



ICON College of Technology and Management

The Quality Assurance and Enhancement Manual

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Part A - The Quality Assurance and Enhancement Manual

Introduction

The Quality Assurance and Enhancement Manual (QAEM) contains the policies and procedures related to the assurance and enhancement of quality at ICON College of Technology and Management (the College). It is written for staff and students of the College. It should be read in conjunction with the Student Handbook, which includes the College's Academic Regulations and the Staff Handbook.

The College was established in 2003 to meet the demand for quality education at affordable fees and to make world-class UK university degrees more accessible via HND programmes awarded by Pearson. To satisfy this demand, the College seeks to prepare students for effective and profitable roles in their choice of careers and to offer a cultural experience which will aid them in taking their place as productive members of society at affordable cost but with no compromise on quality. Indeed, the College prides itself in providing maximum support to ensure that all students reach their full potential.

The College is committed to expanding access to higher education to individuals of those sections of the community historically and currently underrepresented in the sector. This commitment to widening participation is reflected in the demography of our student body: the College is proud of the fact that the vast majority of students are mature, many of whom having been out of education for a considerable period of time, are from Black and Minority Ethnic Communities (BME), and come from lower socio-economic backgrounds.

The curriculum of our Courses is determined by our awarding organisations (Falmouth University and Pearson) to prepare students to cope with changing employment opportunities to present both theoretical and practical approaches to the diverse needs of the ever-changing global economy. In support of this goal, the College has a highly qualified and experienced teaching faculty recruited from wide ranging appropriate academic disciplines and from the professional community, on the basis of their knowledge, teaching skills and practical experience.

The College occupies a substantial part of a building along one side of Adler Street, E1. The College premises are on the edge of the City of London, on the route to Canary Wharf, and in the neighbourhood of a large South Asian community. The building is a converted industrial site with D1 permission. The College premises have been adapted to high standard for educational purposes. The College is close to the Whitechapel Art Gallery and the restaurants of Brick Lane, with transport links to all parts of London, by bus, underground and over ground railways. Recently, the College has been accredited by Falmouth University to offer the BSc Top Up in Business in October 2020 and further degree programmes from February 2021. Unless otherwise stated the procedures, policies, practices and processes in this manual apply to awards validated by both Pearson and Falmouth University.

Overview

Whilst it was stated above that the manual applies to awards both validated by Pearson and Falmouth University, the College provides a brief overview of the Courses accredited by both institutions for stakeholder clarification. All Courses offered by the College are awarded certification by awarding organisations (Falmouth University & Pearson) who are responsible for oversight of the quality assurance. They adopt a range of quality assurance checks on the College to ensure the College is complying with their requirements.

1. Falmouth University Courses

- Quality Assurance - The Academic Quality & Standards Committee (AQSC), Collaborative Provision Committee (CPC), and Departmental Boards will ensure that the standards of all Courses are met.
- The Link-tutor will undertake an annual review of the College and submit a report to their Departmental Board and the University's Collaborative Provision Committee (CPC)
- The collaborative 'health' of the College will be annually monitored and periodically reviewed by the University; evaluations will be reported to the University's Collaborative Provision Committee (CPC)
- Assessment is a responsibility of the College. The University appointed External Examiner(s) (EE) visits annually for the monitoring of its provision and assessment. The role of the external examiner is to ensure that the University's academic standards are maintained and meet sector expectations and requirements. Therefore, the College should be confident that:
 - i. the marking carried out by internal assessors is accurate, consistent and fair to students;
 - ii. assessment is conducted in accordance with the examination regulations of the University and any requirements of professional and statutory bodies, if there is;
 - iii. students are fairly placed in relation to the rest of the cohort;
 - iv. assessment will enable students to demonstrate the achievement of the unit learning outcomes; and
 - v. assessments are set at an appropriate level.

They must:

- vi. have appropriate standing, expertise and experience to maintain academic standards in the context of higher education as a whole;
 - vii. be able to judge each student impartially without being influenced by previous association with the unit or award, the staff, or any of the students; and
 - viii. be able to compare the performance of students with that of their peers on comparable units and awards elsewhere in higher education.
- Any changes to the Course and/or Module Descriptors, will be approval by the University according to the University's Modifications Procedures

2. Pearson Courses

- Centre and Programme Approval – the College obtained centre approval in 2003 and has programme approval for six Level 5 HNDs.
- Academic Management Review (AMR) – this is an annual visit conducted by a Pearson appointed reviewer. The main focus of the review is the overarching management of the centres programmes rather than individual programme review. The review is undertaken against quality objectives and measures prescribed by Pearson and a report produced by the reviewer. Should a reviewer identify a College is not complying with the requirements of one or more of the quality objectives, Essential Actions will be given and resolution monitored by Pearson.
- Assessment is a responsibility of the College. Annual External Examiner (EE) visits are undertaken by a Pearson appointed and trained EE. The EE is a subject specialist and therefore each Course receives an individual report. The focus of the visits is on delivery, assessment and quality assurance of the individual Courses. Where the EE identifies any issues, a College will have certification of the Course blocked until resolution of the issue. The External Examiners annual report is received by AcB.
- Annual Programme Monitoring Review (APMR) was first introduced by Pearson in 2016. The College completed a Pearson proforma with information relating to the performance of its programmes.
- Any new Courses have to be approved by Academic Board (AcB) and existing Courses must undergo re-approval every five years and, again, must be approved by AcB. AcB maintains the Course re-approval schedule.

The security of assessment for all Courses are assured by a clear assessment process implemented by the College which is overseen by the Examinations Office.

Student achievements are monitored in a number of ways including consideration at Assessment Boards.

For both Falmouth University courses and courses accredited by Pearson, the College actively seeks student opinions so as to enhance the quality of the student experience. All Courses operate a Staff Student Liaison Panel (SSLP) to elicit and respond to student comments. The College seeks student feedback on a regular basis, including through end of semester Student Survey. Consideration of such feedback at the College level is done by the Student Affairs Committee (SAC), reporting to AcB. The College also seeks tutors feedback on a regular basis, including end of semester tutor unit evaluation. Such feedback at the College level is done by the HoDs Committee through HoDs and is reported to AcB.

Each Course is required to undertake Annual monitoring. Annually, Heads of Department collect a range of data including student profiles, student achievement, Student Survey and prepare the Annual Course Review report. The College Heads of Department Committee then produces the Colleges Annual Report in conjunction with the VP (Academic) which is received and considered by the AcB.

Awarding Organisation / College Responsibilities: Overview

For 2019-20 all the College's Courses are Falmouth University and Pearson awards. An overview of the respective responsibilities of the College and awarding organisations (Falmouth University and Pearson) is therefore important as the pretext for the operation of the College's quality assurance and enhancement processes.

1. Falmouth University

The following table summarises the responsibilities for managing quality of the Falmouth University validated programmes delivered by ICON College; BSc Top Up and degree programmes.

Area	Summary of what the College is responsible for	Summary of what the Awarding organisation (Falmouth University) is responsible for
Quality Assurance	College will ensure that the Courses are delivered in line with National expectations around quality and standards and in line with OfS and QAA guidance.	The University is responsible for ensuring that the standards of all Courses, delivered under validation arrangements, are equivalent – regardless of the mode of delivery though the assessment of the suitability and effectiveness of the College's procedures.
Modifications to Course(s)	<p>The College will submit requests for any modifications; such as Learning objectives/outcomes, etc. to the University QAE and the Link Tutor.</p> <p>The College will support the modifications procedure where appropriate and attend re-approval events if needed.</p>	<p>Changes to the Course and/or Module Descriptors, will be approval by the University according to the University's Modifications Procedures</p> <p>The nature of the change will inform the manner of approval required. All changes should be made ahead of the academic year to which they apply.</p>
Monitoring & Review	<p>The College will undertake quality monitoring and review processes for all University validated programmes.</p> <p>The College will submit minutes of all academic board and or committees to the University's Quality Assurance and Enhancement team. Also, will comply with all requests for information in a timely manner.</p>	The University's minimum requirements for the quality assurance of its provision, the collaborative 'health' of Partners will also be annually monitored and periodically reviewed by the University; evaluations will be reported to the University's Collaborative Provision Committee (CPC). This activity may involve, but is not limited to, site visits, auditing of student feedback and assessment feedback.
Periodic Review	To complete/compile the Critical Written document and attend the event.	The University is responsible for the Periodic Review and will notify the College at least six months prior to the event. The level of participation expected from the College will vary depending on the nature of the Partnership and the duration of its operation.

Setting Assessments	The College will undertake all assessment in line with the College assessment procedures for all University validated programmes (<i>see pp.76-92 – Assessment procedure for more details</i>)	University will support the College in embedding the University's assessment principles and advise on any changes as and when needed.
Marking & Moderation	The College will implement and evidence a robust internal marking and moderation methodology according to their assessment procedure (<i>see pp.76-92 – Assessment procedure for more details</i>)	The University will review the College's internal marking and moderation practices from time to time.
External Examiners	The College will liaise with the External Examiner accordingly to arrange visits etc. and will ensure that EE reports are shared with students.	The University is responsible for appointing all external examiners for the monitoring of its provision and assessment; examiners will liaise directly with the University and will send all written reports to the University in the first instance. The University will ensure that the College receives all External Examiner written reports and is given the opportunity to respond to comments and feedback as part of the University's annual continuous improvement process.
Marketing	College is responsible to submit all marketing and publicity material to the University's Sales, Events & Communications team for approval, prior to publication. The College is responsible for ensuring that all the marketing materials used comply with Competition and Markets Authority (CMA) legislation or its local equivalent	University to approve draft materials / content and provide advice on the University's guidelines and ensure that its brand is used appropriately.
Recruitment	The recruitment of prospective students is the responsibility of the College. The University expects the College to recruit prospective students in compliance with the terms agreed in the Memorandum of Agreement.	University will support the College as agreed on an ongoing basis.
Admissions	College will Interview/assess applicants and approve applicant profiles/applications and any offers (including any conditions of offer) and ensure the University has the information it requires to create student records.	University will annually review a sample of applicant profiles. The sample will be determined by the Link-tutor on an annual basis and will usually be 100% of applications in the first year of partnership.
Entry Criteria	College will ensure that appropriate entry criteria are made clear in any marketing information and all prospective students will meet the College's entry criteria in accordance with its Admissions Policy.	University will approve the entry criteria when the partnership is approved and as changes are made thereafter.
Course Suspension and Cessation	College should comply with the University's directives around how the suspension or cessation should be managed and communicated.	Any decision to suspend or cease a Course must follow the University's Policy. The process for managing and communicating the suspension or cessation will be approved by the University.

