ICON COLLEGE OF TECHNOLOGY AND MANAGEMENT LONDON

ICON College of Technology and Management

STUDENT HANDBOOK

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

Malcolm X

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Section 1:

Introduction and Welcome to ICON College of Technology and Management

We hope that you enjoy your time studying with us and find the course you have chosen both interesting and rewarding.

The Course you have chosen are Bishop Grosseteste University's BA(Hons) Business Studies, BA(Hons) Business Studies with Foundation Year, BSc (Hons) Health and Social Care, BSc (Hons) Health and Social Care with Foundation Year or a Falmouth University's BSc (Hons) Computing Top-Up, BA (Hons) Tourism & Hospitality Management Top-Up, BSc (Hons) Business and Management Top-Up or a BTEC Higher National Diploma (HND) in one of the five subjects ICON College of Technology and Management is approved by Pearson to offer. These being: HND in Business, HND in Computing, HND in Integrated Health and Social Care, HND in Hospitality Management, HND in International Travel and Tourism Management and Diploma in Education and Training (DET). These HND Courses are internally assessed by the College and overseen/quality assured by Pearson who award the qualification you will work towards ICON`s teaching and assessment staff will deliver your Course, support you in your studies and assess and verify your coursework. The College uses a mix of oral questioning, written assignments, projects, time constrained assessments, portfolio and other forms of assessments on the course. This information is provided in your specific course handbook.

Regulations within this handbook are summaries drawn from the Colleges Policies and Procedures as set out in the Colleges Quality Assurance and Enhancement Manual. From time to time changes will be made to the Colleges Quality and Enhancement manual, this Student Handbook and your Course Handbook, you will always find the latest edition of these on the Colleges VLE (Virtual Learning Environment).

The handbook also includes information on the resources we provide to support your study on your course and includes information on personal tutorials, the library and its use, and health and safety and fire regulations.

A summarised version of the handbook will be presented to you in the form of power point slides during your College induction period.

It is not expected that you will read the Student Handbook from cover to cover, but we suggest that you note carefully the College rules, regulations and expectations, and keep the Student Handbook available so that you can refer to its relevant parts from time to time as needed during your time at ICON College of Technology and Management. Make sure you are familiar with the VLE (Virtual Learning Environment) by logging onto it frequently and regularly. The VLE provides you with an abundance of information including the ICON Teaching and Learning Strategy. It will be developed as an interactive learning assistant for you, with blogs that you will benefit from joining, as well as being promptly updated with your learning materials.

The best of luck in all your endeavours!

Professor Nurun Nabi, MBA (Henley at Oxon), PhD (Lond), Cert. in SBM (Harvard), FInstLM, MPDSE,

Principal

Section 2:

Course Admissions, Entry Requirements and Progression

1. Course Entry Requirements

Our entry requirements are either specific grades achieved in nationally recognised qualifications, UCAS Tariff Points or evidence of appropriate equivalent skills and experience.

Equivalent skills and experience means skills or experience we have judged to demonstrate the same level of merit, ability and potential as the nationally recognised qualifications that are required for entry based on the core competencies of the course. We retain the right to use our own tests to determine that applicants have achieved the minimum attainment levels associated with recognised qualifications which they do not hold.

Details of entry requirements for each Programme of study are provided on the College's website: https://www.iconCollege.ac.uk/course-list

In addition, we might require the applicants to attend an interview and/or complete an English Language test.

Applicants must usually be at least 18 years of age on admission to the College.

1.1 Level 5 HND Courses

To meet the entry criteria for admission to Level 5 HND Courses: The applicant must have one of the following:

- a Level 3 qualification
- a Level 2 qualifications and relevant work experience
- or substantial work experience related to the field of

proposed study and,

- Demonstrate capability in English equivalent to CEFR level B2 e.g. IELTS 5.5 (including 5.5 for reading and writing), PTE 51 or equivalent.

and,

- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course

International qualifications at the appropriate level will also be accepted. The College will use ECCTIS (formerly UK NARIC) to determine the equivalence of any international qualifications.

Where applicants do not have a formal qualification to demonstrate capability in English, they will be required to undertake the College's written English Language Test before an offer of a place on a Course is made. Judgement of their capability in spoken English will be assessed by the HoD or Senior Admissions Tutor at the interview. Suitable alternative arrangements to written tests will be made where a Student declares a disability, specific learning difficulty or long-term health condition on their application form, e.g. oral questioning, amanuensis etc.

Entry requirements are clearly presented in all promotional materials and activities.

1.2 Bishop Grosseteste University (BGU)

1.2.1 BA (Hons) Business Studies with Foundation Year

BSc (Hons) Health and Social Care with Foundation Year

There is no formal requirement for UCAS point to join the foundation year.
To meet the entry criteria for admission, the applicant should have one of the followings:

- Minimum three GCSE or level 2 equivalent qualification

or,

- Professional work experience supported by a CV with reference letter

and,

- Demonstrate capability in English (normally GCSE English or equivalent is desirable)

and,

- Demonstrate a commitment to study and a reasonable expectation of success on the course

All Applicants will be interviewed by the ICON College Admission Tutor to assess their English and suitability for the Foundation Year. The Admission Tutor will assess the applicant's skills in listening, speaking and writing.

International qualifications at the appropriate level will also be accepted. The College will use ECCTIS (formerly UK NARIC) to determine the equivalence of any international qualifications.

All Health and Social Care applicants are required to provide valid Enhanced DBS check certificate with their application or prior to enrolment on the Course.

1.2.2 BA (Hons) Business Studies

BSc (Hons) Health and Social Care

a. Applicants will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications) to join the BA (Hons) Business. A range of qualifications may be used to meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc. This list is not exhaustive, and applicants should explore the range of qualifications in the UCAS tariff that they can use to apply.

b. Potential Students in possession of alternative qualifications, transferable credits, or relevant experience will be invited to apply through the University's RPL processes.

   Students who have achieved the College's HND in Business may articulate onto the Level 6 of the BA (Hons) Business Studies.

c. Applications from mature Students are encouraged and the College recognises that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome.

For further information, please see the course specific Programme Specification for entry onto the course.

For Students without the formal qualifications recognised in a., the applicant, including mature Students, can apply directly to the College, and must have one of the following:

- a Level 3 qualification
- a Level 2 qualifications and relevant work experience
- or substantial business-related work experience

and,

- Demonstrate capability in English (normally GCSE English or equivalent)

and,

- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course

In addition, we might require the applicants to attend an interview with admission tutor and/or complete an English Language test.

All Health and Social Care applicants are required to provide valid Enhanced DBS check certificate with their application or prior to enrolment on the Course.

2. English Language Requirements

Applicants must provide evidence that their ability to read, write, speak and comprehend spoken English is at the equivalent to CEFR level B2 allowing them to succeed in their studies. ICON College accepts the following English language tests:

- GCSE English grade C/4
- IELTS 5.5 (including 5.5 for reading and writing)
- PTE 51

Where applicants do not have a formal qualification to demonstrate capability in English, they will be required to undertake the College's written English Language test before an offer of a place on a course is made. Judgement of their capability in spoken English will be assessed by the Admission Tutors at interview. Suitable alternative arrangements to written tests will be made where a Student declares a disability, specific learning difficulty or long-term health condition on their application form, e.g, oral questioning, amanuensis, etc.

3. Application Process

The application process is set out in a flowchart that is distributed to all staff responsible for admissions and administration. The flowchart is available from the admissions team.

If an applicant is applying for Bishop Grosseteste University courses for RPL / RPEL, the application needs to be made to the College & BGU at the same time as it is made to UCAS for a place on the Course. For further information, please see the University's Code of Practice for RPL.

For most of our undergraduate courses, application via UCAS is required. Direct application via the ICON College website is required for some of our courses.

Where UCAS is used as an application system, ICON College complies with UCAS' guidance and deadlines.

A Student's application will be processed by the Admissions Section who will: create a Student file and ensure all the required documents are obtained from the applicant as listed on the 'Students Document Checklist Form' and pass to the relevant Head of Department or Senior Admissions tutor for review. The 'Students Document Checklist Form' is available from the admissions team.

The Head of Department, Senior Admissions Tutor or Admissions department will assess the applicant and determine if an interview is required. The interview will assess the applicant's academic suitability for the Course, advise about the obligations that are placed on Students in terms of engagement with studies and the assessment workload, and make a judgement as to the applicants 'commitment to study'.

Where an applicant declares a disability on the College application form, the Admissions Section will advise the Student Career and Welfare Officer, who will send the applicant a Disability Access Application letter and form, which must be completed before the application is further progressed, and before the applicant is interviewed by the Head of Department or Senior Admissions Tutor. The Student Career and Welfare Officer will provide advice and guidance to the applicant on access arrangements for disabled Students, and any other reasonable adjustments measures available, to ensure Students who are facing challenges through disability can attend their classes, and where appropriate, apply for additional funding from external organisations such as the SLC.

The Head of Department or Senior Admissions tutor must also ensure that the applicant that has declared a disability is fully informed of any units within the Course for which the applicant's specific disability would prevent full achievement of the assessment criterion. Where it is identified that a Student will not be able to complete the full assessment criterion for the Course, consideration may be given to the applicant completing an alternative unit, subject to this being permitted by the Pearson Course specification. Note: If a Student cannot complete a mandatory unit, and therefore cannot be awarded the qualification, they will be advised accordingly, and may apply for an alternative Course, subject to the normal application requirements for that Course.

The Head of Department or Senior Admissions tutor interviewing the applicant will approve the admission/enrolment and sign the 'Interview Form' to be retained in the Student's file.

All documents relating to the Student's application including the English Language test and record of Interview will be kept in the Student's file.

If an applicant supplies any false, inaccurate or misleading information in applying for a Course of study, the College reserves the right to cancel an application and/or withdraw any offer of a place.

All applications will be subject to a procedural error check by the Principal or Director of Admissions. Finally, as a quality check, Principal / Vice- Principals will sample the admissions folder to ensure that the admission/enrolment procedure has been carried out effectively.

3.1. Deferred Entry

Applications for deferred entry will be considered at the point of application. Applicants must normally meet all the academic requirements in the year of application. Applicants holding an offer may request to defer their entry and ICON College will normally only agree to defer entry for the next available intake.

3.2. Assessment and Selection

Assessment and selection of applications are carried out in line with all relevant regulatory and legislative requirements, including equal opportunities, data protection and consumer protection legislation.

Following a successful review and/or interview, the applicant will be offered a place on the course, if they have met all the prescribed entry criteria.

Applicants who are offered a place will be sent an offer letter via UCAS or email. If the offer is conditional, the conditions for enrolment will be clearly detailed. All applicants will be informed at interview and in writing of the arrangements for enrolment and induction.

All Students who are offered a place will have the reasons for this offer recorded on their file. If an applicant is not offered a place they will normally be informed of this decision, with reasons, following the interview. If the decision to not offer a Student a place is taken post-interview then the Student will be contacted and informed of the reasons for the same. A record of the reasons for refusal will be recorded on the Student's file.

3.4 UCAS

Once the application is submitted on the UCAS portal, the applicant's information will be reviewed and a decision will be issued subject to assessment and if required an interview. Once the applicant has gone through an interview process and has been successful, then the offer will be issued on UCAS.

The courses that list with UCAS, and that have late vacancies after the main application period has passed, will be advertised using the UCAS Clearing process.

3.5. Applicants requiring a visa to study in the UK

Where applicants require a visa to study in the UK, their application will be assessed in line with Home Office immigration policy in force at the time. ICON College are unable to issue certificates of acceptance for studies to applicants requiring a Student Visa route.

3.6 Right to withdraw

Applicants have a legal right to withdraw from an offer they have accepted within 14 days of acceptance of the offer. We will, however, consider cancellation requests once this cancellation period has elapsed, where possible. A request to withdraw from acceptance of offer must be made in writing to the Admissions Office.

4. Enrolment

Following the making of an offer, the Student will only be fully enrolled as a Student of the College if the following original documents are provided for verification (with a copy of the relevant document being held on the Student's file):

- Two passport-sized photographs
- The original certificate(s) confirming the qualification(s) upon which the offer was based
- Work experience letter (where relevant)
- Passport (including a valid visa where relevant)
- Student Finance Reference number (where relevant)
- Proof of address
- Instalment Agreement form given to them by the admissions staff (where appropriate)
- Attendance Undertaking form

Students will formally enrol on the first day of attendance on a Course. They will be required to complete an enrolment form which will confirm details of their name, contact details.

In the case of a UK or EU self-financing Student, that Student will not be fully enrolled until the College receives either the full first-year fees or an instalment agreement is signed setting out a fee schedule for payment.

Once enrolled, a Student will be registered with the relevant awarding organisation within one month of the date of enrolment.

If a Student is not fully enrolled, they may be given 'conditional enrolment status', subject to fulfilling the outstanding criterion/criteria for being fully enrolled.

When conditionally enrolled, a Student will have time-limited access to all Student services including the issuing of an ID Card and will be permitted to attend all classes.

A Student will not be permitted to hold conditional enrolment for more than one term, except in exceptional circumstances granted at the sole discretion of the Director of Admissions.

If the Student fails to satisfy the outstanding criterion/criteria for full enrolment after the one term maximum period has expired, a Student will be deregistered from the College and will forfeit access to Student services and attendance at classes.

5. Advice on Recognition of Prior Learning

Recognition of Prior Learning may be of value to the applicants who have not had their prior learning formally recognised and may enable them to gain all or part of a qualification without undertaking the formal learning of the Course.

Applications for the Recognition of Prior Learning (RP(E)L) for Bishop Grosseteste University will be administered by the College, but the final approval will be by the University' Programme Leader and an RPL Panel convened by the University in line with the University's Code of practice for Recognition-of-Prior-Learning.

An applicant may wish to discuss his/her prior learning with the Head of Department at the application stage, in order to clarify the evidence requirements and assessment procedures to be followed and to have their evidence evaluated against the stipulated learning outcomes and assessment criteria from the qualification or unit being claimed.

It should be noted that RPL is not concerned with allowing for exceptional entry to, or exemption from, the Course of study.

Furthermore, the RPL process does not allow the recognition of any unit or qualification assessed by external assessment only i.e. exam-based qualifications, because it is not possible to assess the achievement in exams against the stipulated learning outcomes and assessment criteria.

Some courses require achievement of certain units before the study of others. Therefore, this must be considered during the RPL process.

Applicants wishing to present evidence for RPL must follow the requirements as set out in the Colleges Recognition of Prior Learning procedures, which form part of the Colleges Assessment Procedures.

Progression

The Level 4 Higher National Certificate provides a solid grounding in subject area of study and Professional Body membership, all of which Students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows Students to specialise by committing to specific career paths and progression routes to degree-level study. The Level 6 BSc (Hons) Degree allows Students to specialise in the relevant subject-related areas and progression routes to employment and higher degree studies.

After completing the BSc (Hons) in Business Management, the Students will have an opportunity to either pursue a career in:

- Small business enterprise as an owner/manager
- Entry-level and junior management roles in a wide variety of sectors
- Entry-level administrative positions in multilateral organisations
- Consultancy positions as associates

Or pursue further studies at postgraduate level in:

- Entrepreneurship
- Management Research
- Business Administration

On successful completion of the Level 5 Higher National Diploma, Students can develop their careers in the subject area of study through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to a university.

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant subject-related courses. After completing a BTEC Higher National Certificate or Diploma, Students can also progress directly into employment.

Course Extension

Upon completion of one-year study BSc Top Up on Falmouth University programme, a Student will only have their Course extended for a further one semester and of two years of study, a full-time HND Student will only have their course extended for a further semester/year in following circumstances:

- An application for course extension must be submitted on a “Course Extension Request Form”
- Any course extension shall only be approved by the Director of Admissions which must include support from the relevant Head of Faculty/Department or Programme Manager
- Approval or rejection of an application for course extension must be recorded by signature on the Form and, as a minimum, must be signed by the Director of Admissions and the relevant Head of Department and Programme Manager. Reasons for All the decisions will be recorded in the Course Extension Request Form.
- All applications for course extension will be considered on a case-by-case basis, however, other than in exceptional circumstances no application for course extension will be approved unless the applicant has, as a minimum requirement, completed the 8 units comprising the HNC award for the course they are undertaking
- If a Student has 4 or fewer units to complete at the time of making a request for course extension then their course will only be extended for one semester. If a Student fails to complete the outstanding units within this semester then only on the submission of exceptional circumstances, for valid reason with supporting evidences will the course be extended for a further semester?

An application for course extension will only be considered if it is made, and approval can be granted, prior to the commencement of the semester for which extension has been sought. Under no circumstances will a course extension application be approved when teaching has commenced in the relevant semester.

Course Deferral

The College will consider applications from Students who wish to defer a part of their course to deal with unforeseen matters. Applications to defer must be submitted on the designated Session Deferral Request Form available from reception and is subject to clearance by the Accounts Unit, Student Attendance, Monitoring and Reporting Section, and a Senior Examinations Officer before submission for final determination by the relevant Head of Department or Programme Manager and Chair of the relevant Assessment Board

For Bishop Grosseteste University, please see University's Code of Practice for intercalation (suspension of studies), Students should speak with the College as outlined above and apply using the Application Form. The Application Form and CoP are also available on the ICON VLE and in the Student Handbook appendices.

If the Assessment Board does not meet within two weeks of submitting an application for deferral, the Chair of Assessment Board in consultation to the other chair who attends the AsB as an observer decides on the recommendation made by Internal verifier/moderator and report to the next AsB.

A Student will only be permitted to defer their course for a maximum period of one semester and not beyond the maximum duration of the course. Further, deferment will only be granted if an application is supported and evidenced with acute medical and / or personal reasons. Normally an application for deferment will not be considered if it is submitted after week three in any semester.

If a Student has attended any class in the semester that they wish to defer, then they remain liable to pay the fees for that semester. This includes any fee payment made or to be made by the Student Loans Company.

Prior to 14 days of recommencing their studies following a period of deferment, a Student must complete and submit a re-registration form to the Student Attendance, Monitoring and Reporting Section. Failure to submit this form will result in a Student being deregistered from the College after their period of deferment has lapsed.

Section 3:

College Rules Regulations and Expectations

Student ID card

All Students are provided with an ID Card following enrolment and are required to wear it while they are in the College premises.

Prevent Duty

The Counter-Terrorism and Security Act 2015 section 26 places a duty on the higher education providers such as the ICON College to have 'due regard to the need to prevent individuals from being drawn into terrorism'. As a result, and in common with all universities and Colleges, ICON College is engaged with the Government's *Prevent* strategy and takes a range of steps in order to meet this duty.

Student Conduct

All Students must behave appropriately at all times in the College and in such a manner as not to:

- cause a nuisance, offence, injury or damage to other persons (in particular, other Students, our employees, contractors, agents and any visitors) or to any of our property;
- impede or prevent the provision of any Course of study offered by us; or cause damage to our reputation.

Attendance and Authorised Absence

Students are expected to attend all classes and other contact sessions (such as tutorials including any extra classes that have been arranged for the Student). The Student's class attendance will be recorded via fingerprint reader.

If a Student misses a class or contact session without providing a valid reason for this absence then this will be recorded as an Unauthorised Absence ("A") on the attendance register. All Students should familiarise themselves with the Attendance procedure in part 4 (Admission) of Quality Assurance and Enhancement Manual.

Students receiving support from Student Loans Company are subject to the Attendance Policy of the SLC and the College is required to report to the SLC Student non-attendance.

Students must complete an Authorised Absence Application form (available from reception, Helpdesk and ICON VLE) supported by valid documentation to apply for a period of authorised absence which is usually granted for a maximum period of two weeks.

Note: Examples of valid reasons for not attending a class or contact session include serious personal illness or injury.

Where a Student is aware of a valid reason for not attending a future class, e.g. a pre-arranged hospital appointment, s/he must complete an Authorised Absence Application form in advance giving as much notice as possible

If a Student has a valid reason for failing to attend a class or contact session and has not received prior authorisation, s/he must complete an Authorised Absence Application form (available in Reception and ICON VLE) and submit it to the Student Attendance, Monitoring and Reporting Section on the day of the Student's next attendance or within seven days of the absence (whichever is earlier).

Lateness

Students must attend classes on time (i.e. at 9:30am for the morning sessions, at 2:00pm for the afternoon sessions and at 5:30pm for the evening sessions). Students must remain for the complete duration of the class (i.e. 4 hours). A Student who meets these requirements will have "P" recorded on the attendance register.

Students cannot be signed in after 15 minutes of the start of the class but they are allowed in for another 15 minutes. Any Student who comes in after 30 minutes will be required to enter the class after the break when they will be allowed to sign in. Sign in process will be recorded via fingerprint reader only.

If a Student provides a valid reason (supported by documentary evidence) then their record will be amended to indicate "Present" on the attendance register by the Student monitoring team. A record of this decision and a copy of the supporting evidence will be kept on the Student's file.

If the College considers a Student's attendance is not of a satisfactory standard (regardless of the reason for any absence), the College will provide a written notice to the Student that continued failure to attend the course to a satisfactory standard may result in dismissal from the course. If following such notice, the Students' attendance continues to be unsatisfactory, the College reserves the right to withdraw the Student with immediate effect from the course.

Consequences of Low Attendance

Students receiving support from Student Loans Company (SLC) should be aware that the College is required to report attendance to the SLC and poor attendance can lead to Student Loans being withdrawn. Also, Students will not be able to submit their assignments if their expected attendance is below 80% in line with College Attendance Policy. In this respect, Students will be notified and if their attendance continues to be poor the potential for failure and dismissal from the Course greatly increases. In the event if Student attendance still

continues to be low and is below 50%, the College will refuse to accept assignment(s) and a Student need to repeat the unit following semester.

Bishop Grosseteste University's Attendance, Engagement and Absence Policy allows Students to submit assessment if attendance below 50% but if a Student does not engage then they may be withdrawn from the course and / or be required resit modules with attendance**.**

The College will also inform the following authorities who may take the action as indicated below:

- Transport for London (who may stop the Students 30% discount on travelling)
- Local Council (who may cancel exemptions from council tax)
- Student Loans Company (SLC)

Course Change Policy

Students will normally only be permitted to change their course within three weeks of the commencement of their first semester of study, subject to approval by the College Principal or Director of Admissions after they have scrutinised the knowledge and experience of the applicant. Applications must be made on the Colleges Course Change form available from Reception.

Student Withdrawal Policy

If a Student decides to withdraw from their course they must immediately inform the College of this decision by completing the Course Withdrawal form available from Reception. If the Student is joining a new institution they must inform the College of the name and address of this new institution.

No smoking

Smoking is not permitted anywhere on College premises.

Mobile Phones

Mobile phones must be switched off during class sessions and in the library.

Change of address or contact numbers

Should a Student change his/her UK address, mobile number or email, he/she must notify the College immediately. The contact details form is available from Reception and in the ICON VLE.

Accidents and damage to property

The College accepts no legal liability in the case of accidents, illness, loss of or damage to personal effects and mail other than personal injury or death caused by negligence. Students will be liable to pay for any damage they cause to the College premises or property or to any accommodation that has been arranged by the College.

Expulsions

The College reserves the right to expel Student(s) for improper conduct or any conduct that interferes with the well-being of other Students. Please see the Disciplinary Procedure for full details.

Fees

- **By SLC**
  In the case of an applicant whose fees are being paid by the Student Loans Company (SLC), the applicant must provide the College with a copy of the SLC correspondence confirming fee payment schedule by SLC.

- **Self-Finance**
  Tuition fees are payable yearly in advance and are non-refundable once the course has started. Self-financing Students are normally required to pay the tuition fees in full prior to the start of the course. However, the College is prepared to offer payment by instalment terms in some circumstances where an instalment agreement must be signed setting out a fee schedule for the payments.

SLC funding beyond term of study for the specified course

Students are expected to complete their course of study within the specified duration for the course. However, as a College general rule, if a Student is not able to complete the course within the specified time, the College will provide additional support to the Student to complete the course without any additional cost and with no further SLC funding. Under mitigating circumstances, a Student may apply for additional SLC funding after the approval of Student's application for Extension by the College SLC Funding Panel. Only one semester will be approved by the Panel if the documentary evidences are accepted and the College will also charge the Student a tuition fee based on the number of units taken.

College expectations of Students

We have a firm commitment to equal opportunities and to providing a friendly and supportive environment for our Students.

We expect Students to help us maintain our high standards by:

- Providing us with 'feedback' on the course as you progress through it. In respect of each module you will be asked to complete an anonymous evaluation questionnaire. The contents of each completed questionnaire will be studied in detail with a view to enhancing teaching and learning ensuring that the course retains its vocational relevance and meets the needs and expectations of Students.
- Providing us with whatever information we need to ensure that your studies are running smoothly. This includes letting us know if you are unable to attend the course, for example, due to illness, or any other unforeseeable circumstances.
- ICON College of Technology and Management will take whatever reasonable and practical steps are necessary to ensure the health and safety of each Student whilst in the College environment. You, in return, have a duty to co-operate with the College to ensure that all statutory requirements are adhered to, and that all statutory regulations are observed.
- Being punctual for classes/training sessions

- Not eating or drinking (except bottled water) in any of the lecture rooms, computer labs and library.
- Not dropping food, nor spilling or emptying drink cans, or leaving food packaging etc on the floors, corridors, staircases, or near fire hoses or anywhere in the College other than in the waste bins provided.
- Not removing hardware, removing or copying software or other components of computers: this may be the subject of disciplinary proceedings and may be reported to the police.
- Not using College equipment or premises for any personal reasons without the permission from the Principal.

Students should note that it is a criminal offence under the Computer Misuse Act 1990 and Prevent duty 2015 to attempt to access offensive materials, or to interfere or otherwise access computer systems without authorisation. Conviction can lead to fines of £2,000, up to 6 months imprisonment, and a criminal record.

Letters for Students and Transport for London Student Discount

Our enrolled Students are eligible to request the following letters:

General letter - that confirms their Studentship

Council letter - for council tax exemption

Bank letter - to open a bank account

Holiday letter - confirming office ICON holidays/term breaks

Students requiring one of the above letters should complete a Letter Request Form (Orange Form) available at reception, Helpdesk and ICON VLE and submit it back to the reception and keep the issued receipt.

It takes five working days for the requested letter to be ready, subject to a successful clearance from Accounts, Student Attendance, Monitoring and Attendance Section, Examinations office and final approval by the Principal or the Director of Admissions.

Students must collect their letter in person from Reception by producing a request receipt to the reception staff.

Students can apply for a TfL Student discount card by visiting http://www.tfl.gov.uk/tickets . College will approve the application only if the Student has satisfactory attendance (as per College's attendance policy) and has paid required tuition fees. If you are an 'Evening and Weekend' Student, you will not be eligible for TfL Student discount card.

Equal Opportunities Policy

ICON College of Technology and Management is committed to conform to the requirements of the Equality Act (2010).

The College whole-heartedly supports the principle of equal opportunities in staff, Students and trainee recruitment, advice, guidance and employment. It opposes all forms of unlawful and unfair discrimination on the grounds of colour, race, ethnic or national origin, gender, sexuality, marital status, political or religious affiliation and disability.

We believe that it is in our organisation's and our Students` best interests, as well as all of those who work with us, to ensure that all human resources, talents, skills and abilities which are available throughout the community are fully considered while recruiting staff, Students and trainees.

To this end, we are committed, wherever practicable and within the framework of the law, to be an equal opportunity employer, and will ensure that no employee's job applications receive less favourable treatment than another's on the grounds of gender, marital status, disability, religion, race, sexual orientation, age or background.

Every possible step is taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, training, promotion and career management of staff & Students, are based solely on an objective and job-related criterion.

In order to put this policy of equal opportunities into practice in the day-to-day operation of the College, we will:

- Maintain an action plan containing explicit, measurable and achievable objectives.
- Provide training and guidance for our recruitment consultants and those involved in management and personnel practices.
- Examine and keep under review procedures for recruitment, selection, promotion and training
- Develop mechanisms for resolving grievances about alleged unfair discrimination or harassment.
- Identify any scope for using lawful positive action for training and encouragement, and, where possible, implement the necessary arrangements.
- Review and, if necessary, revise the policy on a regular basis.

Senior managers fully support this policy statement. All employees, agents and Students are responsible for playing their part in achieving its objectives.

Open Door Policy

The College operates an 'Open Door Policy' to promote culture of mutual trust and respect. The main aim of the policy is to encourage open communication and discussion between team members, Students and managers about any matter.

The policy element includes that managers and employees should normally have their office door open in order to make co-workers and Students feel comfortable in approaching them.

However, the office doors can be closed if some meeting or any confidential discussion is going on, to give out the message that the people in the office are unavailable during a certain period of time and the message is displayed on the door.

The main responsibilities of the managers are to:

- encourage employees and Students to share their thoughts and ideas.
- resolve employee and Student concerns on time
- resolve disputes in a timely and orderly fashion
- seize opportunities to improve processes.

Whilst, the main responsibilities of the employees and Students are:

a) Whenever possible make an appointment with the relevant person in advance should the Students wish to discuss any significant matter.
b) Try to resolve disputes with the relevant person prior to reaching out to the manager.
c) Communicate with their immediate supervisor. However, in case of unavailability of the immediate supervisor, the line manager should be contacted for resolution of urgent matters.

Data Protection Policy

ICON College of Management and Technology takes responsibility for looking after information very seriously. We follow the Data Protection Act 1998 and 2018, at all times when asking for, holding or otherwise processing your information so that:

- Personal data will be processed fairly and lawfully
- Data is processed only for the purpose(s) for which it was collected
- Data is adequate, relevant and not excessive for that purpose or purposes
- Data is accurate and kept up to date
- Data is not kept longer than necessary
- Data is kept secure against unauthorised access and loss or damage
- Data is processed in line with individuals' Human Rights
- Data is not transferred outside the European Union without adequate protection.

