POLICIES AND PROCEDURES

Academic Year 2019/2020

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POLICIES AND PROCEDURES

Version Control

Version	Date	Changes	Reason	Author	Next Review by
1.0	23/09/2018	Separate Policies and Procedures from Student Handbook	Easier Maintenance	Programme Manager	23/09/2019
1.1	23/01/19		Annual review	Programme Manager	January 2020
1.2	27/02/2019	Combine additional policies with the main document	Minor update	Programme Manager	January 2020
2.1	17/06/2019	Add 2 policies	Minor	Principal	January 2020
2.2	07/01/20	Review of policies – revise Attendance and progression policy	Update	Principal	July 2020

Health and Safety Policy

It is our policy to ensure, so far as is reasonably practicable, the health and safety of our employees, our students and anyone else who may be affected by our work activities. The minimum standard we will adopt will be compliance with legal requirements and appropriate codes of practice. However, our aim will be to fulfil the spirit of the law and not just comply with technical requirements. We will assess the risks from our work activities and will operate according to the procedures that best promote health and safety at work.

We will ensure that the resources necessary to achieve the objectives of this policy are made available. We are looking for your cooperation to enable us to fulfil our legal duties and the objectives of this policy. To promote co-operation, procedures for consulting you are built into the policy. It is your duty to follow the standards and procedures laid down by us.

Legal responsibilities

The Company recognises it's health and safety duties under the Health and Safety at Work Act 1974 and the Management of Health & Safety at Work Regulations 1992 together with all relevant subsidiary legislation. The Company's duty to ensure so far as is reasonably practicable the health, safety and welfare of all employees requires that regard is had to:

- The provision and maintenance of plant and systems of work that are, so far as is reasonably practicable, safe and without risk to health;
- Arrangements for ensuring so far as is reasonably practicable safety and absence of risk to health in connection with the use, handling, storage and transport of articles or substances;
- The provision of such information, instruction, training and supervision as is necessary to ensure so far as is reasonably practicable the Health and safety at work of all employees;
- So far as is reasonably practicable to ensure that the work place is maintained in such a condition so that it is safe and without risk to health and that access and exit points from the work place are safe and without such risks;
- The provision of maintenance of a working environment for employees that is so far as is reasonably practicable safe and without risks to health and that adequate facilities and arrangements are made so as to ensure the welfare of employees whilst at work;
- The Company is also under a duty to ensure, so far as is reasonably practicable, that persons not employed by it including sub-contractors and visitors to the Company's premises are not exposed to risks to their health and safety;
- It will only be possible for the Company to comply with it's legal obligations if both it's employees and any self employed third parties on the Company's premises understand that they are under a duty in the case of employees to take reasonable care for health and safety of themselves and any of their colleagues who may be affected by their acts or omissions and that they are required to co-operate with the Company to enable the Company to perform it's obligations. In relation to third parties on the Company's premises, they are required to conduct their undertakings in such a way so as not to expose any of the Company's employees to a health and safety risk.

The Organisation of Health & Safety Responsibilities

• This part of the Company's Health and Safety Policy Statement outlines specifically the duties of all those in managerial positions within the Company as far as possible.

• The Centre manager is ultimately responsible for health and safety throughout the Company, for ensuring that all employees in a managerial position within the Company understand their responsibilities and the periodic updating of this health and safety policy. The Centre manager is responsible for producing and for updating the systems and procedures that are required as a result of this policy.

• The Centre manager is responsible for ensuring that the technical expertise is provided to all sites of the Company on a day-to-day basis so as to ensure that as far as is reasonably practicable a safe place to work is provided by the Company and the systems and procedures in this policy are effectively implemented.

• All Team Leaders and Managers are responsible for monitoring this policy and for ensuring that all employees for which they are responsible understand the obligations both upon the Company and upon themselves as individual employees, as summarised in this policy. In the event of any Team Leader or Manager requiring guidance as to their obligations or the obligations of employees for whom they are responsible, they should contact the Centre manager. To ensure full employee [and trade union] participation in the health and safety issues the Company will continue to discuss such issues on a regular basis through it's Health and Safety Committee. The composition of this Committee will consist of employee Health and Safety Representatives (elected by staff) and competent Health and Safety Staff appointed by Management.

Consultation

• Where possible, Management will arrange for the election by staff employees to represent their views on health and safety matters to Management.

• Where possible, the Company will consult with employee Health and Safety Representatives through the Health and Safety Committee about:-

a) the introduction of any measures at the work place which may substantially affect the health and safety of employees;

b) the employer's plans for appointing or nominating a competent person or persons to help comply with health and safety requirements;

c) the arrangements for appointing or nominating competent persons to implement the procedures to be followed to deal with serious and imminent danger and for danger areas;

d) the information that must be given to employees on risks to health and safety and any preventative measures that are put in place;

e) the planning and organisation of any health and safety training;

f) the health and safety consequences for employees of any new technology that is planned for the work place;

g) sources and levels of stress associated with work, both in the normal course of events and due to unusual circumstances.

Individual Responsibilities

All employees, regardless of their position, have a duty and legal obligation to themselves, to other colleagues and any self employed third parties on the Company's premises to take reasonable care for health and safety, to work in a safe manner and to co-operate fully. Failure of this may result in disciplinary proceedings being invoked following the Company's Disciplinary Procedure/Policy.

In particular all employees must:-

• Abide by all Company health and safety requirements and statutory Health and Safety at work obligations, and comply with all written and verbal instructions given to them by management to ensure their safety and the safety of others.
• Report any defective equipment, or potential health and safety hazard, or any practice likely to cause an incident or accident to their Team Leader/Manager or Health & Safety Representative, as applicable.
• Reports all accidents/incidents, near misses whether injury is sustained or not or certain dieses (please refer to your copy of the Company's Health & Safety Booklet).
• Not interfere with or misuse anything provided to protect their health, safety or welfare.

The Centre manager will oversee an annual review of this policy and associated procedures to ensure their continued effectiveness. Where necessary to ensure legal compliance and promote continuous improvement, the policy and associated procedures will be amended. Any amendments will be brought to the attention of all persons that need to know.

Accident Reporting

It is the responsibility of all students, employees and visitors to report immediately to the management any accident which occurs on the College premises. Accidents causing damage or injury will then be investigated according to RIDDOR regulations as published by the Health and Safety Executive.

Fire Precautions and Evacuation Procedures

The evacuation procedure in the event of fire or related incident is prominently displayed on notice boards throughout the College. All staff, students and visitors should familiarise themselves with these. Fire Drills will be held every term in accordance with prevailing regulations.

First Aid

Designated first aiders will be available during opening hours. In the event of any students, staff member or visitor requiring first aid, please report to reception.

No Smoking Policy

Smoking is not allowed on the premises. Employees and students are permitted to smoke only in designated areas outside the premises.

Staff/Students Welfare

There is provision of filtered drinking water and toilet facilities for students, staff and visitors. A

student relaxation area is provided for use outside class contact times.

Manual Handling

To minimise the risk of injury, employees and students involved in lifting and handling heavy loads must be trained to comply with Manual Handling Operations Regulations 1992.

Assessment Policy

Version 2.2:   January 2020

Next Review Date: January 2021

GUIDING PRINCIPLES FROM QAA

1.   Assessment methods and criteria are aligned to learning outcomes and teaching activities.

2.   Assessment is reliable, consistent, fair and valid.

3.   Assessment design is approached holistically.

4.   Assessment   is inclusive and equitable.

5.   Assessment   is explicit and transparent.

6.   Assessment and feedback is purposeful and supports the learning process.

7.   Assessment   is timely.

8.   Assessment   is efficient and manageable.

9.   Students are supported and prepared for assessment.

10.   Assessment encourages academic integrity.

11.   Recognition of Prior Learning.

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1.   **Aims of the Policy:**

1.1.   This policy aims to outline the guidance around assessment brief, assessment decisions, internal verification process and breach of academic regulations.

2.   **Principles of Assessment**:

2.1.   All assessments in CECOS are based on the following five principles:

2.1.1.   Authenticity: All assessment activity must have processes in place to ensure that the achievement is the student's own work.

2.1.2.   Validity: The method of assessment and the evidence provided must be appropriate and capable of demonstrating the achievement of learning outcomes and related assessment criteria of the provision at the appropriate level.

2.1.3.   Reliability and consistency: The assessment results should be standardised across levels and provision. Internal verification and standardisation must follow the College and Pearson's policy on Internal Verification).

2.1.4. Fitness for purpose: Assessment must be fit for the students and their learning.

2.1.5.

3. TERMINOLOGY

Note: these terms apply as they are used in this document.

Assessment item: a piece of assessed work, e.g. an essay, project, assignment or examination; assessment items should be valid, reliable and authentic

Assessment brief: guidance provided for students on how to complete a specific item of assessment, to include information about the nature of the task, the format for presentation, and assessment criteria, and, if used, the marking scheme

Assessment criteria: specify the qualities of student work required to successfully complete the assessment item and indicate how particular grades may be achieved.

Formative assessment: Formative assessment is any task or activity which creates feedback (or feed-forward) for students about their learning. It has a developmental purpose and does not carry a grade which is subsequently used for summative purposes.

Summative assessment: Summative assessment is any assessment that contributes to the final grade/mark of a module or course to provide a measure of student achievement in relation to the learning outcomes and assessment criteria.

Grade descriptors: describe in broad terms the typical performance required to achieve a particular band of marks; CECOS publishes generic grade descriptors for HND work to be used by academic teams as a reference point or benchmark in establishing assessment criteria

Approval of assessment: a process involving both internal and external scrutiny to assure assessment items and assessment criteria are appropriate in terms of academic level, and learning outcomes are valid, reliable and authentic and that there is broad equivalence for students across modules/units

Moderation of marking: a process to assure assessment criteria, and thus academic standards, have been applied consistently and that assessment outcomes are fair and reliable

Internal moderation: a process of professional engagement by College staff to demonstrate that the grades awarded are accurate, appropriate and consistent to ensure parity of standards

External moderation: a process of objective engagement by experienced academic peers (external examiners), independent of the College, to ensure that the level of achievement of students reflects the required academic standards and is comparable to similar programmes nationally

Internal Verifier: Undertakes internal verification, covering all Assessors and all units, in line with the internal verification plan.

4. Assessment Briefs and Assessment Criteria

4.1. Students must be provided with written assessment guidelines describing the nature of the

task, the format for presentation and the assessment criteria for all items of assessment. This normally takes the form of an assessment (or assignment) brief and provides clear information for students on what they are expected to do, how they are expected to go about it and how their work will be marked.

4.2.   Assessment briefs should include:

4.2.1.   Assessment criteria - the basis upon which the quality of a student's work will be graded

4.2.2.   Any specific constraints or requirements, e.g. word limits, and the need for good academic practice, e.g. referencing of sources

4.2.3.   Details of any marking scheme (if used) and/or grade criteria

4.2.4.   Submission procedures and deadlines, and the consequences of late, incomplete or non-submission.

4.3.   In establishing assessment criteria, course teams should ensure they are benchmarked to the College's grade descriptors and take account of subject benchmark statements as appropriate.

4.4.   Assessment criteria should be subject to internal/ external scrutiny before publication to students in order to assure academic standards.

4.5.   Assessment criteria should be discussed with students in classes, and feedback to students on their assessments should be informed by assessment criteria.

5.   **Guidance on Internal Verification/Moderation**

5.1.   Internal verification, or quality assurance of assessment, is part of an overall quality system at CECOS.

5.2.   Internal verification has two components. One focuses on internal verification/review of assessment brief whilst the other is concerned with accuracy and consistency of the assessors' judgements on student work.

5.3.   Records of the internal verification activities for both the assignment and assessment decisions must be maintained and made available to Programme Manager / Quality nominee.

5.4.   Sampling

The College will quality check samples of the assessment from all units and each assessor, according to the below table:

Level of experience	Main submission		Resubmission	
	% Sampled	Min number of students (if less- then 100% Sample)	% Sampled	Min number of students (if less- then 100% Sample)
Experienced->5yrs teaching and assessing	10	10	10	5
Less experienced- <5 yrs teaching and assessing	20	15	20	10
No experience / Newly appointed	50	25	50	15

The Internal Verifiers will liaise with the Quality Nominee to monitor and sample marking quality and resolve any issues which may arise between the two assessors.

The internal verifiers need to ensure that they implement the requirements of all:

- Candidates - every student will be the subject of sampling at some point in their studies;
- Assessors - every assessor will be sampled for every unit/module;
- Methods of assessment - every assessment method with be subject to sampling;
- Elements of the qualification - every element will be subject to sampling.

Standard Verification and Moderation

External verifications are undertaken by the relevant awarding organisation for each cohort. College submit internally verified assignments to external moderators, this is in line with the requirements of the awarding organisation.

The course tutor provides guidance to learners to understand the learning outcomes through different methods like presentation, group discussion, role play, etc. which prepare the students to carry out their assignment independently to the required specifications and standards. An assessor assesses each assignment and provides feedback. An internal verifier then samples the portfolios to ensure consistency of assessment and compliance with the assessment requirements. Once the internal verification is completed, the assignments are submitted for external moderation.

6.   External or Standards Verifiers usually liaise with the Quality Nominee and internal verification teams. The External or Standards Verifier compares the assessments awarded against the awarding organisation's requirements and the content of the assignments. The External or Standards Verifier also monitors the consistency and validity of the College's assessment and internal verification processes. External or Standards Verifiers are given

access to all pertinent documentation for the assessment, as well as the opportunity to discuss with individual students and academic staff.

7.   **Assignment Submission:**

7.4.   Assignments are to be submitted on or before stipulated dates. Failure to do so without prior authorisation will result in non-acceptance of the assignment in that term and a 'Referred' status will be recorded in the results. Assignments submitted within a week after the submission date will still be accepted but the grade will be capped at "Pass".

7.5.   Request for Late Submission/Extenuating Circumstances:

7.6.   Extenuating Circumstances or 'ECs' are circumstances which are unexpected, significantly disruptive and beyond the control of students that affect their ability to meet an assessment deadline or affect performance in assessment.

7.7.   Please see Extenuating Circumstances Policy and Procedures for further information

8.   **Feedback to Students and Return of Student Assessments**

8.1.   In normal circumstances, assessment items should be marked and returned to students with feedback within 4 -6 weeks of the date of submission. Where, for valid reasons, this cannot be achieved, the member of staff concerned should consult with the course/programme leader and where appropriate their line manager; agree an alternative date, and inform the students affected of the revised date of return. In such circumstances, it may be desirable to provide students with feedback in advance of the return of the assessment item and determination of the provisional grade.

8.2.   Staff should enter grades for marked coursework assessment items onto the VLE as soon as possible after the work for the whole group has been marked. Students must be advised all grades for assessment items remain provisional until confirmed by the Academic Assessment Panel and therefore a provisional 'fail' grade can be turned into a 'pass' grade or vice versa

8.3.   Effective and timely feedback (i.e. commentary on performance identifying strengths and ways in which improvements could be made with an emphasis on feedforward) should be given to students for all formative and summative assessments. See assessment feedback to students guide for further information

9.   **Student viva process**

9.1   Prior to the Assessment board meeting, students from the previous semesters submissions will be subjected to a Viva. 10% sample will be selected from each group and interviewed by a panel, of at least 2 members of staff. 1 assignment from the previous submission will be selected for the topic of Viva Voca.

10   Confirmation of assessment decisions

10.1.   There is a two-stage process for considering the assessment taken by a student in any given year or other defined period of study

10.2.   Stage 1 involves a meeting of the Academic Assessment Panel after every term to review the results for the modules taken and to confirm recommendations regarding the grade achieved by each student.

10.3.   Stage 2 involves the Progression Board meeting once a year who review the student's entire profile of module results, confirm progression or award recommendations and, if appropriate, the classification of each student. Progression Board normally meet at the end of the academic year. See Progression Board Policy for further information

11.   Publication of Results:

11.1.   Academic Department is responsible for the publication of official results to students following the meeting of Academic Assessment Panel. Publication of results will be made electronically via the secure student portal (VLE)

11.2.   It is the student's responsibility to ascertain his or her results.

11.3.   Examination Officer will provide the student with an official transcript when a student completes their studies.

12.   Re-assessment

12.1.   For HND programmes, re assessment links usually open a day after the academic assessment panel has taken place.

12.2.   For HND programmes, if a student is referred or misses on some of the 'Pass' criteria in a submission, he/she has to resubmit again using the same assignment brief covering the missing criteria during the resubmission time.

13.   Academic Misconduct

13.1.   Academic misconduct covers a range of offences which collectively can be described as cheating. The following is not an exhaustive list and the College reserve the right to include any other type of cheating under the terms of this policy:

•   Plagiarism by copying and passing off, as the student's own, the whole or part(s) of another person's work, thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books, journals or magazines

•   Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work

•   Submitting work done by another learner as their own including work paid for from

professional sources

•   Impersonating another candidate in an examination, introducing unauthorised materials into the exam room, unauthorised communication during an exam and obtaining an advanced copy of an 'unseen' exam paper.

•   Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes

13.2.   Consequences of Academic Misconduct

13.2.1.   CECOS does not tolerate actions (or attempted actions) of academic misconduct. Cases will be investigated and where appropriate, the college's disciplinary procedures will be applied. Students are advised that this can have an effect on their career prospects.