Annual monitoring	Ensuring appropriate processes are in place to routinely monitor and periodically review the Course and to keep under constant review all aspects of standards management, quality assurance and day-to-day delivery of the Course.	Ultimate responsibility for the monitoring and review of the University validated Courses, including directing the College to take necessary action as appropriate.
Appeals	Provision of information to students on their right to appeal and process for internal appeal and subsequent external appeal to University.	Determining external appeals made by students, following the exhaustion of the College's internal appeal procedure. University's determination of an appeal is final.
Complaints	Implementation of a fair and accessible complaints procedure for the informal, and where appropriate, formal investigation and determination of a student complaint.	Dealing with student complaints if the student remains dissatisfied after exhaustion of the College's internal complaints procedure.
Enhancement	Ensuring appropriate processes are in place to systematically improve the quality of provision and the ways in which students' learning is supported.	Oversight of the College's assurance and enhancement of educational activities through Academic Quality & Standards Committee (AQSC)
Selection or approval of teaching staff	The College is responsible for the appointment of teaching staff and ensuring they have the right skills and experience to deliver a high quality Course	Reviewing CVs of teaching staff in the Course Approval and annual monitoring process
HESA report	The College will share its HESA report with the University annually when submitting it to HESA	The University will provide feedback on the submitted data
Student records	The College will make students' records available to the University for their information upon their request	The University will observe and provide feedback

Table 1: Summary of ICON /Falmouth University responsibilities for managing quality

2. Pearson

The following table summarises the responsibilities for managing quality of awarding organisation (Pearson) and ICON College.

Area	Summary of what the College is responsible for	Summary of what the Awarding organisation (Pearson) is responsible for
Course development and approval	<p>Designing effective learning materials and a learning and teaching strategy which meets the learning outcomes of the HNs</p> <p>pp.14-22; 40-43 BTEC Centre Guide to Assessment - Level 4-7</p> <p>'Qualification Approval for Higher Nationals'; 'Programme Structure' - BTEC Centre Guide Enhanced Quality Assurance & Assessment</p>	<p>Designing and approving the HN qualifications and gaining recognition by Ofqual.</p>
Modifications to Course	<p>Processes and procedures to ensure that the learning materials and the learning and teaching strategy are regularly reviewed and modified as appropriate to ensure their continued relevance and validity.</p> <p>pp.9-10 BTEC Centre Guide to Assessment – Level 4 – 7</p>	<p>Ensuring the relevance and validity of the qualification, identifying, implementing and approving modifications and ensuring recognition of these by Ofqual.</p>
Setting Assessments	<p>Operational responsibility for ensuring that students have appropriate opportunities to show they have achieved the intended learning outcomes and grading descriptors (where appropriate). This includes responsibility for setting assessments in direct compliance with Pearson requirements.</p> <p>pp.22-24; 29-34; 40-44 BTEC Centre Guide to Assessment - Level 4-7</p> <p>'Assessment' - BTEC Centre Guide Enhanced Quality Assurance & Assessment</p>	<p>Responsible for setting the learning outcomes and assessment criteria attached to each outcome – these must be strictly adhered to. Provision of generic grade descriptors that must be contextualised to the assessment set.</p> <p>Oversight through monitoring by External Examiners at their annual visit that the assessments are appropriate and at the national standard.</p>
First marking of student work.	<p>Undertaken by the College.</p> <p>pp.43-53 BTEC Centre Guide to Assessment</p>	<p>The marking is monitored by the External Examiner to ensure that the standard of</p>

	'Assessment' - BTEC Centre Guide Enhanced Quality Assurance & Assessment	student work is appropriate to the grade awarded and to ensure consistency both within and across College.
Second marking	Undertaken by the College (known as internal verification) pp.45-53 BTEC Centre Guide to Assessment - Level 4-7 'Assessment' - BTEC Centre Guide Enhanced Quality Assurance & Assessment	As above
Giving feedback to students on their work	The College is responsible for this. pp.46-47 BTEC Centre Guide to Assessment - Level 4-7	Feedback on assessments is expected and monitored by the External Examiner at their annual visit.
Student recruitment	Marketing and recruitment of students to the Courses they provide. pp.24-25 BTEC Centre Guide to Assessment - Level 4 - 7 'Entry Requirements and Admissions' - BTEC Centre Guide Enhanced Quality Assurance & Assessment	Require centres to use integrity when recruiting learners
Student admissions	Activities associated with the admission of students to a Course including: promoting and marketing the Course; setting admissions criteria; selecting applicants; making offers and enrolment, induction and orientation of new students. Making student registrations in a timely fashion. pp.24-25 BTEC Centre Guide to Assessment - Level 4-7 'Entry Requirements and Admissions' - BTEC Centre Guide Enhanced Quality Assurance & Assessment	Maintenance of a register of students registered by centres on the HNs. At Centre Approval ensuring the centre has policies and procedures for student admissions (and, for alternative providers, through the Academic Management Review ¹) QO6 Managing learner enrolment and induction QO7 Managing learner on programme support and progress
Selection or approval of teaching staff	The College is responsible for the appointment of teaching staff and ensuring they have the right skills and experience to deliver a high quality Course	Reviewing CVs of teaching staff at Centre Approval and, for alternative providers, at the time of the Academic Management

¹ Alternative providers of HNs undergo an Academic Management Review visit.

	<p>p.11 BTEC Centre Guide to Assessment – Level 4 – 7</p>	<p>Review (AMR) visit and through the Quality Management Review for Further Education Colleges (QMR). The QMR objectives are listed below:</p> <p>QO1 Centre Management Systems</p>
<p>Learning resources including library resources.</p>	<p>Delivery of the Course including provision of learning resources and all aspects of learning and teaching strategy.</p> <p>Appointment of teaching staff.</p> <p>Strategic oversight of the identification and provision of learning resources to enable students to develop their academic, personal and professional potential, including provision for students with additional learning needs.</p> <p>pp.12-13 BTEC Centre Guide to Assessment - Level 4-7</p> <p>'Resources' - BTEC Centre Guide Enhanced Quality Assurance & Assessment</p>	<p>Appointment of External Examiners and, for alternative providers, Academic Management Reviewers who (inter alia) oversee that the provider has the capacity and the subject specific resources and facilities to deliver a high quality programme.</p> <p>Oversight, at Centre Approval, of the arrangements and resources put in place by the provider.</p> <p>In addition, for Alternative Providers, reviewing arrangements for learning resources and the management of staffing, as part of the Academic Management Review (AMR) and through the Quality Management Review for Further Education Colleges (QMR).</p>
<p>Student engagement</p>	<p>Developing, implementing and facilitating arrangements and processes, that ensures the engagement of students, individually and collectively, in the enhancement and assurance of the educational experience.</p> <p>pp.10 BTEC Centre Guide to Assessment - Level 4-7</p> <p>'Engaging with Students' - BTEC Centre Guide Enhanced Quality Assurance & Assessment</p>	<p>External examiner meets students at their annual visit to the provider as part of the overall quality assurance and monitoring of the Course and of provision at the provider.</p> <p>Pearson Annual Student Survey - pp.10 BTEC Centre Guide to Assessment - Level 4-7</p>

Responding to external Examiner reports	Responsibility for putting into effect the recommendations of External Examiners.	Approve and sign off providers' actions in
	p.5 BTEC Centre Guide to Assessment - Level 4-7 'Outcome of Independent Assessment Review' - BTEC Centre Guide Enhanced Quality Assurance & Assessment	response to external examiner reports at next External Examiner visit and, in addition for Alternative Providers, at the Academic Management Review visit.
Annual monitoring	Ensuring appropriate processes are in place to routinely monitor and periodically review the Course and to keep under constant review all aspects of standards management, quality assurance and day-to-day delivery of the Course. pp.9-10 Centre Guide to Assessment - Level 4-7	Ultimate responsibility for the monitoring and review of the HN Course, including directing providers to take necessary action as appropriate. Quality Management Review (QMR) and Academic Management Review (AMR) are annual processes for monitoring quality assurance (see QMR Handbook http://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-quality-assurance-handbook/quality-management-review.html)
Periodic review	Responsible for engaging with awarding organisation (Pearson) during periodic review when requested (as well as the opportunity to engage during the consultation phase). https://qualifications.pearson.com/content/dam/pdf/downloads/changes-to-hns.pdf (PDF, 144KB)	Responsible for periodic review ² (the next is due in 2015 and has already commenced with a consultation phase). https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals-2016.html)
Complaints	Implementation of a fair and accessible complaints procedure for the informal, and where appropriate, formal investigation and determination of a student complaint. http://qualifications.pearson.com/en/support/contact-us/feedback-and-complaints.html p.56 BTEC Centre Guide to Assessment -	Dealing with student complaints if the student remains dissatisfied after exhaustion of the provider's internal complaints procedure.

² A review of one or more Courses of study, undertaken periodically (typically once every five years), using nationally agreed reference points, to confirm that the Courses are of an appropriate academic standard and quality. The process typically involves experts from other institutions.

	Level 4-7	
Appeals	<p>Provision of information to students on their right to appeal and process for internal appeal and subsequent external appeal to Pearson.</p> <p>Forwarding any external appeals to Pearson.</p> <p>p.46 BTEC Centre Guide to Assessment – Level 4 – 7</p>	<p>Determining external appeals made by students, following the exhaustion of the provider's internal appeal procedure.</p> <p>Pearson's determination of an appeal is final.</p>
<p>Managing relationships with other partner organisations (such as placement providers)</p> <p>Not Applicable - ICON College does not have Partner Organisations</p>	<p>Designing and implementing key quality assurance processes to ensure the quality of student learning opportunities</p> <p>p.20 BTEC Centre Guide to Assessment – Level 4 – 7</p>	<p>Oversight of the quality of the student learning opportunities by way of External Examiner visits, Centre Approval and, for Alternative Providers, Academic Management Review.</p>
Production of definitive Course information (such as Course specifications)	<p>The College is responsible for providing definitive Course information relating to the HNs as delivered at the College, including a tailored Course specification.</p> <p>p.13 - 14 BTEC Centre Guide to Assessment – Level 4 – 7</p>	<p>Pearson is responsible for providing the definitive information for the HNs (including the overall qualification specification).</p>
Enhancement	<p>Ensuring appropriate processes are in place to systematically improve the quality of provision and the ways in which students' learning is supported.</p>	<p>Oversight of the provider's assurance and enhancement of educational activities through Centre Approval and, for Alternative Providers, Academic Management Review</p>

Table 2: Summary of ICON / Pearson responsibilities for managing quality

Quality Enhancement Strategy

ICON College prides itself on the supportive environment it provides for students. The staff are committed to continually considering ways they can improve the student experience in order for students to achieve to the best of their abilities. Until recently the support we provided to students had not necessarily been joined up. There had been much informal feedback, often through word of mouth from students and staff. More formal mechanisms for gathering feedback from students and staff included student representation on key committees, including SSLPs, Tutors Unit Evaluation, Student Survey and end of year Course review.