Sometimes sensitive information may be asked for e.g. health information. The College will always ask for your explicit consent before collecting or using this information.

You will be asked to sign the following when applying to join the College:

'I consent to the College processing personal data, including sensitive personal data as defined in the Data Protection Act 1998 and 2018 about me, for the proper purposes of the College.'

Email Policy

Purpose and Scope

ICON College provides all Students with an email account for academic purpose and also to ensure one dedicated channel of communication with them.

The purpose of this Email Policy is to set out the conditions under which the College's email system should be used.

The policy applies to all current Students, ex-Students, employees and third parties using ICON College email address.

Responsibilities for Email Accounts

- All users of the College's email system are responsible for the security of their mailboxes and must not share the access to the mailboxes. Students are responsible for all activities that occur within their accounts.

- If a user becomes aware that any unauthorised access has taken place, he/she should notify the College immediately emailing on support@iconCollege.ac.uk.
- Any emails sent by the College to the Students will be delivered to their College email addresses (name.lastname@iconCollege.ac.uk) and Students must ensure that they check their accounts regularly.
- Any member of staff, if is a current Student of the College must not use their Student email account for administrative activities purpose, instead staff email account should be used
- Students should be aware that every email address and associated account – whether used by a current or former Student – is the property of the College. Students and alumni must remove all their personal emails and any items of a personal nature that they wish to retain from their email account in advance of it being closed. The College email account will be closed within 6-9 months of the course completion date.
- All email account holders should comply with the email policy, and staff with responsibilities for Students should be aware of its requirements.

Legislation

The users of the College email system are obliged to abide by all relevant UK and European Union legislation. The requirement to comply with this legislation shall be devolved to all the users of the College email system users, who may be held personally accountable for any breaches.

The users for the College email system shall comply with the following legislation and other legislation as appropriate:

- The Data Protection Regulations
- Privacy and Electronic Communication Regulations
- The Computer Misuse Act (1990)
- The Copyright, Designs and Patents Act (1988)
- Equality Act 2010
- Protection of Children Act 1978
- Obscene Publications Act 1959
- Malicious Communications Act 1998
- Investigatory Powers Act 2016

Data Protection

The College is the domain administrator for College email system (@iconCollege.ac.uk) and administers all email accounts in accordance with its Data Protection regulation. For details refer to College's data protection policy.

Acceptable Use

The College's email account provided to all Students for academic purposes and for the duration of their studies. They are also permitted to continue to use the account for up to 9 months after they have left the College. After this time the email address will be retired from use.

The College permits the personal use of College email for a reasonable level of personal use. Authorised users of the College's email system must use its email account responsibly, complying with all relevant policies and laws.

Prohibited Use

The College's email system must not be used for (this is not an exhaustive list):

- the creation, transmission or storage of text, images and other material that is offensive, obscene, indecent, discriminatory, harassing or libellous;
- the transmission of material that infringes the intellectual property rights of another person, including copyright;
- use the email system for any unlawful, invasive, infringing or fraudulent purpose;
- the creation or transmission of material that brings the College into disrepute;
- the incitement of violence;
- activities that corrupt or destroy other users' data or disrupt the work of others;
- activities that violate the privacy of others or unfairly criticise or misrepresent others;
- unauthorised personal financial gain or a commercial or profit-making nature;
- generate or facilitate unsolicited bulk commercial email;
- intentionally distribute viruses, worms, Trojan horses, corrupted files, hoaxes, or other items of a destructive or deceptive nature;

Monitoring

This policy and its implementation will be subject to internal monitoring and auditing, and the outcomes from these processes will inform and improve practices as a part of a commitment to continual improvement.

- The College will carry out monitoring of email systems for regulatory compliance and to protect against cyber-attacks.
- Account activity logs (e.g. logins, usage, storage etc) are monitored and all messages are routinely scanned (for viruses, spam and other security threats) to assist with the effective operation of the email system.
- The routine monitoring may be carried out by the College, or by an authorised third party on behalf of the College. In the event of an identified cyber-attack, human intervention and access to emails may be required.
- The College, as the domain owner and administrator ties, may use analytical tools to monitor the email server and have access to information held in an email account. The College reserves the right to access this information in the following circumstances:
- to investigate a Complaint, where relevant;

    - to investigate a reasonable suspicion of abuse of computer facilities;
    - to cooperate in the investigation of a crime;
    - in an emergency situation, including as a response to a potential cyber security incident.

Otherwise, the College will respect the privacy of all email account holders.

An audit trail of system access and data use by email administrators and Students are maintained and reviewed on a regular basis.

Security

The emails like all other methods of communication, cannot be assumed to be secure. Therefore, the College undertakes following measures, to minimise the risk of interception or breaches of confidentiality.

- Students are responsible for the security of their individual mailboxes and must not disclose their passwords to others.
- Although emails are routinely scanned for virus content and spam, Students should take reasonable measures to prevent the introduction and transmission of computer viruses, including:
  - not opening attachments received from unsolicited or untrusted sources;
  - not transmitting attachments known to be infected with a virus;
  - ensuring that antivirus/anti-spyware software is installed and updated regularly on any computer used to gain access to the IT systems in the College.
- The unauthorised interception of, or access to, the messages of others is illegal.
- The IT Support (support@iconCollege.ac.uk) should be informed immediately if a suspected virus is received or a Student becomes aware that someone has gained unauthorised access to his/her account.

Managing email accounts

- Each Student will be provided with an email account.
- The address for the account will be based on the individual~~'s~~ Student name and surname (e.g. Firstname.surname @iconCollege.ac.uk).
- Any technical queries related to the email should be directed to support@iconCollege.ac.uk
- All emails sent by the College to the Students will be delivered to their College email addresses, and it is important that the accounts are checked regularly.

Non-Compliance

Compliance with this policy is the responsibility of all members of staff and Students.

Any breach of the policy may result in disciplinary action or access to the College's facilities being withdrawn.

Internet

This policy and procedure apply, if you access Internet from your workstation or anywhere in the College premises.

Employees / Students with access to Internet and permission to use the Internet should only do so when their work requires it and there is not a more efficient way of obtaining the required information.

At any point, the College may require you to explain any use you have made of Internet and reserves the right to withdraw your access to the Internet at any time.

Under no circumstances must you access, view or download extremist, offensive, pornographic, illegal, racist or otherwise unacceptable material on College systems.

Access to the Internet exposes the College and its IT systems to attack from viruses and other forms of malicious software. The employees / Students must only use software and hardware provided by the College, applying any procedures required to protect the College and its systems from such attacks.

You may register on a website if safe to do so and it is of benefit to the College although you may be called upon to justify any such registration. If you need to agree to any licence terms to register on a website, then you must obtain prior permission from your Line Manager / Head of the Department.

Downloading files from the Internet may only be done with prior permission from your Line Manager / Head of the Department and employees must make sure that the required software and hardware protection is in place.

It will be considered a fundamental breach of this policy to download any software from the Internet without the express permission of your Line Manager / Head of the Department, and such actions may be considered as Gross Misconduct, which could result in dismissal.

Personal use of the Internet

Although the College's Internet system is for business use, it recognises that occasionally employees / Students may need to use it for personal purposes. If this is the case, employees / Students may do so for a short period, that is during agreed breaks and not during paid working hours.

In such circumstances, employees / Students must not access any material which is extremist, illegal, offensive, pornographic or racist. Goods must not be ordered for delivery to any College address and employees / Students must not make any contractual commitments on behalf of the College.

The employees / Students may also be called upon to justify your personal use of the Internet and the College may monitor use of the Internet - whether for business or personal reasons - particularly if it is suspected that:

- Your use of the Internet is excessive.
- Your personal use is excessive,
- You have been accessing, viewing or downloading material which is offensive, pornographic, illegal or racist or otherwise unacceptable on College systems.
- Indulging in on-line gambling.
- Downloading and distributing copyright information.
- Accessing information using another person's password.

The College reserves the right to retain information that it has gathered on your use of the Internet for a period of one year.

Use of College IT equipment procedure

The purpose of this procedure is to protect the College, its Students, staff and those using College IT facilities from illegal, inappropriate or damaging actions. The College IT infrastructure, systems and services are to be used for academic and business purposes in serving the interests of the College, and its clients and customers in the Course of normal operations.

Rules

- These rules should help make best use of a valuable resource while respecting Student rights. They apply to all computer hardware and software (whether it is College property or not), which Student use on College premises
- A Student must not use College IT facilities for any illegal activity
- By registering as a Student with the College, Students are accepting these regulations and College information security policy

General

Staff, Students and visitors using College IT systems must not create, download, store or transmit any extremist material, or material with the potential to radicalise themselves or others. The College reserves the right to monitor or block access to such material[1]

If a member of the College community believes they may have encountered such material, they should report this immediately to the designated prevent duty officer.

The College may occasionally need to monitor communications such as e-mails and to monitor Student access to the internet. The College does this for a range of legitimate reasons, for instance to monitor abuse of the internet, or to make sure inappropriate e-mails are not being sent. While the College does not regularly monitor, the College can intercept e-mail messages to help protect its interests. By becoming, or continuing as, a Student of ICON College you give your permission for us to do this. For this reason, you may prefer not to use College IT systems for personal communications.

If you deliberately do or fail to do something that could cause a general loss of the service or interfere with the work of another user, you will have broken College rules. This includes:

- using IT to allow one user to pretend to be another or as the system operators
- sending offensive or unnecessary messages
- disrupting the service through carelessly introducing a 'virus', a Trojan horse or another harmful or nuisance program
- offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material
- deliberate unauthorised access to networked facilities or services
- material with the intent to cause annoyance, inconvenience or needless anxiety

[1] Statutory Guidance: Revised Prevent Duty Guidance: for England and Wales; 2021 https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

- violating the privacy of other users
- corrupting or destroying other users' data
- Material with the intent to defraud
- Defamatory material

Copyright

- It is illegal to store or publish unlicensed copyright material
- You must keep to the terms and conditions of all licence agreements relating to IT facilities which you use, including software, equipment, services, documents and other goods
- You must not modify any software or include any part of it into you own work without permission from the licensor.

Data protection

- If you hold or process personal information on College computers, you must do so in line with the Data Protection Act 1998 and 2018. You must tell the Head of IT section before you do so and keep to any restrictions, we place on you
- You must not use another Student's username or password, or allow any password issued to you to become known to any other person
- Having logged in, you must not leave IT facilities unattended
- If you connect equipment to our networks, you must do so in line with our policy. You can find details on our website. In particular this means you cannot set up unauthorised subnets or ad-hoc networks
- You must not try to gain access to our systems management facilities or other IT facilities, which are not available for Student use.

Privacy and privileged information

You must treat any information, which becomes available to you through using College computers as privileged. This means you cannot copy, change, pass it on or use it in any other way without the permission of the owner or appropriate organisation.

Penalties

- If you break these rules, the College may ban you from using certain facilities for up to seven days. The College may also take other action against you as prescribed in the rules and regulations.
- If you damage files or hardware, the College may also charge you the full cost of replacing it, including labour and related cost.

Section 4:

Assessment and Quality Assurance

Assessment

The College complies with the assessment requirements of the qualification awarding organisations (Bishop Grosseteste University, Falmouth University and Pearson). These are summarised in the Colleges Course Handbooks that are given to Students following enrolment on a particular course.

For BGU this relates to the Code of Practice for Assessment, Code of Practice for Anonymous Marking and Guidance on Marking and Moderation of Student Work.

Each course comprises a number of units / modules and each unit is assessed individually, generally by an assignment. Assignment briefs are issued by unit tutors at the beginning of the unit delivery.

Students should refer to the Course Handbook for the assessment strategy for individual units.

Assignment submission

Students submit assignments through the ICON VLE where a check for plagiarism is made and feedback from the tutor is provided.

A Student will not be able to submit their assignments if their attendance is low and is not in line with College's Attendance Policy which states that an expected attendance of 80% for Level 4 and 5 Students. However, as the Student moves towards more independent and self-directed learning, particularly on Level 6 the requirement for learning autonomy increases, the hours of formal in-class tuition reduces and the likelihood of low attendance diminishes.

For Students on Bishop Grosseteste University courses attendance and engagement will be monitored (Attendance, Engagement and Absence Policy) if a Student's attendance becomes a cause for concern (below expected 80%) the Student will be informed, and they will be invited to meet or have a conversation with their HoD/Programme Manager about improving their attendance / engagement (including, if required Support for Study). If attendance and / or engagement continue to be a significant concern, including not attending meetings with HoD/Programme Manager, then this may lead to termination a Student's enrolment on their programme of study.

If a significant and ongoing concerns still have been identified and in particularly serious circumstances this

A Student can re-submit his/her referred assignment for a particular unit only once. If the Student fails in both the attempts (first submission and re-submission), s/he has to retake the unit/s including full attendance at all lectures. The right to retake requires meeting attendance requirements and payment of relevant fees (where applicable).

In any given semester a Student will only be allowed to submit the current semester assignments plus a maximum of one referred assignment from the previous semester. For BGU courses Students may exceptionally be allowed to do more in course referrals per semester.

Students are expected to use the first opportunity available for submission of assignments. If a Student fails to submit the assignment on the first submission deadline date, it will be treated as if s/he has made use of one submission opportunity and can submit only one more time. This will be treated as re-submission. Maximum grade for resubmitted assignment is a Pass unless Exceptional Extenuating Circumstances have been upheld.

For Bishop Grosseteste University, Students who have failed any modules following the meeting of the Board of Examiners at the end of any level or stage will normally be offered the opportunity to be reassessed before the commencement of the next stage or level. Modules that have been reassessed in full or in part (in all or some of the components) will be capped at 40% for that module overall unless extenuating circumstances have been

approved. Students will not normally be offered the opportunity to be re-assessed before that meeting; however, exception to allow in-course retrieval may be made following consultation between the Programme Leader and the Chair of the Board of Examiners and with the formal approval of the Chair. Students may be reassessed in all or part of a module; the method of reassessment will be as stated in the approved module specification and the relevant assignment brief. Students will normally be permitted two reassessment opportunities only per assessment submission, for further information please see Code of Practice for the Assessment of Students.

All submissions must be made under the correct unit's name and corresponding tutor, otherwise the assignment will not be marked and will be considered as no submission. A Self-financing Student can only submit their assignment if s/he has clearance from the account's office.

Late Submission

Assignments submitted after the final submission deadline, and within one week of the deadline, will be capped at a Pass grade - 40% in the case of university-validated programmes assessment regime unless extenuating circumstances apply. Any assignment submitted later than two weeks after the deadline (week one final submission and week two, the following week, is late submission window) will not be accepted. A Student then should follow submission and resubmission process.

In the case of Bishop Grosseteste University, the Students will be able to submit their assessment once **five** working days ahead of the final submission deadline. Students may submit their assessment up to 24 hours after the final submission deadline, but the assessment will be deemed late will be capped at 40% for Undergraduate courses and 50% for Postgraduate (MSc, MA) courses.

For BGU courses a Student may ahead of the final submission deadline for a module request an extension of up to 2 weeks due to extenuating circumstances. The Student should fill in an "Exceptional Extenuating Circumstances Form" and hand it to the examination office by attaching all the supporting documents (see below Exceptional Extenuating Circumstances).

Resubmission procedure

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A Student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment**.

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- only one opportunity for reassessment of the unit will be permitted except for Bishop Grosseteste University (BGU) where two reassessment opportunities will be permitted.
- Reassessment for course work, project-or portfolio-based assessments shall normally involve the reworking of the original task. For BGU assessments a revised referral assessment, as outlined in the assessment brief, will normally be required with a reworking of the original task only permitted if the assignment is specific to the Student e.g., a final year project.
- for examinations, reassessment shall involve completion of a new task
- a Student who undertakes a reassessment will have their grade capped at a Pass for that unit

- a Student will not be entitled to be reassessed in any component of assessment for which a Pass or a higher grade has already been awarded.

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

- If the Student fails the unit after resubmission, the Student will repeat the unit.
- The Student must study the unit again with full attendance and payment of the unit fee
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit
- Units can only be repeated once.
- For BGU, please see code of practice for Student assessment

Time Constrained Assessment (TCA)

Time Constrained Assignments (TCA) may be used as part of the assessment criteria in some units in combination with assignment assessment. Students will have to follow the same procedures that they are required to follow for assignment submission (See assignment submission procedure above).

For Pearson courses, if a tutor suspects that the Students work is not authentic, TCA or Presentation would be used to assess the Students work.

Plagiarism/Collusion and AI Guidelines

Plagiarism and other academic offences procedures

Plagiarism can be summarised as follows**:** A person commits plagiarism when he/she includes in his/her own work (coursework, assignment, article, book, etc.) someone else's work in a manner such that it misleads the reader into believing that work was that person's own work.

The following are examples of plagiarism -

- Reproducing or paraphrasing published materials without acknowledging the source
- Presenting information from electronic sources (e.g. downloading matter from the internet and pasting it into an essay, project or report) without acknowledging the source
- Copying the work of another current or former Student
- Passing off the ideas, designs, inventions or any creative work, belonging to another, as one's own
- Getting someone else to do the work

A Student commits assessment misconduct when he/she attempts to gain unfair advantage, either on his/her own or with the help of others, to gain a grade that does not reflect his/her own knowledge, competence or skills.

The principal kinds of assessment misconduct can be summarised as follows (the list is not exhaustive):

- Committing plagiarism, as outlined above
- Colluding, by working collaboratively with others, and then passing off the work as one's own
- Introducing and using unauthorised materials in time constrained assessments (i.e. examinations, practical tests, etc.)
- Fabricating results or evidence to mislead and get better grades
- Altering results documents, including certificates, to mislead
- Failing to abide by instructions or advice given by assessors with respect to assignment regulations, (e.g. number of words in projects, etc.)
- Committing any other type of cheating or misconduct to disrupt others and/or gain unfair advantage.

Protocol

Allegations of plagiarism/collusion and of assessment misconduct may be referred to the Academic Misconduct Committee by a member of staff of the College or be dealt with by an assessment board.

A Student must check their assignments on ICON VLE with plagiarism software Turnitin to make sure the similarity index for their assignment stays within the College approved level. All Final coursework must be submitted to the Turnitin submission point in the unit on the ICON VLE.

An overall similarity index of 30 percent with no more than 10 percent from a single source spread over the assignment will be acceptable. No single source should be greater than 10 percent spread across the assignment.

The tutors will not assume plagiarism in the cases of similarity indices above 30%, however, they will use their discretion and make a professional judgement as some Units are likely to have higher similarity indices than others.

In the case of Plagiarism, the assignment will be assessed as normal and the recommended grade will be R(PL).

If the tutors suspect that the Student work is not authentic, they can invite the Student for oral presentation. If the tutor is satisfied that it is the Student's own work, then the grade awarded for the assessment will be maintained.

Penalties

A Student that has his/her assignment marked as plagiarism or collusion for the first time, will be informed in writing with details and a copy of that notice will be kept in his/her personal file. The Student will also be asked to submit a new assignment based on resubmission procedure outlined in the assessment procedures. If the Student is found for a second time to be involved in plagiarism/collusion, the Student will be referred to the Academic Misconduct Committee.

The Academic Misconduct Committee may make recommendations to either the Assessment Board or the Academic Board depending upon the findings of its investigation into the matter.

The Academic Misconduct Committee will take into consideration the relevant rules and regulations of the awarding organisation.

For Bishop Grosseteste University, the Code of Practice for Academic Misconduct where a Student is considered to have attempted to gain an unfair advantage in the completion of an assessment, a penalty will be imposed. Penalties are scaled according to the level of misconduct committed:

- minor academic misconduct
- major academic misconduct
- gross academic misconduct

For further information, please Code of Practice for Academic Misconduct.

Guidelines for Artificial Intelligence (AI) use

The following steps will be implemented in Students' work (coursework, presentations, posters, etc.) to uphold academic rigour and integrity at this stage.

1. If the percentage of AI-generated text in a Student's assignment is moderate (e.g., less than 30%), the assessor should comment on the work, noting: "The percentage of AI-generated content is moderate. Students should not use AI tools to complete assignments and will face disciplinary action if this is repeated." Additionally, if there is reliable evidence that the content is not the Student's own work, the grade may reduce (for example by 5 marks). The feedback should state "The work contains some unoriginal and uncited sources/AI and the mark has been lowered accordingly".

2. If the percentage of AI-generated content is high (30% - 60%) and the assessor believes there is reliable evidence that suggests the work is not original,

    a) The assessor may apply a mark reduction as per point 1 (for example, 10 marks) with statement in the feedback "That percentage of uncited generative AI is higher than expected, whilst the formal panel is not indicated on this occasion, please be aware that such a use of AI is strongly discouraged and the mark for this assignment has been lowered accordingly. Further breaches may result in formal action for academic misconduct.

    or, depending on the available evidence, and/or the severity of the case,

    b) The assessor will arrange to interview the Student to discuss their source material. The review panel will follow the Assessment Code of Practice to determine whether a penalty and/or formal warning is necessary.

3. If the percentage of AI-generated content is very high (above 60%) and the assessor determines that a high percentage of work is not original and suggests the use of generative AI/other uncited sources, the Student's work will be Referred. The Student will receive a written academic warning (via letter or email), which will be recorded as a major academic misconduct. The Student will then be referred to the

Academic Misconduct Committee. Before this, the Student will have the opportunity to explain themselves to the Head of Department (HoD) or Course Leader. This information will also be included in the feedback provided.

Grade Upgrade (Improvement)

Students studying towards an HND qualification or BSc and Master degrees will not be permitted to retake a unit they have already passed to improve their grade in line with Awarding Organisations requirements.

Conflict of Interest

The College policy requires that all assessors to declare their relationships or links as well as conflicts in any manner with any Student before they undertake to mark Student assignments. The purpose is to make sure that any conflict of interest should not negatively or positively impact the Students' grades. Moreover, the College also requires the members of the assessment panel, including the internal verifiers, to declare if they are subject to the issues of conflict of interest panel meets.

Exceptional Extenuating Circumstances (EEC)

Where circumstances beyond the Student's control impact negatively on an assessment opportunity the Student may submit a claim for exceptional extenuating circumstances. Exceptional extenuating circumstances may apply in one of the following circumstances: examples:

- a long-term illness (other than minor illness)
- acute personal/emotional circumstances
- hospitalisation
- Bereavement in the run-up to an examination or coursework deadline (normally a close
  relative i.e. parent, child, partner or sibling)
- been the victim of crime
- mental health problems
- natural disaster
- civil disruption (e.g. major breakdown in transport system)

The following **will not** normally be considered as valid extenuating circumstances:

- Computer or printer failure
- Bunching of deadlines
- Job interview
- Falling behind due to paid employment
- Minor illness such as coughs and colds
- Illness after a deadline has passed
- Attendance at weddings and other 'rites of passage' ceremonies
- Religious festivals (unless they cover a significant portion of the assessment period or fall on)
- the day of an examination, in which case the Student is expected to give reasonable advance warning)
- General feeling of anxiousness/depression, unless backed up by medical evidence

- Holidays
- Missing a train or bus
- House moves
- Ignorance of rules and regulations
- Disability for which special arrangements are in place
- Loss of USB

Claiming Exceptional Extenuating Circumstances

Claims of Exceptional Extenuating Circumstances should be made by completing an 'Extenuating Circumstances' form (available in the ICON VLE or the Examination office) and submitting to the Examination Office within **Two weeks** of the affected assessment together with an appropriate evidence. The Senior Examinations Officer will deliver the form to the HoD/Programme Manager for the Course from which the EEC arises to proceed. The Student must submit this form immediately, as it is likely that their application for extenuating circumstances will not be considered if submitted late. The HoD/Programme Manager will consider all the EEC applications ahead of and make recommendations to the next Assessment Board/Module Board (for BGU) meeting for their considerations. The Student will be informed of the outcome of their application for Exceptional Extenuating Circumstances (EEC) by the Examination office after the Assessment Board/Module Board (for BGU) meeting.

A Student will not be able to submit an application for Extenuating Circumstance after the **Two weeks** window for submitting an application has expired except if they are physically unable to do so, for example due to hospitalisation or being incarcerated etc.

If the Assessment/ Module Board does not meet within two weeks of submitting an application for EEC, the Chair of Assessment Board with consultation to the other chair who attends the AsB as an observer decides on the recommendation made by Internal verifier/moderator and report to the next AsB.

Assignment grades are provisional for each unit until internally and externally verified and approved by the assessment board. For Pearson courses only, the College policy is that the Student may be required to undertake an exam and/or presentation after submitting their assignment for a particular unit where there is a question regarding the authenticity of the submitted assignment.

Progression Requirements

The following requirements reflect the College regulations for BGU programmes for Progression from Level 4 to Level 5 and Level 5 to Level 6

Progression from Level 4 to Level 5

- A Student must achieve 120 credits at level 4 in order to progress to level 5 of any undergraduate award. The marks awarded will not be taken into calculation for the classification of the final award. Students must achieve 40% overall in each module or achieve an average of 40% in all modules on that level and a mark between 35% and 39% in not more than one module with at least 40% in all remaining modules.

Progression from Level 5 to Level 6

- A Student must achieve 120 credits at level 5 in order to progress to level 6 of an undergraduate honours award. The marks awarded will be taken into calculation for the classification of the final award (see paragraphs 42-44). Students must achieve 40% overall in each module or achieve an average of 40% in all modules on that level subject to carrying in referral a maximum total value of 30 credits, see paragraph 15.

- A Student who fails to progress from level 5 to level 6 - i.e. has failed to achieve 120 credits at level 5 - may opt to claim the award of Certificate of Higher Education (minimum 120 credits at level 4 and above). A Student who fails to achieve the award of an honours degree - i.e. has failed to achieve 120 credits at level 6 - may opt to claim the award of Diploma of Higher Education (minimum 240 credits 120 of which must be at level 5 or above). It should be noted that these are exit awards and a Student who receives one of these awards will not be able subsequently to recommence the programme.

For further information please see BGU Regulation for Undergraduate Awards and Supplement to the Regulations for Undergraduate Awards, for undergraduate degrees with a foundation year.

The following requirements reflect the College regulations for Falmouth validated programmes;

BSc (Hons) Top Up Courses (Falmouth University)
A Student with HND certificate joining the Programme should achieve a minimum total of 120 credits in order to obtain BSc (Hons) in Business & Management, BSc (Hons) Computing and BA (Hons) Tourism & Hospitality Management degree which is awarded by Falmouth University.

- The Course will be taught over 2 semesters in one academic year. In semester 1 Students will study 3 modules (60 credits) and in semester 2 Students will take another two or three modules (60 credits). If Students do not pass the required modules each semester then the requirements set out below apply.

Semester 1
- All Students will take three (3) modules in this semester, which represents 60 credits
- By the end of semester 1, a Student should successfully complete at least two (2) modules (40 credits) in order to progress to semester 2

Semester 2
- All Students will take two (2) modules in this semester, which represents 60 credits (with 40 credits in project)
- Students who failed a module from semester one after resubmission will repeat that failed unit.
- By the end of semester 2, a Student should successfully complete all five modules (120 credits) required for BSc (Hons) degree.

- Any Student who at the end of semester 2 has failed to pass (successfully complete) the required modules must enrol for an extra semester to complete the failed units which will result in additional cost per unit
- Where a Student fails a Dissertation/ Research Project, reassessment should take the form of a Resit unless the Assessment Board agrees that, in its academic judgement, the extent of failure is such that additional supervision is needed to retrieve that failure.

A Student can resubmit the failed module only once and the grade is capped to 40%. If the Student fails the unit after resubmission, the Student will repeat the unit. A Repeat is a second attempt at an assessment in the following academic session with tuition and fees and with marks capped at the Pass Mark.

A Student who does not meet the Progression and Award Requirements at the second attempt must leave the programme and must not be permitted to re-enroll on a programme or module in which he/she has failed.

Pearson HND Courses
These following requirements reflect the regulations of Pearson, the awarding organisation for BTEC Courses (RQF)

- **HNC - 120 credits**
  A Student should achieve a minimum total of 120 credits with all credits (7 or 8 units depending on the Course of study) obtained from level 4 units, including the required mandatory units in order to apply for Higher National Certificate (HNC) certification. Students can still be awarded an HNC if they have not achieved a Pass in one of the 14/15 credit units completed but have completed and passed the remaining units.

- **HND - 240 credits**
  A Student should achieve a minimum total of 240 credits from a combination of level 4 and level 5 units with 120 credits obtained from level 5 units including the required mandatory units in order to apply for Higher National Diploma (HND) certification.

  Students can still be awarded HND if they have attempted but not achieved a 'Pass' in one of the 14/15 credit units completed at level 4 and similarly if they have attempted but not achieved one of the 14/15 credit units at level 5. However, they must complete and pass the remaining units for HNC or HND as per the unit rules of combination of the required qualification.

College requirements for HND Courses
The Course is taught over 4 semesters: each academic year will contain 2 semesters. Each semester Students will study 4 units. Thus, a Student passing each unit s/he takes will complete the Course in two consecutive years (four semesters). If Students do not pass four units each semester then the requirements set out below apply.

Semester one
- All Students will take four (4) units in this semester

- By the end of semester 1, a Student should successfully complete at least three (3) units in order to progress to semester 2
-

Semester two

- Students who failed a unit from semester one after resubmission will repeat that failed unit.
- By the end of semester 2, a Student should successfully complete at least seven (7) units from semesters 1 & 2 in order to progress to semester 3
- Failure to have completed seven (7) units at the end of semester 2 will require the Student to re-take the failed unit(s) before proceeding to semester 3

Semester three

- By the end of semester 3, a Student should successfully complete at least eleven (11) units from semesters 1, 2 & 3 in order to progress to semester 4
- Failure to have completed eleven (11) units at the end of semester 3 will require the Student to re-take the failed unit(s) before proceeding to semester 4

Semester four

- Any Student who at the end of semester 4 has failed to pass (successfully complete) the required units must enrol for an extra semester to complete the failed units which will result in an additional cost per unit

A Student can take a maximum of five (5) units (including repeat unit) in each semester.