14.   **Assessment Appeals**

14.1.   A student can appeal against the assessment decision(s) within 5 days of the assessment result release date by the Assessment Board.

14.2.   All appeals against an internal assessment of grading decision will be subject to the process outlined in the CECOS's Academic appeals policy.

15.   **Standardisation and Moderation of Marking.**

15.1.   In addition to IV process, the College holds standardisation meeting and markers training to ensure that academic standards are appropriate and consistent across course teams and reflect agreed assessment policies and assessment criteria, and that the assessment outcomes for students are fair and reliable.

16.   **Ownership and Archiving of Student's Assessed Work**

16.1.   The material produced by students for assessment (essays, projects, computer disks, etc) is the property of the College, and may be retained until confirmation of marks awarded by Assesment Boards, possible appeals and quality audits.

16.2.   Assessed coursework that has not been collected by the student will be retained by the College for six months after the relevant Examination Board, after which time it may be disposed of.

16.3.   Extract of the BTEC Centre Guide to Quality Assurance and Assessment 2018-19: Levels 4 to 7

16.4.   As per BTEC Centre Guide to Quality Assurance and Assessment 2018-19: Levels 4 to 7, "A holistic view of the programme should be taken to ensure there is an appropriate spread of assessment activities within and across the units. The units making up the programme should collectively allow students opportunities to develop, and be assessed in, higher level skills, such as analysis, literature searching, teamwork, management responsibilities, effective communication etc."

17. **Recognition of Prior Learning**

17.1. The Award of Credit for Prior Learning

17.2. The College's provision for the Recognition of Prior Learning (RPL) seeks to ensure that applicants are admitted to the highest level of award for which they are qualified and for which they wish to apply, and that they are awarded the maximum amount of relevant credit to which they are entitled by virtue of their prior learning achievements. These principles apply equally to pre-entry, post-entry or credit transfer applications.

17.3. An applicant is entitled to claim credit in part fulfilment of an award in respect of relevant prior certificated learning (RPCL) and/or relevant prior experiential learning (RpEl).

17.4. 1.3All applications for the award of credit for prior learning must be made in accordance with the regulatory procedures for the Recognition of Prior Learning (RPL) for Credit.

17.5. 1.4 The regulatory procedures are applicable to the recognition of prior learning when used:

17.6. To award credit in part fulfilment of a programme's requirements at the point of entry;

17.7. For transfer between programmes of study, with credit awarded in part fulfilment of the newly-entered programme's requirements;

17.8. Post-entry to a programme of study, with credit awarded in part fulfilment of that programme's requirements.

16. **Direct Entry and Entry with Advanced Standing**

18.1. Direct entry from another institution or following completion of an HNC/HND:

18.2. Students may be admitted to a degree programme in one of the later stages, having already completed the equivalent of the earlier stage(s) on a different programme. They will be recorded as "exempt" from the earlier stage(s), and this exemption will be reported on each issue of the student's Statement of Achievement, thereby signalling that the credit requirements for the stage(s) have been completed.

18.3. Entry with advanced standing: Entry with advanced standing applies where the previous study does not cover all the credit requirements for a stage. The credit equivalence of the modules that are not listed in the Award Template must be established and recorded through the College's RPL procedure.

18.4. 3. Level and Amount of Credit

18.5. An applicant for admission with advanced standing on the basis of prior certificated and/or experiential learning may be admitted to any point on a programme consistent with the credit awarded for prior learning. Professional, Statutory or Regulatory Bodies (PSRBs) may have additional requirements which must be met. However, for an applicant to be eligible for a College award at the first, intermediate or final stage of a programme, the maximum credit that may be awarded is as follows:

Award	Total credit required for award	Maximum credit available a RPL
Masters stage	180 Level 7	60
PG Diploma	120 Level 7	60
Undergraduate (Top-up award & HNC/D)		50% of the credits for the level

18.6.   For undergraduate awards RPL is not available in respect of Independent Studies.

18.7.   For postgraduate programmes RPL is not available in respect of Independent Scholarship, Independent Work-Based Professional Practice or for Independent Research into Practice

18.8.   RPL focuses on assessment and awarding of credit for prior learning which may count as evidence towards:

a unit accumulated towards a full qualification

unit or units recognised by a Certificate of Achievement

a full qualification.

17. RPL, Learning Outcomes and Learning Equivalence

19.1.   Where advanced standing is sought in respect of one or more specific modules, prior learning achievements should relate directly to the learning outcomes of those modules. Credit for prior learning can only be awarded in respect of whole modules.

19.2.   When assessing a claim for advanced standing based upon module equivalences, the claimant's previous certificated and experiential learning should be mapped directly to the learning outcomes of individual modules that comprise the programme.

19.3.   When assessing a claim for advanced standing based on a whole stage(s) of a programme, the claimant's previous certificated and experiential learning should be mapped directly to the level/interim stage learning outcomes as stated in the programme specification.

19.4.   The College will ensure:

Learners are registered as soon as they formally start to gather evidence

Records of assessment are maintained, as for any other unit/qualification

Certification and claims are made according to normal procedures

All relevant evidence is assessed before assessment decisions are confirmed

There is designated personnel with the appropriate expertise to support and assure the RPL process

Academic Appeals Policy

Version 2.2   January 2020
Next Review: January 2021

GUIDING PRINCIPLES FROM QAA
1.   Assessment methods and criteria are aligned to learning outcomes and teaching activities.
2.   Assessment is reliable, consistent, fair and valid.
3.   Assessment design is approached holistically.
4.   Assessment   is   inclusive and equitable.
5.   Assessment   is   explicit and transparent.
6.   Assessment and feedback is purposeful and supports the learning process.
7.   Assessment   is   timely.
8.   Assessment   is   efficient and manageable.
9.   Students are supported and prepared for assessment.
10.   Assessment encourages academic integrity.
11.   Recognition of Prior Learning..

External Reference Points: UK Quality Code, BTEC Centre Guide to Quality Assurance and Assessment 2019-20

Purpose and Scope

CECOS College London academic appeals procedure is informed by the Office of the Independent Adjudicator (OIA) and QAA UK Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints. This procedure applies to Pearson HNC/D's and the Level 5 Diploma in Business.

1.   Purpose

The purpose of this procedure is to allow CECOS College London students on higher education programmes the opportunity to raise concerns about their assessment results and the outcomes of Boards which make decisions on progression and awards.

Such concerns are taken very seriously by the College and its awarding organisation.

The procedure is designed to enable a student's concerns to be considered fully and addressed in a timely and appropriate manner.

The academic appeals procedure will be published on the College website and communicated to all HE students as part of their induction process.

2.   Scope

Robust mechanisms exist at CECOS College London to ensure that assessment is fair and appropriate. Assessment is conducted carefully and is subject to internal verification and samples are checked by External Examiners who oversee the assessment process. The academic

appeals procedure may be instigated if a student wishes to make an appeal against an assessment decision based upon their academic achievement or progress.

2.	In line with the QAA Quality Code Section B9 Academic Appeals, an academic appeal may be defined as:

'A request for a review of a decision of an academic body charged with making decisions on student progress, assessment and awards'.

An academic appeal differs from a complaint and therefore appeals and complaints are considered under different procedures. In line with the QAA Quality Code, a complaint may be defined as: *'The expression of a specific concern about matters that affect the quality of a student's learning opportunities'.* For example, a formal expression of dissatisfaction made by either a single student or group of students about the provision of their programme of study, related academic service, department or any service provided by the College. The Appeals Procedure should not be used to raise complaints.

2 The Right of Appeal

1.	Our commitment

Any student who submits an appeal under this procedure will not be disadvantaged for having done so. Appeals will be handled with sensitivity with due regard to the confidentiality of all parties. Details will only be shared with staff who need to know in order to investigate and respond. The Appeal will be investigated by the exams officer. Where an Appeal relates to a decision of the Assessment Board, the reconvened Assessment Board will include a member of curriculum staff independent from the programme area concerned.

2.	Grounds for academic appeal may include:

1.	Procedural irregularities in the assessment process;
2.	Extenuating circumstances that you could not make known to the Assessment Board.

Grounds for academic appeal are not normally considered in relation to academic judgement or decisions made on the quality of work.

3. Other matters of dispute shall be termed "complaint" (see 1.2.2) and are subject to the College Complaints Procedure.

In the event of justifiable grounds for both appeal and complaint, the Programme Leader will confirm the method by which both the appeal and complaint shall be resolved. This shall be determined in consultation with the appellant/complainant.

In the case of handling both complaint and appeal it may be that one procedure is suspended, pending the completion of the other.

3 The Appeals Procedure: Making an Appeal

The appeals form to use will be available on request

3.1. Informal Stage

The informal resolution stage seeks to resolve straightforward concerns swiftly. At any meeting the student has the right to appoint a representative to accompany them.

If your appeal relates to a grade you have received, please contact the exams officer within 5 working days of receipt of the results and raise your concerns by emailing exams@cecos.ac.uk.

The outcome of the informal stage will be given in 10 working days following the appeal and should be one of the following:

1.   The student is content with the decision
2.   Proceed to formal stage

2.   Formal Stage

The table below summarises the appeal procedure for Pearson HE qualifications with a 10 working day feedback for each stage of the process.

Nature of appeal	Form to be completed	Managed by	Reason for appeal
Formal Stage 1 (appeal form to be submitted within 5 working days of the outcome of Informal stage) Formal Stage 2 (To be submitted within 5 working days of the outcome of the Formal stage 1)	College appeals form available from reception	Programme Manager Academic Review Panel	Procedural irregularity, perception of bias, extenuating circumstances which could not be made known Student not satisfied with Stage 1 outcome
External Appeal (To be submitted within 5 working days of the outcome of the Formal stage 2)	College's appeal procedure has been exhausted	Pearson Vocational Quality Standards team. qualitystandards @pearson.com	Dissatisfaction with the outcome of the College's appeals procedure. Appeal must be made within ten working days of the formal stage outcome letter date.

			Appeal will consider whether the College: • used procedures that were consistent with Pearson requirements • applied the procedures properly and fairly in arriving at judgements
Appeal to the Office of the Independent Adjudicator (OIA)	Letter to the OIA	OIA	Dissatisfaction with the outcome of the College Appeals procedure

4. **Academic appeals procedure - further information and deadlines**

4.1 At each stage of an appeal you will be advised of the next stage of appeal or review. Once you have exhausted the appeals procedure the College will issue a Completion of Procedures letter. This should be provided to you within 21 working days.

Academic Appeals will consider at each stage whether:

• the original decision was procedurally correct;
• the original decision was taken on the basis of the correct information;
• there is new, additional information to be considered;
• there are valid reasons for this information not being presented for consideration previously;
• the appellant has been treated fairly.

2. Once the appeal stage has been completed, you are entitled to ask the Office of the Independent Adjudicator (OIA), the independent ombudsman service of last resort, to look at your appeal. All applications to the OIA must be made within twelve months of the date of the Completion of Procedures letter issued by the College to the student.

3. The OIA considers complaints about the outcome of the College's appeals process from people who remain dissatisfied at the conclusion of the College's appeals procedure. The OIA looks at issues such as whether the College followed its procedures, whether these procedures were reasonable, and whether the College's final decision was reasonable in all the circumstances. The College will respond to any OIA enquiries in line with OIA timeframes.

The OIA cannot normally look at appeals:

• where the student has not progressed through all stages of the College's appeals procedures;
• where the appeal refers to matters more than three years old;
• where the Completion of Procedures letter is received outside the twelve month time period.

5. Annual review and publication of academic appeals

5.1 The academic appeal procedure is approved and reviewed annually by the HE Committee. As part of this review a report on appeals is considered by the HE Committee. The aim of this is to ensure the academic appeal procedure continues to meet developments in the HE environment and positively contributes to and complements other quality assurance systems informing, where relevant, any improvements required to enhance the student experience.

2. The HE Student representatives are invited to attend the annual review and contribute to any decision making in relation to changes to the procedure.

3. Anonymised appeals summary reports will be considered by the Academic Board, and made available to Governors and to the awarding organisation as required.

Academic Appeals process flow chart

Informal

Dissatisfied with academic outcome

↓

Email
exams@cecos.ac.uk

5 Working days

↓

Addressed by exam officer

↓

Refer back to assessor to mediate with student to resolve issues

10 Working days

Formal

Still not satisfied

5 Working days

↓

Request and submit appeal to Programme Manger

↓

Satisfied

Reassess:
- Allocation to new assessor
- Reassess by IV

10 Working days

↓

Still not satisfied

Academic panel review:

Reassess

10 Working days

External

Still not satisfied

↓

Forward to Pearson Vocational Quality Standards team.

↓

Still not satisfied

↓

Office of independent adjudicators

Code of Practice on Freedom of Speech within CECOS

Version 2.1:   January 2019

Next Review Date: January 2020

External Reference Points: Guidance issued by the HEFCE

This Code of Practice sets out CECOS's approach to freedom of speech for the benefit of students and staff of the College.

1.   Background

1.1.   Article 10 of the Human Rights Act

1.1.1.   Article 10 of the Human Rights Act states that everyone has the right to freedom of expression. This right includes freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.

1.1.2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

2.   Introduction

2.1.   The College supports the principle of freedom of speech and expression within the law as one of the fundamental principles upon which an institution of higher education is founded. It also has regard to the need to ensure that students and staff have freedom to question, test and to put forward new ideas and controversial or unpopular opinions, without placing themselves at any risk. Every person employed by the College and every student enrolling at the College should be aware that joining the College community involves obligations and responsibilities which are consistent with the above principle and the law.

2.2.   This Code of Practice sets out the rights and obligations inherent in supporting the principle of freedom of speech and expression within the law.

The Code's obligations and rights apply to:

2.2.1.   the College (which includes all bodies or persons having authority to determine any matter relevant to this Code);

2.2.2.   all governors and staff of the College;

2.2.3.   all students of the College;

2.2.4.   any visiting or guest lecturers invited by the College;

2.2.5. any person or organisation wishing to hire premises controlled by the College for an event.

2.3. In relation to the holding of any events on premises controlled by the College, the Code's rights shall also apply to:

2.3.1. persons invited or otherwise lawfully on the premises for the purposes of the event; and

2.3.2. persons who, if it were not for the provisions of this Code, would have been invited to the event.

2.4. Subject to clause 2.2, those who are under a duty to observe and uphold the principle of freedom of speech within the College shall do so at all times, irrespective of whether or not they are on property owned or controlled by the College.

3. Academic freedom

3.1. The principle of freedom of speech set out in this Code shall extend to the performance by all staff of their duties and responsibilities and to any visiting or guest lecturer invited by the College. It shall also extend to students presenting or exhibiting work produced during the course of their studies with the College.

3.2. Any person or body to which this Code applies shall not take any action (other than by reasonable and peaceful persuasion) to prevent the holding or continuation of any lecture, tutorial, exhibition, or other academic activity because of the views held or expressed or which are reasonably likely to be expressed, (whether or not within the College) by the lecturer or tutor or student concerned, except as provided for in paragraph 4.3.

3.3. Any person or body to whom this Code applies shall not take any action (other than reasonable and peaceful persuasion) to prevent any student or group of students from attending any academic activity required by, or properly associated with, the course for which they are enrolled because of the views or beliefs held or lawfully expressed (whether or not within the College) by that student or because of the reasonable likelihood that such views will be expressed.

4. Events

4.1. Where any person or body subject to the obligations of this Code wishes to hold any event for the expression of any views or beliefs held or lawfully expressed on premises controlled by the College, consent shall not be unreasonably refused.

4.2. Save for the provisions in paragraph 4.3, it shall not be a reasonable ground of refusal of permission or facilities for any event that the views likely to be expressed there may be controversial or contrary to any policy of the College, or Central or Local Government, provided that the expression of such views is lawful. Expression of opinions which are annoying, offensive, in bad taste, or ill-mannered is not automatically unlawful and should not be the sole ground for refusal unless this would result in the College failing in its wider legal duties (for example, to promote equality of opportunity and good relations between

persons of different racial groups). The fact that disorder may result at any event is not of itself a ground for refusal of permission or facilities unless the creation of such disorder is the intention of the organisers of, or speakers at, any such event or public safety and order might be jeopardised.

4.3. It shall be accepted as reasonable to refuse consent, or withhold facilities for any event to which this Code applies where the College reasonably believes (from the nature of the speakers or from similar events in the past whether held at the College or otherwise) that:

4.3.1. The views likely to be expressed by any speaker are contrary to the law;

4.3.2. The intention of any speaker is likely to be to incite breaches of the law or is to intend breaches of the peace to occur;

4.3.3. The views likely to be expressed by any speaker are for the promotion of any illegal organisation or purpose;

4.3.4. The views likely to be expressed by any speaker are for the promotion of any organisation subject to the College's "No Platform" policy as amended from time to time;

4.3.5. It is in the interests of public safety, the prevention of disorder or crime or the protection of those persons lawfully on premises under the control of the College, that the event does not take place.

4.3.6. By 'speaker' this Code means any organiser or other person invited to address the meeting other than members of any audience at that meeting.