This Enhancement Strategy establishes a more systematic approach to enhancement reflecting the changes introduced in the QAEM. Many of the existing evaluation mechanisms will continue to provide the information on which decisions about how to improve support for students are made. However, the College is now committed to taking a more systematic approach to analysing the information received, acting on it and crucially feeding back to stakeholders how the College has responded to issues raised.

Gathering information

The title of the Quality Assurance and Enhancement Manual (QAEM), to include 'Enhancement', is but one symbol of the more systematic approach to enhancement. The policies and processes contained within the manual have been reviewed with a view to moving from processes that assure academic standards and the quality of learning opportunities to processes that are predicated on enhancing the student learning experience. The QAEM will be reviewed every year at the start of the academic year with the aim that we ensure the policies and procedures remain up to date.

Feedback from students is central to our enhancement strategy. Informal student feedback will continue to be sought and acted on. More formal routes for students to feedback include:

- Student Survey
- Staff Student Liaison Panels
- Feedback from students on different committees
- Student Graduation exit survey
- DLHE survey
- NSS survey
- Pearson BTEC Higher National Annual Student Survey

Feedback from other stakeholders also informs enhancement. These include

- Tutors Unit Evaluation
- Reports from External Examiners
- External members of the Advisory Board
- AMR and APMR report from Pearson
- QAA review report

Analysis and Action

Changes to the College's Governance structure were introduced in 2016-17. The new structure is intended in part to ensure that decision making bodies can make well informed decisions about the support the College provides. Membership and terms of reference of key committees have been revised so that relevant post holders are involved in reviewing support.

- Student membership of key committees has been retained. Students will have a representative on AcB.
- SSLPs now report to SAC
- The revised SAC has been given a more important role in collating feedback from students and making recommendations to the AcB.
- The Teaching and Learning Resources Committee will also report to AcB to inform the latter's recommendations for resource changes
- The Teaching, Learning and Assessment Strategy sets out the College's approach to each one of these areas and sets some areas for improvement. College decision-makers are able to take a more holistic view of feedback from a range of stakeholders.

AcB has the pivotal role in developing and monitoring the implementation of actions arising from stakeholder feedback. The College Action Plan (CAP) which will be created from the Colleges Annual Report is owned by AcB and progress against actions will be monitored at each AcB meeting.

Closing the feedback loop

Students and other stakeholders will be kept informed about enhancements to the student experience in a number of ways. These will include:

- Standing agenda items at SSLP and SAC
- Noticeboards
- ICON VLE
- Email and text

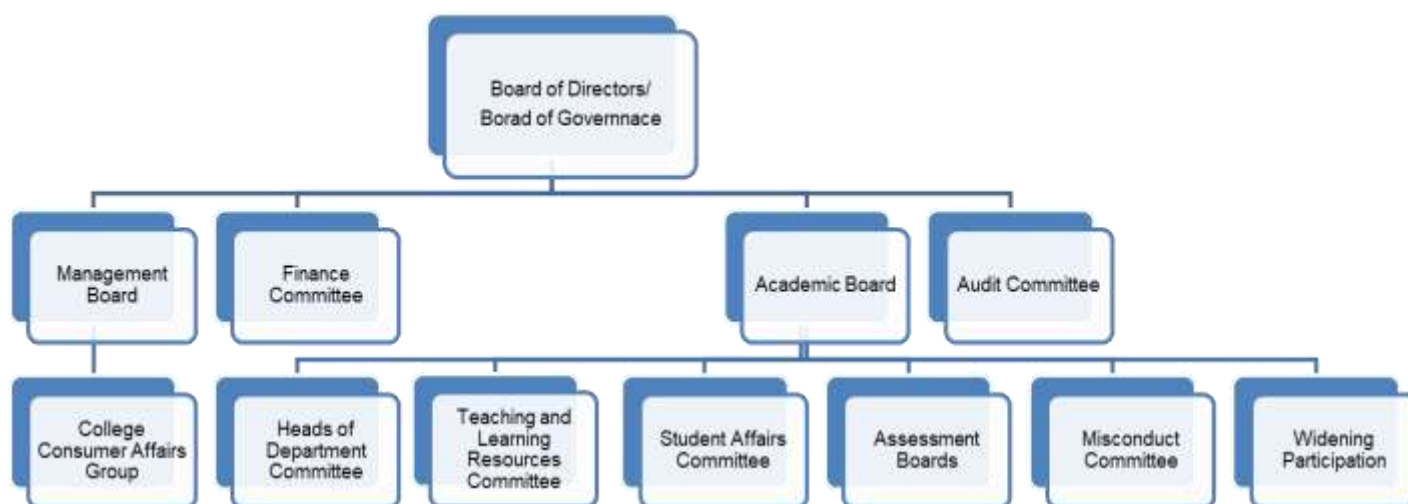
Part 1 Governance and Management

ICON College is governed by the Board of Governance, which is made up of two executive and two non-executive directors. The senior officers are the Managing Director and the Principal. The Management Board is the senior management team comprising the two senior officers, the vice-principals, the heads of department and other officers as agreed between the Principal and the Managing Director.

Both a Finance Committee and an Audit Committee support the Board in its work. The Board has delegated responsibility for academic oversight to its Academic Board.

The governance and management arrangements are summarised in the College's Bye Laws [See: Governance Manual] and reflected in the governance and management structure charts.

Senior Committee Structure



Board of Directors/Board of Governance

1.1 Membership

The membership of the Board of Governance of ICON College of Technology and Management shall comprise the directors appointed under the Articles of Association. There will be a minimum of four directors and two of these shall be executive directors. The non-executive directors' term of office shall be four years, renewable for a maximum of two terms.

1.2 The office bearers shall be:

- a. Chair (preferably a non-executive director)
- b. Executive Director: Managing Director, responsible for Company affairs and administration
- c. Executive Director: Principal, responsible for all academic operations

1.3 Governance

The Memorandum and Articles of Association shall be the governing document for the College.

1.4 Duties of the Board of Governance

The Board of Governance shall be the highest decision-making body in respect of policy- making, management and resource mobilisation and be responsible for:

- 1.4.1 The overall governance and supervision of the College
- 1.4.2 Fulfilling the legal and financial requirements as directors as specified by Companies House
- 1.4.3 Approval and amendments of Bye-Laws, Governance Manual, Quality Assurance and Enhancement Manual and other documents for institutional governance and management.
- 1.4.4 Acting as the sole arbiter in all matters relating to the College
- 1.4.5 The approval of the budget the strategic plan and College financial statements.
- 1.4.5 Appointing the Principal and for deciding upon the terms and conditions of his/her office.
- 1.4.6 All residual powers, including powers to delegate any of its powers to a committee or any of the office bearers.
- 1.4.7 Appointing the College Secretary.
- 1.4.8 The two executive directors will act co-operatively as the senior managers (Principal and Managing Director) for all academic and non-academic matters respectively. They may take decisions on daily urgent operational matters and report to the relevant board/committees for their approval.
- 1.4.9 The two senior managers can recruit jointly all academic and non-academic staff following the due processes.

Statement of Primary Responsibilities

The Board of Directors of ICON College is also the Board of Governance. As a limited Company and a registered HE provider the directors have adopted, with effect from 20 February 2020, the following Statement of Primary Responsibilities, drawing on the model in the HE Code of Governance. The Board's responsibilities are:

- 1. To approve the mission and strategic vision of the College, long-term academic and business plans and key performance indicators, and to ensure that these meet the interests of shareholders, students and other stakeholders.
- 2. To ensure that processes are in place to monitor and evaluate the performance and effectiveness of the College against the plans and approved key performance indicators,

which will be – where possible and appropriate – benchmarked against other comparable institutions.

3. To delegate authority to the Managing Director for the corporate, financial, estate and human resource management of the institution; and to the Principal for all academic affairs. To establish and keep under regular review the policies, procedures and limits within such management functions as shall be undertaken by and under the authority of the Managing Director and Principal.
4. To ensure the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, and procedures for handling internal grievances and for managing conflicts of interest.
5. To establish processes to monitor and evaluate the performance and effectiveness of the Board of Governance itself.
6. To conduct its business in accordance with best practice in corporate governance and with the College's Code of Ethics.
7. To safeguard the good name and values of the College.
8. To appoint the Managing Director and Principal, and to put in place suitable arrangements for monitoring their performance.
9. To appoint a Secretary to the Board of Governance.
10. To be the employing authority for all staff in the College and to be responsible for establishing a human resources strategy.
11. To be the principal financial and business authority of the College, to ensure that proper books of account are kept, to approve the annual budget and financial statements, and to have overall responsibility for the institution's assets.
12. To be the College's legal authority and, as such, to ensure that systems are in place for meeting all the College's legal obligations, including those arising from contracts and other legal commitments made in the institution's name.
13. To receive assurance that adequate provision has been made for the general welfare of students.
14. To ensure that the College's constitution (Articles and Bye Laws) is followed at all times and that appropriate advice is available to enable this to happen.

Management Board (MB)

Membership

The Board of Governance will appoint the Management Board. It will consist of the following:

- Managing Director (Chair)
- Principal
- Vice Principals
- Head of Departments
- Other officers as agreed between the Principal and the Managing Director.

Terms of Reference

The Management Board (MB) has the responsibility to:

- ensures that adequate resources are provided to support all academic and non-academic activities in the College.
- reviews the performance and progress and advise the Board of Governance on the use of resources
- ensures implementation of the decisions of the Board of Governance.
- brings forward business strategies including updates to the strategic plan for consideration by the Board of Governance.
- recommend amendments to the bye-laws for approval of the Board of Governance.
- ensures College policies are being implemented including those concerning Health and Safety, Prevent, Employment matters, and Equality and Diversity.
- Circulate its minutes to the Board of Governance.

Frequency of meetings

The MB meets monthly during the academic year and as and when necessary to oversee all College operational matters.

