC qualification in Digital Technologies is designed to meet the diverse preferences, professional needs, and career aspirations of our learners.
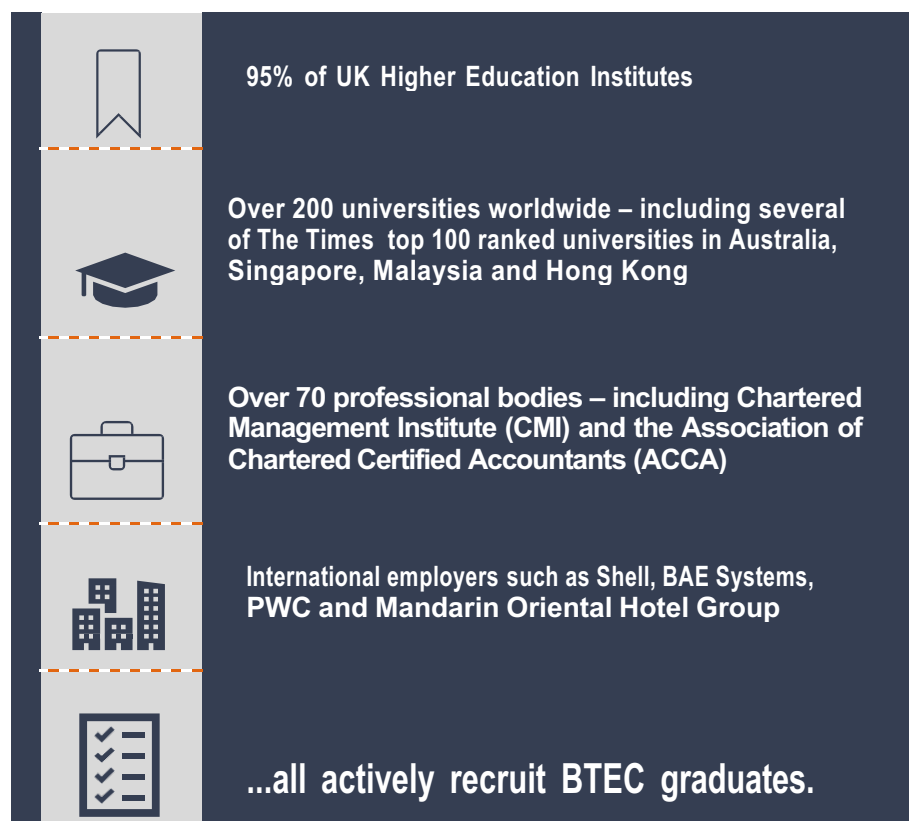
At the National University for Security Sciences, our goal is to ensure that every student gains access to international, transformative multicultural, and global competencies. This handbook will guide our students in accessing learning experiences that promote lifelong learning, innovation, education, and contribute to national development. We chose BTEC qualifications because of their global recognition and acceptance and remain confident that this education will provide you with the highest academic quality, rigor, and depth, ultimately enhancing your global employability skills.

What Should You Know About BTECs?

BTEC, which stands for Business & Technology Education Council, was established in 1984 and are a suite of British qualifications taught by leading educational institutes worldwide. Learners who pursue a BTEC qualification gain a blend of in-depth knowledge, and essential skills tailored to specific vocational sectors.

Why Choose a BTEC Qualification?

There is a growing gap between what employers need and the skills of school leavers and graduates. BTEC narrows this gap through courses based on real employer requirements. Students are assessed through an innovative BTEC assignment process, which involves completing tasks that mirror real industry challenges. BTEC programmes are designed to be relevant to the local environment and are taught by professionals with experience and connections in their respective industries.

95% of UK Higher Education Institutes

Over 200 universities worldwide – including several of The Times top 100 ranked universities in Australia, Singapore, Malaysia and Hong Kong

Over 70 professional bodies – including Chartered Management Institute (CMI) and the Association of Chartered Certified Accountants (ACCA)

International employers such as Shell, BAE Systems, PWC and Mandarin Oriental Hotel Group

...all actively recruit BTEC graduates.

Who Does What?