4.4. Subject to paragraphs 6.3 and 6.5, where the College is reasonably satisfied that the otherwise lawful expression of views at any event is likely to give rise to disorder, the College shall consider what steps it is necessary to take to ensure:

4.4.1. The safety of all persons,

4.4.2. The maintenance of order; and

4.4.3. The security of premises controlled by the College.

4.5. The College may impose such conditions and requirements upon the organisers as are reasonably necessary in all the circumstances. These may include, but are not limited to, requirements as to provision of stewards, variation of location and time, and whether the event shall be open to the public at large.

4.6. Where the College concludes that imposing conditions would not be sufficient to prevent serious disorder within premises subject to their control, it may decline to permit such events to be held. Before doing so, however, the College will generally consult the police with a view to establishing whether the serious disorder can be prevented or otherwise dealt with appropriately by attendance of police officers or alternative conditions.

4.7. Where any person or body to whom this Code applies is engaged in the organisation of any event on premises controlled by the College at which it is reasonably suspected that disorder is likely to occur, the organiser shall normally give the Programme Manager not less than 28 days' notice in writing of such a proposed event. The Programme Manager, following consultation with the Principal, shall inform the person or body organising the

event in writing within seven days of the date of the notice whether the meeting may go ahead.

4.8.   If any person or organisation believes that the actions of the Programme Manager in refusing permission or facilities for the holding of any event, or the actions of the College in imposing conditions are unreasonable, it shall have a right to make representations. Any representation shall be made to the Principal within seven days of the date of the letter confirming the original decision. The Principal shall consider such representations and within seven days shall confirm in writing to the relevant person or organisation whether the original decision is to be upheld or varied. If the event organiser has been unable, for legitimate reasons, to comply with the normal requirement to provide 28 days' notice to the Programme Manager, the Principal shall, at his/her absolute discretion, have the right to vary this procedure in order to ensure that a final decision is provided to the organiser prior to the date of the meeting.

4.9.   Any person or body wishing to hold an event on premises controlled by the College must complete the relevant booking form which is available from the Programme Manager. This requirement applies to both internal and external bookings for any venue controlled by the College. It will be a mandatory requirement that the organisers of any event indicate they accept the terms of this Code when making a venue booking.

4.10.   All event organisers shall ensure proper security and organisation (including stewarding and chairing) of the event for the purpose of protecting the right of freedom of speech. Whilst the heckling of speakers is a right not to be disturbed, it shall be contrary to the Code to seek, by systematic or organised heckling or disruption of such activity, to prevent the lawful expression of views.

4.11.   It shall be contrary to this Code for any person or body subject to the Code to organise, engage in or become associated with, any conduct with the intention of preventing (other than by reasonable and peaceful persuasion) any event subject to this Code from being held or from continuing.

4.12.   The organisers of the event shall have a duty so far as is reasonably practicable to ensure that both the audience and the speaker act in accordance with the law during the event. In the case of unlawful conduct, the event organiser shall give appropriate warnings and, in the case of continuing misconduct, the event organiser shall require the withdrawal or removal by the stewards or if necessary by the police of the person(s) concerned.

4.13.   It shall be the responsibility of the organisers of the event to ensure that no articles or objects shall be taken inside the venue where the event is being held in circumstances which are likely to lead to injury, damage or breach of the law.

5.   No Platform Policy

5.1.   The College will offer no platform to those who are intolerant of the free speech of others both generally and where it includes the denial of the right to hold or express an opposing opinion. This also includes those who engage in the active prevention of permitting others to speak, such as the interruption

• violent or otherwise - of meetings (see 4.3ff). Those who offer no platform to others, without any

reasonable or justifiable basis for doing so, should not benefit from the freedom to speak at the College.

5.2.   The College will offer no platform to those who advocate or engage in violence in the furtherance of their political, religious, philosophical or other beliefs.

5.3.   The College will offer no platform to those who hold and disseminate views which are repugnant to the maintenance of liberty under the rule of law in the UK or who advocate or engage in the violent overthrow of democracy in the UK or elsewhere.

5.4.   The College reserves to itself the right to debar speakers or organisations from the College where the College reasonably believes that their presence on College property is not conducive to the good order of the College, or where it would offend the principles of scholarly inquiry, or where it would put at risk the safety of students, staff or the general public. The College further reserves the right to list the names of individuals or groups which it debars either under this general reserved right or in accordance with the principles above.

5.5.   The College will maintain a list of organisations considered by the College to be within the scope of the provisions in 5.1 - 5.4. Any amendments made to the list from time to time by the College shall be deemed as included or excluded as appropriate with effect from the date that the amendment is made.

6.   General

6.1.   Any breach of the provisions of this Code shall be punishable under the Disciplinary Procedures of the College where applicable.

6.2.   It shall be the duty of all those subject to the Code to assist the College in upholding the rights of freedom of speech set out in this Code.

6.3.   Where a breach of this Code occurs, it shall be a duty of all to whom this Code applies to take all reasonable steps to secure the identification of persons involved in that breach.

6.4.   Where breaches of the criminal law occur, the College shall, where appropriate, assist the Police and the Crown Prosecution Service. In respect of any criminal charges, the College, shall not, unless the Principal determines otherwise, proceed with any disciplinary proceedings in respect of the same matters, until the conclusion on any ongoing criminal proceedings.

6.5.   The operation of the Code shall be monitored by the Office of the Principal.

Data Protection Policy

Version 2.0:   January 2019

Next Review Date: January 2020

External Reference Points: Guide to Data Protection issued by the Office of the Information Commissioner

1.   Purpose

1.1.   CECOS needs to collect certain types of personal information about the people with whom it deals, such as current, past and prospective students, employees, and those with whom it communicates. This information has to be collected for administrative purposes (such as staff recruitment and the administration of programmes of study) and to fulfil legal obligations to funding bodies and the government.

1.2.   The Data Protection Act 1998 (DPA) requires that this information should be processed fairly, stored safely and not disclosed to any other person unlawfully. CECOS is committed to protecting the rights and privacy of individuals in accordance with the requirements of the DPA. This document outlines CECOS's policy in relation to the DPA.

2.   Scope

2.1.   CECOS's Data Protection Policy applies to all students and staff of CECOS. Any breach of the policy may result in CECOS, as the registered Data Controller, being liable in law for the consequences of the breach. Legal liability may also extend to the individual processing the data and his/her Head of Department or line manager under certain circumstances. In addition, breach of CECOS's Data Protection Policy by staff or students will be considered to be a disciplinary offence and will be dealt with according to CECOS's disciplinary procedures. Any member of staff or student who considers that the policy has not been followed with respect to Personal Data about themselves should raise the matter with their Head of Department, line manager or CECOS's Information Compliance Manager.

2.2.   This policy applies to all Personal Data for which CECOS is responsible, regardless of the format (paper or electronic data, including emails, photographs, video, CCTV and sound recordings).

2.3.   Outside agencies and individuals who work with CECOS, and who have access to personal information for which CECOS is responsible, will be expected to comply with this policy and with the DPA.

3.   Policy Statement

3.1.   CECOS will comply with the DPA and adhere to the Data Protection Principles as described below.

3.1.1.   Personal data shall be processed fairly and lawfully

3.1.2.   CECOS will ensure that data is obtained fairly by making reasonable efforts to ensure

that Data Subjects are told who the Data Controller is, what the data will be used for, how long the data will be kept and any third parties to whom the data will be disclosed. This will be in the form of a privacy statement or data collection notice.

3.1.3.   In order for Processing to be lawful, data (which is not Sensitive Personal Data) will only be processed by CECOS if at least one of the following conditions, set down in Schedule 2 of the DPA, has been met:

3.1.3.1.   The Data Subject has given his/her consent to the Processing.

3.1.3.2.   The Processing is necessary for the performance of a contract with the Data

Subject, or for taking steps with a view towards entering into a contract.

3.1.3.3.   The Processing is required under a legal obligation other than a contract.

3.1.3.4.   The Processing is necessary to protect the Vital Interests of the Data Subject.

3.1.3.5.   The Processing is necessary for the administration of justice, the exercise of functions under an enactment, the exercise of functions of the Crown or a government department, or any other functions of a public nature exercised in the public interest.

3.1.3.6.   The Processing is necessary to pursue the legitimate interests of CECOS or of third parties, and does not prejudice the rights, freedoms or legitimate interests of the Data Subject.

3.1.4.   Processing of Sensitive Personal Data is subject to more stringent restrictions under Schedule 3 of the DPA. Processing of Sensitive Personal Data will only be carried out by CECOS if at least one of the above conditions, applicable to non-sensitive data, has been met and one of the following Schedule 3 conditions can also be met:

3.1.4.1.   The Data Subject has given his/her explicit consent.

3.1.4.2.   The   Processing   is required by law in connection with employment.

3.1.4.3.   The   Processing   is necessary to protect the vital interests of the Data   Subject

or another person.

3.1.4.4.   Theinformation has been made public by the Data Subject.

3.1.4.5.   The   Processing   is necessary for legal proceedings, obtaining legal advice,   or establishing or defending legal rights.

3.1.4.6.   The Processing is required for the administration of justice, the exercise of functions under an enactment, or the exercise of functions of the Crown or a government department.

3.1.4.7.   The Processing is necessary for medical purposes, and is carried out by a health professional or a person with an equivalent duty of confidentiality.
3.1.4.8. The Processing is necessary to trace equality of opportunity between people of different racial or ethnic backgrounds, different religious beliefs, or different states of physical or mental health.

3.1.4.9. The Processing is in the substantial public interest; is necessary for the functions of a confidential counseling, advice, support or other service; and consent cannot be

given by the Data Subject, CECOS cannot reasonably be expected to obtain the explicit consent of the Data Subject, or the Processing must necessarily be carried out without consent so as not to prejudice the provision of that counseling, advice, support or other service.

3.1.4.10.   The Processing is in the substantial public interest, and is necessary for

research purposes; provided that the Processing will not support measures or decisions with regard to individuals, and will not cause substantial damage or distress to the data subject or any other person.

3.1.5.   This list omits some conditions relating to the Processing of Sensitive Personal Data which are unlikely to be relevant to CECOS. Any uncertainty over whether there is a valid condition for Processing Sensitive Personal Data should be raised with the Information Compliance Manager.

3.2.   Sensitive Personal Data relating to racial or ethnic origin, political opinions, religious beliefs, trade union membership, physical or mental health, and sexual life must also be processed in accordance with the requirements of applicable UK law and the expectation of CECOS's Equality & Diversity Policy.

3.3.   Information about how CECOS processes data relating to its students is contained in the HESA Student and Staff Data Collection Notices on the CECOS website. This explains to students what Personal Data CECOS collects about them; how their information will be used by CECOS while they are a student and after they cease to be a student; what external agencies may receive their data; and what their rights and responsibilities are regarding their data.

3.4.   Personal data shall be obtained only for a specified and lawful purpose or purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes

3.5.   CECOS will ensure that Personal Data which is obtained for a specified purpose is not used for a different purpose, unless that use is done with the consent of the Data Subject, is covered by CECOS's registration with the Information Commissioner, or is otherwise permitted under the DPA.

3.6.   Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed

3.7.   CECOS will ensure that it collects only the minimum Personal Data necessary for the purpose or purposes specified and will not collect or hold data on the basis that it might be useful in the future.

3.8.   Personal data shall be accurate and, where necessary, kept up to date
3.9.   CECOS will take reasonable steps to ensure the accuracy of Personal Data which it holds, and will take steps to amend, update or correct inaccurate data when requested to do so by a Data Subject. Data will be inaccurate where it is incorrect or misleading as to any matters of fact.

3.10.   Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose

3.11. CECOS will ensure that Personal Data is not kept for longer than is required by the purpose or purposes for which the data was gathered. Staff must ensure that Personal Data is securely destroyed once the purpose or purposes for Processing has come to an end and there is no legal requirement or valid operational reason for its continued retention.

3.12. CECOS may retain certain data indefinitely for research purposes (including historical or statistical purposes) as permitted under the DPA.

3.13. Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act

3.14. These rights are to:

3.14.1. Gain access to their data via a subject access request.

3.14.2. Prevent the Processing of data which is likely to cause them substantial damage or substantial distress.

3.14.3. 'Opt out' of having their data used for direct marketing at any time.

3.14.4. Have automated decisions reconsidered.

3.14.5. Seek compensation for substantial damage or distress caused by their data not being processed in accordance with the DPA.

3.14.6. Request the rectification, blocking, erasure or destruction of inaccurate data.

3.14.7. Appropriate technical and organisational measures shall be taken to prevent the unauthorised or unlawful processing of personal data and the accidental loss, destruction of, or damage to, personal data

3.15. Personal Data will be safeguarded in accordance with CECOS's Information Security Policy.

3.16. All staff must report any incident, or potential incident, likely to result in unauthorised disclosure, damage, destruction or loss of Personal Data directly to the Information Compliance Manager.

3.17. CECOS's standard contractual clauses on data protection must be used in any circumstances where Personal Data is to be processed by a service provider or other third party on behalf of CECOS.

3.18. The Information Compliance Manager must be consulted in the early stages of any project or proposed change to a business process that has implications for the Processing of Personal Data.

3.19. CECOS will provide guidance, support and training on safeguarding Personal Data to all CECOS staff, including those acting for or on behalf of CECOS.

3.20. Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data

3.21. CECOS will comply with the restrictions in the DPA on the transfer of Personal Data

outside the European Economic Area. The Information Compliance Manager must be consulted in advance of any such transfers being undertaken or agreed.

4. Responsibilities

4.1. CECOS as a corporate body is a Data Controller under the DPA and is required to notify the Information Commissioner of its Processing of Personal Data. A public register of Data Controllers and the type of data they process is available on the Information Commissioner's website.

4.2. CECOS's Board of Governance has oversight of planning and policy development matters in the area of information compliance, including data protection.

4.3. The Information Compliance Manager deals with day-to- day data protection matters, such as subject access requests, and is a point of contact for issues relating to data protection. The Information Compliance Manager is responsible for producing guidance on good data protection practice and promoting compliance across CECOS. Guidance on the procedures necessary to comply with this policy will be available on the CECOS website and/or intranet site. Each term, the Information Compliance Manager will present a training session on information compliance, including data protection. The Information Compliance Manager will also provide tailored training to smaller groups upon request or where a need has been identified.

4.4. When Processing Personal Data, CECOS staff must ensure they abide by the DPA, this policy and any related policies. Staff who are uncertain as to whether their Processing of Personal Data meets these requirements should refer any queries to their Head of Department or line manager in the first instance. All new staff are required to attend the Information Compliance training, which covers data protection. Existing staff should also attend the training if they have not done so before or require a refresher.

4.5. Programme Managers and managers of administrative departments are responsible for ensuring that the Processing of Personal Data in their department conforms to the requirements of the DPA and this policy. In particular, they should ensure that new and existing staff who are likely to process Personal Data are aware of their responsibilities under the Act. This includes drawing the attention of staff to the requirements of this policy and ensuring that staff who have responsibility for handling Personal Data are provided with adequate training.

4.6. Managers must also see that correct information and records management procedures are followed in their departments. This includes establishing retention periods to ensure that Personal Data is not kept for longer than is required.

4.7. CECOS is not responsible for any Processing of Personal Data by staff which is not related to their employment with CECOS, even if the Processing is carried out using CECOS equipment and facilities. Staff are personally responsible for complying with the DPA in regard to data for which they are the Data Controller.

5. Status

5.1. This policy was originally approved by CECOS's Director.

5.2. This policy will be reviewed every two years or sooner if considered appropriate by the

Director.

6.   Contacts

6.1.   Questions about this policy and data protection issues should be directed to CECOS's Information Compliance Manager at the following address:

Information Compliance Manager

51A Marlborough Road, London E18 1AR

info@cecos.co.uk

7.   Appendix: Definitions

Data Controller: a person or organisation who makes decisions in regard to Personal Data, including decisions regarding the purposes for which and the manner in which Personal Data may be processed.

Data Protection Act (DPA) : the Data Protection Act 1998, together with all secondary legislation made under it. The DPA governs the way in which Data Controllers such as CECOS can process an individual's Personal Data. It also gives individuals certain rights regarding the information that is held about them and obliges CECOS to respond to any requests from an individual to access their own Personal Data.

Data Protection Principles: a set of statutory requirements, which all Data Controllers are obliged to adhere to. The Principles balance the legitimate need for organisations such as CECOS to process Personal Data against the need to protect the privacy rights of the Data Subject.

Data Subject: an individual who is the subject of Personal Data.

Information Commissioner: the regulator appointed by the Crown to promote public access to official information and protect personal information. Compliance with the DPA is enforced by the Information Commissioner.

Personal Data: information relating to a living individual who can be identified from the data, or from the data and other information which is in the possession of (or likely to come into the possession of) CECOS. Personal data include information such as an individual's name, home address, educational background, images and photographs (including CCTV footage), expressions of opinion about the individual, and the intentions of CECOS in regard to the individual.

Processing: any operation on Personal Data, including obtaining, recording, holding, organising, adapting, combining, altering, retrieving, consulting, disclosing, disseminating, deleting, destroying and otherwise using the data.

Sensitive Personal Data: Personal Data relating to racial or ethnic origins, political opinions, religious beliefs, trade union membership, physical or mental health (including disabilities), sexual life, the commission or alleged commission of offences, and criminal proceedings.