If a Student fails a unit and the College does not offer it in that semester, then the Student will have to take it the next semester.

A Student can resubmit the failed unit only once and the grade is capped at a Pass. If the Student fails the unit after resubmission, the Student will repeat the unit.

A Student who, for the first assessment opportunity within a repeated unit, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment. This reassessment will be subject to the standard RQF resubmission rules and regulations as stated.

If a Student repeats an RQF unit and still does not achieve a Pass, they will be required to either complete a different unit in full or take the unit as compensation. In either instance, the College must make sure that the relevant rules of combination and requirements have been met.

Note: For further information, please see the Course handbook.

HSC Work experience Policy

Introduction

ICON College of Technology and Management values practice in the education of Students as a key and distinctive part of our strategy. The College locates learning in the context of the Student's workplace or volunteering activities in Pearson Level 5 HND in HealthCare Practice (Integrated Health and Social Care) where it is mandatory for Students to demonstrate

evidence of 450 hours of relevant work experience over the duration of the course. This Work experience Policy explains the requirements and responsibilities of all parties, where appropriate.

The Work Experience Guidelines Handbook facilitates the Student learning experience in bringing practice into the curriculum and helping Students to reflect on their work experience and their personal and professional development as health care practitioners. The purpose of this handbook sets out arrangements for the quality management and integration of work experience and voluntary work-based learning into the HSC Course and identifies responsibilities for the College, Students and employers.

Principles

The Academic Board of the College will have oversight of work experience in relevant courses at the College.

The College supports Work experience with appropriate levels of resources to ensure that management oversight is sustained and effective (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

The College ensures that risks associated with Work experience providers arranged by the College are assessed and that appropriate and proportionate safeguards are in place. (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

The College assists Students in understanding their responsibility to the employer, the College and their own progression in relation to their Work experience) (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

The College provides support to those Students who do not have current work experience to access work experience. It is also the responsibility of the Students to arrange and finding their own Work experience as a part of their course.

The College undertakes due diligence with providers and takes reasonable steps to ensure that learning experiences are relevant, valid and related to the outcomes of the course. (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

This Policy applies to all Students of ICON College who undertake a period of work experience, paid or unpaid in a relevant workplace as an assessed part of their study.

ICON College shall in accordance with its Health and Safety policy take steps to secure the health and safety of Students undertaking work experience

The College will continue to build partnerships with external HSC organisations to expand the network for Work experience opportunities. The College is committed to enhancement of the Student learning experience and has procedures to ensure that improvements are identified and implemented. (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

Responsibilities

The College

The College has a duty under the Health and Safety at Work Act 1974 to ensure, as far as is reasonably practicable, that neither employees, visitors nor learners are exposed to risks to their health and safety arising out of College activities. This will include the provision of robust and auditable systems to ensure Work experience takes place in appropriate work environments and meets awarding body requirements. The College has a responsibility to ensure that any staff involved in the management or administration of Work experiences have appropriate training, and are in turn aware of their responsibilities in the process, including when visiting Work experiences.

The College will provide reasonable support to those Students who do not have work experience to find suitable work experience. The College offers a Level 5 HND in HealthCare Practice which requires a mandatory minimum 450 hours of work place experience. Students will accomplish during their course of studies at the College. The College expect Students to be in work or willing to undertake Work experience or voluntary work. The work experience is integral to this course.

The College will provide information to the Student about the link(s) it has with relevant HSC Workplace organisations.

The College will inform Students the types of work experience that may be suitable at the appropriate level **(Appendix 1)**

Before starting the relevant work experience, the Student will be briefed about that workplace by the Work experience Learner Coordinator.

The College offers courses where work experience is not a requirement but where there may be a demand from participating Students. The College advises to all Students to find work experience.

The Students

Students in work experience have the same Health & Safety responsibilities as any other employees in the workplace. They must take reasonable care for their own Health & Safety and of other people who may be affected by their acts and omissions. They must also cooperate with the work experience provider in complying with the work experience provider's legal duties. Disclosure Barring Services (DBS), checks must be completed by those learners who need to achieve 450 hours before work experience can begin. Those Students who are in relevant HSC Work experience will have had a current and updated DBS check before starting their Work experience.

All Students must complete a Practical Learning, Assessment and Development Portfolio (PLAD) over the course of their studies to be awarded the HND Diploma in HealthCare Practice. The aim of the PLAD is to give the learner a tool to record evidence of their professional development and reflective practice approach in the healthcare field.

All core units in the Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice will give the learner the theoretical knowledge required to be an effective Healthcare

Practitioner. In Unit 2: *Demonstrating Professional Principles and Values in Health and Social Care,* you need to show your competence in the application of the knowledge and understanding gained from your units in specific settings. **(Appendix 2**) The PLAD therefore includes the records of evidence for the practice requirements of other units.

This PLAD is designed to facilitate the demonstration of good practice and to help the learner focus their attention on the importance of reflective practice to their qualification. (The PLAD will show what you the learner have been consistent in the assessment of your practice across all your placements).

The learner must demonstrate the requirements of the relevant assessment criteria in each of the units, linked to a work-placement setting, and record the evidence in their PLAD. Students are strongly advised to use the PLAD as a tool to support the development of their practice-based skills and experience in work placement.

The Students will develop effective and informed practice and the PLAD should reflect their experiences and activities throughout 450 hours of work placement or experience in different health and social care settings. Students will engage in continuing professional development (CPD) and reflective practice, developing their skills, practical competence and subject knowledge. Tutor/Assessors and placement supervisors should be fully satisfied that Students have demonstrated the required level of competence before recognising this in the formative and summative reports.

This guidance contains all the information and forms that you need in order to compile your PLAD throughout your period of study.

Content of the Practical Learning, Assessment and Development Portfolio (PLAD)

The PLAD will include a contribution from different people involved in your training, but ownership of the PLAD is the Student. It is the Student's responsibility to ensure that the PLAD is completed appropriately. The PLAD is designed to be completed over the whole period of the Student's studies, for most people this will be over a 24-month period for the HND.

The PLAD should consist of:

- Evidence of an induction to your work placement ***(Section 1)***
- Evidence of developing skills and practice in a real work environment in relation to unit requirements, including satisfactory observations of your practice by relevant staff and records of your vocational hours **(*Section 2*)**
- your reflective practice log **(*Section 3*)**
- your personal development plan **(*Section 4*).**

Taking pleasure and pride in developing a high-quality PLAD will help with the successful completion of this qualification. Detailed evidence that explores the ways you have developed skills and reflected on your practice using different sources and tools will help you achieve the criteria in your units.

The PLAD is a record of your competence and skills in a healthcare context. The effectiveness of the log at demonstrating your competence is down to you. To meet the

practice requirements of ***Unit 2: Demonstrating Professional Principles and Values in Health and Social Care*****,** you must:

- complete each section of the PLAD
- present sufficient observation reports to meet the requirements of the qualification
- present sufficient witness reports to demonstrate your competence in a vocational context.

In addition, you should include all other evidence of competence, for example witness testimonies of activities undertaken/practice demonstrated and observation records, etc. in your PLAD. If you take care with the completion of your PLAD and make sure that your records of observation are detailed and well-used you should be able to provide strong evidence of your achievement against the practice criteria in your units.

You are encouraged to present other forms of evidence. It is important that you can support evidence, where necessary, with validation from placement supervisors, Tutor/Assessors, etc.

There are several ways of demonstrating your competence and skills in a healthcare context. The most commonly used ways are as follows.

- Asking your placement supervisor to observe you carrying out a task or activity. They then complete and sign a form detailing what they have seen and heard.
- Asking your placement supervisor for a signed witness statement relating to a piece of work that you have carried out in their work place. They may not have seen you do the task but have seen the end result.
- Asking your course Tutor/Assessor to observe you completing an activity or task and then obtaining a signed report detailing the results.
- Completing a 'reflective account' yourself, outside of those required for your units. This involves analysing what you have done. The reports should include what worked well and what required change. A reflective report should always be supported by additional evidence that demonstrates how you carried out the task or activity.

Work experience provider

Learners on work experience are employees of the work experience provider under the terms of either a contract of employment or the Training for Employment Regulations 1990 and, as such, are owed a duty of care. The employer (Work experience provider) must ensure so far as is reasonably practicable the health, safety and welfare at work of the learner. This includes assessing the risks to which the learner on work experience is exposed at work and providing training, instruction and supervision. The primary responsibility for meeting statutory Health & Safety requirements within a work experience remains with the employer (Work experience provider). The Work experience supervisor/line manager is a person, employed and designated by the Work experience provider, who is responsible for supervising the Student while on work experience. All proposed Work experience provider should complete the Work experience provider agreement form and work experience provider Checklist (**Appendix 3 & Appendix 4)**

- The Student must contact the Work experience supervisor to discuss any issues arising from the work experience
- Employers can contact the College to discuss any issues arising from the work experience
- Employers such as the supervisor /line manager of the Student will authenticate the work experience learning agreement **(See Section 1)**
- The College expects employers to monitor Students, have regular progress monthly meetings and to make written comment about their performance at the end of their work experience.
- A record of individual hours of service by all Students will be maintained by the employers and should be made available to the College when requested.

Learners on placement are employees of the placement provider under the terms of either a contract of employment or the Training for Employment Regulations 1990 and, as such, are owed a duty of care. The employer (Work experience provider) must ensure so far as is reasonably practicable the health, safety and welfare at work of the learner. This includes assessing the risks to which the learner on placement is exposed at work and providing training, instruction and supervision. The primary responsibility for meeting statutory Health & Safety requirements within a work experience remains with the employer (Work experience provider). The Work experience supervisor/line manager is a person, employed and designated by the Work experience provider, who is responsible for supervising the Student while on placement. All proposed Work experience provider should complete the Work experience provider agreement form and Checklist.

Section 5:

Academic Appeals and Complaints

Academic Appeals (Assessment Decisions Only)

This procedure is related to academic appeals only. For any other Complaint or appeal, the Colleges Complaints and Appeals procedure should be followed.

Academic appeal, as defined by the Office of the Independent Adjudicator (OIA), is 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 relates to the outcome of an assessment or examination, or a Student's progression, and may be based on:

- a procedural irregularity in the assessment process
- bias or perception of bias
- Exceptional Extenuating Circumstances (EEC) where, for good reason, the academic body was not made aware of a significant factor relating to the assessment of a Student when it made its original decision.

The following are not normally considered to be the legitimate grounds for an academic appeal:

- where a Student questions the exercise of academic judgment, that is, the decision made by academic staff on the quality of the work itself or the criteria being applied to mark the work (rather than the administrative marking process)
- where a Student disagrees with the conclusions reached by the individual or panel which considered their EEC.

If a candidate is in disagreement with his/her assessor concerning an assessment decision, he/she has the right to appeal based on the following stages (all references to days in specified time limits refer to working days)

Stage one

A Student wishing to appeal against an assessment outcome must complete an Appeal form (available at Reception or the ICON VLE) and deliver it to the Examinations Office within **ten days** of the availability of the relevant results at the Examination Office. The Student must identify on the form how he/she has allegedly not been fairly assessed.

Stage two

The Senior Examinations Officer after cross checking the form will forward it ASAP to the relevant HoD/Programme Manager to seek the permission to proceed with the appeal. The HoD/Programme Manager shall give permission to proceed if the above grounds of appeal requirements have been met or alternatively refuse if they have not been met.

For Students on BGU validated courses the College liaise with BGU at this stage to oversee the appeal investigation and outcome.

Stage three

The HoD/Programme Manager must make a decision within **ten days** of the lodging of the appeal form with the Examinations Office. The decision, may if it is a rejection be confirmed or altered by a member of the Internal Verifier team (who shall be nominated by the HoD/Programme Manager within **five days** of the lodging of the appeal form). Such confirmation or alteration shall be made within **two days** of the decision of the HoD/Programme Manager to give or withhold the permission.

The HoD/ Programme Manager shall forthwith inform the Student of a decision as soon as possible and if permission has been granted by the HoD/Programme Manager or the nominated member of the Internal Verifier/Moderator team, convene a meeting of the Internal Verifier/Moderator team to consider the appeal, to meet within **ten days** from the lodging of the appeal form. The Internal Verifier/Moderator team shall decide whether the grounds of appeal have been met and whether the appropriate grade(s) was/were awarded. If the grades are thought to be unfit, the recommendation to amend the grade may be made to AsB to confer a final decision accompanied with the reasons in writing for the decisions taken.

Stage four

The Internal Verifier team shall send any recommendation with their reasons to the AsB appropriate to the Course in question, which may accept or reject the recommendations either in whole or in part. If the AsB does not meet within five days of the making of the recommendation of the Internal Verifier team, the Chair of AsB in consultation with the other chair who attends the AsB as an observer decides on the recommendation made by Internal verifier/moderator and report to the next AsB. The acceptance or rejection shall be communicated forthwith to the Chief Examinations Officer and to the next AsB meeting. Any rejection at this stage must be accompanied by reasons.

Stage five

The Chief Examinations Officer shall notify the Student of the decision of the AsB immediately. The AcB shall be informed by the Chair of the relevant AsB of the details of the appeal at its next meeting after publication of the decision of the AsB.

Stage six

When the College's internal procedures have been concluded, the Examination Office will issue a Student with a completed copy of the appeal form. Following this, a Student who is dissatisfied with the final decision on his/her case may be able to apply to awarding

organisations (to Bishop Grosseteste University or Falmouth University in the case of one of the College's University validated programmes or to Pearson in case of HND Courses).

In the event of the College dismissing the appeal, the awarding organisation (Bishop Grosseteste University, Falmouth University, Pearson) whose decision to uphold or dismiss the appeal may be final.

If the awarding organisation dismisses the appeal the Student may apply to the Office of the Independent Adjudicator (OIA) for Higher Education. Information and eligibility rules are available at the following websites;

http://www.oiahe.org.uk/;
https://www.falmouth.ac.uk/Student-regulations
https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html;
BGU Code of Practice for Academic Appeals

Flow-Chart: Academic Appeals Procedure

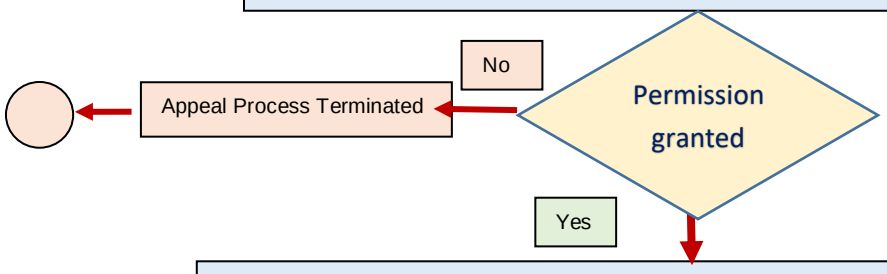
Academic appeal, as defined by the Office of the Independent Adjudicator (OIA), is a "request for a review of a decision of an academic body charged with making decisions on Student progress, assessment and awards".

An academic appeal relates to the outcome of an assessment or examination, or a Student's progression, and may be based on

- A procedural irregularity in the assessment process.
- Bias or perception of bias.
- Exceptional Extenuating Circumstances (EEC) where, for good reason, the academic body was not made aware of a significant factor relating to the assessment of a Student when it made its original decision

Stage-1 — Student wishing to make an appeal against an academic decision fills in the 'Appeal Form' within 10 days of publication of results and submits it to the Examinations Office.

Stage-2 — The Senior Examinations Officer after cross checking the form will forward it ASAP to the relevant HoD/Programme Manager to seek permission to proceed.

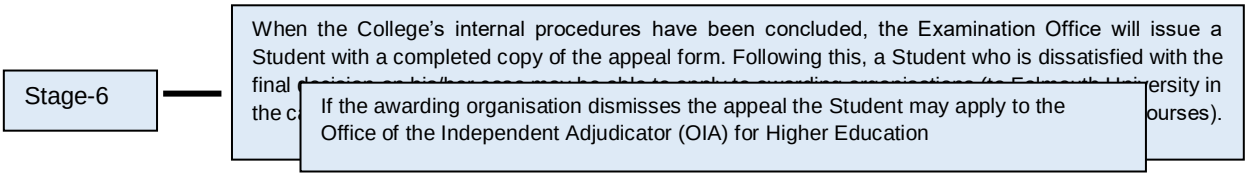


Stage-3 — The HoD/Programme Manager must take that decision within **ten days** of the lodging of the appeal form with the Examinations Office. That decision may if it is a rejection be confirmed or altered by a member of the Internal Verifier team (who shall be nominated by the HoD/Programme Manager within **five days** of the lodging of the appeal form). Such confirmation or alteration shall be made within **two days** of the decision of the HoD/Programme Manager to give or withhold permission.

The HoD/ Programme Manager shall forthwith inform the Student of the decision as soon as possible and if permission has been granted by the HoD/Programme Manager or the nominated member of the Internal Verifier/Moderator team, convene a meeting of the Internal Verifier/Moderator team to consider the appeal, to meet within **ten days** from the lodging of the appeal form.

Stage-4 — The Internal Verifier team shall send any recommendation with their reasons to the AsB appropriate to the Course in question, which may accept or reject the recommendations either in whole or in part and communicate the result to the Chief Examinations Officer and in the next AsB meeting.
If the AsB does not meet within five days of the making of the recommendation of the Internal Verifier team, the Chair of AsB in consultation with the other chair who attends the AsB as an observer decides on the recommendation made by Internal verifier/moderator and report to the next AsB. The acceptance or rejection shall be communicated forthwith to the Chief Examinations Officer and to the next AsB meeting.

Stage-5 — The Chief Examinations Officer shall notify the Student of the decision of the AsB immediately.



Complaints Policy and Procedures

Introduction

The College is committed to providing all of its Students with a high-quality educational experience. If any Student is dissatisfied, every reasonable attempt will be made to resolve the issue informally. Should any Student wish to explore a more formal means of resolving their issue, the College operates this Procedure which outlines the process for raising Student Complaints and the roles and responsibilities of all parties within the process.

Students will never be disadvantaged or treated less favourably if they decide to raise a Concern or make a Complaint, regardless of the outcome.

Complaints will be handled sensitively and confidentially. Information will only be released to those who need it for the purposes of investigating and responding to a Complaint. To ensure a fair process, individuals named in a Complaint will be made aware of the allegations to ensure that they have a proper opportunity to respond.

This Procedure is intended to be clear, transparent and fair to all parties and the College will make reasonable adjustments to ensure that Students who have protected characteristics under the Equality Act 2010 are not treated less favourably as set out at Appendix 1 of this Procedure.

All Complaints will be taken seriously, thoroughly investigated.

Anyone accessing this Procedure and all staff involved in investigating and responding to a Complaint should act reasonably and fairly towards each other and respect this Procedure at all times.

The College will work to published deadlines; where this might not be possible a Student will be kept informed and a revised deadline provided. This Procedure will normally be completed within 90 days of a Stage 1 Complaint being made.

Students may submit Complaints individually or as a group as set out in this Procedure at paragraph 6 of Appendix 1.

Anonymous Complaints will only be accepted at the College's discretion as set out in this Procedure at paragraph 7 of Appendix 1.

Where the College considers Complaints to be vexatious or frivolous, it may terminate consideration of a Complaint. Please see paragraph 2 of Appendix 1 for full information.

This Procedure is based on both the UK Quality Code for Higher Education, and the best practice outlined by the Office of the Independent Adjudicator for Higher Education (known as the "OIA").

Scope of Student Complaints Procedure

This Procedure applies to all concerns and Complaints relating to the delivery of all educational and ancillary services provided by the College to its Students.

This Procedure comprises of three stages:

Stage 1: an informal approach with emphasis on conciliation and local resolution;

Stage 2: a formal procedure; and

Stage 3: a request for a review.

This Procedure is for all Students registered with the College. A Student who wishes to make a Complaint must invoke the informal stage (Stage 1) within eight (8) weeks of any alleged incident which is the cause of the Complaint. This includes Students who have left the College either through completion of studies or who have withdrawn for any other reason.

Students may raise issues which may also be covered by different College procedures. In these circumstances the College will have discretion to decide how to progress matters in the best interests of all parties involved. This may involve deciding which matter should take precedence or whether interlinked matters can be considered together under one procedure.

Complaints can be wide-ranging and might include, but not be limited to:

- The quality and standard of any service provided by the College including teaching and supervision and any facilities or learning resources or the;
- unfair treatment or inappropriate behaviour by a staff member;
- misleading or incorrect information or failure to follow appropriate College procedures;
- the quality and standard of any service that the College provides or its failure to provide such a service;

There are issues that cannot be considered through this Procedure. These include:

- A Complaint about alleged misconduct by a Student. These issues are dealt with under the College's Student Disciplinary Procedures.
- Complaints about academic decisions made regarding progress or awards. Any Student who disagrees with an academic decision and meets the grounds for academic review/appeal can access the College's Academic Appeals Procedure which can be found at ICON VLE/ Student Handbook.
- Complaints made by applicants regarding admission decisions.
- Complaints about bullying, harassment and victimisation.
- A request under the Freedom of Information Act 2000 or the Data Protection Act 2018.
- A request for information or an explanation of a policy or practice.

- Those matters which are currently being considered by the Office of the Independent Adjudicator (the OIA), a court or tribunal, or a police investigation.
- An attempt to have a Complaint reconsidered where the College has completed its procedures or the complainant has entered another of the College's procedures regarding the same or similar matter.
- Complaints about alleged misconduct of staff. Such Complaints are dealt with as disciplinary matters under the College's HR Procedures.

The above list is not exhaustive.

Definitions

In this Procedure all references to a post holder in the College should also be read as referring to any person (including external parties) to whom the roles and responsibilities of that post holder have been delegated.

In this Procedure the following terms are used:

Concern- A concern is an informal oral or written expression of dissatisfaction about the standard of a service or facility provided by or on behalf of the College by a Student.
Complaint- A Complaint is a formal expression of dissatisfaction about the standard of a service or facility provided by or on behalf of the College or any action or lack of action by the College by a Student. A Complaint must be made in writing, following the process set out in this Procedure.
Academic Appeal- An academic appeal is 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 must be made in writing, following the process outlined in the College's Academic Appeals Procedure which can be found at ICON VLE/ Student Handbook.
The Office of the Independent Adjudicator (OIA) - the OIA is an independent body set up to review individual Student Complaints against Colleges and universities in England and Wales. Current or former Students may only take their Complaint to the OIA once the College's internal Complaints procedures have been exhausted and a Completion of Procedures letter has been issued. The OIA must receive a completed Scheme Application form within twelve months of the date of the Completion of Procedures letter.
Procedure- means this Student Complaints Procedure
Student- A reference to a Student or Students means a currently registered Student or Students of the College including those on interruption or suspension of studies and Students who may have completed their studies or who have been withdrawn or terminated their studies for any other reason as long as they have invoked this procedure within 8 weeks of any incident.
Validating Body- refers to the qualification body or university which has accredited or validated any award on which Students of the College are enrolled, from time to time. Current Validating bodies are Falmouth University and Pearson.

Student Complaints Procedure

Before making a Complaint

A Student must take reasonable steps to address their concerns informally before submitting a Complaint.

Avenues a Student should consider before making a Complaint include:-

- meeting with the staff member responsible for the service with which they are dissatisfied to discuss their concerns directly;
- speaking to a senior member of the College's staff such as the relevant Head of Department, Programme Manager or Personal Tutor;
- asking their Student representative to raise the issue with the Staff Student Liaison Panel or other College Board or Committee;
- recording their concern in the Student Survey.

Any Student wishing to disagree with a decision of an academic decision (i.e. progression from stage to stage, award of credit, decisions relating to academic misconduct penalties and decisions relating to mitigating circumstances) should be submitted as an academic appeal by following the process outlined in the College's Academic Appeals Procedure at ICON VLE/Student Handbook.

For students on BGU validated courses these processes align with BGU's Procedure for Dealing with Complaints by Students. Stage one (informal Complaint) will be considered by ICON.

Stage-1 Informal Complaint

The College expects that the majority of issues or Concerns can be resolved informally through discussion and negotiation between the Student and Staff (as detailed in paragraph 3 of Appendix 1) at the point closest to where the matter originated.

To raise a Concern with the College informally, the Student should email the relevant Head of Department from their College email account. When reporting, a Student should:

- Be specific about the issue or Concern;
- Describe the issue or Concern succinctly;
- Provide supporting documentary evidence where available;
- State the outcome requested – be clear and realistic.

If requested by the Student, the relevant Head of Department will arrange to promptly meet with all parties and make every effort to facilitate a mutually satisfactory resolution. In any event a Student will usually receive a full response to their Concern in writing within ten working (10) days of receipt. The College reserves its rights to make reasonable extensions to this timetable including to take account of vacation periods and the Student will be notified.

Stage 1 will normally result in one or more of the following outcomes:

- A solution to the Student's issue or concern;
- An explanation where the desired outcome cannot be achieved;
- An apology, where it is appropriate to do so;
- The College may decide that it is not appropriate to consider the issue or concern informally and direct the Student to submit a formal Stage 2 Complaint within 10 working calendar days.

Examples of reasons why the College may decide that the issue or Concern is not suitable for informal consideration includes, but is not limited to:

- If a detailed investigation is required;
- If the Student is seeking a financial outcome;
- If it is not appropriate to grant the outcome the Student is seeking on an informal basis;
- If the issue or Concern is of a sufficiently serious nature.

If the Student is dissatisfied with the Stage 1 outcome and the Student wishes to pursue the matter as Formal Complaint, or if the College has deemed that it is not appropriate to consider the issue or Concern informally, the Student should submit a Formal Complaint in accordance with paragraph 6 of this Procedure.

If a Concern at Stage 1 relates to the Head of Department and direct resolution is not appropriate then the Concern will be referred to the Vice Principal (Academic) who will appoint an alternative senior tutor to meet with all parties and make every effort to facilitate a mutually satisfactory resolution. In any event a Student will usually receive a full response to their Concern within ten (10) working days of receipt. The College reserves its rights to make reasonable extensions to this timetable including to take account of vacation periods and the Student will be notified.

For students on a BGU validated course, the second stage of Formal Complaint will be received by ICON and it will be decided how the complaint is to be investigated by following BGU's Procedure for Dealing with Complaints by Students.

Stage-2 Formal Complaint

If, after having tried to resolve the matter through Stage 1 Informal Complaint a Student remains dissatisfied, they should initiate Stage 2 – Formal Complaint by using the Student Complaint Form (*for stages 1 and 2*) available at ICON VLE/Reception within ten (10) working days. They should email the completed Student Complaint Form, and any supporting evidence to the to the Academic Administrative Officer at academicsupport@iconCollege.ac.uk

Within five (5) working days, the Chair of the Misconduct Committee will respond to a Student to acknowledge receipt of their Complaint and advise any member(s) of staff concerned, through their line manager and in writing, that a Complaint has been received and the substance of that Complaint.

If a Student has not taken steps to address the issue informally, the Chair of the Misconduct Committee may advise this as a first course of action, and offer a referral into Stage 1 of this Procedure or support the facilitation of local resolution where appropriate.

The Chair of the Misconduct Committee will invite the Committee to investigate the Complaint. The Committee will consider the associated evidence, written or otherwise, and hold such discussions as deemed appropriate. To this end, Students and staff may be asked to provide any documentary evidence relevant to a Complaint or give written evidence. All parties must be given at least five working days' notice in which to provide evidence or before any meeting to which they may be invited. An earlier meeting may be arranged with the agreement of all parties.

Following their investigation, the Committee will report their findings to the Chair of the Misconduct Committee, alongside a recommendation as to an appropriate remedy or redress if required. The Chair of the Misconduct Committee will consider the report and

recommendations, and write to the Student within 10 working days of receiving the report, to inform them as to:

- whether their Complaint has been upheld, partially upheld or not upheld;
- the reasoning behind this decision;
- the action that will be taken as a result of the decision; and
- make them aware that they can seek a review of their decision under Stage 3 of this Procedure if they remain dissatisfied with the outcome of Stage 2.

In the event that the Chair of the Misconduct Committee decides to uphold any Complaint in all or in part they will make any recommendations regarding the substance of any Complaint including any required remedial action and/or compensation.

For students on BGU validated courses if the complaint has not been resolved by the outcome of Stage 2 of this procedure, then the student may request that the Stage 2 Decision to be reviewed under Stage 3 of BGU's Procedure for Dealing with Complaints by Students. In this case BGU will be notified of any students that are unsatisfied with the outcome and work jointly with ICON to determine how to proceed.

Stage-3 Request for Review

If a Student does not consider that their Complaint has been resolved by the outcome of Stage 2 of this Procedure then the Student may request that the Stage 2 Decision is reviewed under Stage 3 of this Procedure.

The request for Review at Stage 3 must be made by the Student in writing to Academic Administrative Officer (academicsupport@iconCollege.ac.uk) on Complaint Review Form *(for Stage 3)* which is available at ICON VLE/Reception) within 10 working days of receiving the Stage 2 decision or any correspondence confirming the outcome of any resolution undertaken under Stage 2. The request should set out why the outcome of Stage 2 does not resolve the Complaint.

The grounds for seeking a review at Stage 3 are:

- a material error or irregularity in the conduct of earlier stages of the Complaints Procedure; and/or
- you have material new evidence that has become available since the commencement of step 3 that you were unable, for valid reasons, to provide by earlier in the process; and/or
- the relevant procedures were not followed; and/or
- there is evidence of bias or apparent bias in the decision making at Stage 2 of the process; and/or
- the outcome at Stage 2 was unreasonable in light of the evidence submitted.

On receipt of the Student review request the Chair of the Misconduct Committee (referred to as the Stage 3 Chair now) will consider a Student's grounds for seeking a review and evidence provided and decide whether they meet the stated grounds set at paragraph 7.3 of this Procedure and whether the request for review has been received within the time limits set at paragraph 7.2 of this Procedure.