Quoracy and decision-making procedure

Chair and five voting members

Academic Board (AcB)

Purpose

AcB has the responsibility to oversee the management of academic standards and quality of teaching and learning for all Courses and for ensuring that the requirements of the College and its awarding bodies are fulfilled. Its minutes are received by the Board of Governance.

Membership

- The Principal (*Chair*)
- Vice Principals
- 1 or 2 external member(s) with Academic experience
- All Heads of Departments/Faculty
- Director of Admissions
- Quality Manager
- Two members of the teaching staff (one full time, one part time; elected by teaching staff)
- One student representative (elected by the student body)

Terms of Reference

AcB has the responsibility to:

- produce a comprehensive annual report providing the evidence for the quality, enhancement and standards of education provided by the College.
- monitor progress with the College strategic plan
- receive a brief summary of the work of the HoDs Committee, the Assessment Boards, the Academic Misconduct Committee, the Student Affairs Committee, the Teaching and Learning Resources Committee
- monitor student progression and achievement and require action to improve where it is deemed not satisfactory
- oversee and monitor the effective operation of the College's quality assurance policies & procedures and approve changes where necessary
- oversee College preparations for external reviews and evaluate reports from external bodies
- review and revise the Quality Assurance and Enhancement Manual (QAEM)
- drive the College's Enhancement Strategy
- oversee the College's Course review schedule
- oversee Course approval and re-approval processes
- consider any proposed Course modifications
- approve and monitor the College's Teaching, Learning and Assessment Strategy
- make recommendations to MB on resource issues
- oversee the Internal verification (IV) process and arbitrate any action needed
- oversee staff development
- monitor the updating of all College Course specifications

- oversee production of the Student Handbook and other College literature as required
- receive and consider implications of publications by external bodies including the UK Quality Code for Higher Education, Pearson and OfQual
- maintain a mapping of the College's quality assurance policies against external expectations
- receive and consider the College Annual report

Frequency of meetings

At least 4 times per year

Quoracy and decision-making procedure

The Chair and six voting members must be present to ensure a quorum. The AcB and its sub-committees are deliberative committees. Therefore, their decisions are made by consensus.

Reporting Lines

The Academic Board is a committee of the Board of Directors/Board of Governance. The following are sub-committees of AcB [*See: Senior Committee Structure*]:

- Student Affairs Committee
- Heads of Department Committee
- Teaching, Learning and Resources Committee
- Misconduct Committee
- Assessment Boards and
- Widening Participation Committee

Finance Committee

The Board of Governance appoints the Finance Committee, consisting of the following members:

- a. Managing Director.
- b. One non-executive director.
- c. One co-opted member who shall be the Chair.
- d. The Principal is eligible to attend.

Functions/duties

The Finance Committee meets undertakes the following responsibilities:

- a. It oversees the management of financial resources;
- b. It finalises the budget and present it to the Board of Governance for approval;
- c. It receives financial reports and monitor income and expenditure against approved budgets;
- d. It receives long term financial forecasts and advise the Board of Governance on long term financial sustainability

Frequency of meetings

The Committee will meet at least three times a year. Further meetings may be necessary from time to time.

Audit Committee

The BoG appoints an Audit Committee to assist and advise the Directors on matters relating to audit, internal control and risk.

- a. Chair; non-executive member.
- b. Two co-opted members.
- c. The Principal and Managing Director will be eligible to attend.

Audit Committee Terms of Reference

The Board of Governance shall appoint an Audit Committee to assist and advise the Directors on matters relating to audit, internal control and risk.

1. Functions/duties

The Committee will assist the Board of Governance on audit matters by:

- a. Advising on risk management and reviewing the risk register.
- b. Reviewing the performance of the Company auditor and recommending re-appointment if appropriate.
- c. Reviewing the draft financial statements and any issues arising.
- d. Monitoring the internal control system and recommending any actions for improvement.
- e. Advising the Board on internal audit and overseeing internal audit appointments and work.
- f. Providing assurance to the Board on the use of grant funding covering the use of funds, propriety and value for money.
- g. Advising on student value for money.
- h. Overseeing the College's approach to fraud and irregularity.
- i. Providing assurance to the Board that the College will ensure regularity, propriety and value for money.

2. The membership of the Audit Committee shall comprise:

- a. Chair – non-executive
- b. Two co-opted members
- c. The Principal and Managing Director will be eligible to attend.

3. The Committee will report as follows:

The Chair will report to the Board of Governance after each meeting.

The Minutes of each Committee will be submitted to the Board.

The Audit Committee will produce an annual report giving its assessment of audit, internal control and risk insofar as its work in the year has been able to address the list of duties at 1, above.

4. The Committee will meet three times per year. Further meetings may be necessary from time to time.

Heads of Department Committee

Purpose

To act as a forum for quality enhancement initiatives including preparation of the Annual College Reports for AcB.

Membership

All Heads of Department/Faculty and Programme Manager(s)

Terms of Reference

Heads of Department Committee has the responsibility to:

- ensure Departments and Faculty are applying College academic policies and procedures
- discuss individual Annual Course Monitoring Reports for each department and prepare APMR report for the awarding organisations (Pearson) and Falmouth University;
- prepare the College's Annual Report for each external academic body;
- support and stimulate learning and teaching activity in Departments in the context of the College Teaching, Learning and Assessment Strategy, evaluate activity and make recommendations for changes to enhance performance and
- Oversee and monitor the development and delivery of Courses

Frequency of Meetings

At least twice per semester

Quoracy

The Chair and at least three members must be in attendance.

Reporting lines

The Heads of Department Committee reports to AcB.

Assessment Boards (AsB)

Purpose

Each Department is required to have an Assessment Board (AsB).

Membership

- Head of Department (Chair)
- Head of Department of another department (Observer)
- All internal verifiers/ moderators
- All Department teaching staff
- The Chief Examinations Officer
- External Examiner (Falmouth University Board)
- Quality Manager or member of Quality Assurance team (Falmouth university Board)
- Falmouth link tutor (Falmouth University Board)

Terms of Reference

To make recommendations on:

- to receive and review tabled academic appeals.
- to confirm that College regulations have been applied consistently and fairly for all students;
- to receive the minutes of its previous substantive meeting and agree the final version as a true and accurate record, and note any matters arising from them;
- to receive and confirm individual assessment marks and overall module marks for each student;
- to assign credit to individual students on the basis of the confirmed marks;
- to record any change(s) to the marks received by Internal Moderators including a rationale for any change(s);
- to receive reports from External Examiners, as appropriate, concerning the standards achieved by students and the quality of the provision; and
- to report to, and in the format and frequency required by, Academic Board.
- To receive and review Exceptional Extenuating Circumstances applications
- Cases of cheating and plagiarism
- Progression of students on to the next stage of their Course

Frequency of Meetings

The AsB's meet annually or at the end of each semester (as necessary).

Extra ordinary meetings may be called by the Chair of the Assessment Board to consider specific matters that need the Boards decision before the next scheduled meeting.

Quoracy

The Chair, at least two internal verifiers and 60% of teaching staff (including any teaching staff who are internal verifiers) must be in attendance.

Reporting lines

AsB reports to AcB.

Misconduct Committee**Purpose**

This committee considers formally more serious charges of misconduct involving staff and students.

Membership

- Vice-Principal (Academic Affairs) (Chair)
- Two Heads of Department/Faculty
- Two members of teaching staff from different Departments / Faculty [for matters involving students] or
- Two members of staff designated by the Chair [for matters involving staff]

Terms of Reference

The Misconduct Committee has responsibility to:

- Consider students' academic misconduct
- Consider students' non-academic misconduct (Students' Disciplinary matters)
- Consider students' complaints
- Consider staff complaints

Frequency of Meetings

The Misconduct Committee will meet when an alleged act of misconduct needs to be considered.

Quoracy

The presence of the Chair and at least two members

Reporting lines

The Misconduct Committee reports to AcB.

Student Affairs Committee (SAC)

Purpose

The SAC is the College's main forum for considering (gathering, analysing, responding to and feeding back on) student feedback on academic and non-academic matters, including learning resources, IT, student support and welfare and counselling.

Membership

- Head of Department (appointed by AcB) – Chair
- Two members of teaching staff (to include one who holds the role of personal tutor)
- One student representative from each Staff Student Liaison Panel
- The Staff/Student Liaison officer (secretary of the committee)
- A member of staff from the examinations office

Terms of Reference

The Student Affairs Committee has the responsibility to:

- implement and monitor mechanisms to facilitate the student voice and to secure and act upon students' views and feedback
- receive reports from Staff Student Liaison Panels
- receive and make recommendations on summary reports of student evaluations at the Course and College level
- report to each AcB on matters considered
- provide a forum for students to raise concerns about academic and non-academic matters
- oversee College feedback to students

Frequency of Meetings

At least two times per semester

Quoracy

The presence of the Chair and at least three members of College staff and three student representatives

Reporting lines

The Student Affairs Committee reports to AcB

Course Staff Student Liaison Panels report to SAC.

Widening Participation Committee (WPC)

Purpose

The Widening Participation Committee (WPC) aims to strengthen the College's audit of widening participation in the light of its registration with the Office for Students; its support for ensuring greater opportunities for under-represented students and its desire to ensure the new Access and Participation Plan (APP) supporting widening participation is appropriately monitored, evaluated and reviewed.

Role: To monitor, evaluate and review the performance of the College with respect to widening participation.

Membership: VP (Academic Affairs) **Chair;** One academic staff member, Data Analyst Officer, Access and Participation Officer, Academic Consultant; 3 Student representatives (including at least 1 from an under-represented group and one female) 2 external specialists in access and participation

Terms of reference

The Widening Participation Committee has the following responsibilities:

- To continuously review the College Access and Participation Plan (APP)
- To monitor access, success and progression of under-represented students (care leavers, disabled, young white males and BAME students)
- To receive a termly quantitative and qualitative performance report from the Management Board (MB) containing:
 - a) Data identifying a breakdown of student access across respective under-represented groups and represented groups.
 - b) Data identifying progressing students entering further higher education Courses and/or full and part time employment across all student groups
 - c) Data identifying success, progression, and attrition across all student groups.
- To measure the above performance against the metrics within the Resource Plan and APP.
- To produce a termly report to the Academic Board

Frequency of Meeting

At least four times per year

Quoracy

The quorum requires attendance of at least 80% of the members including at least one student representative and two external specialists.

Reporting lines

Widening participation Committee reports to AcB

Appointment Period

Each member is appointed for three years and an opportunity for one re-appointment

Teaching and Learning Resources Committee (TLRC)

Purpose

To advise AcB on the College's teaching and learning resources.