Subject Access Request: a request from an individual, under section seven of the DPA, for access to their Personal Data.

Vital Interests: relating to life and death situations, e.g. the disclosure of a Data Subject's medical details to a paramedic after a serious accident

Documentation Retention and Archiving Policy

This policy sets out approved document retention periods in order that the College may meet its legal obligations, comply with quality assurance requirements, reduce burdens on space and storage; and comply with the Data Protection Act by not retaining documentation longer than is justifiably necessary.

Data Protection Act 1998: the Act stipulates that personal data must only be used for the purpose for which it was obtained and kept for no longer than necessary. When personal data is no longer required to be retained, it must be destroyed.

Retention: Documentation may be retained for a longer period of time than stated in this document, but the department or office must make explicit the reasons for doing so, e.g. to retain project work that includes original data and/or analysis; for surveys of trends in student achievement; to use as examples to future students. The documentation must be destroyed when the stated purpose has been fulfilled.

Professional, Statutory and Regulatory Bodies: Where relevant, academic departments should refer to PSRB guidance on the archiving of assessed work to ensure that they will comply with any specific requirements.

Students: The policy on the retention of student work and files should be made available to students, e.g. via the programme handbook or college website.

Formats: Paper (e.g. files, forms, folders) or electronic (e.g. word processed documents, databases, spreadsheets, web, scanned images) . Records held electronically must remain accessible and not lost in obsolete technology.

Electronic storage should be reviewed periodically and, if necessary, arrangements made for it to be moved to new software. Long term data should be held on a central server to ensure that it is adequately backed up.

Storage and Disposal: If it is helpful to retain both paper and electronic copies as the official record, this may be done; if not the non-official copy should be destroyed as soon as the need for reference ceases. In order to make disposal easier, make a note on folders or folder lists when they are due for disposal at the creation or closure of that folder. For each area, there should be someone with responsibility for organising disposal of specific files/data. Paper documentation with personal data should be shredded on disposal.

Before undertaking permanent disposal of student data it is vital to ensure that any student marks and results information, including pass lists, are retained by the Student Records and Examinations Office, or on the Student Data System itself before destroying files.

Core Records [as defined in below] must be retained permanently, but Supplementary Records may be destroyed after a specified period [as outlined below].

Destruction of Records: The destruction of student files must in all cases be in accordance with this policy; all student files held on paper must be shredded before destruction. In order to facilitate the destruction of student files, relevant College departments are advised to categorise archived student data according to the academic year in which a student left the College.

The "Student Record" and the "Curriculum Record":

The student record relates to individual students. It therefore includes records of admission; registration & enrolment to modules/courses; attendance and engagement; exam scripts and coursework answers; marks, progression and award outcomes; records of examiners' meetings and of the consideration of appeals; and references or other documents supplied to confirm a student's achievements. The student record comprises the core record & the supplementary record.

The core student record: comprising: the student's name, ID number, date of birth, most recent contact address and programme(s) of study, minutes, marksheets and transcripts from Panels/Boards of Examiners, any other information about the student that is held on the student record system is maintained indefinitely, with Student Administration being responsible for storing, and maintaining the integrity of, the record.

The supplementary student record: comprising: data held about individual students in addition to the core student record, is maintained according to timescales agreed from time to time, but in any case, not less than six years from the last active use of the record.

The curriculum record relates to the course, not to the student. It therefore includes records of curriculum structures, assessment patterns and weightings, progression and award rules, calendars and examination timetables, and regulations & published regulatory guidance. The curriculum record comprises the core record and the supplementary record.

The core curriculum record: comprising: the approved Definitive Documents and subsequent amendments; academic calendars; approved regulations and conventions; any other information about the curriculum that is held on the student record system, is maintained indefinitely, with Student Administration being responsible for storing, maintaining the integrity of, the record.

The supplementary curriculum record: comprising: data held about courses in addition to the core curriculum record, is maintained according to the timescales agreed from time to time but in any case, not less than six years from the last active use of the record.

Equality and Diversity Policy

Version 2.2:   January 2020

Next Review Date: January 2021

External Reference Points: UK Quality Code, Equality Act 2010

1.   Aims of the Policy:

1.1.   This policy aims to ensure that students and staff are treated with respect and that the College does not discriminate against individuals regardless of gender, age, disability, sexuality, religion, race or ethnic group.

1.2.   Where needed, the College may provide reasonable support, advice and resources to allow access for students with learning difficulties and physical disabilities.

2.   Students with disabilities:

2.1.   Students are advised to disclose any disability or learning difficulty as soon as possible, either on the application form or anytime thereafter preferably prior to enrolment.

2.2.   Students must inform the College if they need support during the recruitment process in order for the College to make reasonable adjustment for the student during interview or for any prior skills tests.

2.3.   The Administrative Officer will hold a meeting with the Disability Officer if a student has complex learning difficulties and disabilities prior to offering a place to the student in order to ensure the College is able to meet his/her needs.

2.4.   Students who have declared a disability on their application form will be invited by the Disability Officer prior to enrolment to discuss support needed and to establish the facilities that the College can provide which will be made clear to the prospective student.

2.5.   Students are required to provide supporting documentation for their disability.

2.6.   The outcomes of any discussions with the Disability Officer will be recorded in a Student Learning Support Agreement (SLSA) plan, which will be stored in the student's confidential file.

2.7.   With the student's prior written consent, the relevant members of staff and/or external agencies will be informed of the SLSA plan.

2.8.   The student can request to review the plan at any time during the course.

3.   Examples of Adjustments:

3.1.   A flexible approach to need can be made by considering one or more of the following arrangements. Some students may require a combination of provision. The list below is not exhaustive.

3.1.1.   Examination and Assessment arrangements.

25% extra time in an examination or reasonable extension in coursework submission.

3.1.1.2. Individual room with a separate invigilator

3.1.1.3. Identification of scripts or assignments by a coloured sticker, to ensure that students with specific learning difficulties are not penalised for typical dyslexic spelling and syntax errors.

3.1.1.4. Assignment briefs or examination papers provided in alternative formats e.g. enlarged font, specific typeface.

3.1.1.5. Provision of rest periods in excess of ten minutes per hour. Rest periods should be provided in addition to any extra time arrangements.

3.1.1.6. Provision of an ergonomic chair, height adjustable desk, or other item of specialist equipment.

3.1.1.7. Facility to record lectures;

3.1.1.8. Extended personal tutorial hours.

3.1.2.   Physical Access and Facilities: The College operates from premises which may not be fully accessible to staff and students with physical disabilities.

3.1.3.   In the case of non-standard adjustments, the Disability Officer will be involved in any discussions regarding adjustments to ensure that academic rigor is maintained and that the necessary resources are available.

4.   Disabled Student Allowance:

4.1.   UK students with a disability may be eligible for Disabled Students' Allowance.

4.2.   Disabled Students' Allowances (DSAs) are paid on top of your other student finance.

4.3.   Further information on the Disabled Students Allowance can be obtained from: https://www.gov.uk/disabled-students-allowances-dsas/overview

5.   Staff with disabilities:

5.1.   Recruitment and selection decisions are made on the basis of the applicant's ability to meet the person specification and other essential criteria for the job role they are applying for.

5.2.   Staff will be asked if they have a disability during offer stage. Wherever possible, the College will make reasonable adjustments as are required for the successful applicant with a disability.

5.3.   If an employee becomes disabled during their course of employment, the College will provide reasonable adjustment and support to help continue in employment.

5.4.   Training and development opportunities will be available to all staff regardless of any disability.

5.5.   With the employee's consent, the College will take steps to raise the awareness of disability amongst its staff.

6.   Access to work:

6.1.   Access to Work is a Department of Work and Pensions scheme which helps people with a

disability to start or remain in employment.

6.2. Applications must be made by the individual employee.

6.3. Employees can contact their Human Resource Officer or directly Access to work if they need assistance in completing the application.

7. The effectiveness of the policy:

7.1. A student will be required to meet the Disability Officer during midterm in order for the College to monitor the performance of the student. ^

7.2. The Disability Officer will report to the Academic Board about the disability arrangements and number of SLSA plans.

7.3. The College will collect feedback from disabled students and staff annually.

7.4. If a student is dissatisfied with the proposed arrangements, he/she may contact the Principal.

8. Extract from the UK Quality Code:

In devising their policies and procedures institutions will wish to provide for equality of opportunity for all applicants within the selection criteria established for each programme

Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes (Chapter B3: Learning and teaching).

Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement (Chapter B6: Assessment of students and the recognition of prior learning).

Promoting equality involves treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds (Chapter B6: Assessment of students and the recognition of prior learning).

In designing and implementing procedures for appeals and complaints providers have regard to: the need to eliminate discrimination; harassment and victimisation; to advance equality of opportunity; and to foster good relations (Chapter B9: Academic appeals and student complaints).

Extenuating Circumstances Policy and Procedures

Version 2.2:   January 2020

Next Review Date: January 2021

External Reference Points: UK Quality Code

1.   Aims of the Policy:

1.1.   The aim of this policy is to ensure that students are not disadvantaged by circumstances beyond their control in relation to assessments.

1.2.   The policy also aims to make it explicit how applications from students with extenuating circumstances will be dealt with.

1.3.   This policy allows a student to claim for an extension if an assessment has been affected by a serious, uncontrolled and unavoidable matter.

2.   Policy:

2.1.   Extenuating Circumstances ('ECs') are circumstances which are unexpected, significantly disruptive and beyond control of students that affect their ability to meet an assessment deadline or affect their performance in assessment.

2.2.   A student who submits an assessment is normally considered to have proclaimed extenuating circumstances. Extenuating Circumstances application which is submitted subsequent to the assessment deadline will be disregarded and the work will be graded in the usual way unless there were extremely rare cases.

2.3.   Extenuating circumstances will only be considered to defer assessment(s) based on Extenuating Circumstances that affect a student's ability to meet an assessment deadline or affected their performance in assessment.

2.4.   Extenuating Circumstances will not be considered as grounds for adjusting the grade(s) awarded for assessments already completed.

2.5.   It is the responsibility of a student to claim an EC at the earliest possible opportunity.

2.6.   Students who are claiming extenuating circumstances for resubmission will not be awarded Merit and Distinction grade in a subsequent reassessment of that unit.

2.7.   An assessment may be delayed but cannot be missed altogether because of extenuating circumstances

2.8.   Grades cannot be amended as a result of a valid claim for extenuating circumstances; all improvement to grades can only be achieved by resubmission.

3.   Grounds for Extenuating Circumstances:

3.1.   Examples of accepted causes are (these examples are not exhaustive):

3.1.1.   Serious or significant medical conditions or illness (including both physical and mental health problems).

3.1.2.   Exceptional personal circumstances (e.g. serious illness or death of an immediate

family member or close friend, including participation in funeral and associated rites; being a victim of significant crime).

3.1.3.   Exceptional travel circumstances beyond one's control.

3.1.4.   Hardship/trauma (e.g. victim of crime, family crisis sudden loss of income or employment, severe disruption to domestic arrangements).

3.1.5.   Ailments such as very severe colds, migraines, stomach upsets, etc, ONLY where the ailment was so severe it was impossible for a student to attend to hand in his/her work and where medical evidence is provided.

3.2.   Circumstances that will not normally be considered include:

The following are examples of circumstances NOT normally considered for special consideration:

3.2.1.   Minor ailments such as colds, headaches, hangovers, etc.

3.2.2.   Inability to prioritise and schedule the completion of several pieces of work over a period of time.

3.2.3.   Problems caused by English not being a student's principal language. Students should seek advice in good time from the personal tutor.

3.2.4.   Poor time management or personal organisation (e.g. failure to plan for foreseeable last-minute emergencies such as computer crashes, printing problems or travel problems resulting in late submission of coursework).

3.2.5.   Circumstances within student's control (e.g. a holiday; paid employment).

3.2.6.   Claims made after the published deadline i.e. by the coursework submission date except where students were unable to meet the submission date for exceptional reasons which can be validated.

3.2.7.   Claims without independent supporting evidence.

3.2.8.   Claims which do not state clearly how students' inability to hand in an assessment on time was caused.

4.   Submission of the form

4.1.   The form must clearly state the date on which the extenuating circumstances affected the work and must correspond with the evidence provided.

4.2.   The form must state clearly the unit and/or item of assessment for which the extension is requested.

4.3.   An application for EC may be rejected if it is incomplete.

4.4.   It is the responsibility of the student to establish the facts.

4.5.   The form must be handed into the Admin Office or emailed to the Programme Manager.

5.   Evidence

5.1. All applications for Extenuating Circumstances must be submitted with independent evidence (e.g.- third party evidence) which must show how the reported circumstances have impacted on the student concerned.

5.2. Examples of acceptable independent/third party evidence include:

- Doctor/ Consultant or Hospital certificate or letter;

- Letter from a Solicitor or other authority;

- Death Certificate.

5.3. Evidence must be legible and in English. Evidence obtained overseas which is written in another language must be accompanied by a certified translation (with any costs incurred in obtaining evidence being borne by the student).

5.4. The College will issue a receipt for submissions of evidence

6. Deadline Extenuating Circumstances:

6.1. An application should normally be made in advance of the submission deadline or examination date.

6.2. In extremely rare specific cases (e.g. emergency hospitalisation on the day of the deadline /examination) applications may be accepted after the set deadline, but these must be submitted as soon as is practicable.

6.3. In all cases applications should normally be submitted within three working days either side of the assessment point.

7. Consideration of Extenuating circumstances

7.1. Extenuating Circumstances will usually give rise to one of the outcomes listed below.

7.1.1. Coursework Extension: A revised submission deadline will be determined by the relevant Assessment Board. Extended deadline dates are final and treated in the same way as a standard deadline. Failure to meet an extended deadline will result in the application of lateness penalties which may result in the work being graded as a fail or non-submission.

7.1.2. Examination: A student will be offered an additional examination attempt if the EC application is accepted. Students will have to wait for the resit period or If you are offered a resit after the usual resit period you may have to wait until the following year to take the assessment again. Occasionally the Assessment Panel may arrange an alternative, equivalent assessment task if it is satisfied that a further opportunity to take the original assessment is not possible or is wholly inappropriate (e.g. because of permanent injury).

7.2. A student will be notified of the decision within 7 working days from the date of the submission of Extenuating Circumstances form.

7.3. If an extenuating circumstances application is not approved, then the outcome for the student will be determined in accordance with the College's Assessment Regulations.

Personal Tutoring and Student Support Policy and Procedures

Version 2.2:   January 2020

Next Review Date: January 2021

External Reference Points: UK Quality Code

1.   Aims of the Policy:

1.1.   The College is committed to providing an excellent learning experience for all students. This includes high standards of academic and pastoral support.

1.2. The College's policy for personal tutoring is intended to promote achievement, well-being and through-life learning and to help ensure that each individual student is known and valued and that their needs are recognised and supported.

2.   Responsibilities of the Personal Tutor

2.1.   Personal tutors are designated to sustain and act as a first point of reference for individual students on pastoral or academic matters. The role includes, but is not limited to, the following:

2.1.1.   Providing appropriate guidance and general feedback on overall academic performance.

2.1.2.   Fostering the development of students' reflective and independent learning strategies.

2.1.3.   Ensuring that tutorial meetings are arranged at appropriate intervals (ILP deadlines).

2.1.4.   Encouraging students to aim for higher grades

3.   Responsibilities of Student Support

3.1.   Supporting students during induction to help ease the transition into Higher education.

3.2.   Maintaining a log of contacts with students on the "Personal Tutor Tracking Sheet"

3.3.   Reviewing and recording students' individual academic performance and developing Individual Learning Plans (ILP) together with students if needed.

3.4.   Assisting students in identifying personal development opportunities by allowing them to reflect upon their current skills and defining future development needs using the Self-Assessment Form.

3.5.   Hold one to one student support tutorials

3.6.   Checking students' assignments prior to submission if required

3.7.   Monitoring and recording individual student progress against the ILP.

3.8.   Working with other departments to monitor students who have been identified as "at risk" of termination for insufficient progress.

3.9.   Being familiar with the College's policies and procedures, as well as relevant sector developments in order to help provide appropriate and timely advice to students.

3.10.   Offering general advice and guidance to students.

3.11. Assisting students with Harvard Referencing system and paraphrasing.

3.12. Encouraging students to aim for higher grades

3.13. Comparing and contrasting the actual achievement of students with their expected achievement

3.14. Assisting programme leader with Academic Offence meetings

3.15. Referring students, as appropriate, to other departments within the College. Such referrals may relate to disability, health support etc.

4. Responsibilities of Students

4.1. Attending all arranged meetings or suggesting an alternative time with their personal tutor

4.2. Engaging with the nominated personal tutor for assistance or guidance

4.3. Notifying their personal tutor if they are having academic, health or personal problems that are affecting any aspect of their work.