If the Stage 3 Chair decides that the request for review has not been received within the required time limits set by this Procedure or that the grounds for review submitted do not meet the grounds required under this Procedure then the Stage 3 Chair will write to the

Student within 5 working days of receipt to advise that the request for review has been rejected, setting out the reasons for that decision and notifying the Student that the original decision appealed against will stand.

In the event that a decision is made at paragraph 7.5 of this Procedure there will be no right of appeal against this decision and the Stage 3 Chair will issue a Completion of Procedures letter within 28 days of coming to this decision. This letter will state the decision not to uphold the appeal, and the reasoning.

If the request for a review is accepted by Stage 3 the Chair then it will be acknowledged within five (5) working days and the Student notified of its referral for review. The Stage 3 Chair will instruct a new Misconduct Committee constituted of members who have not previously been involved in the Student's Complaint to undertake a review of the Stage 2 Decision; and the Stage 3 Chair will advise the Student in writing of the outcome of the Stage 3 Review within 10 working days. The Stage 3 Decision of the new Misconduct Committee will be final.

The outcome of the Stage 3 Review could include the original Stage 2 Decision being upheld, overturned or amended, or the matter being remitted back to a Stage 2 for reconsideration afresh.

Following a Complaint Completion of Procedures letter must be issued by the Stage 3 Chair within 28 days of the completion of all internal processes relating to a Complaint.

If the Student is dissatisfied with the decision of the new Misconduct Committee following the Stage 3 Review and their Complaint is about academic quality, they may take their Complaint to the Validating Body. Details of how to contact the Validating Body is set out below. If a Student is eligible to refer their complaint to Bishop Grosseteste University or as their Validating Body then they will be responsible for issuing the Completion of Procedures letter to the Student under the terms of their own respective Complaints procedures. https://qualifications.pearson.com/en/contact-us/feedback-and-Complaints/learners-and-parents.html#:~:text=We%20aim%20to%20respond%20to,update%20you%20on%20our%20progress. You can also email to hnqa@pearson.ac.uk .

Referring Complaints to Validating Bodies

If the Student's Complaint is about academic standards or quality (e.g. the quality of teaching), the Student may refer their Complaint to Bishop Grosseteste University or Pearson. It may exceptionally review the Complaint under its Step 3 of its Complaints Procedure.

Students should request the Bishop Grosseteste or Pearson review within ten working days of receiving the outcome of College's Stage 3 review.

Completion of Procedures Letter

Following completion of all applicable stages, the Student will be issued with a Completion of Procedures letter. Where the Complaint has been handled exclusively through the College procedure, the College will issue the letter. If Falmouth University review the Complaint, Falmouth University will issue the letter. If Pearson review it will issue the letter.

If, following receipt of a Completion of Procedures letter, the Student is dissatisfied with the outcome of their Complaint, they then he/she has the right to take up the matter with the

Office of the Independent Adjudicator (OIA) for Higher Education. Information and eligibility rules are available at the following website.
http://www.oiahe.org.uk/

Other (Non-Academic Quality Complaints)

In all other cases the Student will not be eligible to refer their Complaint to their Validating Body. However, they still retain the right to refer their Complaint to the Office of the Independent Adjudicator ("**OIA**") once the Completion of Procedures Letter has been issued as set out at paragraph 9 of this Procedure.

Outcomes of the Student Complaints Procedure

Where a Complaint refers to a member of staff, the outcome of the Complaint and reasoning will be shared with all parties concerned and line managers of academic staff.

Should a Student still be dissatisfied following the issue of the Completion of Procedures letter, and subject to the matters set out at paragraph 9 of this Procedure, they may raise their Complaint with the Office of the Independent Adjudicator ("OIA"). Eligibility rules are available at http://www.oiahe.org.uk/. Any request for review must be received by the OIA within 12 months of the date of the Completion of Procedures letter.

COMPLAINTS PROCEDURE: APPENDIX 1

1. SUPPORT THROUGH THE STUDENT COMPLAINTS PROCEDURE

During all stages of this Procedure, a Student may be accompanied to meetings by a member of:

the College; usually either a member of staff, or a fellow Student;

only in exceptional circumstances and by prior agreement may a Student be accompanied by someone who is external to the College; and

the role of the person supporting a Student is to offer support and advice and not to formally represent the Student or act as their advocate.

Additional support for Students requiring reasonable adjustments is set out at paragraph 14 of this Procedure.

UNREASONABLE BEHAVIOUR AND VEXATIOUS COMPLAINTS

The College expects all participants of this Procedure to act with respect towards any other party(ies). Where the behaviour of a Student/complainant or their representative becomes unreasonable and adversely affects the ability of staff to carry out their duties, the College reserves the right to restrict contact with the Student/ complainant and if appropriate, invoke its disciplinary procedure. Wherever possible the College strives to allow the Complaint to progress to completion.

Examples of unacceptable behaviour might include:

Aggressive or abusive behaviour. This could include the threat or use of physical violence, verbal abuse or harassment towards staff. This is likely to result in the ending of all direct contact with the complainant and could result in a report being submitted to the police.

Unreasonable demands. This includes instances where a complainant continues to demand responses being provided within an unreasonable time-scale; insists on seeing or speaking to a particular member of staff; makes continual contact; repeatedly changes the substance of the Complaint or raises unrelated concerns.

Unreasonable persistence. This could include a persistent refusal to accept a decision made in relation to a Complaint; persistent refusal to accept explanations relating to what can or cannot be done about the Complaint, and continuing to pursue a Complaint without presenting any new information.

Vexatious or frivolous Complaints.

The College regards Complaints to be vexatious or frivolous where:

the Complaint does not have any serious purpose or value or is not serious or sensible in attitude;

is designed to cause disruption or annoyance or gives rise to disproportionate inconvenience or expense;

has the effect of harassing any of the College's staff, or can be fairly characterised as obsessive or unreasonable;

it is reasonable to assume that there is no intention for the Complaint to be seen as serious or sensible but not to the extent that it can be considered vexatious or malicious.

If the investigation of a Complaint reveals the Complaint to be vexatious or frivolous in nature, the College reserves the right to dismiss the Complaint and to take disciplinary action against the Student. A Student will be notified of this decision in writing and will be issued with a Completion of Procedures letter.

COMPLAINTS AGAINST STAFF

Complaints by Students about staff must be handled by an individual independent of the staff member involved, to avoid a conflict of interest. The Chair of the Misconduct Committee must consider any conflicts of interest and arrange for an alternative staff member to sit on the Misconduct Committee. Alternatively, it may be appropriate to appoint an external party to the College to investigate.

It is also the College's duty to ensure that all staff are treated fairly throughout this Procedure. Therefore, any staff member has the right to be supported through this Procedure, and to be advised of any Complaint made against them at the outset and to have access to any evidence presented in support of any Complaint as well as the right to reply to that Complaint at any stage of this Procedure.

If a Complaint made against a staff member under this Procedure is of a disciplinary nature or raises allegation which are better suited to a disciplinary investigation then the College may decide that this Procedure is suspended until the disciplinary matter has been concluded. If a case is considered sufficiently serious or is proven against a member of staff this will be referred to the College's human resources team to decide whether further investigation should take place under its human resources procedures.

REASONABLE ADJUSTMENTS

In the case of individuals with additional needs, reasonable adjustments can be made in order to prevent placing the Student at a disadvantage. This may include holding meetings by video conferencing platforms, or other appropriate means. Anybody who may require assistance in making their Complaint should discuss their needs with the College and the College will then seek to refer the Student to appropriate support.

If a Student finds the Complaints process or the details of the Complaint itself have caused them to feel anxious or stressed, they may wish to contact the College for additional support.

The College's Student Academic Career and Welfare Manager is available to provide a Student with support at any point in the process. This might include: helping to find the right words to explain your concerns as clearly as possible; explaining how the Complaint process works and helping to decide whether this course of action is the best way of resolving concerns; providing support at any meetings attended in relation to a formal Complaint.

CONFIDENTIALITY

The College will process all personal information in accordance with its Data Protection Policy.

Any Complaint raised by a Student will be treated with appropriate confidentiality. However, it may be necessary to discuss a Complaint with staff or other Students in order to properly investigate.

In the event that the confidentiality of any Complaint under this Procedure is breached by a member of staff or a Student then the College reserves the right to refer any breach for consideration under its disciplinary procedures.

GROUP COMPLAINTS

If a number of Students wish to submit a group Complaint they will be required to nominate one Student to act as a spokesperson and to lead any communication with the College under this Procedure. The Student Complaint Form must be completed and signed by that nominated Student and a document attached containing the names, details and signatures of the other Students who are seeking to support the Complaint. The evidence submitted to support the Complaint must be agreed by the group of Students and provided with the Complaint Form. No additional evidence will be accepted after submission of the Complaint Form unless there are exceptional grounds.

- In circumstances where the College receives multiple Complaints from Students affected by the same issue(s) and where there are common characteristics or similarities in the subject matter of the Complaints then the College has the discretion to combine those Complaints and deal with as a group Complaint.
- The College will not accept an individual Complaint from a Student about any matter where they are already a party to a group Complaint.

ANONYMOUS COMPLAINTS

Complaints received from an anonymous source will be given consideration at the College's discretion. The College encourages any Student to raise a concern without fear of suffering any disadvantage, but a Complaint made anonymously could impede any investigation and communication of the outcome. The College will only exercise its discretion to accept anonymous Complaints in exceptional circumstances and in exercising discretion the following factors will be taken into account:

the seriousness of the Complaint;

the likelihood of confirming the allegation from attributable sources;

whether enough information has been provided to enable any further action;

whether anonymity can reasonably be maintained;

whether resolution can be found through an informal process.

MONITORING CONCERNS

It is important that The College monitors all concerns raised by Students and responds proactively where appropriate. In particular, minor concerns, when reported by multiple Students, should be properly considered and investigated.

Any concerns which have been raised independently by more than one Student should be discussed by the College's Academic Board, who will monitor the situation and take action as appropriate.

Disciplinary procedure (non-academic)

This procedure aims to ensure a fair and equitable treatment and to promote good relations between ICON College of Technology and Management and its Students. The ICON College of Technology and Management expects high standards of conduct, attendance and performance from all its Students. Failure to observe these standards through misconduct may result in a disciplinary action. Minor problems will be dealt with on an informal basis, between the Student and his/her tutor and/or Head of Department or Programme Manager. Repeated minor breaches or more serious misconduct will lead to the implementation of ICON College of Technology and Management's disciplinary procedure.

Before any disciplinary action is initiated, there will be a full investigation of the facts by the College Misconduct Committee to establish if there are justifiable grounds to invoke the disciplinary procedure.

The procedure has 4 stages, any stage may be decided as constituting the initial or only stage, at the discretion of the Misconduct Committee, and an initial stage may be followed by a further stage:

Stage 1 Recorded verbal warning (e.g. for use of a mobile phone in a class room)

Stage 2 Formal written warning (e.g. for verbal abuse of tutors, staff or other Students) A formal written warning will be given explaining the Complaint, the improvement required and the consequences for the Student if the formal written warning is ignored.

Stage 3 Suspension; A Student may be suspended from the course for serious misconduct. Suspension will take place immediately. The following offences can lead to suspension:

1. Refusal to comply with a Stage 2 *Formal written warning*
2. Fighting and/or physical violence
3. Vandalism and/or any deliberate damage to premises, computer hardware, software, equipment or tools.
4. Serious verbal abuse of College staff, visitors, or other Students
5. Fraud, theft or arson
6. Consumption of alcohol on College premises, or illegal use of drugs (other than those prescribed by a doctor)
7. Serious breaches of College policy on equal opportunities
8. Accessing illegal or offensive material on the Internet.

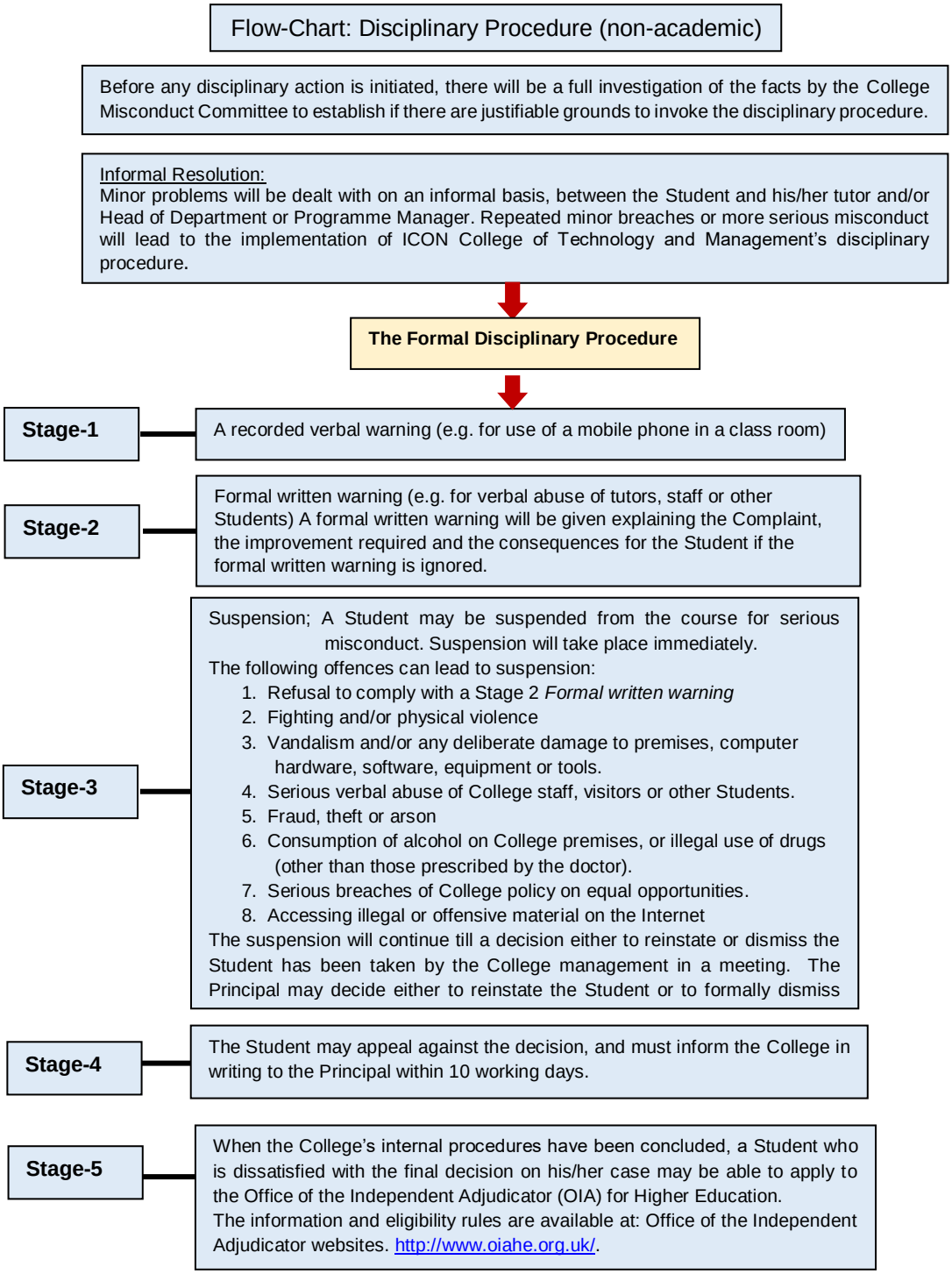
The suspension will continue till a decision either to reinstate or dismiss the Student has been taken by the College management in a meeting. The Principal may decide either to reinstate the Student or to formally dismiss him/her.

Stage 4 Appeal

The Student may appeal against the decision, and must inform the College in writing to the Principal within 10 working days.

Stage 5

When the College's internal procedures have been concluded, a Student who is dissatisfied with the final decision on his/her case may be able to apply to the Office of the Independent Adjudicator (OIA) for Higher Education. The information and eligibility rules are available at: Office of the Independent Adjudicator websites. http://www.oiahe.org.uk/.



Office of the Independent Adjudicator (OIA)

The College subscribes to the Office of the Independent Adjudicator (OIA). This body acts to review Complaints by Students against higher education providers.

ICON College Students may complain direct to the OIA, however the OIA normally requires a Student to have completed the Colleges internal Complaints or appeals procedures before reviewing a Complaint. The OIA website provides a 'Complaint Form' which the Student seeking a review should submit to the OIA. Students should note, the OIA should receive the 'Complaint Form' within 12 months of completing the Colleges Complaints or Appeals procedures.

The OIA website provides examples of Complaints that they can and cannot look at. Students should refer the guidance provided on their website www.oiahe.org.uk for further information or guidance if they are unsure whether the OIA can look at their Complaint.

Competition and Markets Authority (CMA)

As a higher education provider, the College seeks to comply with the relevant legislation, that impacts College staff and Students. The Competition and Markets Authority (CMA) has produced three documents that summarise consumer rights for those Students who are choosing or taking higher education courses. These documents provide guidance on consumer rights and where a Student can get advice if there is a problem.

The first is a 60-second summary – 'Undergraduate Students: Your Consumer Rights', the second 'Higher Education: guide to consumer rights for Student', which provides greater depth in the subject and the third 'Reporting possible non-compliance with the consumer law'.

Each of these documents are available on the College website or by using the following link to the Competition and Markets Authority website:
https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-Students

Section 6:

Support for Students

Personal Tutoring

A Personal Tutor will be allocated to each Student for the duration of their Course.

NB: The College operates personal tutoring system on all of its programmes of study.

The aim of the Personal Tutoring System is:

- To ensure a Student has someone who provides general advice and can point him/her in the direction of other resources in place to support the Student
- To ensure a Student has someone who will support the Student academic progression and identify any problems
- To ensure that a Student has a named person they can go to for a support.

The Role of a Personal Tutor incorporates academic, professional and pastoral elements. The role of the Personal Tutor is to:

- act as a first port of call for pastoral, professional or academic concerns or advice and then direct Students to other forms of support offered by the College
- to help the induction of Students into the academic community and their academic studies, helping them to develop an understanding of learning in the College environment.
- to act as a responsible person that Students can confide in
- to provide support and encouragement
- to be aware of the various needs of their Students
- to recognise the signs of potential problems
- to understand the responsibilities of Students and communicate them effectively
- to help Students find the right way to resolve problems
- to know when it is appropriate to seek specialist help or advice
- to meet Students through individual tutorials
- ask Student to contact appropriate person within the College and explain any attendance issues, particularly those where there is an attendance requirement such as SLC funded Students.
- to advise Students about Complaint procedure.
- To partake in tutors' forum on ICON VLE.

Areas which fall outside the remit of the Personal Tutor are:

- providing specialised or specific medical / health advice to a Student
- providing specialised academic advice, for example on a particular piece of work the Student is doing
- marking Students work in their capacity as a personal tutor, unless that work was specifically set for a personal tutorial (for example a task-by-task formative feedback)

In such instances the Personal Tutor will be able to point the Student to the relevant staff member/ service able to support Students with their concerns.

Students are required to:

- maintain contact with the personal tutor so they are aware of Student progress through the Course. (This might be face to face, by phone or email as agreed with the personal tutor). The level of contact will be agreed at the first meeting.
- discuss with the personal tutor any difficulties they may have with their studies so the personal tutor can advise the Student about finding appropriate support
- provide the personal tutor with any information required when asking for help or a reference (e.g. Coursework grades, attendance record)
- ensure the personal tutor is aware of Student current contact details
- always respond to a request for a discussion about absence or this will be referred to the Head of the Department.

Personal tutoring may take place through both focused group tutorials and individual tutorials as required. The Personal Tutor should ensure Students know the preferred method of contact, and where it is not feasible to meet in person, Student and tutor should agree on an alternative arrangement (e.g. email, telephone). A Student should meet the Personal Tutor at least three times per semester. A Student may request to see his/her personal tutor more if it is needed.

In the meetings, it is likely the Personal Tutor will wish to discuss a range of issues with the Student, which will include:

- how the Student is progressing
- how the Student is managing his/her study time
- results for each unit
- any additional support needs
- attendance record
- career ambitions
- interest in extra-curricular activities
- other issues such as; Student finance.

The Personal Tutor will complete and maintain an electronic record of Personal Tutorial meetings on a College template, available from HoD's. On completion, the record will be submitted to the HoD's and retained.

The records will detail, date of attendance at Personal Tutorials and any actions agreed in the meetings, including notes of any referrals. These records will only be accessed by those whose role requires this and confidentiality of the information will be maintained. However, Students should be aware that there may be occasions, when it is necessary for someone other than the Personal Tutor, to access records in order to help. (e.g. the allocated Personal Tutor is absent for a certain period of time)

Rules and Regulations on the use of the library

- To use the Library, Students must wear their College ID card with them and show it to the Librarian on demand.

- Students should keep noise to a minimum while in the library and maintain silence in the study area.
- Apart from bottled water, no other food and drink may be consumed in the library and, if found there, may be confiscated. Smoking is, of course, forbidden.
- Mobile phones must be *switched off* (silent mode is not permitted) before entering the library. Any Student whose phone rings in the library will be asked to leave and be barred from using library facilities for that day. No headphones or earpiece allowed in the library.
- The defacing of books and damage to library property will be treated as a disciplinary offence.
- Students bringing their own books for study in the College library must ensure that they are listed by the Library staff beforehand.
- On entering the library, Students should leave bags in the designated area and sign in the Library Register prior to either using the computer facilities or taking any book from the shelves. Books must not be removed from the library. Students should sign out when leaving the Library and ensure they take all personal belongings with them. The College does not accept any responsibility for personal belongings in the Library.

Borrowing rules

- The Students are allowed to borrow books if eligible
- To become eligible to borrow books, a Student must pay a refundable deposit of £35 to the Accounts Section of the College and produce the receipt to the Librarian.
- A Student can barrow up to five books at a time from library for 3 - 5 days only (weekend and bank holidays are exempted).
- A Student who fails to return a borrowed book on due date will be fined on a 'per library opening day' basis and the fine will be £1 per library opening day. The exception will be only for the days when the library is not open.
- If a Student loses a book, he/she will lose the eligibility to borrow and the cost will be recovered from the deposit.

Library opening hours

Monday - Thursday 10:00 – 19:30

Friday - Saturday: 10:00 – 18:00

Failure to adhere to the library rules and regulations may lead to disciplinary action being taken. The Library is regularly monitored to ensure that it provides a good study environment.

College Computer System and Printing Allowance

How to logon to ICON College computer system:

Press Ctrl+Alt+Delete

Username: your Student ID

Password: Icon@1234

Logon: ICTM

You will receive a message *'your password is expired: you must change your password'.* Change your password and confirm it.

College Wi-Fi for Student

Password: Icon@123

Printing Allowance

Following enrolment and receipt of Student ID, Students are granted a printing allowance from the IT system of 700 copies per year. This facility is for printing of materials for academic use only and personal printing is not permitted.

How to check printing balance

Type http://ictm.com:9191/ in the address bar and logon with your username and password. You will see your printing balance displayed; you can top up your page by redeeming your card, which you can buy from the library.

How to use pen drive

Do not try to save any of your files on to your memory stick. Please copy first on to your desktop, make necessary amendments and then save on to your memory stick.

How to Locate Materials on ICON VLE

Type http://icon.moodle.webanywhere.co.uk/ or www.iconCollege.ac.uk in the address bar and logon with your username and password.

Username: your Student ID

Password: 1234

Once you logon, you will be asked to change your password. You must change your password at this stage.

You will find articles, lecture notes and other materials from your tutor and the College. VLE Manual is available on the VLE home page and from Helpdesk.

If you have any problems, contact Helpdesk.

Guide on Referencing in Written Assignments/Course Work

It is very important that you reference all your written work correctly. Your grade is likely to be affected by not doing so.

- Acknowledgement must be given when quoting or citing other people's work, words and ideas
- Adequate information must be provided in the list of references to enable the reader to locate the references for themselves
- Referencing should be as consistent as possible
- Assignments submitted with no citation and referencing will be marked as fail
- Assignments submitted with incorrect citation and referencing will be marked maximum PASS

The most commonly used referencing system is the **Harvard system**.

Referencing is a two-stage process. You need both to reference in the text of your assignment, project report or essay and also at the end, in a list of references. By this means you can refer shortly to the work referred to in the text, and giving a full citation in the list of references.

Referencing in the text

The Harvard system uses the author's surname and date of publication to identify cited documents in the text of an assignment, essay or report, as shown below. Examples are given in italic 11pt text simply to make them easier to see:

Rhodes (1998) notes that, traditionally, occupations within ethnic minorities have been undertaken on perceived ethnicity roles.

or,

Traditionally, occupations within ethnic minorities have been undertaken on perceived ethnicity roles (Rhodes, 1998).

When referring generally to the work of a number of different authors on a topic, put the authors in alphabetical order:

Tourism is the world's fastest growing industry (Holloway, 1998; Pearce, 1987; Williams, 1999)

When there are **two authors**, give both names in the order they appear on the publication:

Shaw and Williams (1994) suggest that the concept of themes is now widespread in the tourism industry.

When there are more than two authors, use the surname of the first author and *'et al'* (Latin for 'and others'):

According to Cooper et al (1997), tourism planning can fail at both the design and implementation stages.

For **corporate authors**, for example a company report, use the company or organisation's name:

Over 35,000 volunteers worked for the National Trust in 1997 (The National Trust, 1998).

For publications with **no obvious author**, for example a government publication, give the title:

Employment Gazette (1999).

For **direct, word-for-word quotes**, put the quotation in inverted commas and give the author's surname, date, and page number from which the quote was taken:

"A sound tourism strategy will therefore seek a balance between large, tourism-orientated events and local and regional events" (Getz, 1991:128).

Markwell et al (1997:96) note that the 'typical' historic property is small scale, with "incomes insufficient to warrant full-time professional management".

Quoting from Internet sources can cause referencing problems. When quoting directly from an Internet page, give the exact address in your reference list at the end. In the text, it should look the same as any other reference. You should also state the day you last checked the website.

Reference list reference: WTO (1999) Global Code of Ethics for Tourism [Online] http://www.world-tourism.org/pressrel/CODEOFE.htm [Accessed: 16 September 2006]:

Text reference: The recently published Global Code of Ethics for Tourism states that tourism should contribute to a "mutual understanding and respect between peoples and societies" (WTO, 1999:1).

List of references

The reference list at the end of the work should normally only include those sources that have been *directly* referred to in your text, i.e., all texts mentioned in the report or essay should be on your reference list, and, vice versa, all the text on your reference list should be included in your report or essay.

Exceptionally, you may wish to include other sources that might be of interest to the reader but which you have not directly referred to. If you do this, it should be in a separate list called the 'Bibliography'.

References should be in alphabetical order by authors' surnames.

If you use several references by the same author, they should be put in the order of date of publication, the earliest first.

If you have used a, b, c etc in the text to differentiate publications by the same author, use them in your reference list and make sure they correspond.

Protocols for referencing books

- Author's surname and initials
- Date of publication in brackets
- Title in italics
- Location of publisher
- Publisher's name

Examples

Williams, S (1999) *Tourism Geography* London, Routledge.

Shaw, G & Williams, A M (1994) *Critical Issues in Tourism: a geographical perspective.* Oxford, Blackwells Publishers

If there is **more than one edition** of the book, indicate the edition after the title:

Cooper, C *et al (*1998) *Tourism: principles and practice.* Second edition. Harlow, Longman.

Hardship Fund Policy

The 'Hardship Fund Policy' is intended to provide support to learners who are experiencing exceptional financial difficulty while learning. As a part of ICON's commitment to supporting Students in financial hardship achieve their educational goals we have the ICON Hardship Fund (IHF). The fund provides support to all our current Students who have met unforeseen financial hardship during their studies. For many Students that are enrolled on a 2-year course, support from the ICON Hardship Fund can make all the difference, allowing them to focus on their studies and successfully graduate.

This support is intended to assist with general living and course-related costs, not tuition fees or 'lifestyle choices' and to help you before you receive your Student loan. The IHF is intended to act as a safety net for those in financial difficulty, rather than a main source of income.

Each year ICON College allocates an amount of money for the IHF. This enables the College to support Students who are struggling financially. The amount of support will depend on the individual personal circumstances.

In order to qualify for IHF, the applicants must satisfy **all** the following criteria:

Terms and Conditions

- The IHF is at the discretion of the IHF members. Enrolled Students at ICON are eligible to apply.
- Enrolled Students expected to have an attendance record of 80% or above, and be up to date with all the course work/assignments
- Students must have applied for Student Finance and must have received confirmation of instalment of funding before applying to the IHF.
- Students must be able to demonstrate that they have made reasonable provision to cover their living expenses, evidence is required.
- Students must be up-to-date with tuition fee payments.

Supporting documents:

1. Student Finance entitlement statement for the academic year
2. Three months bank statements (official online statements are acceptable)
3. Rent agreement, mortgage statement
4. Council tax bill (if applicable)
5. Priority bills (if applicable)
6. Partner/spouse income for three months e.g. pay slips, bank statements (if applicable)
7. Childcare receipts (Students with dependent children in childcare)

Should a Student fall into one or more of the categories listed above does not mean automatic entitlement to support. Students identified as being in a priority group must provide evidence that their financial circumstances merit support from the fund.

Application: How and when to apply?