Our Level 5 Digital Technologies qualification in Cyber Security, are delivered through staff members involved in the delivery, assignment quality, and coursework grading. The table below outlines the support structure for your BTEC learning.

Role	Responsibilities
Programme Manager	Supervises all academic delivery of the Programme.
Quality Nominee	Monitors the quality assurance systems outlined in policy and practice.
Examinations Officer	Registers students ensuring entry requirements are met. Responsible for Result dissemination and coordination between stakeholders.
Assessor	Designs the unit assignment brief; supports learners to achieve the unit grading criteria; makes the final judgement of learner work and gives feedback on learner performance. Involved in the assessment and delivery and has a good understanding of the units being assessed.
Internal Verifier	Oversees the internal verification activity in the respective unit and ensures that it is consistently applied. Samples verification and assessment across the qualifications responsible for and ensures that there is a suitable plan of activity.

What Skills Do You Need?

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

A significant part of your learning will involve report and project-based work, both individually and in teams. You will study a variety of subject units, and as the course progresses, you will have opportunities to specialise in areas that align with your ambitions.

Communication Skills: Effective communication is essential in education, work, and leisure. Students are expected to continually improve their communication and study skills to enhance their employment potential.

Numeracy: Your ability to work with numbers will be developed during the course. In some units, this skill may be directly assessed, which will be outlined in the individual unit guides.

ICT Skills: Prior experience with computer applications, email, and internet search engines is expected. While previous experience is beneficial, we recognise that it may vary among students.

Study Skills: To help you work efficiently and effectively, you will have the opportunity to learn about time management, note-taking, effective reading, and problem-solving strategies.

Motivation: Higher Education can be challenging, and maintaining motivation throughout your course is crucial for persevering and succeeding in your studies.

What About Your Attendance?

Your timetable will be issued during your induction, and any changes will be communicated by your Programme Manager. If you are unable to attend a lecture, tutorial, or seminar, you must inform your Assessor immediately and provide a medical certificate if necessary. This is crucial for receiving special consideration due to your absence.

If you are absent for more than 25% of total contact hours without notification, disciplinary action may be taken, and a warning letter will be issued. The warning letter will:

- Remind you of the missed classes.
- Emphasise the importance of attending all classes.
- Request an explanation for the absences.
- Invite you and/or your parents to contact the Centre.
- Place a copy of the warning letter in your student file.

We will monitor both the scheduled periods attended and the cumulative percentage of attendance for each tutorial/lecture separately in a semester. Attendance will be monitored each semester independently, and the attendance rate will not carry forward to the next semester.

Active participation and engagement in your studies are essential for a positive learning experience. Evidence shows that students with low attendance and engagement typically perform poorly. It is imperative for all BTEC students to sign the undertaking that supports your commitment and attendance. This undertaking is to be signed on the last page of this handbook.

Understand the Programme Structure!

The qualifications comprise core units (mandatory), specialist units, and optional units. The specialist units are primarily optional and aim to provide a specific focus, guiding learners towards pathways within the qualification.

Level 5

The BTEC Level 5 Higher National Diploma in Digital Technologies (Cyber Security) comprises of 5 core units, 9 specialist units, and 2 optional Level 5 Units. These are delivered over 4 semesters within a 2-year enrolment period. Enrolment happens each semester, subject to a sufficient cohort. Learners should verify details with the Admissions Office.

Unit Size / Unit Credit

At Level 5, each unit consists of a unit credit of 15 credits. Each credit is equivalent to 10 hours' notional learning time.

Both unit size and credit correlate with time used by the student in completing the unit of study. The student dedicates time to such activities as class contact, private study, assessment (including reading and preparation of assessment materials), tutorials, time constrained assessment preparation, workshops, laboratory sessions, discussions, case study, mini-projects, seminars, industrial visits, and completion of student feedback survey, etc.

All learning strategies are based on BTEC implementation guidelines.

What is Expected from You?