4.4. Students should seek further support from the Student Support if required

5. Student Support Academic Targets

5.1. Benchmark for the award rate- (75% of the final year enrolment)

5.2. Benchmark for the Success Rate (i.e.-pass rate) on Attempt (SR:A)= 85% of all attempts

5.3. Benchmark for the Success Rate (i.e.-pass rate) on Enrolment (SR:E) = 70% of all enrolled students

5.4. Benchmark for the progression rate from year 1 to year 2 = 90% of students remain enrolled at the end of the academic year

5.5. Benchmark on completion of the course = 90% of year 2 enrolment

5.6. Benchmark on the achievement of the awards =75% of students remain enrolled at the end of the final year's enrolment

5.7. Produce a register for students at risk in collaboration with the Academic Department

5.8. Keeping records of ILP

6. Monitoring and Review:

6.1. The effectiveness of the implementation will be monitored through PEG and Academic Board. The College will publish reports every November which will be reviewed by the Director

Reading Week Policy

Objectives

The objectives of this policy are to:

Set parameters within which programme teams may wish to schedule reading weeks for their students;
Help to promote a positive academic experience for students by ensuring that practice on reading weeks is informed by research on pedagogy and student learning;
Ensure that information regarding reading weeks is communicated effectively to staff and students;
Contribute to the effective timetabling of teaching activities at the institution.
Rationale and Guiding Principles
Many institutions incorporate reading weeks as a matter of routine in their academic schedules. Reasons include:
Allowing students time to read longer academic materials, such as books for discussion, journal articles etc;
Allowing time to complete preparation for formative or summative assessment without missing classes;
Allowing time for consolidation of early material in a course and 'catching up' with missed material ('getting everyone back on the same page[7])

Extra-curricular or employability events that students might otherwise be unable or unwilling to attend;

For level 4 and 5 students, allowing time to reflect on what they've learnt at college so far and regroup for further study.

1.1   However, it must be recognised that if reading weeks are not properly planned, or if no additional activities are offered, students may feel that they are receiving poor value for their tuition fees.

1.2   The College offers a broad portfolio of taught programmes, with a wide range of academic approaches and learning outcomes. It is recognised that some taught programmes
offered by the College may benefit from scheduling reading weeks, while others may not need to do so.

2.4   Students registered on different programmes will, therefore, have a different experience of reading weeks and this should be communicated clearly to them in advance.

2.5   In considering whether to schedule a reading week, Programme Leaders should consider the following factors:

- Student attainment from previous academic years

- Feedback from student representatives and Faculty Officers

- Views of the programme committee meeting;

- The coherence of the plans made to use the time profitably for the students

2.6   Although no formal teaching is scheduled during a reading week, the period should be used to contribute to student learning outcomes.

Activities arranged for reading weeks may include:

- Catch-up' or revision sessions;

- The provision of feedback to students;

- Personal tutor sessions;

- Seminars by outside speakers, or other enrichment activities (These activities should be shown on a student timetable and therefore need to be considered and scheduled with the teaching timetable);

- One-to-one sessions with academic tutors to address gaps in knowledge or understanding of work covered so far;

- Formative or summative assessments;

- Academic skills workshop session;

- Drop in sessions/ workshops with student services, for example;

2.7   When providing information to students about a forthcoming reading week, Programme Leaders should include mention of likely workload.

2.8   Due to the less structured nature of reading weeks, it is perhaps more likely that students will require academic advice during reading weeks.

Staff should be mindful of students' needs when scheduling time away from the office.

2.9   Programmes would not normally be expected to offer more than one reading week per teaching term, or two reading weeks per academic year.

2.10   Reading weeks should be scheduled to fit into the 12-week teaching terms specified in the College's Academic Calendar.

2.11 Activities are typically less structured during a reading week, with programme teams responding to students' needs identified during the term to date. For this reason, the institution should offer flexibility relating to timetabling requests for activities during reading weeks. However, this will be dependent on the availability of space, and Programme Leaders should anticipate and schedule activities wherever possible.

3.   Responsibilities of Programme Teams

3.1 Reading weeks should be scheduled in advance, and clearly stated in a programme's annual timetabling submission.

3.2 Students should be informed of a scheduled reading week well in advance, and ideally at the beginning of the academic year. Reading weeks should be mentioned in students' Programme Handbooks and Course Handbooks, along with a rationale and details on scheduled sessions, and on any work that students will be requested to complete.

3.6 While activities during reading weeks may be less structured and more flexible when requesting rooms programme teams should observe the principles set out in the Teaching Timetabling

3.7 Any change to advertised office hours for academic staff should be communicated to students well in advance, wherever possible.

Prevent Strategy

Version 2.2:   January 2020

Next Review Date: January 2021

External Reference Points: Guidance issued by the HEFCE

1.   Introduction

1.1.   The Government's Prevent Agenda is one of four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

1.2.   The Government's Prevent strategy:

1.2.1.   Responds to the ideological challenge we face from terrorism and aspects of

extremism, and the threat we face from those who promote these views.

1.2.2.   Provides practical help to prevent people from being drawn into terrorism and ensure

they are given appropriate advice and support.

1.2.3.   Works with a wide range of sectors (including education, health, criminal justice and

faith groups) where there are perceived risks of radicalisation.

1.3.   The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

1.4.   The Counter-Terrorism and Security Act (2015) places a duty on specified authorities including colleges and universities to 'have due regard ... to the need to prevent people from being drawn into terrorism'.

1.5.   CECOS has developed a culture of safety and respect for its student, staff, and visitors. As part of this ethos the College has considered the Prevent Duty and the importance of collaborative working between college staff, local authorities, police, other educational institutions, policy makers and health providers to identify, detect and safeguard vulnerable people throughout the organisation.

2.   The Prevent Duty

2.1.   The Prevent Duty requires further and higher education institutions to:

2.1.1.   Work in partnership with, and actively engage with members of governing boards,

principals, managers, community leaders and other partners including the police, local support agencies, college staff and liaison officers. They will need to make sure that all have undertaken appropriate training or development and share information across relevant curriculum areas.

2.1.2.   Have clear and visible policies in place for both staff and learners with regard to risk

assessment. This should also include policies for events that may take place involving staff, student, visitors, external bodies and community organisations. They will also need to be aware of places or areas of learning, where learners/staff may be in contact with, or possibility become involved with terrorism.

2.1.3.   Have sufficient support available for welfare and pastoral care according to the

individual requirements of each institution. There will also have to be clear guidance and policies available to all on the use of prayer room and other faith- related facilities, and any issues that may occur from the use of these facilities.

2.1.4.   Have policies in place for the use of information technology on the premises and for

the use of research in curriculum areas.

3.   Objectives

3.1.   To promote, implement and monitor the College's responsibilities under the Prevent Duty.

3.2.   To promote and embed British Values into the organisation's procedures and curriculum.

3.3.   To set a strategy, objectives and an action plan to achieve the Prevent Duty

3.4.   To promote the College's ethos and values

3.5.   To break down segregation among different student groups and to engage all students in having a full and active role with respect to wider engagement in society

3.6.   To ensure student and staff safety

3.7.   To ensure that the College promotes a culture of non-bullying, non-harassment and non-discrimination.

3.8.   To provide support for students who may be at risk and develop appropriate sources of advice and guidance.

3.9.   To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism and radicalisation.

4.   British Values

4.1.   The Prevent Duty states the British Values that are expected to be embedded into the curriculum and into the ethos of the College. These Values are:

4.1.1.   Democracy

4.1.2.   The rule of law

4.1.3.   Individual liberty

4.1.4.   Mutual respect

4.1.5.   Tolerance of those with different faiths and beliefs

4.2.   The College's Principal, assisted by the Senior Management Team, will lead on the embedding of British Values. The Executive Group will propose guidelines and actions to be taken throughout the College's operations to ensure that British Values are understood by all and are integral to the College's culture.

5.   Safeguarding Ethos

5.1.   The College is passionate about safeguarding its learners and staff and aims to protect adults at risk from all types of abuse and harm.

5.2.   The College's ethos is to ensure the welfare and safety of staff, students, Governors and visitors to the College.

5.3.   CECOS has a statutory and moral duty to ensure that the College functions with a view to safeguarding and promoting the welfare of adults at risk whilst receiving education and training at the College.

6.   Students

6.1.   Student will receive training and information in order to inform them of, and raise their awareness of, the Prevent agenda as part of their safeguarding training.

6.2.   Information of the Prevent Agenda and Duty will be promoted to students by inclusion in:

6.2.1.   Curriculum offerings

6.2.2.   Safeguarding posters

6.2.3.   Safeguarding policy and procedures

6.2.4.   Online induction information

6.2.5.   Training and development sessions

7.   Staff

7.1.   Staff will receive awareness training and guidance on how to deal with:

7.1.1.   Inappropriate material and behaviours

7.1.2.   Disclosures by learners about their exposure to extremist actions, views or materials

7.1.3.   Accessing extremist material on line

7.1.4.   Parental or peer concerns

7.1.5.   Intolerance of difference

7.1.6.   Anti-Western or Anti-British views

7.2. The College will ensure that all staff are familiar with the Prevent agenda, be able to promote British Values, understand how they can recognise practice and behaviours in students and colleagues and are aware of the course of action to take if they are concerned.

8.   Governors

8.1.   Members of the College's Board of Governance receive updates on safeguarding which include the Prevent agenda. They take a proactive role in the Prevent Strategy and receive reports from the Principal as necessary.

9.   Referral Procedure

9.1.   College staff should be aware of signs of radicalisation and have the confidence to report their concerns to their line manager. The line manager should then inform the Principal, who will discuss the matter with other Senior Managers and external agencies (including the police) as necessary.

Student Support and Welfare Policy

Student Support & Welfare is located within CECOS' facility which provides the central focus for student support, with drop-in facilities and referrals to other areas of support, as required.

1. Student Support & Welfare (SSW) is promoted to all students at all stages of their engagement with the College eg. Student Handbook, Student Intranet, Core leaflets, and College Induction and Welcome Packs.

2. The Welfare Officer is a member of the Strategic Planning Group.

3. Identification of support concerns is the responsibility of all staff members and these are recorded through the Student Welfare Form (SWF) that can be found on the company Drive.

4. All records on the SWF are categorised by type, level of concern; Risk Factor and the degree of confidentiality required.

5. Links from the Student Welfare Form to individual -ILPs provide a coherent approach to support.

6. SWF management reports are produced regularly for the Academic Board.

7. Regular meetings between academic, support staff and CECOS' Managerial staff occur to review the SWF's and ensure students' progress and effectiveness of interventions, and escalation of risk is monitored.

8. Students have access to Support Officers, available through CECOS', who will directly support concerns on health and well-being, equality, diversion and inclusion, multi-faith, careers/progression, information, advice and guidance, mechanisms e.g. counsellors, finance concerns.

9. Peer support mechanisms are encouraged, and a student mentoring scheme is coordinated through CECOS'.

10. Students are actively encouraged to participate in enrichment, social events and community initiatives.

11. Support is provided for all staff through access to services and CPD events.

Recruitment, Selection and Admissions Policy

Version 2.1:   January 2020

Next Review Date: January 2021
External Reference Points: UK Quality Code, Pearson Programme Specification, BTEC
Recognition of Prior Learning Policy

1. **Introduction**

1.1.   CECOS believes that a diverse community is an essential part of its core values, and that diversity amongst its student body enriches learning and teaching. This Admissions Policy sets out the means by which the College will encourage and welcome applicants with different educational and social backgrounds.

1.2.   The Policy relates to all programmes offered by the College.

1.3.   The College is committed to ensuring that no student with potential to meet its entry requirements is deterred from applying. All applications are considered and evaluated on the basis of individual potential.

1.4.   This policy is consistent with good admissions practice in higher education, as defined in the Quality Assurance Agency's Quality Code.

1.5.   Responsibility for oversight of and changes to this Admissions policy rests with the Academic Board.

2. **Aims**:

2.1.   The admission policy is guided by the College's Strategic Plan, Development Objectives and Operating Plan, which states "the mission of CECOS is to offer access to higher education to people from the widest possible range of backgrounds, enabling them to transform their lives through the acquisition of the knowledge and skills that they need to succeed in their chosen careers".

2.2.   The admission policy is designed to secure a good match between the abilities and aptitudes of the applicant and the demands of the College programmes, thus leading to the selection of students who can reasonably be expected to complete their studies successfully.

3. **Policy:**

3.1.   All prospective students (i.e. - candidate) must complete a College application form (electronic or hardcopy) and supply all relevant documents.

3.2.   All admission decisions are made by the admission team which are represented by persons nominated from academic and administration departments.

3.3.   All admission tutors/admission officers are trained, so that they can make a sound admission decision which is underpinned by reference to transparent and justifiable criteria.

3.4.   Admission decisions made by the admission team of the College are fair, clear, explicit

and are implemented consistently.

3.5.   To make the College admission policy and procedures clear and are followed fairly and consistently, the College will explicitly inform all potential students of entry requirements which are used in making the admission decision.

3.6.   All admission decisions will be made and communicated to students within reasonable time (e.g. - 2-4 weeks).

3.7.   Any potential student, who is unhappy about a decision made by the admission team, can make an appeal to the College which should be reviewed by an independent admission officer.

3.8.   All admission policy and procedures to be reviewed every year and any changes to be consulted with those who are involved in making decisions, and who are responsible for delivering the programmes.

3.9.   To support the College's mission, it is the College's policy not to create unnecessary barriers for students to pursue higher education qualifications. The overarching principle of the College is to assess whether a student is able and intend to complete the course.

4.   **Widening Participation**

4.1.   CECOS is committed to widening participation   and to promoting wider access to Higher Education. There are no admissionsrequirements which advantage or disadvantage any group of applicants and the college is fully committed to treating all applicants within the admissions cycle fairly.

4.2.   Applications are welcomed from students irrespective of background. Policies and practices for the recruitment and admission of students are designed to secure a good match between the abilities and aptitudes of the student and the demands of the programme. The diversity and wealth of experience that its students contribute to the life of the college is highly valued. The College seeks to broaden the pool of candidates at undergraduate level by raising awareness and expectations of prospective applicants in line with its Widening Participation Strategy.

5.   **Admission Criteria and Selection**:

5.1.   General academic entry requirements

5.1.1.   The College welcomes applications from appropriately qualified students offering a wide range of qualifications.

5.1.2.   The College does not discriminate against applicants who have re-taken part or all of a qualification and will treat an achieved or predicted qualification grade in the same way irrespective of whether or not re-takes are involved.

5.2.   Awarding bodies are responsible for setting the entry criteria for their programmes. Decisions on applications are made by admission team on behalf of the programme leaders. For all programmes, the selection process will take into account:

5.2.1.   the student's potential to succeed in his or her chosen programme of study;

5.2.2.   actual or expected academic or professional qualifications and grades

5.2.3. relevant work or other experience;

5.2.4. references (usually academic, but also professional where relevant to the proposed programme);

5.2.5. Academic interview;

5.2.6. qualifications in the use of the English language;

5.2.7. Evidence of availability of finance.

5.3. The College is committed to providing accurate and appropriate pre-entry information to support prospective students in order to ensure that they are able to make an informed decision about whether to apply. The College's website and printed publications provide clear information and guidance on all entry requirements and grades (UK QC Chapter B2).

5.4. The College welcomes applications from those with vocational qualifications, who are returning to education, who do not have the specified formal qualifications and those who are not applying directly from or within a year of leaving school or College, who have non-standard qualifications or who request work or life experience to be taken into account as part of their application.

5.5. In addition to academic qualifications the College will consider whether the applicant is suitably motivated to successfully complete their chosen course. The College considers the personal statement and reference as additional supporting information.

6. **Confirmation:**

6.1. On receiving an application, the candidate will be issued with an acknowledgement within 10 working days, however, during busy periods, particularly during Christmas closure, the turnaround time may be extended.

6.2. Where possible decisions will normally be made within 2 to 3 weeks and offers dispatched either electronically via online application system and/or directly through the post. The final admission decision for the BTEC programmes rests with the College.

6.3. The College reserves the right to correct errors where they have been made in the communication of decisions and offers. However, an offer made in error where all conditions have been satisfied will only be withdrawn with the applicant's consent.

7. **Applicants with Disabilities and Additional Needs:**

7.1. The College is committed to achieving equal opportunities for all of its students and actively encourages potential students who may be disabled or who may have an additional need to make an application to study here. The College continues to ensure that disabled students meet their full academic potential and are not discriminated against either during the admissions process or in their subsequent time as students at the College by reason of being disabled or having an additional need.

7.2. Students should ensure that they have sufficient information on which to base decisions about programme acceptance and necessary support. Whilst every effort will be made

to accommodate an individual's needs for support, in exceptional circumstances it may not be possible to make reasonable adjustments to enable a programme to be accessed.

8. **Entry requirements of BTEC Higher National Qualification**:

8.1.   For learners who have recently been in education, the entry profile is likely to include one of the following:

8.1.1.   An AVCE/GNVQ in an appropriate vocational area (e.g.Business, Hospitality and Catering, Travel and Tourism);

8.1.2.   A BTEC National Certificate or Diploma in Business Studies, Hospitality Supervision, or a similar discipline;

8.1.3.   A GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C;

8.1.4.   Other related level 3 qualifications;

8.1.5.   An Access to Higher Education Certificate awarded by an approved further education institution;

8.1.6.   Related work experience;

8.1.7.   Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

9. **Specific requirements**

9.1.   In addition to the above, individual programmes within the College may set minimum entry requirements for levels of attainment, particularly in English Language and/or Mathematics. This information will be clearly stated within entry requirements for specific programmes.