- The application will only be considered for the period in which it is received.
- Students may apply at any time during the academic year and should contact Mr Zahirul Islam for support as well as an application form

- All applications must be returned by email where possible with all the relevant photocopied documentation to Mr. Zahirul Islam at zahir@iconCollege.ac.uk
- For the purposes of allocating awards, Students are assessed on evidence of a shortfall in their income and expenditure. It is therefore essential that a Student provides a clear and accurate details of all the sources of income and legitimate financial commitments. It is important for a Student to complete the application form as thoroughly as possible and provide all the necessary documentary evidence requested to enable the College to successfully process the application.
- The application form must be supported with the required supporting evidence

Payment: Allocation of Funds

- Completed applications will be discussed at an IHF team meeting.
  The meetings are usually held when an application(s) request is made.
- The College aims to process, discuss and inform Students of the IHF Team's decision within 5 working days of submitting an application.
- Students will be notified of the decision via email
  Members of the IHF team include the Managing Director, Principal and an Accountant. In the absence of the Principal, the Vice Principal will be a member of the team. A HoD will be engaged with the team if there is no conflict of interest.

Confidentiality

- Applications are seen only by the IHF Team members. However, on certain occasions there may be a need to discuss the case with the other members of the staff within the College to seek additional supporting information. staff (e.g. HoD, tutor / personal tutor) to reach a decision, in which case the Student's permission will be sought beforehand.
- Data Protection Act (1998): ICON College complies with matters of data protection. Personal data will be used solely for statistical purposes and electronic records keeping. The data will not be passed to any other third party without the Student's consent, except when the College is required to do so by law. Any formal enquiries concerning the use of data noted here should be addressed to the Managing Director.

Registration

The payment from IHF is dependent on a Student being registered and in attendance on a course at ICON College. The IHF team will check this at time of application.

Pastoral care, careers advice and special needs

Pastoral care and counselling

The Student Career and Welfare Officer is available for published hours every week (including Saturdays) to provide career and welfare advice to ensure equality of access to provision. The College has teamed up with the Private Therapy Clinic to offer counselling services. Students can book the session with the therapist at their convenient on iconCollege.youcanbook.me after approval from their Head of the Department.

Careers coaching, advice and guidance

The College through the Academic Advisory team offer a complete suite of careers provisions. This includes but is not limited to providing Students employment opportunities, (internships, placements and graduate positions) careers guidance and advice (applications and interviews) and specialised advice for mature Students and 2nd/3rd career switchers. Additional information and guidance is available to Students 24/7 on the ICON VLE.

Further study advice and Enterprise

The College through the Academic Advisory team provide advice regarding academic transition and progression including Top up degrees and further education beyond the College. For those graduates, who would prefer to build their own business, the College has a trained enterprise and Start-up visa (international Students) expert to mentor and assist the graduate's journey.

Appointments can be booked Monday – Friday 9 – 6 by emailing the Academic Advisory team paul@iconCollege.ac.uk or via the ICON VLE.

Special needs

1. Disability Support Services
   The College is committed to providing equality of access to education to all our Students, whether declared at enrolment or following enrolment. Accordingly, the College will adopt all reasonable measures to ensure that Students who are facing challenges through disability can attend their classes and fully utilise all facilities and services. Such measures include: disabled parking; disabled toilet facilities; a disability access ramp and lift providing access for Students with a particular physical disability which prevents the use of stairs.

   The Students can state their disability and the access provision they are seeking in the 'Disability Access Application Form' which is available from reception. The completed form should be submitted to the Student Career and Welfare Officer who is responsible for liaising with the Student and the relevant staff to implement all reasonable measures. The member of staff with responsibility to provide this support service is the Head of Department

1. Specific Learning Difficulties (SpLD)
   Students with SpLD, such as dyslexia, dyscalculia and dyspraxia will be supported with a range of learning strategies within the classroom. Use of highlighters, coloured reading screens, differentiated reading and spelling schemes and associated comprehension exercises.

2. Physical disabilities and medical conditions
   The College acknowledges the need for a positive commitment to anti-discriminatory practice. The College will make reasonable adjustments for Students with physical disabilities in accordance with the College Accessibility plan, available from reception. Students with medical conditions will have a protocol available from reception, which is made clear to all members of staff at induction.

In order to comply with the Equality Act 2010, the College ensures that those with protected characteristics listed as follows are not discriminated against and are given equality of opportunity.

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation

Student Support Services

The College has Student Support Services which are located in different areas of the College and offers Students a range of services and also provide information such as career guidance and other supports as follows:

Extracurricular Activities

The College arranges activities that is overseen by the Student Affairs Committee. The Student Affairs Committee organises a number of activities throughout the year and notifies Students of the activities on the extracurricular notice board.

Helpdesk

Students are required to register their finger print in order to use the biometric fingerprinting device in the classrooms to take their daily attendance.

The Helpdesk staff will assist Students when facing problems such as log on the College network, printing and ICON VLE.

The Helpdesk can also assist disabled Students on how to access lift services and direct them to the relevant classrooms.

ICON Café

ICON Café is located in the ground floor of the College building. It is open Monday – Thursday 8:30 am - 8:00pm and on Friday from 8:30 am - 6:00pm. During summer vacation, the café is open from 10:00 am – 5:00 pm.

The Cafe is fully equipped with microwaves to warm your food and also offers a wide range of light snacks hot and cold food & beverages.

Photocopy

Students are allowed to photocopy their course/study materials and material from library books (within lawfully permitted limits) at a subsidised rate of 0.3p per A4 page in the College library. Students are required to open an account with the Librarian Mr. M A Chowdhury. A £5 voucher will permit to copy 167 pages.

Request for References

If a Student requires a personal reference he/she must apply by filling out the orange form available in Reception and it will be dealt with accordingly.

Students must obtain a tutor's permission before using the name of the tutor as a referee

Please note that references will not be handed to the Students, but will be sent directly to whom the reference is addressed.

A Student may contact the relevant Head of Department if they have any problem or queries regarding this.

Multi Faith Prayer Room

Students may use the designated multi faith prayer room located on the fourth floor Room 405 to perform prayers. They must comply with the terms and conditions of the Prevent Duty Policy.

Section 7:

Student Engagement

Student Representation

The following principles apply for the election of the Student representatives' team to be involved with the various College Committees:

- The number of Student representative from each course is proportionate to the number of Students enrolled on that course (i.e.1 per 50 Students)

- The Student representatives will be elected from each course based on the following criteria:
  - meeting the expected 80% attendance criteria;
  - meeting 100% academic progression
  - A demonstrable commitment to the College.

- The procedure for electing a Student representative is as follows:
  - Students in each Course cohort will elect one representative, these representatives will sit on the Staff Student Liaison Panel (SSLP) for their respective Department/Faculty
  - The representatives from each SSLP will elect a number of representatives to form the College's Student Representative Team. The number to be elected will be on the basis of 1 per 50 Students enrolled in the Department or Faculty.
  - The Student Representative Team will elect 8 members and an alternative for each to sit on the Colleges formal committees i.e. 1 Student will sit on the AcB; 2 Students will sit on the Teaching and Learning Resources Committee; 1 Student from each of the 4 department or Faculty SSLPs will sit on the Student Affairs Committee; 1 Student will sit on the Prevent Lead Team.

- Each representative on a formal committee will have an alternative who will attend a meeting if the main representative is unavailable
- Each representative will be elected to a term of office to sit on a Committee for 1 year.
- Each representative will sign an agreement with the College to indicate their commitment to the role.
- Each Student representative will be reimbursed for the loss of income and transportation cost in relation to attending the meetings. At the end of their membership all Student representatives will receive a token of appreciation for their overall performance and commitment.
- All Student representatives will receive a certificate to acknowledge their contribution to the College activities.
- Prior to carrying out the duties of Student representative, each Student representative will be given formal training.
- Membership as a Student representative is dedicated to a policy of equal opportunities and does not discriminate on the grounds of sex, age, disability, ethnic origin, religious beliefs or sexual orientation.

Student Representative Training

- All Student representatives are required to attend an induction/training event at the commencement of their role. The training will include the following areas:
  - Introduction to the role
  - Information about the work of the Colleges formal committees
  - feedback from relevant Committees and acting as a channel of communication back to the Students in their respective Courses
  - Contribution to the effectiveness of taught Courses by giving feedback to the College
  - Providing feedback on public information such as the College website, ICON VLE
  - Meeting visitors from external organisations such as Quality Assurance Agency and awarding organisation (Pearson)
  - Helping organise events that bring together the Colleges and department's Student body
  - Participation in writing of the Colleges newsletter
  - Acting as an ambassador of the College and helping communicate information to their Course of study so that other Students may be encouraged to attend events sponsored by the College
  - Commenting about the effectiveness of the Colleges Personal Tutoring system.
  - Attending mandatory Student representative training
  - Conducting themselves in a way that promotes an atmosphere of civility, diversity, equity and respect in their interactions.

Student Surveys

1. Student survey

The College seeks to monitor and evaluate the quality of teaching and learning experience through the Student survey every semester.

The key objectives of the Student survey are:

- To measure satisfaction among Students about various aspects of their Course and the College, in order to drive continuous improvement
- To demonstrate to Students that the College listen to their views and value their opinions and improve the processes and procedures.

2. Students will also be required to participate in the Graduate Outcomes, NSS and Pearson Student surveys.

The HoQE will prepare a summary report for AcB to monitor the results of the survey.

Closing the feedback loop

The findings and actions taken by the College from the Student survey are disseminated to all Students through:

- SSLP meetings
- Noticeboards and display screens
- ICON VLE

Student Suggestions

Suggestion boxes are located at the College reception and the Helpdesk. Students are invited to submit suggestions through this system.

The boxes are checked daily, and all suggestions are managed by the Head of Quality and Enhancement, who will distribute submissions to the relevant College committee for consideration.

Board/Committee Meeting Dates

A calendar of Colleges Boards and Committees Meeting Dates are displayed on the Student notice boards throughout the College and ICON VLE.

Section 8:

Health and Safety at College

Health and Safety policy

This Health and Safety policy has been adopted by ICON College of Technology and Management as a general statement of safety and for determining line responsibility for health, safety and welfare compliance through the management structure as required by the *Health and Safety at Work Act 1974.* The following Regulations also particularly apply to the College's activities, although the list is not exhaustive:

- *Management of Health and Safety at Work Regulations1999*
- *Manual Handling Operations Regulations 1992*
- *Health and Safety (Display Screen Equipment) Regulations 1992*
- *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1996*

Aims

- To ensure, as far as is reasonably practicable, the health and safety of all Students and employees whilst at work.
- To comply with all relevant health and safety legislation, regulations and codes of practice.
- To provide safe and healthy conditions of training, work, premises and systems.

Responsibilities of the College

- To work towards the achievement of these policy aims.
- To provide appropriate training, advice, protective clothing, equipment and documentation as is necessary or advisable.
- To carry out assessment of risks and endeavour to reduce or eliminate these risks.
- To provide written systems of work for all and any procedures which are exposed to hazard.
- To record notification of hazards and accidents and incorporate improvements suggested as a result of investigations conducted following such notifications as soon as possible.

Responsibilities of managers and supervisors

- To be personally responsible for the execution of the safety policy as far as the department/employees for which he/she is responsible.
- To be personally responsible, as far as reasonably practicable, for the safety of all persons working in or visiting his/her department, and for all the equipment under his/her control.
- To ensure, in the event of any accident, prompt and appropriate first aid is administered, and that further medical assistance is obtained if necessary, the

circumstances of the incident are investigated and reported, and that recommendations made as a result of an investigation are implemented.
- To ensure the workplace safety folder is kept and displayed, its contents are brought to the attention of every employee, and all employees are conversant with such data.
- To ensure protective clothing/equipment is used at all times where and when necessary.

Responsibilities of Students, trainees, agents and employees

- To ensure that Students, trainee agents and employees (on site) are conversant with the accident/hazard reporting procedure and that notification of hazards are passed on to the appropriate person for action.
- To make them familiar with and adhere to the safety procedures, including the fire alarm procedure and evacuation route(s).
- To wear protective clothing/equipment at all times when necessary, and to report any defects in such clothing/equipment to their supervisor.
- To report all accidents/incidents to a supervisor, and to carry out instructions given by a supervisor.
- To report all safety and health hazards and machinery defects using the hazard report procedure.
- To co-operate with the organisation at all times on matters of safety.

Responsibilities of safety representatives

- To assist the employer in the assessment and reduction of risk and hazards, by being aware of the implementation and effect of procedures and work in the workplace.
- To advise the employer on matters of concern voiced by employees and liaise/help in rectification thereof.

Administration

The Safety Officer is Nasir Uddin (Extension 28; nas@iconCollege.com) and Senior Fire Marshal Waseem Ahammed (Extension 25; waseem@iconCollege.com) are responsible for:

- Preparing, reviewing and updating this policy and reporting actions / activities with regards to 'health and safety' to the Academic Committee.
- Accident/hazard reporting procedures
- Fire and safety procedures and evacuation guidance.
- Ensuring compliance with the responsibilities laid down in this policy statement and reporting any non-compliance to senior management for sanctions to be applied.
- Liaising with Health and Safety Officers, Insurers, Factory and Environmental Health Officers, Fire Brigade, etc., and ensuring appropriate recommendations are implemented.
- Implementing the requirements of the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)*
- Implementing all other relevant/applicable legislation, regulations, and codes of practice or requirements.
- To further the interest of all involved in the reduction and/or elimination of risk,

or, failing this, of its control.
- To advise management on safety matters.
- To assist in the education of employees in operating safe working practices.
- To raise awareness of the need for a high-profile safety policy/procedure.

Emergency Evacuation Procedure

This statement will be referred to during the induction of new Students;

> *According to the Health and Safety at Work Act (1974) and reflected in the College's Health and Safety Policy, each individual needs to be aware of evacuation procedures in the cases of an emergency and must comply fully with them. This part of the Handbook outlines the evacuation procedures that ICON College of Technology and Management carries out for all people within its responsibilities (employees, work placement trainees, Students and visitors to the College), as well as evacuation procedures carried out by the management of the premises occupied by ICON for all occupiers of the building. It applies to drills as well as genuine emergencies*.

Students should ensure they have read and understood these instructions, as their life and health and that of their colleagues and friends may depend on this.

Assembly point in cases of emergency evacuation: ***Front of Altab Ali Park in Adler Street*** (please try not to block the road)

Fire prevention

- Keep all doors, especially fire doors, and walkways clear. Do not prop open fire doors.
- Ensure that all paper rubbish is put into the rubbish receptacles provided.
- Ensure that all staff and Students are made aware of the health and safety rules and regulations, disciplinary procedures, ICON's and the centre's rules and regulations governing their attendance and behaviour whilst on the premises.
- The building which ICON occupies is an all non-smoking environment, Smoking is strictly prohibited in all ICON`s premises, as well as the corridors, balconies, hallways and entrances of the building.

Fire regulations

Fire Marshals:

The Fire Marshals are responsible for overseeing the evacuation procedures, ensuring that everybody is safe and accounted for, and that the premises/ buildings are safe before anyone returns to his/ her workstation. They will take the daily register to the assembly points to check that all persons in attendance, noted in the register, are safely out of the building and accounted for.

The Students must know where the assembly point is and who the Fire Marshals are, and report to them once they have evacuated the building.

ICON's Senior Fire Marshal: Waseem Ahammed (Extension 25; waseem@iconCollege.com)

Health and safety notices

There are health and safety notices all-round the College and in every room in ICON's premises. Students must ensure they have read and familiarise themselves with the contents. Students must also ensure they know where the fire exits, signs and the fire extinguishers are.

Normally it is the premises manager or Fire Marshal in ICON who should sound the fire alarm and summon the fire brigade. No one else should normally be called upon to fight a fire, but in exceptional emergency cases, such as coming upon a small fire and tackling it, Students need to know which fire extinguisher to use and how to tackle the fire.
Fire extinguisher types: water and CO2.

Instructions on how to use the fire extinguishers are found on the equipment.

In case, if a fire is discovered then the following emergency plan should be followed:

- Operate the nearest fire alarm
- Inform the Fire Marshal or another member of senior staff immediately.
- Attack the fire, if possible, with (appropriate) appliances provided, but **do not** take personal risks.

Calling the Fire Brigade

- This should normally be done by the Fire Marshal or another senior member of the staff.
- However, if they are not available and call the Fire Brigade, dial 999.
- Give the operator your telephone number and ask for the Fire Brigade.
- When the Fire Brigade replies, tell them distinctly:

  'Fire in ICON College of Technology and Management,
  location: Unit 21-22, 1-13 Adler Street, London E1 1EG'

- Do not ring off or replace the receiver until the Fire Brigade has repeated the address.
- Leave the building immediately and report to the Fire Marshal at the assembly point.

'Golden Safety Rules' in the event of an emergency

- Walk! Do not run! You should have enough time to get out of the building safely. In the past, deaths and serious injuries have occurred when people have given way to panic and rushed to evacuate a building. Leave your personal property behind.
- When you arrive at the assembly point, stay with your group and do not wander off. Watch out for traffic and don`t block the road.
- When the register is being called, make sure that, when your name is called you answer loudly enough to be heard clearly.
- Do not assume that everyone has heard the fire alarm. Although your hearing may be perfect, there could be some people who haven`t heard the alarm; some may have hearing problems. If in doubt, remind people that the fire alarm is ringing.
- Do not re- enter the building until you have been told that it is safe by the Fire Marshal.

On hearing the fire alarm

ICON staff:

- Stop what you are doing immediately and proceed out of the building.
- Use the nearest available exit.
- Do not use lifts (except where special arrangements exist for disabled people).
- Do not stop to collect belongings.
- Leave the building immediately and proceed at once to the assembly point.

ICON Fire Marshal:

- Co-ordinate actions of ICON staff.
- Ensure evacuation of offices/ floor proceeds and is completed by checking all rooms, lavatories, etc.
- Close doors and windows to prevent fire spreading. Ensure that you collect the daily register record(s)
- Leave building and check the names of those present against the register
- Report the details of incident and evacuation when complete to Senior (Building) Fire Marshal.

Senior Fire Marshal:

- Ensure the Fire Brigade has been called.
- Report to assembly point.
- Record details of incident and evacuation from floor to ICON Fire Marshals.
- Report details to Fire Brigade on arrival.
- Assist Fire Brigade if requested.

Section 9:

Student Protection Plan

Introduction

This Student Protection Plan (SPP) provides assurance to you (our current and future Students) that we have in place appropriate arrangements to protect the quality and continuation of study for you all. This plan sets out our approach to protect your interests in a transparent and clear way. The SPP assures that procedures are in place to protect your interests, and you have redress to the Office for Students (OfS) if you feel our SPP is not mitigating risks to your satisfaction.

We are actively supporting and encouraging widening participation and we are aware that ranges of Students studying at the College may have differing needs, circumstances and are from diverse cultures. We are committed to Equal Opportunities **[See QAE Manual: Part 4: Admissions P39]** and our SPP gives regard to the possible different needs of Students sharing particular protected characteristics as defined in the Equality Act 2010. Our plan provides the actions we are taking to mitigate these risks.

Key features of the Plan

The key features of the plan ensuring your protection to study are as follows:

a) The provision of a Risk Register Assessment underpinning support for your continued study.
b) A statement of our Financial Performance demonstrating low risk to inability to operate successfully.
c) A Business Continuity Plan in the event of unforeseen or surprising circumstances occurring.
d) A Refund and Compensation Policy in the event of no longer being able to preserve continuation of study.
e) Effective communication of the SPP on our website and appropriate mediums of communication.
f) Clear measures in place to ensure business continuity.
g) The Plan ensures that Students with differing needs circumstances or characteristics are appropriately supported

Student Protection Plan for the period 2020-21

1. An assessment of the range of risks to your continued study accounting for your differing needs, characteristics and circumstances and an assessment of the likelihood that those risks will crystallise (Low, Moderate or High)

The risk that the College as a whole will be unable to operate is very low because our financial performance is sound and we have produced both a Risk Management Strategy and Risk Register Assessment to address and mitigate all possible uncertainties and ensure the continuation of the business **[See Risk Register and Risk Management Strategy]**

Our Risk Register covers the following areas:

- Student Recruitment
- Student learning experience
- Financial Risks
- Human Resources
- Property and Estates
- Attendance and SLC Records
- Board of Directors
- Management Board
- Statutes and Regulations
- External Policy Context
- Curriculum Change
- Information Resources

It is measured in terms of risk likelihood expressed as Red (High Risk), Amber (Medium Risk) and Green (Low Risk) and is visited every six months at Management Board (MB) meetings and reviewed annually. A robust Student Protection Plan (SPP) now further strengthens it.

Our ability to continuously deliver at the Adler Street campus is high with little or no risk to Students as we have a lease for the next 3 to 5 years. We also have the opportunity to expand the campus if it becomes available.

The risk that we may be unable to deliver material components of our courses is moderate to high because our modules are tailor made by Pearson. At present it is uncertain whether HND/C's will continue to be supported as programmes of higher education and may move to further education attracting a lower fee base. We have little or no control on the design of modules or assessment procedure.

We are dealing with this in the following ways in the short term:

a) Seeking registration with the Office for Students (OfS)
b) Ensuring that we have competent staff to write programmes for validation

and in the long term

c) Seeking validation of undergraduate programmes in our specialist areas
d) Pursuing New Degree Awarding Powers (NDAP)

2 (a). The actions we have put in place to mitigate risks to your study that we consider are reasonably likely to crystallise.

The clearest risk we face at the College at present is the future of our accredited programmes with Pearson. We believe in the current climate this risk to be increasing and we need to achieve New Degree Awarding Powers (NDAP) and validate our own programmes in the long run to mitigate the risk.

Action: Achieve full OfS registration, achieve a UK university accreditation, build validations, grow delegated authority and move towards NDAP.

Other risks, some indirect include the following:

Failure to recruit the UK/EU Students: This is mitigated by the application of effective College policies and robust monitoring supported if necessary, though highly unlikely, by a Refund and Compensation Policy [**see Section 3 p 3**.]

Action: To focus strategic and recruitment plans on a greater number of underprivileged UK Students in our access and participation plan including an increased number of disabled Students as well as care leavers; young disadvantaged white males and BME Students in the local community.

Failure to achieve an adequate level of Student retention that puts course continuation into jeopardy: This is mitigated by fingerprint technology to ensure Student attendance and followed up with a dedicated Student monitoring and attendance report.

Action: The College has improved its admissions policy to ensure suitable Students are recruited. It has an attendance policy that is monitored on a weekly basis and the revised learning and teaching strategy ensures assessment meets preferred learning styles whilst maintaining the appropriate academic level.

Failure to maintain and/or improve teaching, learning and assessment quality: This is mitigated by robust quality assurance and enhancement systems, procedures, policies and practices, approved by the QAA and overseen by the Principal/Vice Principal (Academic).

Action: The College has revised its learning and teaching strategy to meet preferred learning styles.

Failure to ensure adequate Student representation across ICON College able to support Student study: This is mitigated by ICON striving year on year to retain 'good practice' from the QAA in this area.

Action: The College has achieved a 'good practice' in Student representation from the QAA (HERA 2017) and continues to focus on monitoring, evaluation and review of the Student representation system.

The College's facilities fail to provide appropriate resources to support the Student learning experience: This is mitigated by the Teaching, Learning and Resources Committee (TLRC) which ensures sufficiency of learning resources through updating IT skills, improving the ICON VLE and increasing the library stocks.

Action: The College has put Student resources as a fixed item on all Board and Committee agendas including the staff/Student liaison committee (SSLC). Issues and actions are then reported to the MB to deliver the necessary outcomes.

Failure to recruit staff to deliver the requisite standards: This is mitigated by the operation of a staff recruitment system that begins with a person specification and job description followed by interview with experienced members enabling us to recruit qualified and subject specialist staff.

Action: Quality staff are recruited through our offer of a sound staff development opportunities and improved conditions of service. It is anticipated on approval of the access and participation plan we will be able to charge a more competitive fee, thereby freeing greater resources to purchase higher quality staff.

Maintenance of financial stability to mitigate unforeseen risk e.g. changes in funding: This is mitigated by the Board of Directors who continuously monitor finances with rational decision-making and have done so successfully since 2004.

Action: Financial stability is guaranteed through the maintenance of a 'war chest' to protect against risk e.g. falling recruitment numbers.

Overall, the College operates a Risk Management Strategy and a Risk Register and has undertaken a thorough review of all potential risks to the College. The MB reviews the Risk Register every 6 months, reporting annually to the Board of Directors.

Action: The new risk register is monitored monthly by the MB enabling risk to be identified and quickly negated.

2 (b) Measures we have put in place to mitigate a major risk to your study.

Whilst the College has a Risk Register and Risk Strategy it has also produced a Business Continuity Plan (BCP). The BCP addresses business continuity in the event of a major disruption to your studies. A typical example of such a disruption would be if the ICON campus became suddenly, without warning, unavailable, or where there were to be any unforeseen long-term situations that affected the College's ability to teach you.

Business Continuity Plan

Introduction

This plan is to be used to assist in the recovery of ICON College in general and your studies in particular, in the event of a major disruption to the business. For example, where a fire destroys most of the building or the foundations render the building to be suddenly unsafe. A major disruption is defined by the College as a significant incident threatening personnel, buildings or the operation of the business and requires special measures to be taken to restore activity to normal, as quickly as possible. The College acknowledges its responsibility to maintain the quality of all Students' studies in the event of a foreseen but unexpected major catastrophe.

The College operates a Risk Strategy and Assessment to cover all other academic and personal risk to Student learning, staffing, learning resources etc. **[See Risk Assessment and Risk Strategy]**. However, the College also has measures in place that guard against an event that brings a potential catastrophic disruption to your studies. The College recognises that a disruption of up to five days to your learning is manageable by normal measures through the implementation of a model encouraging a short period of self-study. However, in the event of a major disruption, the College has a contingency plan to deal with this, minimising the overall disruption to both staff and Students.

1.1 Aim

The aim of the Plan is to set out the responsibilities and actions to be taken by ICON College to quickly and efficiently re-instate the business operation following a major disruption. The primary goal would be to ensure little or no disruption to studies.

1.2 Objectives

The objectives of the plan are to:

- Provide for continuity of the activities essential to the business.
- Reduce to a minimum the disruption to Students, staff, and services restoring them to an acceptable level.

1.3 Scope of the Document

This plan sets out details of the key recovery measure to be taken in the event of a major disruption to the key activities of the business.

Activation of the Plan

The **Management Board (MB)** will be responsible for the activation of the Business Continuity Management Plan. At the point the plan is activated, all staff and Students are to be immediately informed. All staff members will be contacted and advised of the current situation and what their role will be in the recovery phase. You will be contacted through your Student representatives, or individually, where possible and you will be kept up to date with actions taken, as they are taken.

Action to be taken

The College has an insurance policy that would cover us financially enabling us to rent other premises in the event of a major disruption. The College also has reserves to approximately cover one year of operations.

Students with differing characteristics or circumstances in the event of major disruption

The College will ensure that the temporary premises are equipped with resources that will enable access for Students with disabilities as well as providing learning resources appropriate for the whole gamut of Student disabilities.

3. We provide information for you about the policy we have in place to refund tuition fees and any other relevant costs. This also covers compensation, where necessary, in the event that we were no longer able to preserve your continued study

The Refund and Compensation policy provides clear and transparent information about a refund and/or compensation in the event of our inability to maintain continuation of study. The policy has been reviewed by the Office for Students and is available on the College website **[See Refunds and Compensation Policy 2018]**. The Academic Board has also evaluated the policy prior to approval by the Board of Directors. Its aim is to give you full protection under the Consumer Rights Act 2015 for refunds and/or compensation, where reasonable. The policy covers the following areas:

- Refunds for Students in receipt of tuition fee loans to the Student Loan Company;
- Refunds for Students who pay their own tuition fees;
- Refunds for Students whose tuition fees are paid by a sponsor;
- The payment of additional travel costs for Students affected by a change in the location of their course;
- A commitment to honour Student bursaries, where appropriate;
- Compensation for maintenance costs and lost time where it is not possible to preserve continuation of study and
- Compensation for tuition and maintenance costs where Students have to transfer courses or provider.

Delivering financial implications of the Refund and Compensation Policy

We have cash reserves of 12 months which would be sufficient to provide either a refund or compensation to the Students to whom we have identified an increased risk of non-continuation of study. Also the Risk Register we have produced gives us a clear indication of the likelihood and weight of each risk enabling us to be proactive if the risk is growing.

Furthermore, we have now put in place insurance arrangements to mitigate finance to provide refunds and compensation, where appropriate under the policy for those Students for whom we have identified an increased risk of non-continuation of study.

4. This section provides information on how we communicate to our Students about the SPP

We will publicise our SPP to current and future Students in the following ways:

- On the College website
- Copies handed out at induction
- Copies made available on application in the admissions pack and
- Copies made available at interview with attention drawn to the SPP during the question and answer session.

We will ensure staff are aware of the implications of our SPP through initial staff development **[See: SPP Action Plan].** It will be the responsibility of each Head of the Department to make staff aware of the implications to the SPP when changes are being proposed. This will also be monitored by the Academic Board which signs off changes.

We will review our SPP twice per year and it will iterate the staff meeting; Programme Committee; Academic Board and Advisory Board as a consultative document before being signed off by the Board of Directors.

Student representatives will be involved in the initial review of the SPP through an arranged meeting with the MB. At this point they will be informed of their responsibility to disseminate to the Student body. The SPP will be tabled at all Programme Committee meetings for comment and Student representatives are present when the SPP is received by both Academic Board and Advisory Committee. It is part of the terms of reference for a Student representative to inform their constituents of any important issues and it is always checked at Academic Board that this has occurred.

Should our SPP need to be implemented, we will inform our Students if there are to be material changes with an immediate meeting of all Students with the Senior Management Team and Heads of Department. At the meeting the Students will be given a strategic plan of how changes are to be implemented with opportunities for consultation covering the affect of the material changes and dates of change to be agreed and then confirmed in writing to all Students. In the event of termination of an accredited course the plan will contain clear instructions as to the 'teach out' arrangements for the course. The Students will have a minimum 30 days' notice prior to a material change being enacted. At the same time the Principal will inform all external members of the Academic Board and Advisory Board. Advisory Board members may be required to act as independent advisers for the Students.