Membership

- Head of Department (Chair)
- Two Heads of Department/Faculty
- One tutor from each Course
- The Librarians
- Two student representatives drawn from the pool of Course representatives
- One representative from the IT section

Terms of Reference

The Learning and Teaching Resources Committee has responsibility to:

- make recommendations on the provision of learning resources, including the Library, on line resources, IT and the VLE
- consider and make recommendations to AcB on student feedback on learning resource provision
- keep the resources required to implement the Teaching, Learning and Assessment Strategy up to date
- coordinate the development of resources required for the delivery of Courses
- identify staff development needs and develop staff development Courses
- progressing the College's Digital Literacy Policy
- oversee the development and maintenance of the College VLE content

Frequency of Meetings

The Committee meets twice per semester

Quoracy

The Chair and at least three members and one student representative to be in attendance.

Reporting Lines

The Teaching and Learning Resources Committee reports to AcB.

Staff Student Liaison Panels (SSLP)

Purpose

Each Course shall operate an SSLP. An SSLPs act as a forum for students on a Course to raise any issue. It is also a forum for Course teams to feedback to students on matters raised.

Membership

- Student representatives from the Course
- Head of Department / Faculty (Chair)
- All members of the teaching staff
- The Staff/Student Liaison officer

Terms of Reference

Staff Student Liaison Panels have the responsibility to:

- discuss any feedback from Course students
- respond to any matters raised by Course students
- report to Student Affairs Committee on matters raised by students

Frequency of Meetings

The SSLP meets twice per semester

Quoracy

The Chair and at least 60% of the teaching staff and a minimum of two student representatives.

Reporting Lines

Staff/Student Liaison Panel reports to SAC and chaired by respective Head of Department/Faculty.

College Consumer Affairs Group (CCAG)

Purpose

This Committee monitors and evaluates the College is giving due regard to relevant guidance on consumer protection law when we develop and implement policies, procedures and terms and conditions. It also aims to ensure that students are fully protected as consumers from access through to completion of their studies. The Committee acts as the watchdog of the Consumer Rights Act (2015) and ensures the College is compliant with the legislation.

Membership: One Senior Admission tutor, Academic Consultant; responsible officer for consumer protection; 3 Student representatives (including at least 1 from an under-represented group) external specialist on consumer law.

Role: To monitor, evaluate and review the College's approach to consumer law with respect to protecting students as customers and consumers

Terms of reference

The CCAG has the responsibility:

- To monitor how the College performs with respect to the implementation of new legislation on Consumer Law.
- To ensure the College complies with fair access and admissions procedures
- To monitor and evaluate the complaints handling process at the College
- To monitor all student information for currency and legality e.g. Course handbooks, prospectus, student terms and conditions, learning contract, pastoral care, person specifications etc.
- To receive data for each student complaint
- To receive feedback from the survey collecting the quality of student information
- To monitor the source and provision of appropriate and accurate information
- To review the policy on information management and provision
- To monitor and evaluate the Student Protection Plan
- To review pre contract information in terms of currency and accuracy
- To present a termly oral and bi-annual written report to the Management Board

Frequency of Meeting

The ICCLP meets at least four times per year.

Quoracy

The required quorum is 75% including at least one student representative and one external specialist.

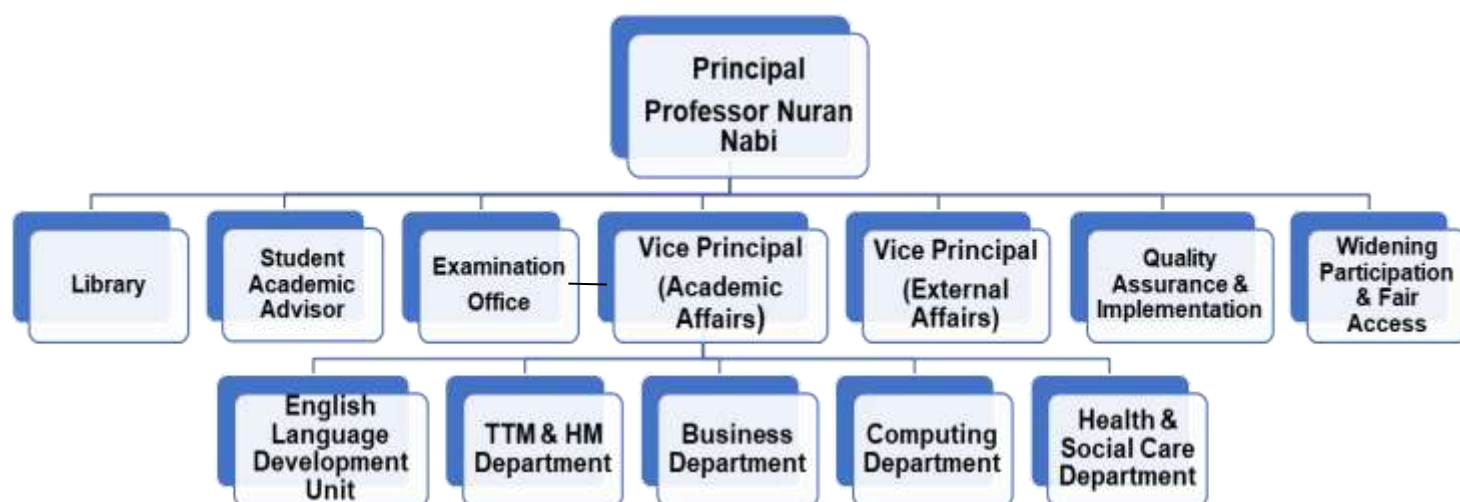
Reporting lines

The In-College Consumer Law Group reports to the Management Board.

Appointment Period

Three years appointment and opportunity for re-appointment

Academic Management Structure



Departmental Structure

The College has four departments and one English Language Development Unit:

- the Department of Business and Management Studies
- the Department of Information Technology
- the Department of Health and Social Care
- the Department of Travel, Tourism and Hospitality Management

Table 3: Current Courses, the awarding organisation and Course duration

BSc (Hons) Business Management Top Up	Falmouth University	1 Year
BSc (Hons) Business and Management with Integrated Foundation Year	Falmouth University	4 Years
BSc (Hons) Business and Management	Falmouth University	3 Years
BSc (Hons) Computing Top Up	Falmouth University	1 Year
BSc (Hons) Computing with Integrated Foundation Year	Falmouth University	4 Years
BSc (Hons) Computing	Falmouth University	3 Years
BA (Hons) Tourism and Hospitality Management Top Up	Falmouth University	1 Year
BA (Hons) Tourism and Hospitality Management with	Falmouth University	4 Years

Integrated Foundation Year		
BA (Hons) Tourism and Hospitality Management	Falmouth University	3 Years
BTEC Level 5 HND in Business	Pearson	2 Years
BTEC Level 5 HND in Computing	Pearson	2 Years
BTEC Level 5 HND in Health and Social Care	Pearson	2 Years
BTEC Level 5 HND in Hospitality Management	Pearson	2 Years
BTEC Level 5 HND in International Travel and Tourism	Pearson	2 Years

Post holders with a role in assuring and enhancing the student experience

The following have a role in assuring and enhancing the student experience

Principal

The Principal is the Chief Academic Officer, Chair of Academic Board, Chair of Prevent Lead Team, Pearson Quality Nominee and is Line Manager of the Vice-Principals, Examinations Officer and librarian. The Principal will delegate some of the role and responsibilities to Vice-Principals as appropriate in consultation with the other senior manager (Managing Director).

The Principal's responsibilities include:

- a) To foster and maintain a clear vision for the future of the College that reflects its educational mission and where practicable to widen the opportunities for such experience in the community.
- b) To ensure that the College curriculum is academically and financially viable and consistent with College objectives, funding, learner recruitment targets and measures for success.
- c) To ensure that College adheres to its stated values and mission.
- d) To ensure the corporate mission and strategic direction of the College is clear, understood and embraced by staff and students.
- e) To focus the College's efforts on raising the quality of education to generate year on year improvements in results.
- f) To empower students to be pro-active participants in their learning and to use student feedback to support quality improvement.
- g) To ensure the learning, pastoral and social environment for all students is one of high standards of behaviour, respect, safety and fairness.
- h) To ensure that the College curriculum is delivered in a manner which is coherent, effective and efficient.
- i) To ensure that processes to ensure the quality of teaching, learning and assessment are rigorous and provide a robust basis for improvement.
- j) To ensure the College is well placed to meet the requirements of the awarding organisations (Pearson and Falmouth) and expectations, quality agencies such Quality Assurance Agency (QAA).
- k) To inspire staff to perform to the highest levels of their ability and that teaching staff demonstrate high ambitions for their students.
- l) To ensure that staff are properly qualified, motivated and encouraged to obtain the best possible results from students.
- m) To ensure that demanding targets are set and achieved throughout the organisation, where quality and performance are monitored rigorously.
- n) To ensure that the College complies with current Health and Safety At Work Act 1974.
- o) To ensure that internal communications within the College are effective.

- p) To Liaise with the Colleges' awarding organisation(s).
- q) To act as a Pearson BTEC Quality Nominee.
- r) To oversee the process of certificate claim and registering students on the Pearson website.
- s) To oversee BSc (Hons) Business and Management Degree Course delivery.
- t) To appoint the Chairs of the subcommittees of the Academic Board.

Other responsibilities include:

- a) To ensure the provision of staff development activities, both internal and external, which facilitate academic development and delivery
- b) To oversee the College's compliance with Prevent requirements.

Managing Director and Director of Admissions

The Managing Director (MD) is the Chief Administrative Officer, Chair of Management Board and the Accountable Officer to OfS.

The Managing Director (MD) manages the following sections: Student Counselling and Careers, Marketing, Compliance, Finance, Student Attendance, Monitoring and Reporting, Admissions and Enrolment and IT Support. Responsibilities include:

- a. As the College's Accountable Officer, is responsible for ensuring compliance with the requirements of the Office for Students.
- b. Overseeing the implementation of the strategic plan and reporting to the Board of Governance on performance.
- c. Managing the overall operations of the Company including effective management of human resources, the estate, data and management information systems.
- d. Ensuring that the College remains financially sustainable.
- e. Ensuring an effective system of internal control and risk management.
- f. Designing, implementing and monitoring an effective recruitment strategy.
- g. Overseeing all aspects of the admissions process including:
 - operational planning and development;
 - compliance with accreditation requirements;
 - liaison with SLC;
 - the implementation of policies and procedures relating to student recruitment;
 - recruitment of agents and ensuring continuing agent compliance with regulatory bodies requirements;
 - general admissions and enrolment advice to prospective students;
 - final decision-making authority on student matters and
 - staff development activities, both internal and external, which facilitate the administrative and compliance activities of the College.