10. **Other criteria**

10.1.   In addition to academic qualifications, when selecting candidates the College will also take into account information provided within the personal statement and reference, particularly where this reveals extenuating or mitigating circumstances which may have affected academic performance.

10.2.   The College recognises that applicants may have gained experience which in some cases may be deemed equivalent to formal qualifications and may take this into account when considering applications. Applicants should supply full details of any such relevant experience as part of their application.

10.3.   The College reserves the right not to consider an applicant for entry if the entrant has previously been withdrawn from the College on academic grounds or due to submission of fraudulent documentation.

10.4. Any declaration of extenuating circumstance should be referred to the College's Programme Manager for initial consideration.

11. **Restrictions on Learner Entry for BTEC HND programmes:**

11.1. The majority of BTEC Higher National qualifications are accredited on the NQF for learners aged 18 years and over. Learners aged 15 and under cannot be registered for a BTEC Higher National qualification.

12. **English Language Requirement for BTEC HND Programmes:** Source: "FAQs on English expectations", site: http://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about.html Students are expected to be able to demonstrate English language comprehension at a level equivalent to IELTS (International English Language Testing System) 5.5 to be able to study BTEC Higher Nationals.

The Pearson expectation of IELTS 5.5 applies to all students recruited to BTEC level 4 and level 5 qualifications after 1st January 2015 (a higher expectation applies for level 6 and level 7). The College is required to satisfy itself that the students have been recruited with integrity and that they will be able to cope with the rigour of the programme.

A centre can adopt its own internal English test. It is for the Centre to satisfy itself that the student's score is commensurate with IELTS 5.5, but the expectation is not limited to the use of IELTS.

All students seeking admission to CECOS (including EU and Overseas) are asked one of the following:

12.1. To provide recent evidence that their command of spoken and written English is at IELTS 5.5 (or equivalent) adequate for the programme of study for which they have applied. The expectation can be met using other English language tests such as Pearson PTE, City & Guilds, Cambridge and ESOL etc.

12.2. Evidence of English language proficiency is not needed for students who have studied in English for the final two years of school (e.g. GCSE).

12.3. Completed a school leaving qualification containing English, which CECOS considers to meet the CEFR B2 level in all four skills prior to the proposed date of enrolment.

12.4. The College is permitted to adopt its own internal English language test to judge whether students meet this standard. It is for the College to satisfy itself that the student's score is commensurate with IELTS 5.5, but the expectation is not limited to the use of IELTS. The College reserves the right, in individual circumstances, to specify an additional language requirement for an applicant.

13. **Functional Skills Test**

13.1. All students seeking admission may be required to go through the following tests and interview. The objectives of the functional skills test is to assess students ability and the objectives of the interview is to assess the candidate's intention to study the programme.

13.2. The functional skills test consists of a number of questions Maths, English and IT. This is followed by the College Admission Interview by Academic Team.

14. **Commitment to Fairness, Transparency and Consistency**

14.1. To ensure a fair and consistent admissions process, the College will ensure that the following principles are adhered to:

14.1.1. All programmes will clearly state their entry criteria, including academic qualifications, along with appropriate experience and skills required for entry

14.1.2. Entry criteria will be easily accessible through our prospectus

14.1.3. Applicants will be informed in general terms how they can demonstrate their achievements (both academic and experiential) and motivation to study

14.1.4. The College will provide clear information on required entry grades or grade ranges.

14.1.5. When assessing the merit and potential of applicants, selectors may also take into account the context of academic achievements by reference to data on school performance.

14.2. Where programmes include interviews or tests as part of their selection criteria the College will make this explicit to candidates and provide details on how the interviews will be conducted and the criteria used to select successful candidates. The College does not normally require candidates to provide additional written work to supplement an application, although in individual cases the College may request this and will explain the reasons for such a request.

14.3. Feedback to applicants

Entry to the College is competitive and for many programmes the College receives more applications than there are places so not every applicant will receive an offer of a place. Where candidates are unsuccessful, feedback will be available upon request.

14.4. **Late applications**

Later applications will be considered on an individual basis if there are still places available on the relevant programme

14.5. **The application in context**

Evidence of contextual factors will not necessarily mean that preference will be given to candidates, as each case will be considered on its individual merits. However, in cases where it there is clear evidence that contextual factors have affected performance and achievement, and where the applicant is able to demonstrate motivation and potential to achieve, the College will consider this as part of its holistic assessment of the application, and take it into account in deciding whether to make an offer, and the level of offer to be made.

The College recognises that non-academic excellence adds value and that students who excel in non-academic areas (such as sport or music) can make a specific additional contribution to the College. We may therefore take into account nonacademic excellence in our offer-making process.

15. **Applicants declaring a disability**

The College would usually expect reasonable adjustments to have been made to assessments to allow it to consider academic achievement against the same criteria used for applicants not declaring a disability. However, if an applicant or referee feels that reasonable adjustments made during assessments were not sufficient to allow fair consideration of an applicant declaring a disability, this should be made clear as part of the application with supporting evidence provided if appropriate. The College will then consider this information when making a decision on the application.

16. **Responsibility of applicants in the application process**

It is the responsibility of applicants to provide full and accurate information in an application and to notify the College of any changes or corrections to the original application.

By accepting an offer of admission, the applicant agrees to abide by the Rules and Regulations of the College.

In the light of additional information which was not available at the time of selection, an offer may be amended or, in exceptional circumstances, withdrawn. The College also reserves the right to correct errors where they have been made in the communication of decisions and offers. However, an offer made in error where all conditions have been satisfied will only be withdrawn with the applicant's consent.

The College reserves the right to exclude a candidate who is considered on justifiable grounds to be unsuitable for a place on a particular programme according to individual circumstances.

17. **The offer-making process**

Where a candidate has applied for one programme and is not successful, an alternative programme may be offered.

An offer, whether conditional or unconditional, will be made in good faith taking into account information as supplied by the applicant and/or referee at the time of the application. In some circumstances, an offer may be conditional upon non-academic requirements e.g. Police checks which are deemed satisfactory.

18. **Record keeping duties**

The College will keep admissions documentation for all students who enrol/register at the College for the duration of their studies and for six years after.

19. **Appeal against Admission Decision**

19.1. Any applicant who wishes to obtain feedback regarding the decision made in respect of his or her application for admission should contact the Programme Manager for all programmes/courses.

19.2. The College will accept an appeal against an admission decision only in circumstances where an applicant alleges and can provide evidence that prejudice or bias has influenced an outcome, or where it is alleged that procedural irregularities may have occurred during the admissions process. An appeal relating to academic judgment will

not be entertained.

19.3. Applicants seeking to make an appeal must do it in writing within five working days of receiving confirmation of the application decision.

19.4. Appeals should be addressed to the HE Operations Manager, with accompanying evidence supporting the grounds of the appeal, in order that the case may be systematically reviewed. The relevant circumstances will then be investigated in full. An appeal hearing may be arranged if necessary. This will normally take place within ten working days of receiving the appeal.

19.5. Should a mutually acceptable resolution not be reached through this process, the applicant can request for a final review of appeal by the Principal of the College, who will normally within ten working days issue a formal written judgment to the applicant.

20. **Disclaimer**

20.1. The College reserves the right to make variations to programme contents, entry requirements and methods of delivery, and to discontinue, merge or combine programmes, both before and after a student's admission to the College, if such action is reasonably considered necessary by the College.

20.2. In the event that, prior to the student commencing the first term of study, the College discontinues the programme, the student may either:

20.2.1. Transfer to such other programme (if any) as may be offered by the College, which the student is qualified subject to Principals approval.

20.2.2. Withdraw from the College without any liability for fees.

20.3. If in these circumstances the student wishes to withdraw from the College and to enrol in a course at a different College, the College shall use its reasonable endeavours to assist the student.

Admissions process flow chart

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                    ┌─────────────────┐
                    │  ID & Eligibility│
                    │     check       │
                    └────────┬────────┘
                             ▼
                    ┌─────────────────┐
                    │ Completion of forms:│
                    │ CECOS enrolment form│
                    │ Personal statement │
                    │      Topic        │
                    └────────┬────────┘
                             ▼
                    ┌─────────────────┐
                    │ Orientation on assessments│
                    │   – Maths & English │
                    └────────┬────────┘
                             ▼
              ┌──────────────────────────────┐
              │ Online Maths & English assessment│
              └──────────────────────────────┘
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< Level 2

Level 2

Reattempt test

Academic interview

< Level 2

Issue offer letter for HNC / HND – by Email

Reject- Advise on English course before re-applying at later date

Invite to induction

Start of learning

Student Attendance, Re-Registration.

Version 2.2:   January 2020

Next Review Date: January 2021

External Reference Points: UKQuality Code

Attendance Policy for Higher Education Students

Purpose and scope
1.1 This attendance policy and associated warning letters applies to all students of higher education enrolled on programmes at CECOS College London. Programmes of study include Pearson HNC and HND Business Management.

1.1 For overseas students on UKVI Tier 4 licence additional attendance requirements may be needed to ensure that CECOS College London is fully compliant with the UKVI rules for studying in the United Kingdom.

2. Attendance Policy

2.1 As a student attending CECOS College London for the Pearson Higher National Certificate (HNC) and Higher National Diploma (HND) in Business Management you are required to:

(i)   Ensure that you are properly registered for your appropriate programme of study, and that your name appears on the attendance registration list passed around at the beginning of each taught session

(ii)   Be acquainted with the Attendance Officer for your programme of study and the cohort of students with which you study

(iii)   Sign only your own name on the list at each taught session, as directed by the tutor (signing in for a student other than yourself is strictly forbidden and may result in disciplinary procedures should you do so)

(iv)   Attend all classes that are scheduled for your programme of study

(v)   Submit all assessments on time to the stated deadline and in the format required within assessment briefs

(vi)   Ensure that your contact details are kept up to date, and that you keep the College informed of any changes of address, changes to email addresses, or name or title changes.

2.2 CECOS College London keeps a record of when students are in attendance, how your coursework is progressing, and responds to any issues as they arise that students might be experiencing. CECOS College London aims to ensure and support students to succeed in their studies, and the first and important step to attaining that goal is to attend all classes. Demonstrating a good attendance record is of value to you as students in the following ways:

(i)   In-class assessments will note whether or not you have attended and contributed
(ii)   Motivation and self-discipline will be improved

(iii)   You will be participating fully, and benefiting from all of the types of interaction that the classroom affords, both to you as an individual, and alongside the other students your class group

(iv)   You will be seen as reliable and committed, which can be included in any future references and your CV.

2.3 The College regards it as a requirement for success that students attend all classes designated to any particular course.

3. UKVI Tier 4 Student Visas

3.1 Any Overseas students studying at CECOS College London on UKVI Tier 4 Student Visas must comply with CECOS College London's attendance policy and associated requirements together with all stated UKVI attendance requirements. Failure to comply fully with CECOS College London's Attendance Policy and UKVI attendance requirements will result in CECOS College London withdrawing you from your programme of study, withdrawing your Tier 4 Student Visa and informing the UKVI.

4. Non-Attendance

4.1 If you are unable to attend any scheduled teaching session it will be noted that you are not in attendance, and that you are absent from study. There are consequences for you, and for your registration as a student at CECOS College London, if this situation is not addressed. *Any single absence for any single class will be recorded as an absence.*

5. Authorisation

5.1 If you know that you will need to miss any session due to unavoidable circumstances then you must notify the College. Your absence will be unauthorised if you do not provide an acceptable reason, with evidence. Please note that reasons that are deemed acceptable and unacceptable are detailed in the extenuating circumstances guidelines

Key information is printed on posters around the College and at Reception. All absences will be recorded as unauthorised unless acceptable independent evidence is provided. It will be at the discretion of CECOS College London to authorise any absence, and the College's decision will be final. CECOS College London reserves the right to verify any reasons for absence by communicating with external bodies.

5.2 You must register requests for authorised absence with your **Attendance Officer**. Current Attendance Officers are notified to you on posters around the College and in Reception.

6. Unauthorised absences

6.1 The College will seek an explanation from you if you have unauthorised absences. If you receive notification concerning absence you must report to the College as soon as possible so that appropriate action can be taken. You will be given a period of up to *five working days* to let the College know what has been happening. If there are genuine long term reasons why you are unable to attend you need to let the college know as soon as you are able, and we will take all evidence into consideration. The College views this situation very seriously, and is bound by the requirements of the Student Loans Company (SLC) to de-register students not in attendance.

7.   Unauthorised absences will result in CECOS College London taking the following actions:

* If a student is marked absent for a single session, he / she will be notified via email requesting reason(s) for the absence.

- If the attendance drops below 80% in any term/semester, the student will be sent first email warning (Stage1) requesting to register the reasons for absence on the 'Absences' form and to immediately resume attendance.

- If the attendance remains between 70 – 80%, another warning will be sent (Stage 1), requesting to register the reasons for absence on the 'Absences' form and to immediately resume attendance.

- If the attendance drops below 70% within 4 weeks of the first warning, a second warning (Stage 2) will be sent via email and telephone call asking to attend a meeting with the attendance monitoring officer. The student will be given opportunity to explain the situation and to register reasons for absence on the 'Absences' form. The student must report to the College within 5 working days so that appropriate action can be taken.

- If the attendance drops below 70% within 4 weeks of the second warning, this will result in a final warning (Stage 3) asking to attend a disciplinary meeting with the HE Operations manager. The circumstances of the absences will be discussed and an outcome decided of repeating the semester or discontinuation of learning. Failure to attend this meeting or providing acceptable ground for absences will result in formal notification from the Principal that the student has been de-registered from the course and that the SLC have been notified accordingly. This letter contains advice on how to appeal against this decision.

8. Long absence authorisation

8.1 If you find yourself in a situation which requires you to apply to the Attendance Officer for a long period of absence, then evidence will be required by completing and submitting the *Absences form.* This may include, but is not limited to, travelling overseas urgently due to a family bereavement, attending a funeral overseas, or a medical condition worsening. *Authorisation for long absence will not be granted for holidays.* If long absence has caused you to miss the major proportion of your studies, you will be advised to defer your course. With your agreement the Programme Manager / HE Operations Manager will take the decision to defer. In this case, you will be notified either by letter or by email, or be invited for a face-to-face meeting.

9. Punctuality

9.1 All students are expected to be punctual for classes. *If you arrive 15 Minutes after the formal teaching period has started you will be marked late. If you arrive 30 minutes after the formal teaching period has started you will be recorded as absent.* Any recorded absence would count as unauthorised, unless you have a genuine reason for lateness. Authorisation to enter your class, if you arrive later than 30 minutes, is at the discretion of the tutor. However, you will still be recorded as absent unless a justifiable reason is given. You are not allowed to leave the class before the end of the session. *If you leave prior to 30 minutes before the session ends, you will be marked absent for that session. For persistent unauthorised episodes of leaving early less than 30 minutes, you will be asked to explain your actions and will be issued a warning if deemed fit.*

9.2 Please note that formal Study Skills are timetabled, but time is set aside within each session to cover matters to do with learning and studying, and to allow students to raise issues with tutors.

10. Need help?

10.1 If you are experiencing difficulties with your studies, or finding it difficult to attend, do not ignore this. Please come and talk to someone, and we will see how we can help you to stay within required regulations. You can talk to your teacher/tutor, Programme Manager or Programme Manager or any member of CECOS College London staff, who will direct you to someone who can help.

10.2 CECOS College London aims to support all of its students to succeed and to have an enjoyable, rewarding, and fully engaged experience with their chosen course of study, and with CECOS College London itself. Please let us know if you have any comments to make about this Attendance Policy. We value your views and will incorporate them into the next review of this Attendance Policy.

Attendance Process Flow Chart

Absent for sessions

↓

Daily → Email sent to student
Request for information on absence

↓

<80% attendance → Warning emailed to student
Request for information on absence

↓

STAGE 1

Weekly monitoring of attendance by AO
Over 4 weeks → 70 - 80% attendance

↓

<70% attendance

2nd warning emailed to student.
Call to book
Meeting with Attendance officer

STAGE 2

Weekly monitoring of attendance by AO
Over 4 weeks

70 - 80% attendance | <70% attendance → Final warning emailed & posted to student
Meeting with Ops manager

STAGE 3

Repeat semester | Removal from course and de-registration

Termly Re-Registration

11. Re-Registration

11.1   To continue studying at the College, all students are required to re-register every term, for which both of the following criteria must be met:

An attendance record of at least 50% (Physical attendance) must have been achieved over the previous term, failing which a valid reason must have been submitted explaining why attendance was below this threshold.

11.1   All relevant assignments must have been submitted, failing which a valid reason

must have been submitted explaining why this threshold has not been reached.

11.2   The College must be satisfied that the student is able and intend to study in the next term.

11.3   Any student who does not meet the above criteria may not be permitted to reregister for the following term, in which case the College reserves the right to withdraw the student from the programme with no opportunity to re-enrol on any programme.

Progression Policy

11.4   The purpose of progression monitoring is to ensure that the College has fair, transparent and effective processes to monitor students' academic progression and to identify students with poor academic performance who may require additional support.

Progression Regulations for HNDs

11.5   The HND programmes are delivered over two year period and each academic year has 3 academic terms. Students studying this course of study will be monitored in three stages over the duration of the programme to review their academic performance.