If material changes need to be made and our SPP implemented we will ensure the following:

a) Each Student is individually supported by a personal tutor who will give clear and continuous advice on the affect of the changes.
b) The tutor will help the Student make effective choices to mitigate the affect of the changes
c) Compensation will be agreed, where appropriate, as swiftly as possible
d) Students will have open access to the respective Head of Department and MB
e) Full advice will be provided about choice of new options where appropriate
f) Substantial advice and support will be given by personal tutors, welfare officers, careers guidance and senior academics if the Student needs to find an alternative course with another provider.

The Advisory Board contains up to seven external members (some of whom are senior academics at other HE establishments) who will be in a position to offer independent advice.

5. Protecting Students with differing circumstances, characteristics and needs

The SPP ensures that Students with disabilities, whatever it may be, will be protected through continuous review that learning and physical resources will be appropriate to support you. The College will also ensure that continuous access to the College and your studies will be of paramount importance and respect differing needs and circumstances. In this way the College will continue to encourage Students with disability that ICON is a welcoming and supportive place to study.

6. Access to all documents cited in this SPP are available on the College website

Appendix

Academic Staff

Key Contact List

Appeal Form

Complaints Form

EEC Form

Student Feedback Form

Student Questionnaire (Progression & Retention)

Hardship Fund

Disability Access Form

Course Extension Form

Deferral Form

Course Change Form

Course Withdrawal Form

Sample of Graduate Outcomes Form

Sample of NSS Form

Sample of Pearson BTEC Higher National Annual Student Survey

Timetable – submission dates – academic calendar
For the latest information regarding Timetable, submission dates and academic calendar please refer to the ICON VLE site at http://icon.moodle.webanywhere.co.uk

Academic Staff

Professor Nurun Nabi - PhD (Lond), MBA (Henley at Oxon), Cert. in SBM (Harvard), FInstLM, MPDSE,
Principal & Professor of Management Studies

Professor Reza Joadat – PhD (Brunel), MSc, BSc (Hons), CEng, FIET, CMgr, FCMI
Professor of Engineering (Communication)
Vice Principal (Academic Affairs)

Professor Alan Jones – PhD, MSc, BEd, CertED, FCMI, FRSA
Professor of Management
Vice Principal (External Affairs)

Azizur Rahman – PGD in Electronics & Computer Technology & Digital Systems Design; BSc Engineering; MCSE
Managing Director & Director of Admissions

Nazimudeen Saleem – MPhil, MBA, MUA, BSc, BS, DipM, MCIM
Head of Department of Hospitality and Tourism

Gilbert Zvobgo – PhD, MBA, MEd, BSc (Hons), PGCE, MCIM
Head of Department of Business and Management

Oluwatosin Alo – PhD**,** MSc, MA, BSc, FHEA
Associate Head of Health and Social Care

Sonia Khan – DPhil (PhD), MPhil, M Ed, MA, BA, B Ed, DLT, FHEA
Associate Head of Education and Training

Professor Zakir Hossain – PhD, M.Com., MBA, B.Com.(Hons), PGCertHE, PTLLS, FHEA
Professor of Management

Enayet H. Sarwar – MA, MPA, BA (Hons), AHEA, DIP RSA

Lecturer in Health and Social Care

Ayodeji Ogunrotifa – PhD, MSc, BSc, AFHEA
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Benjamin Ovio – Exe. MSc, MA, BSc, FIE&E, ACQI
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Godknows Gomwe – PhD, MSc, BA,
Lecturer in Business and Management

Choudhury Reza Shahnoor Mahmud – MSc., MBA BA, HND, PGCMS, PGDPM,
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Houyi Zhu – PhD, MBA, BA, PDC,
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Olanrewaju Balogun – MBA, MA, MA Art, BA
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SM Nazrul Islam – PhD, MBA, MRes-PG, M.Com, B. Com (Hons)
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Anamaria Rambojun – MBA, BA, HND

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Shaheda Akter - DBA, MSc, MBA, MSS, BSS
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Sabina Yasmin – MSc, BA(Hons), DET
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Aisa Okunade – MSc, BSc, PG Advanced Cert in Educational Studies, PG Cert HE, DET
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Mabel Lahlou – MPill, BA, Dip Ed, IELTS Certified Examiner
Lecturer in English Language Development Unit

Marina Esayan – PhD, CELTA, MA, BA
Lecturer in English Language Development Unit

Man Chi Sek – MA, PGC (Ed), BA
Lecturer in English Language Development Unit

Alessandro Luca Pozzolo – PhD, MA, BA, AHEA, CELTA Cert.
Lecturer in English Language Development Unit

Benedict Richard Patten – MA, BA (Hons), TEFL Cert.
Lecturer in English Language Development Unit

Laryssa Bonazza – MA, BA, TEFL/TESOL
Lecturer in English Language Development Unit

Paul Herbert – MA, BA (Hons), DELTA
Lecturer in English Language Development Unit

Jhon Bentley – PhD, M.Pill, MA, BA (Hons), Cert TESOL
Lecturer in English Language Development Unit

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Elham Taheri – MA, MA (Iran), BA
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Lecturer in Health and Social Care (Part Time)

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Abdolreza Najai Rayenipour – PhD (Eng. and Management); MSc (Manufacturing Systems); BSc (Industrial Management)
Lecturer in Business and Management (Part-Time)

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Senior Lecturer in Business and Management (Part-Time)

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Fuad A. A. Trayek – PhD, M.Ed, B. Ed
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Md Zahidul Islam – PhD; MSc; BSc
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Tayo Alebiosu – MA, PGCE, BSc (H&S), BSc
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Ola Okuwobi – MSc, BSc (Hons), PGCE Ed.
Lecturer in Health and Social Care (Part-Time)

Key Contacts for Students

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Vice Principal (External Affairs) Professor Alan Jones	Vice-Principal's Office (ICTM Room 8) 020 7377 2800 (Ext. 224) alan@iconCollege.ac.uk
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Quality Assurance and Implementation Manager and interim Secretary to the Board of Governance Purnima Mehta	ICTM Room 10 (Ext.885) 020 7377 2800 purnima@iconCollege.ac.uk
Committee Secretary/PA to the Principal Office Drishti Patel	Examinations Office (ICTM Room 5) 020 7377 2800 (Ext 222) drishti@iconCollege.ac.uk
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System and Data Analyst SK. Sultan Mahmud	Admin Room 020 7377 2800 (Ext. 207) sultan@iconCollege.ac.uk
Senior Admission Officer	Admissions Room

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Admissions Officer (Top-Up) Mizanur Rahman	Admissions Room 020 377 2800 (Ext.209) mizan@iconCollege.ac.uk
Admissions Officer Taurean Bryan	Admissions Room 020 7377 2800 (Ext 219) taurean@iconCollege.ac.uk
Managing Network System Syed Mujibur Rahman	Admissions Room 0207 377 2800 (Ext. 214) mujib@iconCollege.ac.uk
Student Access & Community Liaison Officer Nasir Uddin	ICTM CRED Office 020 377 2800 (Ext 218) nas@iconCollege.ac.uk
Senior Student Monitoring Officer Waseem Ahammed	Admin Room 020 7377 2800 (Ext 206) waseem@iconCollege.ac.uk
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Examinations officer Nabeel Nilar	Examinations Office (ICTM Room 5) 020 7377 2800 (Ext 223) nabeel@iconCollege.ac.uk
Student Tracking Officer Simra Ahmed	Examinations Office (ICTM Room 5) 020 7377 2800 (Ext 891) Simra@iconCollege.ac.uk
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Student Counsellor	Private Therapy Clinic info@privatetherapyclinic.com
Helpdesk Milon Shah	Helpdesk 020 7377 2800 (Ext.221)

milon@iconCollege.ac.uk

Imlak Hussain

Helpdesk
020 7377 2800 (Ext.221)
imlak@iconCollege.ac.uk

Board/Committee Chairs:

Board of Governance: Professor Nurun Nabi (Interim)

Management Board: Aziz Rahman

Academic Board: Professor Nurun Nabi

Head of Departments Committee: Professor Reza Joadat

Assessment Board: Head of Department plus another Head of Department as an observer

Misconduct/Disciplinary Committee: Professor Reza Joadat

APP Monitoring Steering Committee**:** Professor Alan Jones

Teaching, Learning Resources Committee: Prof. Reza Joadat

Student Affairs Committee: Dr Oluwatosin Alo

Staff-Student Liaison Panel: Respective Head of Department

Prevent Lead Committee: Professor Nurun Nabi

Bishop Grosseteste University Forms

REQUEST FOR AN EXTENSION TO THE DATE OF SUBMISSION FOR AN ASSESSED ASSIGNMENT

TO BE COMPLETED BY THE STUDENT

This section must be completed and the form returned with corroborating evidence to **examoffice@iconCollege.ac.uk** Requests for extensions will only be considered if presented before the published date for submission.

ICON ID NUMBER:	
FULL NAME (Please print)	

PROGRAMME		SUBJECT (if applicable)	
MODULE CODE		MODULE TITLE	

FULL TITLE OF ASSIGNMENT	
PUBLISHED DATE AND TIME OF SUBMISSION	

REQUESTED DATE OF SUBMISSION Note: If your extension requested is approved it will be granted for 14 days.
EXTENUATING CIRCUMSTANCES You should provide an account of the circumstances that you wish to be considered. Your application will be treated in strict confidence.
CORROBORATING EVIDENCE You should attach corroborating evidence securely to this form and provide brief details of the attachments here. You should note that requests cannot normally be considered without corroborating evidence from a third party.

SIGNATURE	
DATE	

On completion the form should be submitted to **examoffice@iconCollege.ac.uk**

Extenuating Circumstances Application

This form should be used if you wish to inform the University/ICON of circumstances which you feel may have affected your performance in assessments or led to you being absent from an examination. Exceptionally, you may use this form to request mitigation where you have been unable to submit an assignment on time and were unable to request an extension in advance.

The deadline for claiming extenuating circumstances is normally 7 days after the assessment hand-in date. If your application is submitted after that time you must ensure that Section 6 is completed.

Before completing this form, please ensure that you read the guidance notes attached and the Code of Practice on Extenuating Circumstances (Qa: G1). If necessary, seek advice and/or assistance from HoD or Examinations Office, however, this form should be completed by **you**.

All sections must be completed and the form returned, with corroborating evidence attached, to

Examination Office, Unit 21, 1-13 Adler Street, London E1 1EG
examoffice@iconCollege.ac.uk

Section 1.

Full Name *(please print)*								
Student Registration Number	**B**							
Programme of study								
Subject (if applicable)								
Current year of study			**Full or Part-time**					

Section 2. Details of assessment(s) affected, please clearly state each assessments you believe has been affected, assessments not listed will not be considered.

Module code	Module Title	Assessment Affected	Date of Assessment

Section 3 – Your circumstances

Use this space to fully describe the circumstances that have affected you. You must include as much detail as is necessary including the exact dates of the events described so that a decision can be reached based on full information. All applications are treated in strict confidence.

Section 4 – Effect on assessment

Describe clearly how the circumstances affected your ability to prepare for, or undertake the assessments listed in Section 2.

Section 5 – Corroborating Evidence

What evidence are you including in support of this application? **Evidence is required for the circumstances**, **their effect on your assessment and, if necessary, the reason why the application is late.** For medical circumstances evidence may be a letter from a doctor or nurse, confirmation of an appointment, prescription etc. If no medical evidence is available you may wish to use Appendix 1 to request information from a medical professional. Securely attach all evidence to this form.

Section 6 – Late Submission

Applications made more than 7 days after the assessment submission deadline are not normally considered. You must indicate here why it was not possible to raise these circumstances within 7 days of your assessment?

Section 7 – Decision Requested

I request that the Panel take the following decision:

1.	Set aside any existing grades for the assignment(s) specified and allow me to undertake the assessment as though for the first time.	

(select either 1 or 2, not both)

2.	In the event of my being awarded a failing grade for the module(s) specified, allow me to undertake the assessment as though for the first time.	

See Guidance Notes

3.	Take account of the information provided together with my overall mark profile in determining my degree classification.	

Section 8 – Declaration

I declare that I have read and understood this form before completing it, and that the information provided on and with this form is accurate and complete to the best of my knowledge. I understand that to seek to gain an advantage or benefit (such as a new exam attempt) through providing false or misleading information is liable to action being taken against me under the University Code of Practice on Academic Misconduct.

Student signature		**Date**	

Extenuating Circumstances Guidance Notes

Extenuating circumstances are defined as serious adverse circumstances of limited duration which could not reasonably have been foreseen. Before putting forward your application you should consider carefully whether it rests upon grounds that satisfy these criteria:

i. There must be *serious adverse circumstance*. The events you are describing should be sufficiently serious to mean that it would not be reasonable to expect you to complete the assignment(s) by the due date. Minor ailments and mishaps are not likely to meet this criterion.

ii. The circumstances must be of *limited duration*. In other words there must be an expectation that you will be able to resume your usual pattern of study after a relatively short period. In more serious cases where there is likely to be prolonged interruption of normal activity, you should discuss with your Academic Coordinator whether it would be appropriate to suspend your studies (intercalate) until your circumstances have been resolved. Chronic illness and disability are not treated as extenuating circumstances, unless newly diagnosed or in an acute phase. In such cases you should seek the support that you need to pursue your course of study successfully rather than requesting to defer assessment or re-assessment.

iii. The circumstances must be such that they could *not reasonably have been foreseen*. You will be notified of the date of submission for assignments well in advance. There

is, therefore, an expectation that you will exercise due foresight in organising your work.

iv. **When submitting an application, you are strongly advised to personally deliver it to Examination Office where you will have the opportunity to discuss your circumstances with an Examination Office/Head of the Department. This will allow advice to be provided as to the most appropriate form of evidence that could be submitted to support your application.**

Computer/IT failure of Student's own equipment is not normally acceptable as grounds for claiming extenuating circumstances.

Section 7 – Decision Requested:

You should only initially select either option 1 or 2. Option 3 may also be selected if you wish the Examination Board to consider the circumstances applied for when determining your degree classification, if accepted.

Section 8 - Declaration

You **must** read and sign this section.

On completion of this form you are advised to make a copy for you own records and submit the original form to the Quality Assurance and Student Data Office.

If your circumstances are **not** accepted:

The original mark for the assignment(s) will stand, or you will receive a mark of 0 for non-attendance or non-submission. You **cannot** appeal against the decision made by the Extenuating Circumstances Panel. If additional evidence has become available, you need to submit a new application. An Academic Appeal can be requested in accordance with the Code of Practice on Academic Appeals, paragraph 3 (iv).

If your circumstances are accepted:

The decision will be passed to the Module Board of Examiners who will decide to either:

i. Apply the Panel recommendation,
ii. Decide that the circumstances do not require any action
iii. Pass the decision to the Programme Board of Examiners for consideration later

Permanent Withdrawal from the University/ICON College Programme

Permanently withdrawal from your programme of study means that you have decided to stop studying at BG/ICON College programme and that you have **no intention of returning to continue** your programme of study in the future.

Before you complete the withdrawal process, please ensure that you have obtained advice about your situation and discussed whether there are ways in which the University can help. For example, temporary withdrawal from your studies (intercalation) may be a better option for you to consider.

Please ensure that you read carefully the guidance notes attached prior to completing this form.

Section 1 – Are you sure, can we help?

Have you…	**Yes**	**No**
Discussed your situation with your tutor or Academic Coordinator?		
Sought confidential guidance from Student Advice?		
Sought advice from the Careers, Employability and Enterprise Team?		
Sought advice from the Quality Office?		
Sought advice from the International/Erasmus Coordinator?		
Spoken with the Accommodation Office?		

If you have not sought advice from any of the above please consider doing so before completing the remainder of this form.

Section 2 – Your details

Full Name *(please print)*								
Student Registration Number	**B**							
Programme of study								
Subject (if applicable)								
Current year of study				**Full or Part-time**				

Section 3 – Reasons for withdrawal

Please tick all appropriate reasons for withdrawal and circle the most relevant one:

Course/facilities do not meet expectations	(C)			Travel to and from the University	(T)
Financial reasons	(F)			Accommodation difficulties	(A)
Going into employment	(E)			Placement difficulties	(P)
Pre-existing medical condition	(M)			Newly diagnosed medical condition	(N)
Home sickness	(S)			Transferring to another University/College	(X)
Family reasons (marital, childcare etc.)	(B)			Other major reason *(please state below)*	

Last date of attendance *This date is important as it has financial implications*	

Interim Awards

If you are withdrawing before completing a degree you may be entitled to an interim award, if this is the case it will be awarded in due course following the next sitting of the Board of Examiners.

Alumni Membership

Even if you do not complete a degree and graduate you are welcome to keep in touch with the University through the Alumni Office. If you wish to do so please enter your contact details below.

Address			
Email:		**Telephone:**	

Declaration:

I declare that I have read and understood this form before completing it, and that the information provided herein is accurate and complete to the best of my knowledge

Student signature		**Date**	

Section 4 – Sponsor/Employer Support *(if applicable)*

I support the request to permanently withdraw from study	
Name (please print)	
Signature	
Position	
Date	

Section 5 – Head of Department/Academic Coordinator Support

I can confirm that the last date of attendance was as stated above	
I cannot confirm that the last date of attendance was as stated above, the last date of attendance, as evidence by my records was	

Name (please print)	
Signature	
Position	
Date	

Section 6 – Acknowledged by the Director of Admissions

Director of Admissions		**Date**	

Permanent Withdrawal Guidance Notes

Completion and submission of this form:

Please ensure that all sections are completed before submission. Once you have completed Sections 1 – 4 you will need to take the form to your Head of Department for signature. Please note that completion of section 4 is only required if your studies are sponsored by your employer. All applications must be acknowledged by the Director of Admissions before being submitted to the College Monitoring Team/Admin in person or by email; Admin@iconcolleg.ac.uk

Temporary Withdrawal *(Intercalation)*

If you are not sure that you wish to permanently withdraw from your studies, intercalation (Deferral) is an option you should consider. Intercalation may be granted where a Student requires a break from their studies for specific reasons (e.g., ill health, maternity leave or financial difficulties). In the first instance you should discuss this with member of the College Monitoring Team/Admin.

Finance

The Director of Admissions will inform SLC using the last date of your attendance given on this form. SLC will contact you and ask you to repay any funds that have been paid and you were no longer eligible to receive. For tuition fee and or maintenance related enquiries, email the Admissions team; Admissions@iconCollege.ac.uk

Council Tax

If you withdraw from your studies you are strongly advised to contact the relevant local authority's Council Tax office for guidance regarding Council Tax. Please also note that if the local authority determines that you must now pay Council Tax you may not be eligible for a discount if all other residents do have Student exemption. You must make those you share with aware of this change to your status as it may also affect any Student discount they have applied for.

Careers and Employability Advice

Students withdrawing before the completion of their course are entitled to use ICON Student Academic Career and Employment team support for three months from their formal date of

withdrawal from the College. For further advice and information please email the team at careeradvice@iconCollege.ac.uk

Student Advice

If you have issues related to your withdrawal from study that are not directly academic related, please contact Student Monitory Team/Admin by email; Admin@iconCollege.ac.uk

Library

Study resources are very important to help us maintain our resource levels please return any books or resources you currently have on loan as soon as possible. If you are unable to return the items personally, please contact the College Liberian by email to discuss alternative arrangements; libray@iconCollege.ac.uk

Data Protection

All Student data is collected, processed and disclosed in accordance with the Data Protection Act 2018 and will be treated as confidential. Any information you provide will only be seen by a small number of the College staff who monitor the provision of Student services.

Application to Intercalate/Deferral

Intercalation is a means by which you can apply to temporarily withdraw from your studies, usually for a period of one academic year. In many cases a period of intercalation can be of great value, enabling you to have time to deal with a specific situation and to organise your resources so that you can return to your studies ready and able to perform to your best ability.

Please ensure that you read carefully the guidance notes attached prior to completing this form.

Section 1 – Your details

Full Name *(please print)*								
Student Registration No.								
Programme of study								
Subject (if applicable)								
Current year of study				**Full or Part-time**				

Section 2 – Reasons for intercalation

Please tick <u>all</u> appropriate

The programme of study is not as expected – transfer to another programme at BG	
Financial reasons	
Personal reasons	
Medical reasons	
Other major reason *(please state)*	

Last date of attendance		**Expected return date**	

Details of application

Please provide details of your request for intercalation, all details are treated in strict confidence. Please attach all corroborating evidence. Continue on an additional sheet if necessary and securely attach.

Section 3 – Declaration

I have read the guidance notes and the Code of Practice on Intercalation and I understand the implications of temporary withdrawal from my studies at the University.

Student signature		**Date:**	

Section 4 – Keeping in touch and returning

Please enter the details below of the address, email and telephone number you wish us to use in all correspond with you.

House Name/Number			
Street			
Town		**County**	
Postcode		**Email**	

Section 5 – Sponsor Support *(If applicable)*

I support/do not support this application *(Please delete as appropriate)*

If applicable indicate the reasons for not supporting this application

Sponsor signature		**Date**	
Position/Role			

Section 6 – Head of Department/Academic Coordinator Support

I/We support/do not support this application *(Please delete as appropriate)*

If applicable indicate the reasons for non-approval

Programme Leader 1 signature		**Date**	

Programme Leader 2 signature		**Date**	

I support/do not support this application *(Please delete as appropriate)*

Dean of Faculty		**Date**	
If applicable indicate the reasons for non-approval			

FAO USE ONLY:

Date received			**Received by:**		
SRS updated		**Library**		**IT**	
SLC updated		**E-learning**	**Qua**	**Accommodation**	
Finance		**Student Support**		**School Office**	

Intercalation Guidance Notes

Students who have had satisfactory attendance, submission of work and application to their studies would normally have an application for intercalation (temporary withdrawal from studies) approved, provided that it is supported by their HoD(s)/Academic Coordinator(s). Grounds for intercalation can be medical, personal or financial. Intercalation is also granted for Students transferring from one programme to another and re-starting their studies the following academic year (this should also be marked on the transfer form).

Students who have not been satisfactory in terms of attendance, submission of work and application to their studies are normally granted suspension of studies if they can provide compelling evidence of medical and/or compassionate circumstances affecting their performance, and if the HoD(s)/Academic Coordinator(s) supports the application.

Intercalation of studies may also be proposed by a Board of Examiners as a last resort in order to salvage the academic career of a Student who appears to have lost motivation due to compelling, compassionate or medical circumstances.

Duration

Intercalation of studies will normally be granted for a maximum of one year in the first instance. A second application may be made to extend this period by up to one year if the evidence, medical or other, indicates that the Student would benefit form a further period of suspension. Suspension of study shall not prolong the maximum period which is allowable between initial registration on a programme and its completion.

Criteria and conditions

During a period of intercalation the following conditions will apply unless specific permission for a variation has been given:

- You are expected to spend the intercalated period away from the University

- You must leave University accommodation *(see guidance notes below on Accommodation)*.
- Your University Library borrowing rights are suspended during this period*
- You are not permitted to attend classes either formally or informally.

**With regard to Library access, if there is a requirement to produce essays or other written work as a condition of returning to the University, Students will be permitted to use the library for a suitable period before their return.*

Completion and submission of this form:

Please ensure that all sections are completed before submission. Once you have completed Sections 1 – 4 you will need to take the form to your HoD/Academic Coordinator and Vice-Principal (Academic)/Dean of Faculty and, if applicable, your sponsor or employer for signing. Completed forms should be submitted to the College Monitoring Team/Admin in person or by email; Admin@iconcolleg.ac.uk

Returning to Study

Prior to 14 days of recommencing their studies following a period of deferment, a Student must complete and submit a re-registration form to the College Monitoring Team/Admin. Failure to submit this form on time will result in a Student being deregistered from the College after their period of deferment has lapsed.

Finance

The College will inform the Student Loans Company when Students suspend their studies; you will not be eligible for funding during the period of intercalation. For tuition fee and or maintenance related enquiries, email the Admissions team; Admissions@iconCollege.ac.uk

Council Tax

Suspension of studies will impact upon your eligibility for discounted Council Tax. If you live in shared accommodation, you may be eligible for a discount if all other residents do have Student exemption. You must make those you share with aware of this change to your status as it may also affect any Student discount they have applied for.

Programme of Study Transfer Request

This form should be used if you wish to transfer to another programme within the University or Higher Education Provider or you intend to transfer to a Programme at another University or Higher Education Provider. In all instances Sections 1 must be completed. For transfer requests within the University and Higher also complete Sections 2 and 4; for transfer to another University or HE provider complete Sections 3 and 4.

Please ensure that you read carefully the guidance notes attached prior to completing this form.

Section 1 – Your details

Section 2 – Internal Transfer Details

Full Name *(please print)*								
Student Registration No.	B							
Programme of study								
Subject (if applicable)								
Current year of study				Full or Part-time				
Title of the programme you wish to transfer to								
Level of study you wish to join at *(see guidance notes)*								
Please state reasons for wishing to transfer below *continue on a separate sheet if necessary.*								

In year transfers are only approved in exceptional circumstances, if you are requesting a mid-year transfer please complete the module details below.

Modules to be dropped *please print clearly*

Module Code	Module Title

Modules to be taken up *please print clearly*

Module Code	Module Title

Section 3 – Transfer to another University/HE Provider

Name of University/HE Provider	
Title of new programme of study	
Programme UCAS Code	
Level of entry *(see guidance notes)*	

I have read and understood the guidance notes; I have also sought advice from Finance and/or Student Advice in relation to the financial implications of transferring my programme of study.

Student signature		**Date:**	

Section 4 – Head of Department/Academic Coordinator Approval

All internal transfer requests require the signed approval of the Academic Coordinators of the programme you wish to transfer from and the programme you wish to transfer to. In combined degree programmes this may require the signature of more than one Academic Coordinator.

External transfers only require the signature of the current programme Academic Coordinator(s).

Programme Leader(s) Signature and date	Support	Not Supported

Dean of Faculty Signature and date	Support	Not Supported

If applicable indicate the reasons for non-approval

FAO USE ONLY:

Date received			Received by:		
SRS updated		Library		IT	
SLC updated		E-learning		Finance	
		Student Support		School Office	

Transfer of Programme Guidance Notes

The University/ICON College does not actively encourage change of programme of study for its own sake, but recognises that Students interests and needs may evolve, making a change of programme worthwhile. These guidance notes are intended to take you through the procedure for changing programme of study.

There are a number of reasons why you may be seeking to change your programme of study. For instance, you may have decided that you no longer have an academic interest in the subject you initially registered for or that having studied a subject at a minor level you wish to study it further.

If you are not happy on your current programme but you are undecided about what you would like to do next, you should first speak with your Academic Coordinator and discuss the options available to you. This decision should not be taken lightly and it is essential that you understand the implications that this may have.

It is not advisable to change programmes because you are finding your current programme too difficult. Generally speaking, programmes do not differ in terms of difficulty.

Please note that:

- There is no automatic right to transfer.
- In year transfers are only approved in exceptional circumstances.

Completion and submission of this form:

Please ensure that all relevant sections are completed before submission. Once you have completed Sections 1 – 3 you will need to take the form to the HoD of your current programme and, for internal transfers, the HoD of the new programme for signing. Completed forms should be submitted to the College Monitoring Team/Admin in person or by email; Admin@iconcolleg.ac.uk

Until you are notified by the College Monitoring Team/Admin Office that the request is approved you should remain on the current programme and comply with all its requirements, including attending lectures/classes.

Finance

You should be aware that if the transfer of programme increases or decreases the length of your enrolment, you are advised to contact the Admissions Office regarding the financial implications as this may affect your entitlement to financial support. Help and advice is also available from Admissions Office by email; Admissions@iconCollege.ac.uk

RECOGNITION OF PRIOR LEARNONG
Application Form (RPL1)

If you would like credit from a previous credit-bearing programme to be taken into consideration for exemption from modules of a programme of study at Bishop Grosseteste University, please complete Section A of this application form in full. You should refer to the **Code of Practice for the Recognition of Prior Learning** at bishopg.ac.uk or ICON VLE before completing the form.

If you would prefer the form in a different format, please contact qualityoffice@bishopg.ac.uk or (01522) 583803.

Privacy notice

We need to collect your details in order that your RPL application can be processed with Bishop Grosseteste University. Your details will be used for administrative purposes, such as academic administration, and to facilitate your education. They will also be used for statistical and reporting purposes and to enable us to provide you with appropriate learning support, should your RPL application be successful. For more details as to how we process personal data and your individual rights, please see our Privacy Policy and Data Protection web pages: ***https://www.bishopg.ac.uk/about-bgu/governance/data-protection***

Please help us to ensure that we receive sufficient information and documentation to assess your application by completing the checklist at the end of this application form. Providing inadequate evidence will mean that we are unable to process your application.

Section A: Personal Details

UCAS/UTT/BGU Application ID:	
First Name/s:	
Surname:	Preferred title/pronoun:
Address:	
Postcode:	Date of Birth:
Telephone (home):	Telephone (mobile):
Email address:	

Programme of study applied for, or studying at, Bishop Grosseteste University for which you wish to claim credit towards

Intended month and year of entry:	

Application for Recognition of Prior Certificated Learning (RPCL)

Please note that unless there are exceptional reasons, we are unable to consider previous studies that are more than five years old for the purposes of RPCL.

If your studies are **more than five years old**, you may still be able to apply for exemption based on previous relevant professional experience through the Recognition of Prior Experiential Learning (RPEL) process by completing Section D of this application form, in addition to Sections A - C.

Section B: Details of previous studies for which you are claiming credit

Please provide details of all previous studies that you wish to be considered for RPCL, including any studies undertaken at Bishop Grosseteste University. If you wish to claim for separate periods of study, then please complete a separate Section B of the Application form for each period of study.