You will be expected to do some or all the following as part of your day-to-day work:
- Read and research
- Keep a record of the information you find and the sources
- Plan your work in a logical order and keep a record of your progress
- Talk to your teachers about your ideas and how to achieve the best results
- Produce drafts and final copies of your work
- Produce good quality work with high standards of grammar and spelling
- Present you work in a suitable format according to the purpose and the audience
- Evaluate your work and make suggestions for improvement
- Meet deadlines
- Submit final copy of your assignment work in soft and hard form (2 copies)
- Keep a record of the work you have completed, including the grades and points you have been awarded.

Units – L5 Higher National Diploma in Digital Technologies (Cyber Security)

Semester 1				
Higher National Diploma in Digital Technologies (Cyber Security)		**Unit Number**	**Unit Credit**	**Level**
Core Unit *Mandatory*	Professional Practice in the Digital Economy	1	15	4
Core Unit *Mandatory*	Innovation & Digital Transformation	2	15	4
Specialist Unit *Mandatory*	Cyber Security	3	15	4
Specialist Unit *Mandatory*	Programming	4	15	4
Semester 2				
Higher National Diploma in Digital Technologies (Cyber Security)		**Unit Number**	**Unit Credit**	**Level**
Core Unit *Mandatory*	Big Data & Visualisation	5	15	4
Core Unit *Mandatory*	Networking in the Cloud	6	15	4
Specialist Unit *Mandatory*	Security	8	15	4
Specialist Unit *Mandatory*	Networking	9	15	4
Semester 3				
Higher National Diploma in Digital Technologies (Cyber Security)		**Unit Number**	**Unit Credit**	**Level**
Core Unit *Mandatory*	Business Intelligence	19	15	5
Core Unit *Mandatory*	Internet of Things	20	15	5
Specialist Unit *Mandatory*	Emerging Technologies	21	15	5
Specialist Unit *Mandatory*	Pitching and Negotiating Skills	42	15	5
Semester 4				
Higher National Diploma in Digital Technologies (Cyber Security)		**Unit Number**	**Unit Credit**	**Level**
Core Unit *Mandatory*	Applied Security in the Cloud	23	15	5
Core Unit *Mandatory*	Applied Cryptography in the Cloud	24	15	5
Specialist Unit *Mandatory*	Information Security Management in the Cloud	25	15	5
Specialist Unit *Mandatory*	Digital Sustainability	41	15	5

How Will You be Assessed?

Assessment has two purposes:
To provide you with regular feedback about how your work is progressing.
To measure and record your achievement of units towards the qualification.
You should regard all assessment marks as provisional until the assessment board has agreed results.

ASSIGNMENT BRIEF

Your assessment is carried out through various types of assignments. Assignment briefs are issued at the start of a unit. They are your reference point for assessment throughout the unit and therefore should always be at hand; especially when writing your assignments. Each assignment brief will tell you:
Assignment title
Date issued
Hand in date
Qualification covered
Learning aims covered
Units covered
The scenario
Evidence you must produce for the task
Criteria covered by the task
Sources of information

SUBMITTED WORK

Always check the brief to ensure you have completed all the necessary tasks. You should always keep an electronic copy of each completed assignment for your reference. All assignments graded and returned to you must be place in your own student file which must remain in school. All work within the assignments must be your own work. It should not be copied from another student, nor cut or pasted from articles on the internet. This is regarded as malpractice. More details on what constitutes malpractice is listed in this handbook.

Assessments must be in by the pre-set deadline date. Approval of late submission is at the discretion of your teacher and will only be granted for genuine reasons.

MARKING & MODERATION

All assignments are marked by your teacher in relation to the set criteria appropriate to each unit learning outcome. You will be awarded either a Pass, Merit, Distinction or Not Achieved Yet for each assignment. The assessment process is then subject to internal verification from a second marker from within the department. If you are dissatisfied with the result, you will have the opportunity to appeal to your teacher – a detailed appeals procedure can be found further into this handbook. Pearson will also check the grading of randomly selected assignments, alongside the general operation of the assessment process.

ASSESSMENT

Assessment will be made against published learning outcomes and assessment and grading criteria will be given to students for each unit by the assessor. Students are awarded one of three pass grades for each unit. Each grade will correspond to a specific set of criteria for that grade. In most units, the assessment will be based on a piece of course work (the assignment). The tutor or assessor will give out the assignment during the first few weeks of the unit, which will contain information about the topic, instructions for students on how to complete the assignment, learning outcomes, the assessment criteria against which the assignment will be graded, and a submission date.