11.6   In the HND programmes, students are required to pass not less than 6 units (90 credits) in the first year in order to progress to the second year.

10.7   A Progression Board meeting must be held prior to the commencement of teaching for the academic year two. The aim of the Progression Board is to review the students' academic performance in order to make progression decisions from year one to year two.

Regulations for HND Programmes

At this stage, a HND student will be expected to have successfully completed a minimum of 6 units out of 8 to meet the eligibility criteria to be enrolled into term 4.

Any student who has completed less than 6 units may be allowed to meet the condition within 6 weeks of the commencement of the second year unless there are valid extenuating circumstances.

A student with less than 6 units will not be allowed to continue their study in the second year and

will be withdrawn from the programme. For not meeting the condition of progression to the second year, they will not be deemed to have registered for the second year, thus their attendance and registration for the second year will not be confirmed to the SLC.

All students will undertake a range of presentations which will be recorded and marked along with a random selection of 20% students undertaking a structured Viva Voca examination in order to determine authenticity and integrity of student work

Student Complaints Policy & Procedures

Version 2.2:   January 2020

Next Review: January 2021

External Reference Points: UK Quality Code; OIA Good practice framework for complaints and academic appeals

1.   Aims of the policy:

1.1.   The aim of this policy is to ensure that:

1.1.1.   Students can raise any concerns, on academic and/or non-academic matter(s), excluding review of assessment decisions.
  1.1.2. The concern is dealt with promptly and effectively by a senior officer of the College

1.1.3.   Feedback from complaints is an important source which is used in the enhancement of the quality of learning opportunities.

1.1.4.   The complaints are considered as opportunities for engaging with students and obtaining individual and/or collective feedback on academic and non-academic matters.

2.   Who may use the Student Complaint Procedure?

2.1.   Students of CECOS may use this procedure.

2.2.   This procedure may only be used by a student who is registered with CECOS at the time of making a complaint.

2.3.   Complaint must be made within 30 working days of ceasing to be a registered student.

2.4.   Should several students have a common complaint, they may make a collective complaint provided that one student identifies him/herself to act as a spoke person

2.5.   Where a third party makes a complaint on behalf of a student, the student's consent will be required in writing. All correspondence will be sent to the student as well as their representative unless otherwise agreed.

2.6.   This procedure does not include academic appeals as they are dealt separately under the assessment decision request review policy.

2.7.   Anonymous complaints may not be considered unless there are evidence-based reasons to do so. Raising a concern anonymously could delay investigation and communication of the outcome.

3. Stages

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┌─────────────────────────────────────┐
│  Initial complaint or academic appeal │
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┌─────────────────────────────────────┐
│        Informal resolution           │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│         Formal complaint             │
└─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│            Mediation                 │
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┌─────────────────────────────────────┐
│        Review of complaint           │
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│         Referral to Pearson          │
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│ Office of the Independent Adjudicator │
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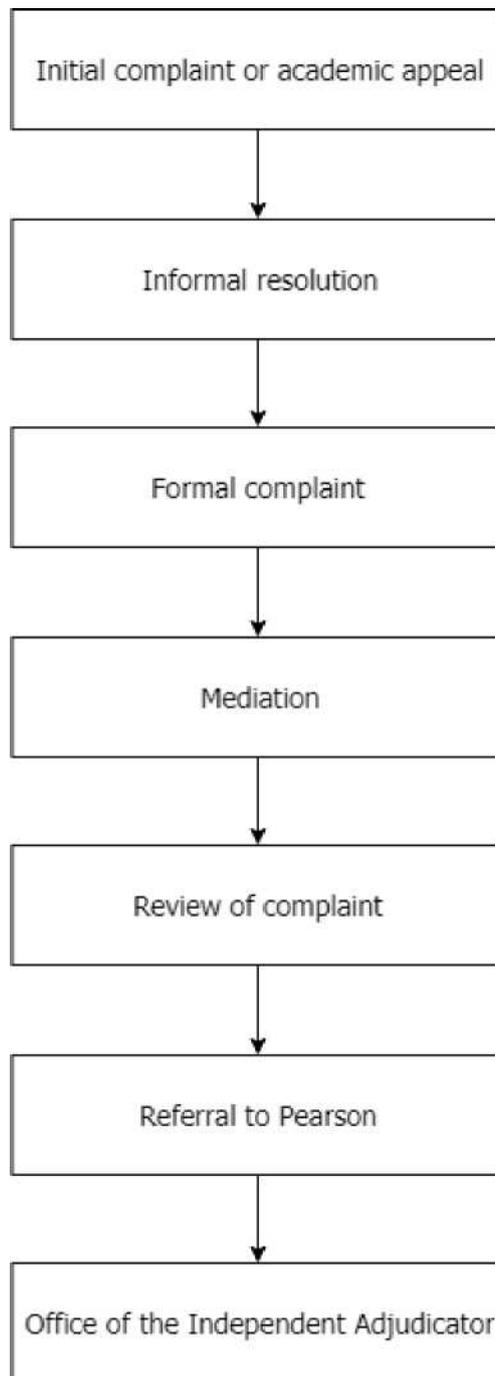
4.1.   A complaint can be raised for any specific concern about the College, including matters relating to facilities, customer services, student support, and/or academic matters.

4.2.   If a student wishes to lodge a complaint about any concern, it should be first raised informally and immediately with the responsible person concerned.

4.3.   If a student is not satisfied with the informal resolution, he/she may request a formal investigation within 10 working days of the date of occurrence other than where the student can show a good cause for the delay. The complaint form (available at the College reception) must be completed and submitted to the HE Operations Manager along with the evidence.

4.4.   Upon receipt of the form, the HE Operations Manager will lodge the complaint and a photocopy of the completed form will be given to the student for his/her record.

4.5.   The HE Operations Manager will carry out the investigation of all formal complaints including face to face interviews with involved parties where necessary, and will organise a hearing, reach a conclusion and communicate the outcome, normally within 10 working days. If the nature of the complaints should warrant more time, the HE Operations Manager should seek guidance from the Principal. If the complaints are made against the HE Operations Manager or any other senior official, an independent member of the Principal's Executive Group will carry out the investigation, conduct a hearing where necessary and reach a conclusion.

4.6.   Where a complaint is upheld, the HE Operations Manager will take appropriate remedial action and the complainant will be informed of the action taken.

4.7.   If the student is not satisfied with the outcome of the formal investigation, he/she can request mediation within 10 working days through the Programme Manager who will seek to mediate between the parties.

4.8.   If the student is not satisfied with the outcome of the formal mediation, he/she can request a formal review with the Principal, within 5 working days from the date of the outcome of mediation. The Principal (or any other nominated person responsible for the service concerned) will conduct the review and communicate the outcome within 10 working days.

4.9.   If the student is not satisfied with the outcome of the formal mediation, he/she can request a formal review with the Managing Director, within 5 working days from the date of the outcome of response. The Managing Director (or any other nominated person responsible for the service concerned) will conduct the review and communicate the outcome within 10 working days with a letter which will confirm that the College's internal procedures have been exhausted

4.10.   If the student still feels that their concern has not been adequately addressed, he/she has the right to take the complaint to their respective awarding bodies (e.g. Pearson).

4.11.   Following the completion of internal procedures and those of the awarding body, if the student remains dissatisfied, he/she has the right to take the matter up with the Office of the Independent Adjudicator (www.oiahe.org.uk).

4.12.   If the student is unable to attend meetings, this will not invalidate the proceedings and the

meeting may be held in student's absence unless there is a valid reason for postponement.

4.13. Complaints submitted outside of the timescales stipulated in the procedure will only be considered in the most exceptional circumstances and where there is good reason, supported by evidence, for the late submission.

4.14. All formal complaints are recorded and the Principal as Chair of the Academic Board (AB) is briefed.

4.15. It should be noted that if staff disciplinary action is taken whether informal or formal the outcome will be confidential.

5. Extract from the UK Quality Code:

5.1. Expectation of Chapter B9: "Academic appeals and student complaints: Higher education providers have procedures for handling academic appeals and student complaints about the quality of learning opportunities; these procedures are fair, accessible and timely, and enable enhancement".

6. Office of the Independent Adjudicator (OIA)

6.1. CECOS endeavours to give its students a worthwhile educational experience but recognises that things can occasionally go wrong. As such the College has a student complaints policy and procedure which explains how students can raise an issue and the various routes that are available for the student to seek resolution. This includes giving the students the opportunity to raise matters with the external awarding body, currently Pearson.

6.2. From 1 May 2015, students also have the right to take their case to the Office of the Independent Adjudicator (OIA) if they continue to be dissatisfied having exhausted all other options. The OIA is an independent body, external to the College. It looks at whether the College has followed its procedures and whether those procedures were reasonable, and whether the College's final decision on a case was reasonable in all the circumstances.

Suspension of Students for Disciplinary Reasons

Version 2.2:   January 2020

Next Review Date: January 2021

1. The College reserves the right to suspend or terminate the enrolment of any of its students on one or more of the following discipline-related grounds:

1.1.   Academic Misconduct as defined in the College Policy on Academic Misconduct.

1.2.   Failure to meet the expectations and requirements set out in the College's policy on Student Attendance & Progression Monitoring.

1.3.   Failure to adhere to the College's Code of Practice on Freedom of Speech.

1.4.   Misbehaviour as defined in the Student Handbook.

2. Where the Head of Programme Delivery believes that there are grounds for Suspension or Termination for Disciplinary Reasons, he or his nominee will issue a formal written warning to the student concerned that Suspension or Termination is being considered. This formal written warning will normally set out the grounds on which Suspension or Termination is being considered, the action that the student could take to avoid Suspension or Termination, and the time-frame within which such action is expected to be taken.

3. Where, in the view of the Head of Programme Delivery, the expectations set out in the formal written warning have not been fully met, the Head will, by written communication, inform the Student that a Suspension or Termination for Disciplinary Reasons is being imposed, the reason(s) for such imposition, and (in the case of Suspension) the period during which the Suspension for Disciplinary Reasons will operate.

4. A student whom the Head of Programme Delivery suspends or terminates may appeal to the College Principal, whose decision shall be final.

5. Where a Suspension or Termination for Disciplinary Reasons is imposed, the relevant funding bodies shall be informed as necessary.

6. This Policy should be differentiated from that on Intermission, which is normally student-initiated.

Teaching and Learning Policy

Version 2.2:   January 2020

Next Review Date: January 2021

GUIDING PRINCIPLES FROM QAA

1. Effective learning and teaching is underpinned by a shared understanding of the provider's learning and teaching strategy.
2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.
3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.
4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.
5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.
6. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.
7. Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.
8. Effective learning and teaching encourages and enables students to take an active role in their studies.
9. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.

External Reference Points: UK Quality Code

1. Aims of the policy:
1.1. Accordingly, the College will:

1.1.1.   Ensure the provision of inclusive learning through promoting equality, diversity and equal opportunity.

1.1.2.   Maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.

1.1.3.   Ensure that all those who are involved in teaching or supporting student learning at the College are appropriately qualified, supported and developed.

1.1.4.   Ensure that every student is provided with clear and current information that specifies programme aims, programme structure, learning opportunities and support available to them.

1.1.5.   Ensure that the College systematically engages with students and provides an atmosphere and culture which facilitates learning and meets expectations of the students.

1.1.6.   Ensure that students are given opportunities to consolidate and apply their learning in

a range of ways through written, visual, physical, auditory and/or oral responses.

1.1.7.   Facilitate the design of learning and teaching activities by ensuring that appropriate resources are in place so that every student is given an effective opportunity to achieve the intended learning outcomes of the programme.

1.1.8.   Ensure that teaching is directed towards the goal of attainment of the learning outcomes as well as assessment criteria and that lecturers calibrate the progress of students against the assessment criteria and learning outcomes.

1.1.9.   Ensure that learning and teaching practices are critically reviewed at appropriate committees and that improvements are noted by reflection and evaluation of practices on the various academic reports produced by the College.

1.1.10.   Develop and implement a strategic approach to learning and teaching by collecting, analysing and reporting information to ensure enhancement of learning opportunities and teaching practices.

1.1.11.   Ensure that summative assessment is carried out for each unit and that written feedback is provided for each summative assessment with comments which are sensitive and constructive, making appropriate recommendations for improvement.

2. Underlying Themes of this Policy

2.1.   A Student-Centred Approach

2.1.1.   The College is a teaching-led institution of higher education committed to a student-centred approach to learning and teaching.

This commitment is manifest in a number of ways:

2.1.2.   Students come to the College from a range of backgrounds and with a range of experiences. We believe that diversity makes a positive contribution to the learning environment and are therefore seeking to widen participation further. The provision of a relevant portfolio of programmes is an important element of meeting the needs of a wide range of entrants, as is the provision of more flexible modes of study where appropriate.

2.1.3.   Despite having to manage often competing demands, students remain highly motivated and are keen to make the most of the opportunities provided by a College education. In this context there is a need to be explicit about our expectations of students and to ensure that teaching, learning and assessment are clearly focused and meeting students' needs.

2.1.4.   The College seeks to create a learning environment which provides the necessary support for students to achieve their potential. Its approach places considerable emphasis on individual attention to students, often through small-group learning and teaching methods. This can take many forms: for example, traditional seminars and tutorials, project work and team-working. A strong sense of engagement with the subject matter is promoted through individual interactions between staff and students.

2.1.5.   In addition, independent and autonomous learning is a characteristic feature of the student experience. Students are encouraged to manage their own learning experience in a variety of ways, for example, through the provision of opportunities for student choice and self-directed study.

2.1.6   A distinctive feature of the student experience is the strong welfare network. We also believe in the importance of providing opportunities for participation in activities beyond the curriculum.

2.1.7   A student- centred approach to learning has also been adopted in relation to skills. Skills acquisition is placed within a framework of personal and professional development, of which the student has individual ownership, supported by central services and academic departments. All students are provided with clear pathways to personal and professional development in order that they may realise their career ambitions and also contribute positively to their communities.

2.1.8   The College is committed to maintaining and developing its student-centred approach and meeting the challenges facing it through:

. maintaining the characteristic learning environment, it provides for students, specifically its emphasis on personal attention to individual students, a strong welfare network and the provision of a range of extra-curricular opportunities;

. responding to the changing needs of students, valuing the diversity of

backgrounds and experiences that students bring and providing the support necessary to enable all students to achieve their potential.

. exploring the possibility of developing more flexible programme structures and learning and teaching methods, to meet the needs of a more diverse and changing student body.

. providing a range of programmes which have an intellectual coherence and are informed, where appropriate, by scholarship and professional practice;

. providing opportunities that will equip students to lead successful lives and contribute effectively to society, and meet the needs of employers and society more generally.

3.   **Valuing Faculty and Staff**

The College values the range of faculty and staff that support learning and teaching. Faculty and staff bring a diversity of backgrounds, experiences and expertise to the learning and teaching environment, including scholarship, technical skills and a commitment to providing a high quality experience for students, both collectively and individually.

In relation to learning and teaching, the College is particularly conscious of faculty and staff workloads and the tensions that can sometimes arise for academic staff between teaching, scholarship, professional practice and administrative commitments. It is therefore seeking to make more transparent, and to further enhance, the links between teaching, scholarship and professional practice, and to reduce the administrative burden on faculty. The College is also conscious of a need to demonstrate the value it places on teaching and is exploring ways in which excellence in teaching can be better rewarded.

3.1.1   There is a great deal of good practice to be recognised in the approach of individual staff and different departments to learning and teaching. The College wishes to recognise, and improve mechanisms to share, good practice. It is also conscious of the need to share its experiences with and learn from, others regionally, nationally and internationally. As well as promoting better learning and teaching practices, the College believes that recognising existing good practice is important in acknowledging faculty and staff achievements.

3.1.2   Increasingly, a wide range of individuals are involved in supporting the learning

experience, including technical, service and administrative staff. The College is committed to ensuring that these staff are also valued and provided with training, support and development opportunities that enable them to make a continuing and effective contribution to students' experiences.

4   The College's learning and teaching commitments relating to valuing faculty and staff

include:

4.1.1   providing opportunities for all faculty and staff in support of their commitment

to learning and teaching, including development, training and reward;

4.1.2   making more transparent and seeking to promote, the links between teaching

and scholarship and professional practice, which inform the everyday practices of individual faculty and staff.

4.1.3   demonstrating its commitment to valuing faculty and staff, by exploring ways

to reduce the workload of staff (for example through reducing the burden of bureaucracy, without compromising quality assurance) and exploring schemes to reward teaching excellence;

4.1.4   maintaining and enhancing its mechanisms for the identification and

dissemination of good practice.

5   A Supportive Learning and Teaching Environment

5.1   Appropriate resources and structures are crucial in providing students, faculty and

staff with the support they need to learn and to teach. Such structures also need to be sufficiently flexible to meet future needs, cope with changing patterns of learning and teaching, and facilitate improvements in the learning experience of students and the working environment for faculty and staff. In this context, it is important that learning and teaching are recognised as the primary processes of the institution.

5.2 High-quality, well-managed teaching accommodation and study space are essential

to student learning and also in enabling faculty to deliver teaching effectively. This is an area where, although improvements have been made in recent years, further improvement is essential. The communication and information

technology infrastructure, in relation to learning and teaching, also needs further development and investment.