B1. Programme Details

Name and address of the Institution where your previous studies were undertaken:

Qualification:			
Programme Title:			
Level of Study:	Please select	Mode of Study:	Please select
Period of Study (from):		Period of Study (to):	
Was the course completed:	Please select	Date Qualification Awarded (if course completed)	
Total number of credits required for Award of Qualification:			

B2. Module Details

Please list below the title, credit value, level and date of completion of all modules undertaken as part of your previous studies. You should note that credit cannot be considered for part of a module.

Module Title	Credit Value	Level of Study	Date Module Completed

Section C: Supporting evidence

Please enclose with your application documentation related to any programme or module/s you wish to be considered for credit transfer. You should provide as much information as possible about module content, programme structure, types of assessment, etc.

If you do not have this information, you should obtain copies from your previous Higher Education provider.

Please confirm which documents you have provided by clicking or ticking the boxes in the following checklist:

Programme Specification or Syllabus:	☐
Module Specifications or Descriptors (including details of module learning outcomes):	☐
Transcript (if applicable):	☐
Certificate (if applicable):	☐

Please note that you do not need to provide any of the above detailed documentation for studies undertaken at Bishop Grosseteste University.

Application for Recognition of Prior Experiential Learning (RPEL)

Section D: Alternative Supporting Evidence

If your claim is on the basis of qualifications/credits obtained more than five years ago, or based on relevant professional experience (with or without previous studies), your prior experience may be considered for the purpose of recognition of prior experiential learning.

Please describe in the section below how you have kept your previous studies up-to-date, for example in the workplace or through voluntary experience, and demonstrate how this subsequent learning relates to your studies. Please ensure that you provide dates for any subsequent learning you have undertaken and wish to be considered. Please note that you may be asked to submit additional documentation in support of this statement at a later date.

You will need to provide independent verification of each of your significant job roles or relevant experiences. This should be provided by your employer, normally via a signed letter or email that includes the registered address of the employment. We reserve the right to contact the employer in the event of any queries about authenticity.

Application Checklist	
Before you return your application for recognition of prior learning to the University, please ensure that you have:	
Made an application for admission to a programme of study at Bishop Grosseteste University prior to making this claim for credit transfer, and therefore provided your University ID in Section A *(please tick box)*:	☐
Included details of all previous studies that you wish to be considered for credit transfer, including any studies taken at Bishop Grosseteste University *(please tick box)*:	☐
Attached adequate supporting evidence of the successful completion of any previous studies taken outside Bishop Grosseteste University, including certified copies/scans of academic transcripts, degree certificates, and information about programme and module content *(please tick box)*:	☐
Checked that your previous studies were taken at the same level as the Bishop Grosseteste University studies for which you are seeking exemption *(please tick box)*:	☐
Included proof of any change of name, if relevant *(please tick box)*:	☐

I,_____ sign below to confirm that the information provided in this application is a true and accurate account of my claim for recognition of prior learning. By signing, I agree for my personal data to be processed and held by Bishop Grosseteste University for the purpose of administering my application.

Signature: ***(electronic or written)***		**Date:**	

RECOGNITION OF PRIOR LEARNING

Programme Mapping and Comments Form (RPL2)

Recognition of Prior Learning (RPL) Mapping of Application to BGU Programme and Module Outcomes
To be completed by the Programme Leader
Programme Leaders are required to use this form to map the learning outcomes or experiential learning previously achieved by applicants to the corresponding learning outcomes of the BGU programme for which RPCL is requested.

UCAS/UTT/BGU Application ID:	
First Name/s:	
Surname:	

Level and Title of Previously Studied Programme *(if applicable)*	**Level and Title of BGU Programme** *(if applicable)*

Module Learning Outcomes Achieved or Evidence of Experiential Learning	**Corresponding BGU Module Outcomes**

HoD/Programme Leader's Comments:

I support this application:	☐
I support this application with the above noted modifications:	☐
I do not support this application:	☐

HoD/Programme Leader Signature:	Date:	

ICON Forms

Appeal Form

Appeal in relation to academic assessment

Academic appeal, as defined by the Office of the Independent Adjudicator (OIA), is a "request for a review of a decision of an academic body charged with making decisions on Student progress, assessment and awards".

A completed copy of this form shall be returned to the Examinations office by the Student.

Student name:

Student ID:

Course:

Session:

Identify which unit(s)

1. Unit name:
2. Unit name:
3. Unit name:
4. Unit name:

Intended learning outcome(s) which is/are alleged not to have been assessed fairly (please briefly clarify which LO(S) have not been assessed fairly):

Student signature: ……..

Signature of Examinations Officer and date received from Student: …….

Received by Heads of Departments (HoD) - signature and date: …….

Accepted/rejected by HoD and date: ……..

Recommendation of Internal Verifiers (IV) Team (with reasons) signed by lead verifier and date:

Decision of Assessment Board (with reasons if rejected)

Signed by chair of Assessment Board and date:

Please return the completed form to the Examination office

COMPLAINT FORM (for Stages 1 and 2):

In order to make a formal Complaint, please email this form, once complete, to academicsupport@iconCollege.ac.uk

Name	
Student ID	
e-mail address/telephone number/Correspondence Address	

Your Complaint

Issue raised Please clearly set out the nature and origin of your Complaint, list the specific issues which you would like investigated and indicate the remedy or remedies, if applicable, that you are seeking.
Action already taken Please describe any informal action you have already taken, with dates, to try and address this Complaint (for example, speaking to a member of College staff, approaching your course representative, utilising the Module Evaluation Questionnaire or other feedback tool) and why any outcome offered is not satisfactory. You must take reasonable steps to address your concern informally before making a formal Complaint. If you require support or guidance, speak to any member of College staff.
Associated evidence Please list the evidence which you are submitting in support of your Complaint (you should attach the evidence to the email in which you file your Complaint). For example, you can attach emails and dates and times of meetings, with any agreed actions.

Declaration I declare that the information given in this form is true to the best of my knowledge and that I would be willing to answer further questions relating to it if necessary. I authorise representatives of The College to consider the evidence submitted alongside this Complaint, and any other relevant information held by The College, to the extent necessary for the consideration of my Complaint. I understand that any documentation that has implications for third parties may also be shared with those third parties in the interests of natural justice.	
Name (print)	
Signature	
Date	

COMPLAINT REVIEW FORM *(for Stage 3)*

1. Contact Details

Name	
Student ID	
e-mail address/telephone number/Correspondence Address	

2. Details of Step 2

a) Please confirm the date you were sent the resolution of Step 2 proceedings. *

Review requests must be submitted within ten (10) working days of the Step 2 outcome of the appeal or Complaint. Review requests submitted outside of this timeframe will not normally be considered.

Please enter text here. Box will expand as you type.

3. Grounds for requesting a review

You may not request a review simply because you disagree with the decision made at Step 2. Review requests can only be made on the following grounds. You must be able to provide evidence to support your claims.

Please tick to indicate on which grounds you wish to request a review: *****

☐ a) There was a material error or irregularity in the conduct of Step 2 of the Appeals/Complaints Procedure; **and/or**

☐ b) Material new evidence has become available since the commencement of Step 2, which you were unable, for valid grounds, to provide earlier in the process

4. Details of Step 3 Review request

a) Please explain in full the grounds on which your review request is based, e.g.:*

- If you believe there was a material error or irregularity in the conduct of the Step 2 investigation, please specify the details of the error with reference to the relevant policies, procedures and regulations.
- If you are providing material new evidence to support your Step 2 case, please state why you were unable to provide the evidence earlier in the process, and how this new evidence affects your Step 2 case.

Please enter text here. Box will expand as you type.

b) State the desired result should your review be upheld: *****

This result must be feasible in the context of the College's regulations, policies and procedures. Provision of some services may be dependent on resources or policy decisions at College or national level.

You may wish to speak to a Student representative for advice on the desired result you wish to request.

Please enter text here. Box will expand as you type.

c) Please list the supporting evidence attached to your request. **Reviews submitted without supporting evidence will not normally be considered.** You may wish to contact your Student representative for impartial advice about what constitutes evidence for your specific case.*****

Please enter text here. Box will expand as you type.

5. Declaration

Please tick to confirm the following: *

☐ I have read the Appeals/Complaints Policy and Procedure

☐ I have included all relevant information to support my review request

☐ I have made a copy of all documentation and supporting information for my records

☐ I authorise those involved to share the details of my request with the relevant parties involved, including anyone I have named in my request

☐ I authorise those involved in the process to have access to relevant information required as necessary for the investigation into and consideration of my request, including access to sensitive information

Signature: *	**Date:** *

(If you are unable to submit an electronic image of your signature, please type your name. We will consider the receipt of this form electronically direct from your College email address as being equivalent to a signature.)

6. Submission

Please return this form by email together with scans of your supporting evidence to academicsupport@iconCollege.ac.uk

Exceptional Extenuating Circumstances (EEC) Form

Student name:

……

Student ID: …… Course: ……

Select the EEC that affected your assignment(s) (see Student handbook for more details)

a long-term illness (other than minor illness)	Yes/No
acute personal/emotional circumstances	Yes/No
hospitalisation	Yes/No
bereavement in the run-up to an examination or Coursework deadline (normally a close relative i.e. parent, child, partner or sibling)	Yes/No
been the victim of crime	Yes/No
mental health problems	Yes/No
natural disaster	Yes/No
civil disruption (e.g. major breakdown in transport system)	Yes/No

Appropriate form of evidence(s) (i.e. doctors note, death certificate, etc.)	

Name of unit(s)	Dates of assignment(s)

(I consent to the College processing personal data, including sensitive personal data (e.g. about health) as defined in the Data Protection Act 2018, about me, for the proper purposes of the College.)

Student signature: …… Date: ……

Head of Department signature: …….. Date: ……

For Assessment Board use

Approved ☐ Deadline for assignment submission: ……

Decision:

Rejected ☐

Reason(s):

Chair of Assessment Board signature & date:

Please return the completed form to the Examination Office

Student Feedback Survey 2022

Course	
Unit Name:	
Tutor	
Date:	

PART-A: ACADEMIC

Section-1: Teaching:		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teaching followed the provided Scheme of Work.					
2	Unit contents and all learning outcomes were covered during the semester					
3	The tutor was good at explaining the contents					
4	The tutor made the subject interesting and engaging					
5	The tutor used multi-media presentations					
6	The course challenged me to achieve the best in my work					
Any additional comments:						

Section-2: Learning		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The course provided ample opportunities to explore ideas and concepts in depth					
2	It was easy for me to understand my tutor					
4	The tutor was approachable and helpful					
Any additional comments:						

Section-3: Assessment and Feedback		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I was punctual and regular in attending the classes.					
2	The criteria used in marking was made clear in advance.					
3	I received timely formative feedback.					
4	The feedback was constructive					
5	The tutor made me understand the assignment brief with clarity					

Any additional comments:

Section-4: VLE		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The VLE site was always accessible					
2	The lecture materials were always available on VLE					
Any additional comments including your overall experience of VLE:						

Section-5: Class Management		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The lectures started on time					
2.	The lectures ended on time					
3.	The tutor was able to manage (discipline and control) the class effectively					
Any additional comments:						

Section-6: Organisation & Management		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The course is well organised and running smoothly.					
2	The timetable works efficiently for me.					
3	Any changes in the course or teaching have been communicated effectively.					
Any additional comments:						

PART-B: STUDENT SUPPORT SERVICES

Section-7: Academic Support						
When you faced any difficulties in the Course/Unit, how did you deal with it?		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I approached my tutor					
2.	I approached my personal tutor.					
3.	I turned to library for help (e.g., textbooks etc.)					
4.	I looked for relevant information on the Internet					

5	I sought help from other Students					
6.	I received appropriate advice when I needed to make choices on my course.					
In general, which source of above information, did you find most helpful and why?						

Section-8: Learning Resources		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The provision of IT and Helpdesk facilities provided by the College have supported my learning					
2	The IT and Helpdesk staff are friendly and helpful.					
3.	The library resources (e.g., books, online services and learning spaces) have supported my learning					
4.	The library staff are friendly and helpful					
5.	The administrative staff are friendly and helpful					
Any additional comments:						

Section-9: Career Advice and Further Study Opportunities:		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I believe taking a course at the College has improved my career prospects					
2.	The College offered activities and resources designed to prepare me for the next step in my career					
3.	I was made aware of various career options and received advice on making suitable career choices					
4.	I received advice on further study opportunities					
Any additional comments:						

Section-10: Welfare and Student Services		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	There is sufficient provision of welfare and Student services to meet my needs					
2	When needed, the information and advice offered by the welfare and Student services has been helpful					

Any additional comments:

Section-11: Student Experience and Student Voice:		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I had plenty of opportunities to interact socially with other Students.					
2.	I had plenty of opportunities to engage in extracurricular activities					
3.	I feel a part of an academic community and my suggestions and ideas are valued.					
Any additional comments:						

PART-C: GENERAL

Section-12: Public Information		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1	The adequacy of information provided in the Student Handbook					
2	The accuracy of information provided in the Student Handbook					
3	The currency of information provided in the Student Handbook					
4	The adequacy of information provided in the College website					
5	The accuracy of information provided in the College website					
6	The currency of information provided in the College website					
7	The relevance of information provided by the College administration (text, email)					
8	The usefulness of information provided by the College administration (text, emails)					
Any additional comments:						

Section-13: Admissions Process:	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Admissions process was satisfactory					
In general, what do you think that the College can do to improve the admissions process?					

Section-14: **Your Overall Satisfaction Score:** 1= Very Satisfied; 2= Satisfied; 3=Neutral; 4= Dissatisfied; 5= Very Dissatisfied	**1**	**2**	**3**	**4**	**5**
Any additional comments:					

Thank you for participating in the survey.

Hardship Fund

Please complete this form fully and clearly

A. Student Information

Student ID: ……..

First Name(s): …….

Surname: ……

Address: ……..

……

Post Code: ……

Email address: ……

Telephone/Mobile:

……

B. Course Detail

1. Course Title: ……..
2. Course HoD: ……
3. Start Date: ……
4. Is your Expected Attendance above 80% Yes No

C. Supporting Statement

Use this section to tell us:

Why do you need the hardship fund for?

D. Student Declaration

The data you have provided on this form will be used to process your application and we will hold it in our systems until 2 years after you finish your course to ensure we have adequate records to deal with enquiries and Complaints. We will make a decision based the data you provide will not be passed to any other third party without your consent, except when the College is required to do so by law.

The information I have given on this form is correct and complete to the best of my knowledge and I understand that giving false information will automatically disqualify my application and could result in action under the Student disciplinary procedures.

Signature: …… **Date:** ……

Please return your completed form to the College Principal: nabi@iconCollege.ac.uk

Information on this form will be stored on computer in accordance with the provisions of the Data Protection Act *1998*

Disability Access Application

Student Name: ……

Student Number: ……

Course: ……

Days and times of classes:

……

……

……

……

Type of disability: ……

Accessibility and other provision requested:

……

……

……

Action taken: ……

……

Please return the completed form to the Student Career and Welfare Officer.

Course Extension Form

Name: _____ID: _____

Address: _____

Post Code: _____ UK Telephone : _____

Mobile: _____ Email: _____

Course Details
Course Enrolled On: _____

Start Date: _____ Expected End Date: _____

Reason for Extension: _____
_____
_____

Declaration: I declare that the above information is true and complete. I understand that giving false or inaccurate information is a disciplinary offence, which could result in my exclusion from my course. I hereby authorise the College to verify any documents I have submitted in support of my extension. I consent to the College processing personal data, including sensitive personal data (e.g. about health) as defined in the Data Protection Act 2018, about me, for any appropriate use by the College. I also understand that the information I have provided along with any supporting documents will be made available for the scrutiny by the Department for Education whose final approval will be required for any course extensions.

Signature: _____ Date: _____

OFFICE USE ONLY:

ACCOUNT STATUS: _____ACCOUNT VERIFIED BY: _____DATE: _____

ATTENDANCE (%): 1st Term: _____2nd Term: _____3rd Term: _____4th Term: _____

Head of Department Comments:

Director of Admission: Approved/Rejected

Signed and Dated:

Supporting Documents Attached:
1.
2.
3.
Information (data) in this form is entered by (staff name); on (date):

Copy to be retained in personal file

Session Deferral Request Form

Date of Request: _____

Name: _____

ID No: _____

Course: _____

For Office Use Only:

Account Status: ……

Staff Name/Signature: ……..……..

Attendance Status: ……..

Staff Name/Signature: ……..……..

Progress Status: ……..

Staff Name/Signature: .....

Session deferring from: _____ To: _____

Please specify the reason for deferring your session:

_____

_____

_____

_____

Your Present Address: _____

_____ Post Code: _____

Contact Telephone Number: _____ Mobile: _____

Student's Signature: _____ Date: _____

For Office Use Only:

CHECKED BY: _____ SIGN: _____ DATE: _____

(Admin Department)

APPROVED BY: _____ SIGN: _____ DATE: _____

(Chair of Assessment Board)

Copy to be retained in personal file

Course Changing Request Form

Date of Request: _____

Student Name: _____

ID No: _____

Session: _____

Present Course Name: _____

Course intent to change to: _____

Please specify the reason for changing course:

For Office Use Only:
Account Status: ……
Staff Name/Signature: ……..……..
Attendance Status: ……
Staff Name/Signature: ……..……..
Progress Status: ……..
Staff Name/Signature: ……..……..

_____

_____

Please specify your academic background with work experience (if necessary):

_____

_____

_____

Your Present Address:

_____

_____ Post Code: _____

Contact Telephone Number: _____ Mobile: _____

Student Signature: _____ Date: _____

For Office Use Only

---------- ---------- ----------

Processed by Effective Date Approved by

Principal /Director of Admissions/HOD

Please Note that it takes minimum of 14 working days from the date of request to get confirmation of changing course

Copy to be retained in personal file

Withdrawal from Course form

Notes:
Before making a decision to withdraw from a Course, you are strongly advised to meet with your Head of Department or Student Career and Welfare Officer for advice and to discuss the options open to you.

The form must be submitted to a member of the Student attendance, monitoring and reporting team, who might want to discuss your decision to withdraw. Subsequently, the form will be submitted for processing and approval to the Director of Admissions/ Principal.

You are liable to pay fees for the period of your attendance.

Withdrawal from a Course is permanent and you cannot return to the Course again at a later date without reapplying through the Admissions Office.

Student ID:

First name(s): Last name:

Course: Enrolled session:

Mobile: Email:

Reason for withdrawal (Please use an additional sheet if required):

Student's signature: Date:

For office use only:

Interviewed by
Name: Date:

Comments

ex

Account status

Checked by (Name): Date:

Comments

Approved by:
Name: Date:

Comments

Cc: Examination Office, Student Attendance, Monitoring and Reporting Section, IT Section

Placement Handbook for BSc (Hons) Health & Social Care

Placement Handbook for BSc (Hons) Health & Social Care

Contact information	
Student Name, Address, email, and Phone No:	
Placement contact details including the named person	
Academic Link name and contact details:	

Year Three Module HSC60322

This module, which includes this professional placement, builds on the placement learning from previous modules HSC40320 and HSC50420. It ensures that Students are equipped with accurate knowledge about the respective responsibilities of a range of statutory, voluntary, and community social welfare agencies and acquire skills in effective collaborative practice between these agencies. It also recognises that health and social care workers increasingly work within multi-disciplinary and multi-organisational teams, networks, and systems. This module explores the nature of inter-disciplinary working and partnership with service users/patients within health and social care services/organisations, to identify factors that impact upon the effectiveness of joint working and impacts on the range of different methods of intervention/treatment that underpins working with service users/patients in a variety of health and social care contexts.

Module Learning Outcomes

1. **Critically analyse different management and leadership styles and consider how these are utilised effectively to enhance health and social care practice**

2. **Identify and systematically analyse an area of practice from placement attendance that has been subject to a recent change or that is considered to require change**
3. **Demonstrate how different management and leadership styles have facilitated or could facilitate this change**
4. **Critically evaluate the range of resources available relating to leading service innovation in health and social care.**

The aims of the placement can be summarised as follows:

1. **Professional Component**: On placement, you will be part of a professional team and you will have opportunities to get to know the service users and staff. This is an important opportunity to build up your employability skills. You will begin to work towards professional standards.
2. **Academic Component**: You will be expected to develop your understanding of health and social care work in the area of practice of your placement. You will demonstrate your knowledge and application of critical reflective practice through a presentation in class after the placement.

Placement Dates:

(15 days or 90 hours)

Placement outcome	Task / Action
1) Demonstrate professional standards	a. Attendance b. Punctuality c. Politeness d. Respect for people and resources e. Confidentiality f. Appropriate dress g. Notify absence at the soonest opportunity
2) Work effectively alongside health and social care professionals	a. Accept and act on advice b. Show concern for the difficulties and issues presented by service users c. Communicate thoughtfully with professionals and service users
3) Demonstrate consistently positive attitudes, values and behaviour	a. Model positive attitudes b. Treat staff and service users consistently with respect and consideration c. Respect social, cultural, linguistic, religious, and ethnic backgrounds d. Be motivated and enthusiastic

Expectations- It is anticipated that Students will spend the majority of their time engaging with service users and/or staff. Students are not expected to be asked to perform admin tasks within the team such as photocopying, although other tasks such as review case notes etc are a useful part of the placement experience.

Top Tips For Placement

You need to:

- ✓ Dress smartly and professionally. Health and social care agencies vary in their dress code so use the staff as your model. Do not wear jeans or any clothing that leaves your underwear visible.
- ✓ Contact the agency first (and then the module leader) with a clear explanation if you can not attend a placement day.
- ✓ Introduce yourself. Remember health and social care agencies have a number of visitors so don't be alarmed if there has been a communication breakdown along the way.
- ✓ Take the initiative but do not try and take control.
- ✓ If you are not sure about anything, ask.
- ✓ Appreciate the knowledge and experience of the professionals and learn from it. Accept constructive feedback if it is offered.
- ✓ Always have your placement booklet with you (and of course a pen!!) for recording your focused observations.
- ✓ Value this placement!

Students receive an offer letter from the placement confirming the date of Induction.

Student Learning Plan

(To be completed by Student within the first few days of placement)

Agreed on learning opportunities	Resources required
1.	
2.	

3.	

Initial Interview

The initial interview provides an opportunity to form the Students' learning plan and address any issues that have been identified:

- any personal health/learning needs
- any adjustments to aid learning
- ongoing developmental needs
- opportunities for experience with specific service user groups.

Comments (if necessary, otherwise use the Student Learning Plan above

Student signature:	**Date:**
Supervisor signature:	**Date:**

Induction Plan - This should be introduced to Student before they start work

Induction plan		
Student's name:		
Work placement start date:		
Employee responsible for induction:		
Activity	**Signed by Student**	**Signed by manager**
Introduction to staff and environment - Initial meeting with supervisor/manager		
Placement philosophy: i) Diversity and Equality ii) Harassment and Oppressive behaviour policy		
Check that all of the Student's relevant personal information has been obtained. For example, who to call in an emergency, DBS checks		
Outline of Student's role, responsibilities, level of authority and work priorities		

Explain to Student: • How to complete attendance/reflection/activity sheets • How to report sickness and absence giving the name and telephone number of the person to be contacted, by what time and what information will be needed • The disciplinary and grievance procedures, including whistle blowing, bullying and harassment • Work rules and codes of conduct • Care Certificate Standards (if applicable)		
Issue Student with any other necessary items, like keys, ID Cards, Building Codes		
Provide Student with copies of policies and procedures relevant to role		
Ensure that the Student knows where the basic amenities are. e.g. lavatories, cloakrooms, tea/coffee making facilities and eating area		
Ensure Student is aware of any specific points about working for the setting, e.g. no smoking policy, dress code, hours of work, tea and lunch breaks		
Ensure Student understands the emergency procedures, e.g. evacuation exits and procedure, the sound of the fire alarm, the name and location of the appointed first aider		
Introduce the Student to everyone in the setting explaining who they are and what their role is		

Ensure Student knows how to access all the equipment needed to do their job		
Discussions on Risk assessment		

End of first day review Date: _____

Signed:_____(Manager name) Signed:___(Student name)

At the end of the first week	

Have an initial performance and development review meeting that covers • Information on how the Student's role will support colleagues and individuals accessing the service • Any training needs • Workload • Progress and areas for development	

End of first week review Date: _____

Signed:_____(Manager Name) Signed:___(Employee Name)

Induction Policy and Procedure checklist

Policy/Procedure covering	Explained	Received Copy	Read and Understood
Safeguarding			
Maintaining privacy and confidentiality			
Food hygiene			

Behavioural management			
Smoking, drugs, and alcohol			
Health and Safety, including i) fire procedure, ii) safe disposal of sharp objects, iii) (COSHH) Control of Substances Hazardous to Health iv) Moving and handling			
Complaints			
Administering medicines			
Infection prevention and control			
Accidents, illness, and injuries			
Equality and diversity			
Whistleblowing			
Concerns and Complaints			
Other:			

Student's signature:

Manager's signature:

Recording of hours:

You need to complete this form following each placement and record your total number of hours worked in the placement, and ensure it is signed by the occupationally competent member of staff from your institution or your placement supervisor. There is an example of a daily log of your hours that can help you with confirming the total.

Type of setting: From: To:	Type of setting: From: To:
Number of hours:	Number of hours:
Role of signatory:	Role of signatory:
Signature Date	Signature Date

PDP (Personal Development Plan)

Professional development Plan					
Specific Objective	**Measurement**	**Attainable**	**Relevance**	**Time Frame**	**Achieved? Y/N**
Example: Job shadow senior/ manager for a day	Follow a full day of activities	Yes, with permission to spend a day away from my regular work	Gain insight into what a manager does and what skills are needed	Set up a day this week. Complete next week	

Reflection – for completion whilst on placement

Date:	Brief overview of Student Reflections: These can be expanded upon and added separately

Supervisor comments on the reflective discussions:	

End of Placement Report – for completion whilst on placement

Summary of progress: Student and supervisor please comment briefly on the achievement of the placement outcomes (Professional Component)		
1. Demonstrate professional standards	**2. Work effectively alongside health and social care professionals**	**3. Demonstrate positive attitudes, values, and behaviour**
a. Attendance b. Punctuality c. Politeness d. Respect for people and resources e. Confidentiality f. Appropriate dress g. Notify absence at the soonest opportunity	• Accept and act on advice • Show concern for the difficulties and issues presented by service users • Communicate thoughtfully with professionals and service users	a. Model positive attitudes b. Treat staff and service users consistently with respect and consideration c. Respect social, cultural, linguistic, religious, and ethnic backgrounds d. Be motivated and enthusiastic

Student signature:
Supervisors signature:

Feedback and evaluation

Student feedback around Learning, and Opportunities that would be supportive for the next Health and Social Care Students, these will then form a Student in-house placement portfolio.

Supervisor Evaluation of Learning on the Placement. Please identify Student areas of strength and learning development:
Areas of Strengths:
Suggested areas for development:

Additional Reflections

Date:	Student Daily Reflections:

HND - HSC Work Experience Guidelines

Introduction

ICON College of Technology and Management values practice in the education of Students as a key and distinctive part of our strategy. The College locates learning in the context of the Student's workplace or volunteering activities in Pearson Level 5 HND in HealthCare Practice (Integrated Health and Social Care) where it is mandatory for Students to demonstrate evidence of 450 hours of relevant work experience over the duration of the course. This Work experience Policy explains the requirements and responsibilities of all parties, where appropriate.

The Work Experience Guidelines Handbook facilitates the Student learning experience in bringing practice into the curriculum and helping Students to reflect on their work experience and their personal and professional development as health care practitioners. The purpose of this handbook sets out arrangements for the quality management and integration of work experience and voluntary work-based learning into the HSC Course and identifies responsibilities for the College, Students and employers.

Principles

The Academic Board of the College will have oversight of work experience in relevant courses at the College.

The College supports Work experience with appropriate levels of resources to ensure that management oversight is sustained and effective (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

The College ensures that risks associated with Work experience providers arranged by the College are assessed and that appropriate and proportionate safeguards are in place. (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

The College assists Students in understanding their responsibility to the employer, the College and their own progression in relation to their Work experience) (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

The College provides support to those Students who do not have current work experience to access work experience. It is also the responsibility of the Students to arrange and find their own Work experience as a part of their course.

The College undertakes due diligence with providers and takes reasonable steps to ensure that learning experiences are relevant, valid and related to the outcomes of the course. (UK Quality Code for HE; Advice & Guidance- Work-Based Learning (2018)

This Policy applies to all Students of ICON College who undertake a period of period of work experience, paid or unpaid in a relevant workplace as an assessed part of their study.

ICON College shall in accordance with its Health and Safety policy take steps to secure the health and safety of Students undertaking work experience

The College will continue to build partnerships with external HSC organisations to expand our network for Work experience opportunities. The College is committed to enhancement of the

Student learning experience and has procedures to ensure that improvements are identified and implemented.

Responsibilities

The College

The College has a duty under the Health and Safety at Work Act 1974 to ensure, as far as is reasonably practicable, that neither employees, visitors nor learners are exposed to risks to their health and safety arising out of College activities. This will include the provision of robust and auditable systems to ensure Work experience takes place in appropriate work environments and meets awarding body requirements. The College has a responsibility to ensure that any staff involved in the management or administration of Work experiences have appropriate training, and are in turn aware of their responsibilities in the process, including when visiting Work experiences.

The College will provide reasonable support to those Students who do not have work experience to find suitable work experience. The College offers a Level 5 HND in HealthCare Practice which requires a mandatory minimum 450 hours of work place experience. Students will accomplish during their course of studies at the College. The College expect Students to be in work or willing to undertake Work experience or voluntary work. Work experience is integral to this course.

The College will provide information to the Student about the link(s) it has with relevant HSC Workplace organisations.