You will spend the following weeks working on the assignment, discussing your progress with the assessor for formative assessment, and submit the assignment to the assessor by the appropriate submission date for the summative assessment. He/She will then assess the assignment and return it within two weeks. The grade for the assignment is the grade you will receive for that unit.
To pass the course, you must pass all units which make up that programme.

Each academic year an EXTERNAL EXAMINER (appointed by Pearson) visits the centre to ensure that the course is managed appropriately.

How Will You be Graded?

Each unit will be graded as a Pass, Merit or Distinction. A pass is awarded for the achievement of all outcomes against specified assessment criteria. Merit and distinction grades are awarded for higher-level achievement. Pearson has produced grade descriptors for each grade. A pass grade is achieved by meeting all the requirements in the assessment criteria for each individual unit. All the assessment criteria and merit grade descriptors need to be completed within a unit to achieve a merit grade. All the assessment criteria, merit and distinction grade descriptors must be completed within a unit to achieve a distinction grade.

All students taking the unit will be given an assignment brief along with the criteria for each grade.

The overall profile for the award will consist of all the individual grades from each unit. In some cases, where the student has not met the appropriate criteria (for a pass grade), the assignment will be awarded a referral grade. In this case the assessor will discuss the reasons why this grade was awarded and discuss how the student can improve on the assignment by re-working the assignment to achieve the pass grade. Students are allowed one additional opportunity to improve an assignment from the refer grade to a pass grade.

OBTAINING A PASS GRADE

Key Words	Description
Complete	Complete a form, diagram or drawing
Demonstrate	Show that you can do a particular activity
Describe	Give a clear, straightforward description which includes all the main points
Identify	Give all the basic facts which relate to a certain topic
List	Write a list of the main items (not sentences)
Name	State the proper terms related to a drawing or diagram
Outline	Give all the main points, but without going into too much detail
State	Point out or list the main features
Explain	Give logical reasons to support your views

To achieve a pass grade, you will have to identify information. You can do this in different ways:
Make a list
Produce a mind map
Produce a poster
Produce a table
Produce a labelled diagram or drawing
Design a game or puzzle
Produce a plan
Produce a flow chart

For pass grade you will also be expected to describe in your own words the information you have found. This can be done in the following formats:
A formal report
A power point presentation
A leaflet
A handout or information sheet
A web page

OBTAINING A MERIT GRADE

Key Words	Description
Analyse	Identify the factors that apply, and state how these are linked and how each of them relates to the topic.
Comment on	Give your own opinions or views
Compare Contrast	Identify the main factors relating to two or more items and point out the similarities and differences.
Competently use	Take full account of information and feedback you have obtained to review or improve an activity.
Demonstrate	Prove you can carry out a more complex activity.
Describe	Give a full description including details of all the relevant features
Explain	Give logical reasons to support your views.
Justify	Give reasons for the points you are making so that the reader knows what you are thinking.
Suggest	Give you own ideas or thoughts.

To achieve this grade, you will have to work independently and find information using different methods. You will have to write in detail and give examples to show that you have understood the information well. You will have to explain in detail using your own words and give reasons for the points that you make. You will have to review what you have submitted and give reasons for the choices you made.

Examples:
Explain why mobile phones are so popular.
Describe the needs of four different types of customers.
Suggest the type of procedures a business would need to introduce to keep its IT system secure.

OBTAINING A DISTINCTION GRADE

Key Words	Description
Analyze	Identify several factors, show how they are linked, and explain the importance of each
Compare Contrast	Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases adapt your original ideas
Demonstrate	Prove that you can carry out a complex activity considering information you have obtained or received to adapt your original ideas
Describe	Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly
Evaluate	Bring together all your information and make a judgement on the importance or success of something
Explain	Provide full details and reasons to support the arguments you are making
Justify	Give full reasons or evidence to support your opinion
Recommend	Weigh up all the evidence to conclude, with reasons, about what would be best

To obtain this grade you will have to be completely independent, using your own ideas, giving your opinion and justifying the points that you make. You will be expected to link ideas together and evaluate your work by identifying the strengths and weaknesses and giving ideas for improvement. You will use your teachers mainly for support and guidance, as the ideas will be yours.