Chair of Board of Governance

The Board of Governance elects a Chair who is preferably a non-executive director. The Chair is responsible for Board leadership in pursuit of shareholder interests, the pursuit of Company goals and compliance with OfS and other regulatory requirements.

The Chair works closely with the executive directors and secretary to ensure that agendas address essential requirements; that meetings are held when needed and that the Board of Governance is informed by timely and reliable reports and data.

The Chair will ensure that decisions reflect collective views and that the interest of students are given due priority.

The Chair supports Board of Governance' and committee members by ensuring they have adequate induction and training and that they are subject to appropriate performance appraisal.

In the event of a non-executive Chair being unavailable, the Principal will act in the role of Chair until a suitable external candidate is found.

College Secretary to the Board of Governance

The Board of Governance appoint a College Secretary who is a member of staff line managed by the Principal but with right of access to the Chair of the Board of Governance and the Managing Director. The duties are:

- a. To ensure compliance with corporate governance and other financial and legal regulations.
- b. To ensure compliance with OfS regulatory requirements.
- c. To manage shareholder administration and communication.
- d. To provide strategic advice to the Company's Board of Governance and
- e. To manage Board and committee meetings, including agendas, papers and minutes.

Vice-Principal (Academic Affairs)

The Vice Principal (Academic Affairs) reporting to the Principal,

Responsibilities (delegated by Principal as per P.29 of Governance Manual):

- the manager of all Heads of Department/Programme Managers, and EDLU unit
- supporting the development of the College's Mission Statement;
- chairing HoDs Committee, Misconduct Committee and Widening Participation Committee;
- coordinating and overseeing the processes of faculty and staff selection and retention;
- advising the College Principal on College policies and procedures implementation, especially in the academic area;
- ensuring that the College's teaching activities are implemented in a way which is consistent with the maintenance of the highest academic quality, standards and enhancement;
- ensuring the operation of the College's agreed quality assurance mechanisms, in such areas as Courses approval, Course review, student evaluation of teaching, assessment and responses to external examiners' reports;
- ensuring College standards of teaching, learning and assessment map with the requirements of the awarding organisations;
- leading the overall management of the College VLE environment;
- engaging with, and responding to, awarding organisations EEs reports;
- overseeing the induction of new students;
- overseeing the pastoral support of students;

- overseeing student engagement and the College commitment to the student voice;
- engaging with, and responding to, surveys of student views e.g. NSS;
- serving on the Management Board and Academic Board.
- VP Academic will work in liaising with VP external affairs
- Any other duties assigned by Principal in Consultation with the Managing Director

Vice-Principal (External Affairs)

The Vice Principal (External Affairs) reporting to the Principal

Responsibilities (delegated by Principal as per P.29 of Governance Manual):

- oversees College external affairs;
- the development of the College's Mission Statement;
- Managing the partnership with Partner University including:
 - a) coordination;
 - b) development;
 - c) report writing;
 - d) relevant linked board membership;
 - e) overseeing delivery of the programmes to the appropriate standard;
 - f) managing staff delivering validated programmes;
 - g) building the academic team.
- advising the College Principal on College policies and procedures implementation, relevant to effective delivery of the university partnership;
- supporting external development of partnerships industrial, commercial, social and educational to nurture effective access and participation for under-represented students;
- engaging with, and responding to, surveys of student views e.g. NSS on university validated programmes;
- serving on the Management Board and Academic Board.
- VP external affairs will work in liaising with VP Academic
- Any other duties assigned by Principal in consultation with the Managing Director

Quality Assurance and Implementation Manager (QAIM)

The Quality Assurance and Implementation Manager reports to the Principal, maintains the currency of the QAEM and liaises with the Vice Principals on academic standards.

Responsibilities include:

- Support the College Principal in the preparation and coordination of the processes related to academic review and internal operational management across all College programmes.
- Produce and update the College's Quality Assurance Manual and ensure that checks are undertaken, and data produced, for such things as the HESA Return; access and attrition and progression data reporting; student consumer action group; assessment boards and other deliberative groups and committees.
- Review and monitor progress across all College action plans in response to external and internal reports – for example, OfS, DfE, external examiners and awarding bodies.

- Provide accurate data and commentary (qualitative and quantitative) and course reports for internal and external committee meetings as required.
- Ensure all policies and procedures are annually updated and produce the Academic Calendar for Pearson and Partner University programmes.
- Undertake such other duties from time to time, as assigned by, and agreed with the Principal and to also liaise with the two Vice-Principals.
- Membership of the Management Board and Academic Board, together with membership of such other groups and/or committees as shall be required/deemed appropriate from time to time.
- Produce the annual academic calendar, in advance for Pearson and Partner University programmes.

Heads of Department

The Heads of Department academically lead each department and its programmes (Pearson and Partner University validated programmes) reporting to the VP (Academic Affairs).

Responsibilities include:

- Convening and chairing the Assessment Board of another faculty or department, liaising with the External Examiner and overseeing the arrangements of all materials sent to the Pearson SVs (EEs) and Falmouth University programme leaders;
- monitoring tutors, their start and end time of lectures including break time;
- preparing and timely distributing assignment briefs on the ICON VLE;
- monitoring teaching methods & quality of lectures as per syllabus and Scheme of Work
- collecting informal oral feedback from students at the start of the semester (week 2-3) and identifying any trends and /or concerns
- arranging peer observations every semester;
- monitoring student attendances in classes and arranging extra classes (if necessary) to cover absentees' and late comers' lectures;
- monitoring tutor in motivating students and preparing for assignments;
- managing ICON VLE use by the respective department on academic matters;
- approving and monitoring teaching materials being uploaded on the VLE;
- moderating assignments
- monitoring feedback (formative) given by the tutors in class;
- ensuring tutors notify Monitoring Team list of students not submitting formative feedback and assignments at the end of semester;
- monitoring number of assignment submissions;
- guiding and building study skills for students, especially for first semester students such as how to write an assignment;
- monitoring student progression
- preparing the list of subjects to be allocated to students for following semester based on their progression in previous semesters as per College progression policies as soon as the result is published to avoid inconveniences in preparation of class attendance registers and allocation of tutors;
- referring student to relevant person for student counselling;
- arranging personal tutorials or additional sessions for students who need extra support to submit assignments to increase submissions rate;
- re-arranging substitute classes for tutors missing classes due to emergency or Bank Holidays and notify the Vice-Principal (VP-Academic) and Principal at earliest possible;

- monitoring teachers feedback and marking schemes in assignments randomly for consistency (specially for new tutor) as per College standard;
- arranging one to one sessions or workshop especially with new tutors to familiarise with College standard and method of teaching and assessment;
- taking a reasonable number of teaching sessions;
- participating in the preparation of QAA and other external bodies' visits and
- dealing with first stage of the complaint procedure with relevant complaints from students and tutors of the respective department;
- notifying senior management of any specific needs for any resources e.g. new tutors, books, magazines etc. to enhance quality of teaching;
- summarising the main points raised in unit evaluation by all tutors and reporting to the relevant committees on time;
- regularly meeting with tutors and reporting to the VP on issues identified;
- involvement in recruitment of students for respective departments;
- reporting the SSLP meeting outcomes to the relevant committees;
- chair appropriate committees and
- serving on the Management Board.

Deputy Head of Department for Business

The Deputy Head of Department contribute to the leadership and management of the department and the fulfilment of the department development, reporting to the Vice-Principal (Academic).

Responsibilities include:

- Manage the Falmouth University' BSc (Hons) Business and Management course and operational plans to deliver the course.
- Be a member of the Academic Board.
- Work as a link tutor with Falmouth University for BSc (Hons) Business and Management course and Top-Up course
- Coordinate the activities of the degree course and Module Leaders
- Monitor the Course Delivery Team and review the Scheme of Work (SoW), Assignment briefs and lecture notes.
- Monitor tutors' performance, their start and end time of lectures (including break time).
- Prepare the Assignment briefs on the ICON VLE and ensure timely distribution.
- Monitor teaching methods and quality of lectures as per course syllabus and SoW.
- Collect oral feedback from students at the start of the semester (Week 2-3).
- Investigate any evidence low class attendance to determine the cause, and collaborate with the Monitoring Team to ensure appropriate and effective remedial action.
- Monitor class attendances and arrange extra classes (if necessary) to cover absentees' and late comers' lectures.
- Manage the academic content on the ICON VLE relating to the Department.
- Approve and monitor teaching materials uploaded on the ICON VLE.
- Monitor marking and timely download the grades from the ICON VLE.
- Arrange with the tutors to give extra VLE session during term time or towards the end of the semester before assignment submission.
- Monitor formative in-class feedback given by tutors.
- Ensure tutors notify the Monitoring Team about students not submitting assignment for formative feedback and end-of-semester assignments.
- Monitor the number of assignments submitted.

- Ensure the timely receipt of formal student feedback (Week 4-5) and take appropriate action where necessary
- Monitor student progression and ensure students are allocated correctly to courses/modules (including repeat classes).
- Facilitate in the timely preparation of the next term's class registers and allocation of tutors by preparing list of subjects to be allocated to students. (IN line with the College progression policies, these subjects will be based on their progression in the previous semester and will be acceptable as soon as their results are published).
- Act to improve the assignment submission rate by arranging personal tutorials or additional sessions for students who need extra support.
- Arrange substitute classes for tutors missing classes due to emergency or Bank Holidays and promptly notify the Vice-Principal (Academic).
- Randomly monitor for consistency in conforming to the College standard, tutors' feedback and marking schemes in student assignments, especially for new tutors.
- Teach a reasonable number of classes.
- from students and tutors by following College procedures.
- Submit summary and timely reports on the main points raised by tutors in course evaluation to the Management Board and other relevant committees.
- Participate in student recruitment for relevant departments.
- Prepare student references.
- Compile end-of-semester module/unit reviews.
- Prepare the Course Review report at the start of every academic year (October).

The above responsibilities are subject to change at the discretion of the Vice Principal (Academic) and Principal as they may include other responsibilities from time to time.