The College will inform Students the types of work experience that may be suitable at the appropriate level **(Appendix 1)**

Before starting the relevant work experience, the Student will be briefed about that workplace by the Work experience Learner Coordinator.

The College offers courses where work experience is not a requirement but where there may be in demand from participating Students. The College advises to all Students to find work experience.

The Students

Students in work experience have the same Health & Safety responsibilities as any other employees in the workplace. They must take reasonable care for their own Health & Safety and for the Health & Safety of other people who may be affected by their acts and omissions. They must also cooperate with the work experience provider in complying with the work experience provider's legal duties. Disclosure Barring Services (DBS), checks must be completed by those learners who need to achieve 450 hours before work experience can begin. Those Students who are in relevant HSC Work experience will have had a current and updated DBS check before starting their Work experience.

All Students must complete a Practical Learning, Assessment and Development Portfolio (PLAD) over the course of their studies to be awarded the HND Diploma in HealthCare Practice. The aim of the PLAD is to give the learner a tool to record evidence of their professional development and reflective practice approach in the healthcare field.

All core units in the Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice will give the learner the theoretical knowledge required to be an effective Healthcare Practitioner. In Unit 2: *Demonstrating Professional Principles and Values in Health and Social Care,* you need to show your competence in the application of the knowledge and

understanding gained from your units in specific settings. **(Appendix 2**) The PLAD therefore includes the records of evidence for the practice requirements of other units.

This PLAD is designed to facilitate the demonstration of good practice and to help the learner focus their attention on the importance of reflective practice to their qualification. The PLAD will show what you the learner have been consistent in the assessment of your practice across all your placements.

The learner must demonstrate the requirements of the relevant assessment criteria in each of the units, linked to a work-placement setting, and record the evidence in their PLAD. Students are strongly advised to use the PLAD as a tool to support the development of their practice-based skills and experience in work placement.

Students will develop effective and informed practice and the PLAD should reflect their experiences and activities throughout 450 hours of work placement or experience in different health and social care settings. Students will engage in continuing professional development (CPD) and reflective practice, developing their skills, practical competence and subject knowledge. Tutor/Assessors and placement supervisors should be fully satisfied that Students have demonstrated the required level of competence before recognising this in the formative and summative reports.

This guidance contains all the information and forms that you need in order to compile your PLAD throughout your period of study.

Content of the Practical Learning, Assessment and Development Portfolio (PLAD)

The PLAD will include a contribution from different people involved in your training, but ownership of the PLAD lies with the Student. It is the Student's responsibility to ensure that the PLAD is completed appropriately. The PLAD is designed to be completed over the whole period of the Student's studies, for most people this will be over a 24-month period for the HND.

The PLAD should consist of:

- Evidence of an induction to your work placement ***(Section 1)***
- Evidence of developing skills and practice in a real work environment in relation to unit requirements, including satisfactory observations of your practice by relevant staff and records of your vocational hours **(*Section 2*)**
- your reflective practice log **(*Section 3*)**
- your personal development plan **(*Section 4*).**

Taking pleasure and pride in developing a high-quality PLAD will help with the successful completion of this qualification. Detailed evidence that explores the ways you have developed skills and reflected on your practice using different sources and tools will help you achieve the criteria in your units.

The PLAD is a record of your competence and skills in a healthcare context. The effectiveness of the log at demonstrating your competence is down to you. To meet the practice requirements of ***Unit 2: Demonstrating Professional Principles and Values in Health and Social Care*****,** you must:

- complete each section of the PLAD

- present sufficient observation reports to meet the requirements of the qualification
- present sufficient witness reports to demonstrate your competence in a vocational context.

In addition, you should include all the other evidence of competence, for example witness testimonies of activities undertaken/practice demonstrated and observation records, etc. in your PLAD. If you take care with the completion of your PLAD and make sure that your records of observation are detailed and well-used you should be able to provide strong evidence of your achievement against the practice criteria in your units.

You are encouraged to present other forms of evidence. It is important that you can support evidence, where necessary, with validation from placement supervisors, Tutor/Assessors, etc.

There are several ways of demonstrating your competence and skills in a healthcare context. The most commonly used ways are as follows.

- Asking your placement supervisor to observe you carrying out a task or activity. They then complete and sign a form detailing what they have seen and heard.
- Asking your placement supervisor for a signed witness statement relating to a piece of work that you have carried out in their work place. They may not have seen you do the task but have seen the end result.
- Asking your course Tutor/Assessor to observe you completing an activity or task and then obtaining a signed report detailing the results.
- Completing a 'reflective account' yourself, outside of those required for your units. This involves analysing what you have done. The reports should include what worked well and what required change. A reflective report should always be supported by additional evidence that demonstrates how you carried out the task or activity.

Work experience provider

Learners on work experience are employees of the work experience provider under the terms of either a contract of employment or the Training for Employment Regulations 1990 and, as such, are owed a duty of care. The employer (Work experience provider) must ensure so far as is reasonably practicable the health, safety and welfare at work of the learner. This includes assessing the risks to which the learner on work experience is exposed at work and providing training, instruction and supervision. The primary responsibility for meeting statutory Health & Safety requirements within a work experience remains with the employer (Work experience provider). The Work experience supervisor/line manager is a person, employed and designated by the Work experience provider, who is responsible for supervising the Student while on work experience. All proposed Work experience provider should complete the Work experience provider agreement form and work experience provider Checklist (**Appendix 3 and Appendix 4)**

- The Student must contact the Work experience supervisor to discuss any issues arising from the work experience
- Employers can contact the College to discuss any issues arising from the work experience
- Employers such as the supervisor /line manager of the Student will authenticate the work experience learning agreement **(See Section 1)**
- The College expects employers to monitor Students, have regular progress monthly meetings and to make written comment about their performance at the end of their work experience.

- A record of individual hours of service by all Students will be maintained by the employers and should be made available to the College when requested.

Communication to Student about work experience

- The College informs Students of the importance of work experience and their obligations on the courses through statements in the HealthCare Practice (Integrated HSC) Handbook information on the Web site and on the ICON VLE, in the induction and during the interview process.
- Regular meetings with personal tutors also ensure they are informed of the opportunities available to them.

Procedures

1. At recruitment Students are asked about their current work status and this is noted in their application. The information includes address and Work experience contact details.
2. The College discusses the importance and scope of work experience during the interview process and during induction and requires Students to identify their current workplace experience and if they are seeking work experience. The information includes address and workplace details.
3. The College adds details of Student work experience into the ICTM which is monitored by the Admissions section.
4. The College supplies information to Students about work experience opportunities and contact details for finding work experience. (See Communications above)
5. The College tracks the take up of work experience among Students and contacts Students to ensure work experience takes place successfully.
6. The College will brief the Student before starting the relevant work experience, about that workplace.
7. Student who are already in current relevant work placement prior to starting the Course can use their place of employment for the accumulation of 450 hours once they have enrolled unto the course.
8. Student who don't have work experience, the College will support the Student in finding placement before the start of the course begins.
9. ICON will collects Student views through the HSC SSLP and at in Student surveys for monitoring and enhancement of the HealthCare Practice (Integrated HSC) course
10. Students must start submitting evidences for their PLAD at the end of Semester 1 and a completed PLAD by the end of their course in order to achieve the Level 5 HND in HealthCare Practice.

Monitoring

- The Head of Health and Social Care is responsible for monitoring and reporting the effectiveness of the work experience arrangements of the College to the Head of Quality and Enhancement
- The College will review the risks associated with work experience arranged by both the College and by Students on a periodic basis or as part of the course review.
- The Head of Quality and Enhancement will evaluate the process as part of the enhancement procedure.
- Head of Quality and Enhancement will provide the Academic Board (AcB) with a report

at the end of each semester evaluating the work experience.

Roles and Responsibilities

Head of Health and Social Care Department

- Support the Work Experience Learner Coordinator in the smooth running of work experience for Unit 2)

Work-based Learning Coordinator and Head of Department

- Before starting the relevant work experience, the Student will be briefed about that workplace by the Work experience Learner Coordinator /HoD
- Monitors the work experience database to flag when Students are behind in work experience activities
- Along with HoD, as part of the quality control process will randomly visit Students Work experience or contact Student Work experience by phone to record progress and provide support
- discusses PLAD with the Students
- Along with HoD liaise with local employers in order to secure suitable work/volunteering experience organisations
- Visit potential work experience organisations in order to ascertain their suitability and to obtain relevant information/documentation
- Conduct risk assessments where necessary by filling out the Risk Assessment Form **(See Appendix 5)**
- Liaise with employers on Student's development of employability skills via their work experience.
- Work in partnership with Personal Tutors to ensure Students are well prepared for, and well supported during their work experience
- Along with HoD ensure Personal Tutors are aware of Student progress during work experience
- To liaise with the Careers Advisor and Personal Tutors to ensure learners are work ready and equipped with job search and interview skills.
- To contribute to the self-assessment and improvement plans for work experience as part of the College's quality processes

Academic staff

- Ensure that the evidences for the PLAD is collated **(Sections 1, 2 & 3)**
- assess the PLAD which is an integral part of the overall assessment strategy for the course.
- Provide information about work experience requirements during the course

Admission Section

- Inform Students about the work experience requirements of the course at the recruitment stage and note the organisation they are working with if appropriate

Personal Tutors

- discuss areas of progression in Work experience and barriers they faced in the Work experience

SECTION 1:
INUDCTION AND PLANNING FOR PLACEMENT

Form: Student profile

Form used if the Student does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio.

Student	**Name**	
	Place of work	
	Assessor(s)	

Outline of current job role

Previous relevant work roles and responsibilities, including voluntary work

Previous relevant qualifications and training/cpd

Initial assessment outcomes

Recognition of prior learning outcomes

Form: Induction Plan

Induction plan		
Student's name:		
Work placement start date:		
Employee responsible for induction:		
Activity	**Signed by Student**	**Signed by manager**
Initial meeting with supervisor/manager		
Check that all of the Student's relevant personal information has been obtained. For example, who to call in an emergency, DBS checks		
Outline of Student's role, responsibilities, level of authority and work priorities		
Explain to Student: • How to complete attendance/reflection/activity sheets • How to report sickness and absence giving the name and telephone number of the person to be contacted, by what time and what information will be needed • The disciplinary and grievance procedures, including whistle blowing, bullying and harassment • Work rules and codes of conduct • Care Certificate Standards (if applicable)		
Issue Student with any other necessary items, like keys, ID Cards, Building Codes		
Provide Student with copies of policies and procedures relevant to role		
Ensure that the Student knows where the basic amenities are. e.g. lavatories, cloakrooms, tea/coffee making facilities and eating area		
Ensure Student is aware of any specific points about working for the setting, e.g. no smoking policy, dress code, hours of work, tea and lunch breaks		
Ensure Student understands the emergency procedures, e.g. evacuation exits and procedure, the sound of the fire alarm, the name and location of the appointed first aider		
Introduce the Student to everyone in the setting explaining who they are and what their role is		

Ensure Student knows how to access all the equipment needed to do their job		

End of first day review Date: _____

Signed: _____ **(Manager name)**

Signed: _____ **(Student name)**

At the end of the first week		
Have an initial performance and development review meeting that covers • Information on how the Student's role will support colleagues and individuals accessing the service • Any training needs • Workload • Progress and areas for development		

End of first week review Date: _____

Signed: _____ **(Manager Name)**

Signed: _____ **(Employee Name)**

Induction Policy and Procedures Checklist

Policy/Procedure covering	Explained	Received Copy	Read and Understood
Safeguarding			
Maintaining privacy and confidentiality			
Food hygiene			
Behavioural management			
Smoking, drugs and alcohol			
Health and Safety			
Complaints			
Administering medicines			
Infection prevention and control			
Accidents, illness and injuries			
Equality and diversity			
Whistleblowing			
Concerns and Complaints			
Other:			

Signed by Student .....

Signed by Manager .....

The Learning Agreement meeting

A placement learning agreement meeting will be held at the start of the placement. The purpose of this meeting is to agree all aspects of the placement and to formalise these in an agreement. This meeting is led by the tutor and involves the Student and all required practice personnel, which will be clarified by the course tutor prior to each placement.

The learning agreement allows all parties to clarify their expectations and roles. It is essential that attention is paid to the completion of this form, which ensures that everyone has contact details and agreed arrangements for the remainder of the placement. This form is completed by the Student at the meeting: it is then approved by the tutor and copied to all members of the agreement meeting.

Form: Placement Learning Agreement

Contact Details	
Name	
Programme	
Telephone contact	
e-mail address	
Emergency contact	
Tutor Details	
Name	
On/off site	
Telephone contact	
e-mail address	
On Site Supervisor Details (where applicable)	
Name	
Telephone contact	
e-mail address	
Placement details	
Start date	
Interim review date	
Projected end date	
Portfolio hand in date	
Hours of Work. Note any special arrangements	

Data Security. Please comment on any policies that Students must adhere to in respect of use of personal IT equipment on placement and/or circumstances in which they may or may not use personal equipment during their practice placement
Facilities and support available to the Student including support groups/workspace/admin support/learning resources and arrangements for Study Time and arrangement of payment for work related expenses
How should the Student report absence if they are ill?
Learning requirements The Student's practice is primarily assessed against the assessment criteria of units in the Pearson BTEC Higher Nationals in Healthcare Practice, and the underpinning professional Standards that support these criteria
List the specific learning needs identified by the Student and/or previous assessment and specify how they will be met

Learning need	Addressed by
Are reasonable adjustments needed to support learning? Please give details of how such needs will be met	

Areas of hazard and risk
List the areas of hazard and risk and how they will be managed Specific requirements e.g. Health and Safety, accountability, Student's responsibilities, etc., including the name of the person to whom any concerns should be reported 1. 2. 3. 4. 5.

Who will ensure the Student is familiar with the health and safety policies and procedures of the agency?	
The whistle blowing policy will be provided and explained by:	
What will the arrangements for the Student's working day be with regard to shift work and working unsocial hours?	
Supervision	
Frequency of supervision with Mentor	
Frequency of supervision with onsite supervisor where applicable	
Date of first supervision with Mentor/PE	
Date of first supervision with onsite supervisor	
Arrangements for recording supervision with Mentor	
Arrangements for Student to record their reflective thinking	

Workload allocation		
Type of work	Location	Who will allocate

Section 2:

DEMONSTRATING YOUR SKILLS

Amplification of Unit 2: Learning Outcome 3, Assessment Criterion 3.P6 LO3:

Demonstrate active, ongoing, critical reflection of learning experience

Assessment Criterion 3.P6 Produce a portfolio of evidence using the Practice Themes as a framework

(*separated in the evidence tracking table below into Practice Themes*) The form below is divided into five columns:

Column 1: specifies the aspect of the Practice Theme that is to be met

Columns 2 & 3: require you to provide evidence of having met the aspect. This evidence can take many forms (examples below are not exhaustive):

Column 2:

- cross-references to evidence from other units completed for the HN in Healthcare Practice, related to the Practice Theme identified (column 2). Where evidence is to be cross-referenced, state the Learning Outcome (LO) and criteria (AC) where the evidence can be found

Column 3:

- records of timekeeping and organisation skills, including signed timesheets and work schedules
- records of activities completed to support other colleagues (diary accounts or work schedules)
- witness statements from qualified practitioners of practice when supporting daily routines
- reflective accounts of own professional behaviours and organisational skills, routines and responsibilities
- witness statements, training certificates, reflective accounts of IT and administration skills
- general housekeeping logs
- witness statements, signed by manager/supervisor, of Students' communication with a range of individuals including, adults working in the setting, service users, friends and family of service users and visitors
- school/College Assessor records, including observation records
- artefacts
- photographic evidence
- video evidence

Column 4: requires your Assessor to sign to confirm you have achieved the aspect identified, and that the evidence that confirms achievement has been approved

Column 5: this is the date that your Assessor confirmed achievement of the aspect identified.

Form: Tracking of Practice Evidence against the Practice Themes

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care (LO3.P6)

KEY KNOWLEDGE, SKILLS, COMPETENCES against unit criteria	Source(s) of Evidence		Assessor (s) to sign to confirm achievement	Date
	Unit ref (if evidence found in unit: state Learning Outcome and Assessment Criterion/Criteria)	Other source(s) of evidence		
Practice Theme 1: Law, Regulation and Ethical Practice				
Evidence of experience of working in line with regulated ways of working and duties in supporting and caring for individuals and others including: • responsibilities and duty of role • case management • supervision and teaching • personal development • team working • assessment of individual's needs • communication strategies • person centered personal care and well being • physiological care • risk management • equality and diversity • quality care procedures				

Evidence of taking personal responsibility				
Evidence of working independently within defined parameters of practice				
Using initiative in a variety of situations				
Performing a range of skills consistent with own roles, responsibilities and professional values				
Practice Theme 2: Professional values, attitudes and behaviour in health and social care practice evidenced through				
Exploring own values, attitudes and behaviours and how they impact on the work done with others				
The values, attitudes and behaviours of others and how to promote positive working and caring relationships				
Exploring own communication style and how to use and adapt communications to different audiences reflecting individual needs of others				
Communicating purposefully and appropriately using different forms; verbal, written, electronic, non-verbal				
Exercising own skills, attitudes and behaviours to support personal development of self and others				
Commitment to adopting a person-centered approach: working with colleagues and individuals to promote quality care and services that ensure the health, safety and wellbeing of individuals				

Demonstrating courage to challenges faced in different contexts and be adaptable to change				
Practice Theme 3: Health, Safety and Safeguarding through the Lifespan and how skills and knowledge are demonstrated through				
Carrying out roles and responsibilities in ensuring the health, safety and wellbeing of colleagues, service users and others visiting the premises				
Own roles and responsibilities following and adhering to safeguarding and protection e.g. whistleblowing, recording and reporting, knowing when to escalate concerns and seek support				
Practice Theme 4: Valuing and promoting diversity, difference and inclusion evidence through				
Own fair and equitable treatment of and response to individual service users and others, inside and outside own work setting, regardless of their personal defining characteristics				
Making adjustments to own working practices, behaviour and approach to meet the needs of individual service users and their loved ones				
Making adjustments to own working practices, behaviour and approach to meet the needs of the organisation, colleagues and other professionals				

Actively valuing and promoting the individuality, diversity and inclusion of others to include: age, gender, ethnicity, disability, sex, religion, culture and other protected characteristics				
Practice Theme 5: Promoting physical and mental health and wellbeing in health and social care practice evidenced through				
Demonstration of knowledge and skills in supporting individual needs of service users				
Knowledge of different needs and possible outcomes where quality support and care is not provided				
Developing and sharing strategies for disseminating awareness to others of needs of individual service users using evidence-based practice				
Practice Theme 6: Applied mathematics demonstrated through				
Use of IT technologies, e.g. healthcare-specific technology				
Technologies used in GP practices				
Administering medications				
Taking, recording and interpreting accurate physiological measurements from patients or service users				
Identifying statistical trends and use of statistics in research				
Office work and other day to day activities				

Form: Placement Supervisor Report

Interim/Final (please circle as appropriate)

To be completed by the placement supervisor. Please tick the appropriate box below to indicate Student's current level of competency

Student		**Date**	
Name of work-placement setting			
Date of commencement of training		Number of hours in placement setting	

Effective relationships with others	**Needs improving and developing**	**Satisfactory**	**Good**	**Excellent**
Implements settings policies				
Follow health and safety codes of practices				
Uses initiative and asks for advice if unsure				
Is alert, focused and vigilant				
Communicates effectively				
Promotes equality, diversity and inclusion				
Role models appropriate behaviour				

Be able to demonstrate caring skills	**Needs improving and developing**	**Satisfactory**	**Good**	**Excellent**
Acts promptly and efficiently to the needs of individuals				
Works as a team				
Demonstrates person centered working				
Shows empathy, compassion, courage				
Be able to demonstrate leadership skills	**Needs improving and developing**	**Satisfactory**	**Good**	**Excellent**
Shows initiative and creativity				
Is able to problem-solve independently				
Is able to motivate self and others				
Is able to lead on an activity/event				
Demonstrates analytical skills				
Demonstrate professional practice skills	**Needs improving and developing**	**Satisfactory**	**Good**	**Excellent**
Ability to receive and follow instructions				
Uses initiative to complete course tasks in placement – sharing it with the placement supervisor, gathering resources				

Responds to advice and guidance				
Plans for self-improvement				
Punctuality				
Attendance				
Relationships with other team members				

Placement supervisor name	
Placement supervisor signature	
Placement supervisor comments	
Assessor/Tutor name	
Assessor/Tutor signature	
Assessor/Tutor comments	
Action required	
Student signature	

Student comments	
Date of next review	

Form: Course Tutor/Assessor Assessment Report

Interim/Final (please circle as appropriate)

Student name		Student signature		Date	
Details of placement					
Supervisor name		Supervisor signature		Date	
Tutor name		Tutor signature		Date	
Observation visit	**1**	**2**	**(Other)**		

At each visit tutors must spend time observing Students working with the colleagues and individuals in the placement. Students should explain their intended activity to the tutor and, for planned activities, produce an activity plan with room for self-evaluation.

Comments on the outcomes must refer to observed activities, responses, etc., not to reports from the placement supervisor or verbal descriptions of work done by the Student. Evidence of this nature should be included in a reference section.

The form must be completed on site and signed by all three parties, and a separate form completed for each visit to each placement. A copy should be kept in Students' logs as well as at the Centre.

Supervisor's comments	
Activities observed/discussed Outcomes covered, evidence seen, against assessment criteria. **LO2 Theme 1:** *Law, Regulation and Ethical Practice* **LO2 Theme 2:** *Professional values, attitudes and behaviour in health and social care practice* **LO2 Theme 3:** *Health, Safety and Safeguarding through the Lifespan and how skills and knowledge are demonstrated* **LO2 Theme 4:** *Valuing and promoting diversity, difference and inclusion* **LO2 Theme 5:** *Promoting physical and mental health and wellbeing in health and social care practice* ***LO2 Theme 6 :*** *Applied mathematics* **OTHER EVIDENCE/COMMENTS**	**Student comments**

Form – Recording of Total Vocational Hours

You will need to complete this form following each placement and record your total number of hours worked in that placement, and ensure it is signed by an occupationally competent member of staff from your institution or your placement supervisor. There is an example of a daily log of your hours that can help you with confirming the total.

Type of setting **From** **To**	**Type of setting** **From** **To**
Number of hours	**Number of hours**
Role of signatory	**Role of signatory**
Signature **Date**	**Signature** **Date**

Form: Final Sign-off Sheet

This form should comment on the extent to which the Student has achieved each element of the PLAD at the end of their course.

Student signature	**Date**	
Student comments	**Meeting practice requirements** **Reflections on practice** **Completing and evaluating the PDP**	
Tutor signature	**Date**	
Tutor comments	**Meeting practice requirements** **Reflections on practice** **Completing and evaluating the PDP**	
Assessor signature	**Date**	
Assessor comments		

SECTION 3: REFLECTIVE PRACTICE LOGS

Form– Exemplar Student Reflective Practice Logs: Meeting the Unit Assessment Criteria

These are only **examples** of what each of your reflective logs for your units could look like. You can adapt as necessary.

Student name	
Unit number and title	**1 Law, Policy and Ethical Practice in Health and Social Care**
Assessment criteria	**LO2 M2, LO4 M4 (circle as appropriate)**
Placement	
How well did you achieve the practice criteria for this unit?	
What challenges did you face?	
Are there any specific examples from your placement that evidence your learning/development, e.g. adhering to policies, procedures and practice?	

What changes or improvements do you think could be implemented into practice as a result of completing this element of the unit?		
How can you action plan to develop these skills and/or qualities further/ help to improve provision in the healthcare sector?		
Student signature		**Date**
Assessor name		
Assessor signature		**Date**

Student name	
Unit number and title	**2 Demonstrating Professional Principles and Values in Health and Social Care Practice**
Assessment criteria	**LO2 D2, LO3 M3, LO4 M4 (circle as appropriate)**
Placement	
How well did you achieve the practice criteria for this unit?	
What challenges did you face?	
Are there any specific examples from your placement that evidence your learning/development, e.g. Interpersonal skills, dealing with specific issues requiring ethical consideration?	
What skills and/or qualities do you consider you need to develop as a result of completing this element of the unit?	

How can you action plan to develop these skills and/or qualities further/ help to improve provision in the healthcare sector?

Student signature		**Date**
Assessor name		
Assessor signature		**Date**

Form: Student Reflective Log: Reflection on Placement

We reflect on everyday problems and situations all the time: What went well? What didn't? Why? How do I feel about it? Reflection is a means of processing thoughts and feelings about an incident, or a difficult day, and gives us a chance to come to terms with our thoughts and feelings about it.

Effective placements promote learning, and it is important to reflect on, and evaluate, the learning carried out. Reflection involves looking at a past situation, assessing what you have learnt from it, what you could have done differently, realising new approaches to your practice and ultimately, how you felt about the whole experience.

Student name	
Placement (organisation)	
Overall reflection on your experience in placement	
How can you action plan to develop these skills and/or qualities further?	
Student signature	**Date**
Assessor name	
Assessor signature	**Date**

Appendix 1

Where could I go on Work Experience?

All work experience must be carried out in a health and social care provider that is regulated by CQC and/or Ofsted that monitors, inspects and regulate services that provide health and social care.

Social care work experience could include organisations that care for people with

- People living with Dementia
- Social care providers
- Asylum seekers
- People suffering domestic abuse
- Homelessness
- People suffering drug and alcohol abuse
- People living in social housing
- People with a learning disability, and their families and carers
- Independent fostering agencies
- As well as schools, nurseries, Colleges and special needs education units
- Mental illness

Nature of Roles

Your role could be to support patients or clients directly, or staff in general, or it may be behind the scenes.

Roles not acceptable:

- Housekeeping
- Babysitting
- Security
- Working in estates (housekeeping, repair)
- Working in kitchen,
- Bus driver or any form of transport
- Any administrative duties/receptionist
- Caring for your children, spouse, another family member etc.

Appendix 2

Work Experience Provider Agreement

I enter into an arrangement for the named Student to be placed with me for the purpose of work experience.

Conditions of work experience:

1) I understand my duties for the health and safety of the Student under the Work Health and Safety Act 2011
2) I agree to inform the Student of particular safety requirements of this workplace.
3) I agree to notify the school of any accident involving a school Student, any actions undertaken and damages to property involving the Student during this work experience.
4) The Student will work under my supervision or my nominee
5) The arrangement may be signed/terminated at any time by either the College Principal or HoD
6) The hours worked will not exceed the normal hours worked in my industry
7) I agree to notify the school of any unexplained absences by the Student
8) I understand the level of liability cover provided by Department of Education and Training.

Signature of work experience provider and Date

_____ Date: / /

Signature of ICON College and Date

_____ Date: / /

Appendix 3

Work Experience Provider Checklist

(To be completed by the Work experience Provider)

Name of Work experience Provider:	
Address:	
Person with overall responsibility for work experience Students *(please provide name, job title, location, phone number and email address)*	

CHECKLIST		**Yes**	**NO**
1	Do you have a written health and safety policy?		
2	Do you employ 5 or more persons?		
3	Do you have an on-site health and safety advisor / officer? *(If yes, please provide name and contact details below)*		
	a) …… b) …… c) ……		
4	Will you provide relevant health and safety training for work experience Student(s) as part of their induction?		
5	Will you give work experience Students appropriate supervision at all times?		
6	*Insurance* a) Is Public Liability Insurance held and currently in force? b) Is Employer's Liability Insurance held and currently in force? c) Will your insurance cover any liability incurred by work experience Students as a result of their duties as an employee or trainee?		
7	*Risk assessment* a) Have you carried out risk assessments of your work practices to identify possible risks whether to your own employees or to others within your undertaking? b) Are risk assessments kept under regular review? c) Are the results of the risk assessment implemented?		
8	*Accidents and incidents* a) Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995)? b) Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?		

	c) Will you report to the ICON College of Technology and Management all recorded accidents involving work experience Students? d) Will you report to the ICON College of Technology and Management any sickness involving work experience Students which may be attributable to work?		
9	*First aid* a) Are Students made aware of your first aid procedures? b) Do you have an adequate number of trained first aiders?		
10	Do you have a fully operational equal opportunities policy in place that ensures compliance with relevant legislation, including the Equality Act 2010 ?		
11	Are you happy for ICON College of Technology and Management work experience staff to undertake site visits before and/or during the work experience?		
12	Do you foresee any issues relating to confidentiality and disclosure which will affect ICON College of Technology and Management procedures for assessing the work or activities undertaken by Student(s) on work experience? *(If yes, please provide details below)*		
13	Is there anything else that you would like to bring to the attention of ICON College of Technology and Management regarding the work experience setting? *(If yes, please provide details below)*		

Authorisation by Work experience Provider

The above statements are true to the best of my knowledge and belief.

Signature: ..... Position: .....

Date:……..

Name (in capitals): .....

Appendix 4

Risk Assessment Form

(To be completed by ICON College of Technology Work experience Learner Coordinator/HoD)

Work experience Provider		**Student ID**	**Start and end dates**
Organisation :			
Location:			
1. General control measures		**Action necessary?**	**Action completed?**
Has the work experience Provider confirmed receipt and acceptance of your written communication?	Yes / No		
Has this work experience Provider been used before and been reviewed with regard to health and safety? If yes, do any concerns remain unresolved?	Yes / No Yes / No		
Does the Work experience Provider have a health and safety advisor?	Yes / No		
Have the Student(s) received sufficient briefing?	Yes / No		

2. Risk assessment and further specific actions necessary	**Risk profile** (high, medium, low)	**Action necessary?**	**Action completed?**
Work factors			
Travel and transportation factors			
Location and/or regional factors			
General/environmental health factors			
Individual Student factors			
Insurance limitations			

3. Conclusions		**Action necessary?**	**Action completed?**
Is a site safety visit required before work experience is approved?	Yes / No		
Are the risks tolerable such that the work experience can be approved?	Yes / No		

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