What Policies Must be Followed?

BTEC Registration, Entry & Certification Policy

Aims

1. To register individual learners to the correct programme within agreed timescales.
2. To enter individual learners for assessment, where required, by published deadlines.
3. To claim valid learner certificates within agreed timescales.
4. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate which is issued for each learner.

To do this, The National University for Security Sciences will:

- Register each learner to meet with Pearson requirements
- Register each learner on the appropriate programme code, at the start of teaching and prior to any assessment activity
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers, or changes to learner details
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates'
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines
- Provide a mechanism for programme leads to check the accuracy of individual learner entries
- Ensure that certificate claims are timely to meet Pearson published deadlines
- Audit certificate claims made to Pearson
- Audit the certificates received from Pearson, to ensure accuracy
- Keep all records safely and securely for three years post certification, in line with Pearson Terms and Conditions

This policy will be reviewed annually.

<u>BTEC Assessment Policy</u>

Aims

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair, and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

To do this, The National University for Security Sciences will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid, and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for plagiarism & assessment malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination/ moderation as required by Pearson
- Monitor standards verification/external examination/ moderation reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval

This policy will be reviewed annually.

<u>BTEC Internal Verification Policy</u>

Aims

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

To do this, The National University for Security Sciences will:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered, annually, with Pearson and has completed standardisation with the programme team
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained, and supported. Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites, and assessors is internally verified
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice.

This policy will be reviewed annually.

BTEC Appeals Policy

Aims

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Pearson and the Office of the Independent Adjudicator (BTEC Level 4-Level 7 only), where appropriate
5. To protect the interests of all learners and the integrity of the qualification.

To do this, The National University for Security Sciences will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Accurately record, track, and validate any appeal submitted
- Forward the appeal to Pearson when a learner considers that an assessment decision continues to disadvantage them after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Pearson for a minimum of 18 months
- Have a staged internal appeals procedure
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

This policy will be reviewed annually.

BTEC Assessment Malpractice Policy

Aims
- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To report all alleged, suspected, and actual incidents of malpractice to Pearson
- To protect the integrity of this centre and BTEC qualifications.

To do this, The National University for Security Sciences will:

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- Seek to prevent malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Require learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Advise learners of the centre's rules regarding whether AI tools (e.g., ChatGPT) can be used and, if so
    - Require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work
- Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ Suspected Malpractice Policies and Procedures (add link)
- Where required, gather information for an investigation in accordance with Pearson instructions. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation.

Where malpractice is proven, Pearson will determine the sanctions to be imposed.

Learner Malpractice

This list of examples is not exhaustive:
- Plagiarism of any nature, including the misuse of AI tools
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework

- Impersonation, by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment / examination / test.

Staff Malpractice

This list of examples is not exhaustive:
- Improper assistance to learners
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made
- Failure to keep learner coursework/portfolios of evidence secure
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader
- Falsifying records/certificates, for example by alteration, substitution, or fabrication
- Improper certificate claims, e.g., claiming for a certificate prior to the learner completing all the requirements of assessment.

This policy will be reviewed annually.

BTEC Special Consideration and Reasonable Adjustments

Aims

1. To make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
2. To ensure any Special Consideration adjustment to a candidate's mark or grade to reflect temporary injury, illness, or other indisposition at the time of the examination/assessment is submitted appropriately and timely.
3. To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process.