Chief Examinations Officer (see The Examinations Office responsibilities)

Student Career and Welfare Officer (see Student Counselling and Careers responsibilities)

Librarian

Reporting to the Principal the role of the Librarian is as follows:

- To perform all library related duties.
- Be responsible for day-to-day management of the library.
- Be responsible for ensuring the security of the library stock and the checking in and out of all library materials by staff and students.
- To make recommendation on the provision of learning resources.
- To assist students in the effective use of the library.
- To provide guidance to students during induction regarding library provision and usage of the same.

Examinations Office

The role of the Examinations Office is as follows:

- Preparations of class timetable.
- Room allocation.
- Publication of the students results - end of every semester.
- Contributing to the preparation of the Annual Report.
- Uploading lecture notes onto the ICON VLE.
- Uploading assignment briefs and supporting materials onto the ICON VLE.

- Transcript printout for external purpose based on student's request
- Student registration with Pearson.
- Withdrawn/Reinstate of students with Pearson.
- Students' circumstances update with Pearson – Name change, Course change, etc.
- Preparation of student results and all the necessary materials for Assessment Boards (AsBs) meetings.
- Following AsBs, Examinations Office claim certificate(s) from awarding organisation (Pearson), which are checked by the Principal before submission.
- Results upload to Pearson and certificate claim.
- Distribution of students' final award certificates.
- Preparation of Progression report - every semester for every student.
- Internal Verification support for all Departments and sampling.
- Overseeing the internal verification of every student's work during his or her study period at ICON.
- Tracking and monitoring students' assignment submission during their study period at ICON.
- External Examiner visit preparation & support on the visit day.
- Monitoring students' academic appeal.
- Monitoring students Exceptional Extenuating Circumstances (EEC) case.
- Overseeing the update of the results on (ICTM) & informing the change to the students (if any).
- Contributing to the compiling statistical and student-based reports on progression for the purposes of monitoring and reporting to external agencies (such as HEFCE, HESA, DfE and SLC).

Marketing

The Principal and Managing Director undertake and manage all marketing activities for the College in consultation with Heads of Department and external consultants. The Senior member of Management Board signs off all marketing materials.

Student Attendance, Monitoring and Reporting

The College undertakes student attendance monitoring and reporting in the following way:

- Monitoring student attendance and preparing necessary reports for action.
- Contacting students regarding attendance, including the distribution of attendance warning letters, texts and emails.
- Dealing with student queries regarding attendance (in person/telephone/email).
- Processing and recording student requests for authorised absence, Course change, deferral, withdrawal and re-joining, etc.
- Updating ICTM with relevant student information.
- Creating Class groups on ICTM, registering students in the class groups, preparing attendance books for students and tutors.
- Compiling statistical and student-based reports on attendance for the purposes of monitoring and reporting to external agencies (such as HEFCE, HESA, DfE and SLC).
- Entering decisions and generate offers using the College ICTM system with the aim of 100% accuracy.
- Establishing and maintaining close links with a wide range of academic and administrative staff and College student support services.

- Providing general admissions and enrolment advice to prospective students.
- Providing general administrative advice to students.
- Processing student requests (issuing all letters e.g. enrolments, council letter, TFL discount authorisation, ID Cards, etc.) and responses to requests for information forwarded by the Director of Admissions and Principal.
- Replying or preparing replies (emails, letters, faxes) for the Director of Admissions for correspondence queries.
- Filling, data entry and updating files of new students.

Student Counselling and Careers

The student counselling and careers service offers the following support for students:

- Responsible for providing advice and assisting students with regard to employment opportunities both during and after their studies
- Advising students on CVs, cover letters and interviews
- Responsible for keeping up-to-date with relevant job opportunities and engaging with relevant external agencies to facilitate student employment opportunities
- Responsible for providing accommodation advice to students and engaging with relevant external agencies to facilitate the same
- Working closely with the students' representatives to provide relevant support
- Providing active guidance to new students during the induction period
- Organising extra-curricular activities including various parties, study tour and so on.
- Producing a range of information leaflets for students on the range of issues facing them
- Guiding prospective students regarding their Courses during open days
- Responsible for advising and counselling the College students
- Actively involved in student induction sessions
- Arrange student representatives election
- Conduct students feedback survey every semester for every unit taught
- Provide career advice, welfare issues to disabled student's e.g. physical disability, mental health's, etc.
- Provide work placement advice especially to the HSC students
- Act as a conduit between staff and student

IT Support

The College offers the following IT support for students:

- Student and admin server administration which includes daily backup as well as updating, patching and monitoring
- Resolving day to day IT issues for the students and tutors
- Monitoring student computer Lab's and checking on virtualisation of computers including staff and Lab workstations.
- Maintaining and creating the IT account for entire College
- New software hardware requirements, contacting various IT vendors and manufacturers, completing the orders based on management approval
- Maintain all the IT labs (including Library) in full operation/optimised mode.
- Provide technical support to all tutors during classes (e.g. classroom PC/projectors/sound systems/finger print system etc.)

- Provide technical support to students when submitting their assignments online
- Provide technical IT support to students and register students finger prints
- Maintaining Licenses of all the College software's
- Provide full technical support to disabled students
- Monitor and keep a record of all equipment (e.g., finger print/projectors).

Admissions and Enrolment

The College manages its system of admissions and enrolment in the following way:

- The College manages the admissions processing of a portfolio of Courses in close liaison with academic departments, applying agreed criteria to support admissions decisions made by academic departments to be consistent and fair.
- It is responsible for advising prospective students.
- It handles telephone and email enquiries from prospective students and agents independently and in a timely and professional manner.
- It provides practical advice and assistance with the completion of application forms and enrolment documentation, as required to meet individual applicants' needs.
- It processes incoming applications for all Courses, checking qualifications, the validity of decisions and authenticity of results.
- It maintains appropriate records, including details of student enquiries, applications, interviews and offers, using both manual and the College ICTM systems as appropriate.
- It provides information and guidance for students with disabilities and make practical arrangements to meet specific needs in accordance with College policy and the requirements of the Equality Act 2010.
- It is responsible for scrutinising prospective student's file, arranging English test and scheduling interviews with the relevant HoDs/Tutors.
- It updates the ICTM system (Database) with relevant student information.
- It establishes and maintains close links with a wide range of academic and administrative staff and College student support services.
- It provides administrative support on open days and during student induction.
- It assists on registration and enrolment of new students in ICTM.
- It handles admission related follow-ups.
- It deals with agents.
- It provides the Student Loan Company (SLC) with related support.

Programme Manager

The Programme Manager is responsible for the effective delivery and assessment of the Pearson BTEC Higher Nationals and works under the respective HoD. The Programme Manager also act as an Assessor and/or Internal Verifier

Assessor

An Assessor is anyone responsible for the assessment of students and acts under the guidance of the Head of Department or Programme Manager. Typically, Assessors will devise assignment briefs, deliver the unit of study and assess the evidence produced by students against the *assessment criteria in the Course specification*.

Internal Moderator/Verifier

Internal Moderator/Verifiers are appointed by the respective HoD/Programme Manager subject approval of the Principal/VP (Academic) and conduct quality checks on assessment processes and practice to ensure that they meet national standards and that all students have been judged fairly and consistently. Internal Moderators/Verifiers can be anyone involved in the delivery and assessment of the unit that is able to give an expert “second opinion”. Internal Moderators/Verifiers may also be Assessors but may not internally modify/verify assignments or assessment decisions for the units they teach.

External Examiner

External Examiners ensure that the Course is meeting national standards. They are appointed by the awarding organisations (Falmouth University and Pearson) and are not employed by the College. Their role is essentially that of an external examiner, they do not mark work but externally verify the decisions made by internal moderators/verifiers. They sample students’ work at various levels of achievement and look for evidence of fairness, consistency and that assessment decisions are based on the qualification criteria for achievement.

Part 2 Course (Re)Approval

Course Approval

Responsibilities

Pearson is responsible for designing and approving the HN qualifications and gaining recognition of them by Ofqual.

The College's role in the approval and reapproval process is to focus on making sure learning and human resources are available for students and that relevant documentation is available to Pearson to grant approval.

ICON College currently has approval for:

Programme	Awarding organisation	Approved to date
BTEC Level 5 HND in Business	Pearson	31/08/21
BTEC Level 5 HND in Computing	Pearson	31/08/22
BTEC Level 5 HND in Healthcare Practice (Integrated Health and Social Care)	Pearson	31/08/23
BTEC Level 5 HND in Hospitality Management	Pearson	31/08/23
BTEC Level 5 HND in International Travel and Tourism Management	Pearson	31/08/23

The College will seek to renew its approval for each of the above Courses upon expiry of the approval (approved to date) and may be eligible for Pearson's Automatic Approval process, subject to the College meeting the eligibility criteria that is in operation at that time.

Courses validated and approved by Falmouth University to be offered from February 2021

BSc (Hons) Business Management Top Up	Falmouth University	1 Year
BSc (Hons) Business and Management with Integrated Foundation Year	Falmouth University	4 Years
BSc (Hons) Business and Management	Falmouth University	3 Years
BSc (Hons) Computing Top Up	Falmouth University	1 Year
BSc (Hons) Computing with Integrated Foundation Year	Falmouth University	4 Years
BSc (Hons) Computing	Falmouth University	3 Years
BA (Hons) Tourism and Hospitality Management Top Up	Falmouth University	1 Year
BA (Hons) Tourism and Hospitality Management with Integrated Foundation Year	Falmouth University	4 Years
BA (Hons) Tourism and Hospitality Management	Falmouth University	3 Years

ICON College Course (Re)Approval Procedures

When the College introduces a new Course (whether it is awarded by Falmouth University or Pearson or by another organisation) the following Course Approval Procedure will be carried out. In terms of Pearson Courses, the College will carry out Course Approval process in advance of adopting a revised Pearson Course. In both instances, AcB will be responsible for receiving and acting on the Course Approval reports.

Course Approval Process

For the Pearson Courses the purpose of Course Approval Process is to ensure there is sufficient demand for the Course, it meets employer needs and that sufficient resources (physical and human) are in place to deliver the Course.

Course Approval Criteria and Procedures for University Courses

The College operates the following procedures to assess viability of introducing courses with the potential for successful academic and business development. A proposal for a new Course (see pro forma) is raised at the Management Board by the Principal or as a result of other senior staff putting forward a proposal to the Principal. The Management Board uses a number of set criteria as follows:

- Does the Course fit with ICONS culture, values, ethos and current academic offer?
- Will the Course unfairly compete with other ICON programmes of study or enhance ICON's standing in HE?
- Will the Course increase student number?
- What resources in terms of staffing; classrooms; IT equipment; other learning resources are required?
- Will it achieve the Management Boards required resource assessment?
- Is the Course marketable?
- What external advice has been collected?
- Have academic staff and student representatives been consulted?