5.3 The College's commitments relating to the provision of a supportive learning and teaching environment include:

5.4 improving structures to facilitate easier interdisciplinary working between

departments and further to promote the dissemination of good practice;

5.5 developing structures and systems that have the flexibility and capacity to

respond to changing external and internal needs and which recognise teaching as the core activity of the College. Such structures and systems should build on existing strengths, while safeguarding the quality and distinctiveness of the learning experience;

5.6 mantaining and improving the quality of its learning and teaching facilities;

5.7 maintaining and refining mechanisms to assure the quality of teaching and of

the learning experience, and also to facilitate improvements to the quality of the student experience;

5.8 exploring when and whether collaborations with other organisations could make a positive contribution to the College's aspirations in relation to learning and teaching;

5.9 promoting an environment with a sense of community, which values the contributions of all those who participate in and support the learning environment, with good working relationships between students and all categories of faculty and staff across academic, administrative and service departments.

Malpractice

1.   Introduction:

Academic misconduct occurs when a student attempts to gain an unfair advantage in any assessment. Academic misconduct covers a range of offences. The following is not an exhaustive list and the College reserves the right to include any other type of cheating under the terms of this policy:

1.1.   Plagiarism by copying and passing off, as the student's own, the whole or part(s) of another person's work, thereby not properly acknowledging the original source. This particularly relates to material downloaded from the internet or copied from books, journals or magazines

1.2.   Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work

1.3.   Submitting work done by another learner as their own including work paid for from professional sources

1.4.   Impersonating another candidate in an examination, introducing unauthorised materials into the exam room, unauthorised communication during an exam and obtaining an advanced copy of an 'unseen' exam paper.

1.5.   Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes.

2.   Academic Misconduct

CECOS does not tolerate actions (or attempted actions) of academic misconduct.
Cases will be investigated and where appropriate, the College's disciplinary procedures will be applied. Students are advised that this can have an effect on their career prospects.

Assessors can recognise plagiarism through changes in writing style, language, spelling or they may already know the source material/work that is being presented as their own. Plagiarism and collusion can also be detected through Turnitin which is an electronic software tool. Assessments are submitted on Turnitin which generates a report indicating the percentage of the work that may have been plagiarised and shows text that matches other sources.

The originality report is NOT a plagiarism report

The matching text found is not an assessment of whether work has or has not been plagiarised. Originality Reports can help tutors to locate potential sources of plagiarism. The decision to deem any work plagiarised should be made only after careful examination of both the submitted paper and the suspect sources. As the originality report is not a plagiarism report, a low percentage on the originality report does not guarantee that the tutors will not detect plagiarism.

What percentages are safe?

This is not clear cut as all work will probably contain some words from other sources. As a guide a returned percentage of 25% or below would probably indicate that plagiarism has not occurred. However, if the matching text is one continuous block this could still be considered plagiarism. A high percentage would be anything over 30%. This will depend on the students work and the requirements of the report or essay.

Reporting and Investigation

Where a lecturer suspects that academic misconduct has taken place, he/she will report the matter to the Head of Academic Service or the relevant Programme Leader.

The Programme Manager/Programme Leader will consider the evidence and carry out the investigation if necessary.

As part of the investigation, the student will be invited to attend a meeting in writing. If the student does not respond to the invitation to attend the meeting, the Programme Manager may continue with the meeting without the student's involvement and make a provisional decision to send it to the Academic Assessment Panel for a final decision.

Penalties

The Academic Assessment Panel will decide the penalty which can range from awarding the assessment as referred to failing the unit in very serious cases.

If the Panel is satisfied that the academic misconduct has not taken place, no further action will be taken in relation to the case. The student will be informed of this outcome in writing.

If the Panel is satisfied, on the balance of probabilities, that serious academic misconduct has occurred, a suitable penalty will be applied and the student will be notified to Pearson by emailing a JCQ Form M1 with supporting documentation to pqsmalpractice@pearson.com

The form can be downloaded via:

https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html

Registration & Certification
<u>Student Registration process</u>

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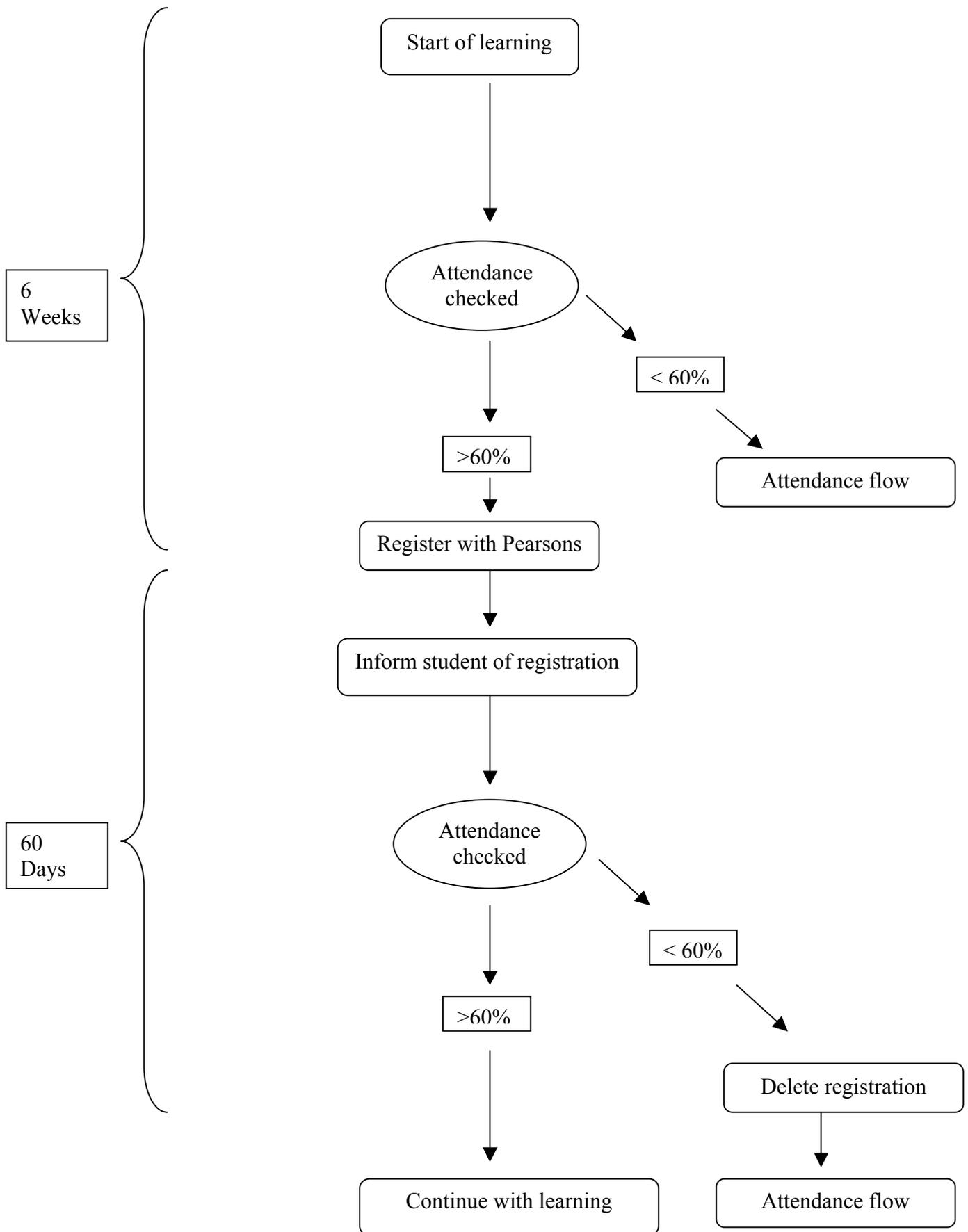
Task 1

Certification

Entering the marks on Pearson BTEC online system

1. Exam officer must follow the **EOL User Guide -Reporting Results & Claiming Certificates** to enter the grades and claiming certificate

2. Exam Officer must check the student details (Name, HNC/HND student ID, DOB, Course name and Level) on Pearson BTEC website

3. Exam Officer must enter the grades of each module agreed by exam board and external verifier

4. Exam Officer and an authorised member of academic staff must recheck the student details and grades before requesting the final certificate in order to avoid any discrepancies in the final certificate

Task 2

External Standard Verifier to approve all student grades Task 3

Informing student to collect the certificate

1. Exam Officer and an authorised member of academic staff must check if the details on certificate are same as the details held in our records and on the Pearson BTEC online system.

2. Send emails for collection

• Should check Fee for HNC/HND before we sent emails for collection

• If it is outstanding fee, the student should be contacted.

3. When issuing the Certificate and transcript need to check CECOS/ photo ID card.

4. If student comes on behalf of their friend they must send you e - mail with the collectors name and that person must provide their own ID.

Refund and Compensation Policy

The purpose of this policy is to set out the arrangements for the refund of tuition fees that apply to learners. This policy also outlines the circumstances when the college may consider the payment of compensation to students. This Policy is not intended, in the first instance, to be used to resolve academic disputes relating to learner success. It aims to provide a clear and simple framework, so that learners can understand when they may be entitled to compensation or a refund of tuition fees or another type of remedy and how to make a claim. Learners and students are interchangeable terms within this policy as the former tends to apply in the further education sector and the latter in higher education.

The funding and regulation of higher education in England changed in April 2018 when the Office for Students (OFS) became fully operational. The OFS will combine the existing regulatory functions of the Higher Education Funding Council for England (HEFCE) and the Office for Fair Access (OFFA). The OFS has a remit to create and oversee a regulatory environment in higher education which puts the interests of students at the heart of the system, focusing on choice and competition. The OFS requires a Student Protection Plan incorporating an assessment of the range of risks to the continuation of study for the college's students and risk mitigation measures and information about the policy in place to refund tuition fees and other relevant costs to the college's students and to provide compensation where necessary in the event that the college is no longer able to preserve continuation of study.

Refunds

The college aims to deliver a high quality further and higher education provision, in line with the requirements of learners, employers, awarding bodies and, for HE programmes, the validating partner universities.

The college will provide students with as much clarity as possible about the content of their further or higher education programme, location of their studies and timetable prior to the commencement of each academic year and will aim to minimise changes to programmes of study which result in disruption to learners during the academic year.

This policy applies to all college students, irrespective of the funding arrangements for their further or higher education programme, including:

•   Students who pay their own tuition fees.

•   Students whose tuition fees are paid by an employer or another sponsor.

Refunds will be made where it is necessary to close a class due to insufficient numbers or where the attendance of learners is made impossible or inappropriate by some action of the college. Should this action prove necessary, the refund will be processed as part of standard procedures; there should be no need to contact the college.

In the event of a course closure, refunds will not be paid to those learners who have:
•   Voluntarily left the course.
•   Not attended for a period of four weeks prior to closure without previously agreeing a period

of planned absence with their course tutor.

The college will honour requests for a refund made in writing within 14 days of enrolment, where a student or their sponsor changes their mind and they withdraw from their programme of study, with the exclusion of short courses of less than one month. These requests should be made to the Registrar.

Fees will not be refunded where course closure is temporary or due to circumstances beyond our control, including but not exclusive to fire, flood or other force majeure, adverse weather conditions, failure of public utilities or transport systems/networks, restrictions imposed by the government, terrorist attack or threat of, epidemic or pandemic disease, temporary staff absences or changes including those due to industrial action.

For a refund request in response to an issue or problem with your college course the Complaints Policy and Procedures document found on the learner virtual learning environment (Moodle) should be followed. Initial contact should be made in writing to the Programme Manager. In each case, the learner should explain in detail the issue/problem experienced and why the learner believes that they are entitled to a refund. If the claim is not substantiated the learner can appeal referring back to the Complaints policy and procedures.

Financial compensation/refund will not always be the appropriate response to a complaint and it is unlikely that most issues will be resolved in this way. Alternatives to financial compensation might include an apology or goodwill gesture, an offer of alternative learning methods if the course cannot be delivered in the way it was originally intended or repeat delivery of the relevant course element may be offered where possible.

Refund requests of a personal nature should be addressed to the Programme Manager giving full explanation as to why the learner believes a refund should be considered. Whilst it is unlikely that the college will be able to accommodate these after the 14 day enrolment period, a credit note may be issued in exceptional circumstances as a goodwill gesture. The credit note will be restricted to the named student/ employer, has a time limit of twelve months for redemption and does not have a cash equivalent.

Where a refund or credit note is agreed, an administration fee may be charged. This does not apply to course closures.

Refund Process

If a refund is agreed through either course closure, within the 14 day enrolment period, or as a result of an investigation through the Complaints Policy and Procedures, the following refund process will apply:

•   Where the original payment method was by cheque, refunds will be by cheque.

•   Where the original method was by cash, refunds will be made by cheque (the college does not hold large cash sums and adheres to the money laundering regulations covering the handling of cash.

•   Where the original payment was by credit/debit card, a refund will be made back to the same credit/debit card, unless the card has expired and we are unable to contact the payer for a new expiry date, in which case the refund will be by cheque.

•   Where the original payment was made directly into the bank, a refund will be returned to the account from which the original payment was received.

Transfers

The following rules apply to transfers where a student:

•   Transfers from a course the college has closed to an alternative course, the difference will be paid by the college.

•   Transfers to a course with a similar tuition fee, no charge will be made.

•   Decides to transfer to a course with a higher tuition fee the student will pay the difference between the course tuition fees.

Compensation

In the event that it is not possible to preserve continuation of study necessitating a transfer to an alternative course, the arrangements outlined in transfers will apply. Where it is necessary as a result of action by the college (such as course closure) for students to transfer to an alternative provider or there is a change in the location of the course (which was not notified to the student prior to the commencement of the academic year) the college will consider appropriate compensation for additional travel or other costs directly attributable to the non-preservation of continuation of study.

The college's priority will always be to ensure that students receive the education experience outlined in college course information (whether on-line or in hard copy format) and their learning agreement. Where as a result of an investigation through the Complaints Policy and Procedures it is concluded that this has not been the case appropriate financial or other compensation may be offered.

The college is cognisant of OIA guidance on considering whether it is appropriate to recommend compensation payments to higher education students for distress and inconvenience and the following guidelines will apply in such cases:

Level of Stress and Inconvenience	Indicative Compensation
Moderate	Up to 10%
Substantial	Up to 50%
Severe	Up to 90%

Moderate:

• An act or omission of the college which has caused some distress and inconvenience in the short term (e.g. less than 6 months).

• Moderate delays (i.e. less than 6 months) or other procedural irregularities on the part of the college where there is evidence to suggest the student suffered material disadvantage.

Substantial:

• An act or omission of the college which has caused some distress and inconvenience in the long term (e.g. more than 6 months).

• Substantial mishandling of the complaint by the college which has resulted in or caused unreasonable or avoidable substantial delay (e.g. over 6 months) where there is evidence to suggest the student suffered material disadvantage.

Severe:

• Cogent and contemporaneous evidence to suggest that as a result of the college's acts or omissions the student has suffered from ill health.

• Major maladministration, procedural flaws, delays or other breaches of natural justice in the college's internal process resulting in material disadvantage to the student.

• Where there has been a clear material disadvantage to a student as a result of the college's acts or omissions, but a practical remedy is inappropriate or impossible.

Financial Implications of Refunds and Compensation Policy

The college will incorporate provisions within its annual budget for the potential payment of tuition fee and other refunds and compensation payments to students. A combination of cash reserves and (where appropriate) insurance policies will be designated for those students where an increased risk of non-continuation of study has been identified.

Listening to the views of students

GUIDING PRINCIPLES FROM QAA

1.   Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.

2.   Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.

3.   Effective student engagement supports enhancements, innovation and transformation in the community within and outside the provider, driving improvements to the experience of students.

4.   Arrangements exist for effective representation of the collective student voice at all organisational levels including decision-making bodies.

5.   Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.

6.   Student engagement and representation processes are adequately resourced and supported.

7.   Providers work in partnership with the student body to close the feedback loop

The following methods for gaining your feedback are used:

•   Student feedback (every semester)

•   Meeting of Student Council (every semester)

•   Programme Committee Meeting (every semester)

•   Focus group interviews conducted with random sample of students.

•   Student Complaints form

•   Communication with Student Representative on a daily basis via WhatsApp and Trello

1.   Academic Feedback

You will receive accurate and useful feedback of your assessments within four to six weeks of assessments deadline about your academic performance. You need to keep track of your academic progress, and therefore you must look at feedback and use it to see where you went wrong/ right, for improvement, which will become an automatic process.

2.   Administration Office

The Administration office opening times are:

Monday to Friday 0900 Hrs - 1730 Hrs

3.   Letters

Student request letters (e.g. - council tax letter) will normally be dealt within 2 working days from receipt of request however staff will endeavor to prepare letters as quickly as possible. Student

request form can be obtained from main College Reception. During busy times, please be patient as the staff handles enquiries.

4.   ID Cards:

Student ID cards will be issued within seven working days from the receipt of ID request. Student ID Card Request form can be available from main College Reception. There will be a charge of £5 for each lost/ stolen Student ID Card.

5.   Reclaiming Student Certificates

If you wish to reclaim a Pearson HNC or HND certificate please follow the instructions at: http://qualifications.pearson.com/en/support/Services/replacement-certificates.html