To do this, The National University for Security Sciences will:

Reasonable Adjustments:
- Ensure any reasonable adjustment during an assessment reflects the normal learning or working practice of a learner in the centre or working in an occupational area
- Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier
- Ensure any adaptations do not impact on any assessment standards or competence standards being assessed
- Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate
- Consider any reasonable adjustment on a case-by-case basis
- Provide evidence of need if requested by Pearson
- Inform the learner where a reasonable adjustment application has been submitted to Pearson
- Record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make available to Pearson on request
- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson. Special Considerations
- Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson
- Only apply for a special consideration if the situation meets current JCQ guidance Only apply for special consideration if the centre is satisfied that there has been a material detrimental effect on the learner performance in external or internal assessment
- Make any applications on a case-by-case basis
- Inform the learner where a special consideration application has been submitted to Pearson
- Submit special consideration requests to Pearson in line with the published requirements along with evidence requested to support the request

- Make all applications for special considerations on the appropriate form as required by Pearson
- Ensure all applications are authorised by the Head of Centre/Principal/CEO

This policy will be reviewed annually.

What BTEC Jargon Should You Know?

Pearson allows students to be credited for work they have previously learnt. When completing the Admission process, you have an opportunity to tell the staff about what you have previously learnt at college. If there is anything related to our BTEC qualifications that could be used as part of your evidence for assessments, then you need to let staff know, and they can consider if it can be used. It will of course need to fulfill the requirements of the respective course.

Key Words	Description
BTEC	Business and Technology Education Council
RQF	Regulated Qualifications Framework
Assessor	The person who teaches and assesses the student
Registration	The process of informing Pearson that there are active students on a BTEC programme
Notification of Performance	If a student does not achieve all the units in the programme, they can have a certificate to show what they have achieved
Specifications	The outline of the qualification. It shows what must be taught and how the qualification is assessed
Unit	BTEC programmes are built up by a combination of a number of units
Credit	Learning time is the amount of time learner at the level of the unit is expected to take on average to complete the learning outcomes of the unit to the standard defined by the assessment criteria. This learning process leads to credit
Assessment Criteria	This is the requirement of learning that a student must achieve to receive a grade
Grading Criteria	The standard for a pass, merit, and distinction grade differs at different levels of qualifications
Assignment	A work-related task used to assess all or part of the unit
Feedback	This is the information given to a student after the work has been assessed. It should guide the student as to how they can improve their work.
Guided Learning Hours (GLH)	This is all the time when an assessor is present to give specific guidance towards the learning aim being studied on a programme
Standards / External Verifier	The subject expert appointed by Pearson who will visit the Centre to give guidance, support, and check on the quality of assessment and delivery

What Learning Resources are Available to You?

Pearson's RQF specifications for Level 5 Higher National Diploma are found in the following online pdf link:

https://qualifications.pearson.com/content/dam/pdf/BTEC-Higher-Nationals/digital-technologies/2021/specification-and-sample-assessments/9781292403700-hncd-digital-technologies.pdf

From the above pdf, the suggested learning resources for each unit are referenced in the table below. Some of these titles are available as hardcopy and digital resources. Where titles or learning resources are not available, kindly contact your Unit Assessor for further assistance.

Unit	Page(s)
1	96, 97
2	104
3	113
4	119
5	127, 128
6	135
8	143
9	151
19	245
20	253
21	261
23	278
24	288, 289
25	297
41	418
42	425

Opportunities After L5 HND in Digital Technologies!

Most learners pursue an academic progression path for a bachelor's degree to UK universities after their HNDs. Some learners also prefer to gain industry experience and then move on towards a university of their choice. As the BTEC HND Digital Technologies in Cyber Security is a sought-after skill for employers, most learners find more value in identifying the right universities to top-up their HND. The following link from Pearson will help you to choose the appropriate university after completing your programme of study at NUSS.
https://hnglobal.highernationals.com/degree-finder?qualification=69815&subject=70004&pathway=69890&country=69828&online=0

Furthermore, computing HNC/D students are eligible for access to the British Computing Society student membership whilst studying and can also progress towards becoming a professional member with the organisation. More information on the student membership can be found at https://www.bcs.org/more/about-us/

Additionally, students who complete Higher Nationals in Digital Technologies may be eligible for a professional membership with the esteemed Institute of Science and Technology in the UK. Applications are assessed on an individual basis and any membership grade offered is dependent upon both the qualifications and the experience of the applicant. More information to this membership is found here https://istonline.org.uk/

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