If the Course proposal meets the stated criteria to the satisfaction of the Management Board, and drawing upon Academic Board advice, the proposal is referred to the Board of Governance-which may:

- a) Approve it to go forward.
- b) Ask for scrutiny by the Finance and/or Audit Committee prior to approval.
- c) Send it back to the Management Board for additional clarification or
- d) Reject the proposal.

Following BoG approval, the Principal will form a 'Course Review Team' (CRT) to begin development process. The role of this team will be to construct a viable Course programme and gain the appropriate validation and approval from the awarding organisation. If successful validation is achieved the responsibilities will be taken on by either the existing Course Team or,

for a new Course, the College will recruit an appropriate Course team. In the development phase, the CRT Leader, identified by the Principal and Vice-Principal (Academic), will work with any other colleagues and/or consultants to answer the following questions:

- What is the likely demand for the new Course?
- How many new units will need to be delivered?
- How best can the new units be delivered?
- Who will be the Course leader?
- What additional staff expertise is needed to ensure the new units can be delivered effectively
- What additional learning resources will be needed for the Library and computer suites?
- How will the new Course be marketed?
- What will be the first year of delivery of the Course?
- Are there sufficient classrooms to deliver the new units?
- To what extent do existing support services need to be developed to accommodate the new students?
- To what extent does the College's Teaching, Learning and Assessment Strategy need to be revised to accommodate the new Course?
- What preparations need to be considered with regard to developing VLE material in advance of delivery of the Course?
- What are the views of stakeholders (current and recent students and employers) about the new Course?
- What are employer expectations and what are the employment opportunities?

The CRT will keep the Academic Board aware of academic progress within the Course Approval Process by regularly reports. The BoG alone can sign-off the *Application to the Awarding Organisation for Approval* form once the above questions and development criteria have been satisfactorily answered. The Principal will then seek formal approval from the relevant awarding organisation.

Revised Pearson Courses

Prior to introducing a revised Pearson Course similar questions to those above will arise. Therefore, a CRT will be established for each proposal to revise a Pearson Course and who will seek approval from BoG to run the revised Course.

Course Modifications

Significant changes to the HND Courses, such as changes of units, Course hours etc. must be approved by the AcB before implementation. Decisions relating to operational matters, such as days of attendance, allocation of tutors to units etc. will be made by the relevant HoD in consultation with the VP (Academic).

The College must seek approval from the University for any proposed modifications in accordance with University Modifications Procedures if they wish to make changes to the Course and/or Module Descriptors in BSc (Hons) Courses.

The University will decide the manner of approval required for the proposed change. All changes should be made ahead of the academic year to which they apply.

Course Withdrawal Process

From time to time, it may be necessary for the College to withdraw a Course from its provision and prospectus. This will generally be due to falling demand for the Course and when the Colleges marketing has failed to attract sufficient numbers of student to form a viable cohort. The decision to withdraw a Course will be made by the Colleges MB. When a Course withdrawal decision is made, the following will be applied:

- The AcB will be advised of the decision at its next meeting
- The MB will ensure that reference to the withdrawn Course is removed from all Public Information
- Students already enrolled and working towards the Course will be permitted to continue the Course for the normal duration of the course
- Where a student completes study/teaching of the Course, but has not completed assessment, they will be given a final date for submission which will be within 2 months for the date of withdrawal of the Course.
- For the Falmouth University Courses any decision to suspend or cease a course must follow the University's Policy. The process for managing and communicating the suspension or cessation will be approved by the University.
- As a student's Course Registration is with awarding organisation (Pearson) for a period of five years, where a student has not completed all units, the College will inform awarding organisation (Pearson) of the units achieved as this will permit the students to complete the Course at another College should they so wish.
- The Admissions section will advise all applicants that the Course is no longer available.

Part 3 Publicity and Marketing

Introduction

The provision of appropriate and accurate published information about the College is a vital component of the successful operation of the College as a business organisation. Public information includes website content, VLE content and printed material. It covers introductory information about the College and its Courses, marketing and promotional material, Course specifications, the student handbook and Course handbooks and assignment briefs, along with other Course related documentation.

Aims

The overall aim of the policy is to ensure that all public information produced by the College and its learning opportunities is accurate, accessible, and trustworthy and fit for purpose.

Branding and logo use procedure

This procedure governs the use of all College trademarks for any purpose and applies to the entire College system. Departments and individuals may only use College trademarks as permitted by this procedure. The following applies to all uses of College trademarks:

- College branded elements must appear prominently on all official communication and marketing materials.
- The use of taglines, icons or graphics as logos or in logos for College units is prohibited.
- No College trademark may be altered.
- The www.iconcollege.ac.uk website must be used as an official website.
- Use of College trademark in print and electronic materials including email and social media must adapt to brand requirements.
- The use of official College letterhead and business cards is required in all matters of official College business.
- Any use of College trademark on commercial merchandise is prohibited unless produced through an appropriately licensed supplier.

Use of College Trademarks and Logos

- Departments and other Sections
Departments and Sections are required to use the College logo in connection with official College business.
- By Tutors, Staff, and Students

No individual tutors, staff, student, or group comprised of the aforementioned individuals may use any College trademark or refer to his or her affiliation with the College, in any manner that suggests or implies College support or endorsement of a point of view or personal or political opinion, business, activity, movement, or program that is not official College business. If there is potential for confusion in a statement describing affiliation with the College, one should dispel confusion by adding a disclaimer stating that the College is not involved in the business, activity, movement, or program.

Prohibited Uses of College Trademarks

Neither the name of the College nor any College trademark may be used in any way that gives a false impression, is misleading, or could cause confusion regarding the College's relationship with any person or entity. Statements that the College is a user or purchaser of a product or program are permitted if true. Statements that convey or imply the endorsement of a commercial product or service are prohibited.

Violations

If a violation of this policy is identified, sections will be required to work with the College to determine the action needed, which may include redesign of print and/or electronic materials. With respect to all violations of this policy, the College reserves its right to seek appropriate remedies under applicable England and Wales laws.

Procedure for sign off of published information

Senior Management Team is responsible for the sign off the College published information as described below:

1. Descriptions of academic Courses including;
 - Accurate description of the Course, modules, facilities, staff expertise
 - Accurate use of terminology including award titles
 - Reasonable information about learning and career outcomes that can be supported by evidence
 - Correct and appropriate use of external endorsements, quality ratings, and information about professional accreditation
 - Correct contact details
2. Course Handbooks
3. Staff Handbook
4. References to the fees
5. Communication of entry requirements, application forms and admissions procedures
6. Marketing information relating to events and student services
7. The College's website that includes all information for Courses, admissions, student support. It is also the main online presence and representing the College in the online public domain.
8. The College Virtual Learning Environment (VLE) which is a resource for current students

that enables them to access Course, unit and general information

9. 'Advertisements' – text/image which appears in an external publication or online, where that appearance is paid for by the College
10. The College website which is a resource for potential students and marketing
11. All posters placed around the College campus

Anyone requesting changes to public information is required to complete the “change control form” and seek authority for change from the Principal.

University Partnership Sign-off

Where the published information being provided regarding university validated programmes is concerned (or any other information relevant to the partnership) the College is required to request a sign-off by the University.

Website and online media

The Senior Management Team is responsible for the accuracy of the online presence of the College. Marketing must ensure, through a locally arranged process of regular review and thematic audit, that information is accurate, substantiated and appropriate.

Any images, video or music must be the copyright of the College or where this is not the case, be used with permission.

The Senior Management Team also monitors all digital outlets for potentially offensive material and aims to ensure that any material is removed as appropriate. Social networking sites badged as belonging to the College, departments or functions must be managed appropriately, with processes in place to deal with user-created content and behaviours of participants who may not be formally part of the College.

Part 4 Admissions

Scope

This policy and related procedures applies to all applicants who are seeking admission to a Course of study at ICON College of Technology and Management.

Introduction

The College seeks to implement admissions criteria that are clear, fair, explicit and consistently applied. Applicants will only be admitted to a particular Course of study if they are deemed suitable in terms of prior academic attainment, work experience (where relevant), English language proficiency, and demonstration of a commitment to study.

No applicant will be admitted without an interview conducted by the relevant Head of Department or Senior Admissions tutor. All applications will be subject to procedural error check by the Director of Admissions. As a quality check, Principal/Vice-Principals will sample the admissions folder to ensure the quality of the admission/enrolment procedure has been carried out effectively.

Access to Study

The Colleges policy in relation to access to our Courses is that:

- Courses will be available to everyone who is capable of reaching the required standards
- Courses will be free from any barriers that restrict access and progression
- There will be equal opportunities for all those wishing to access the Courses

Equality and Diversity

The College is committed to ensuring that its selection, admissions and enrolment procedures actively promote equality and fairness. The College does not discriminate either directly or indirectly against an applicants' age, race, ethnic or national origin, gender, sexual orientation, religious beliefs, disability, or any other category where discrimination cannot be reasonably justified.

Applicants are encouraged to disclose a disability, specific learning difficulty or long-term health condition at the application stage to ensure the College is able to appropriately advise the applicant and make any necessary 'reasonable adjustments' prior to the applicant starting the Course.

Disclosing a disability, specific learning difficulty or long-term health condition will not impact on the academic decision about whether or not to make the applicant an offer. Applicants are only judged on their prior academic achievements, commitment to study and potential to meet the academic requirements of the Course i.e. learning outcomes and assessment criteria of their chosen Course.

Students with a protected characteristic (as defined by the Equality Act 2010) will not, when they are applying for, or undertaking one of our qualifications, be disadvantaged in comparison to students who do not share that characteristic.

All students will achieve the recognition they deserve for undertaking a qualification at ICON College, and that this achievement can be compared fairly to the achievement of their peers.

Selection procedure

Course Entry Requirements

To meet the entry criteria for admission to level 6 (Top UP) Courses:

A candidate must have:

- HND in relevant subject area

and,

- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course (ICON internal graduates would not go through interview process)
- Where applicants have a formal HND qualification from another educational institution, they may be required to undertake a **two-week** bridging Course before, or at the start of, the semester, based on the judgment of the Senior Admission tutor at interview.

To meet the entry criteria for admission to level five HND Courses:

A candidate must have either:

- 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 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 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 Colleges 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.

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 provided to recruitment agents and explained to all applicants at first contact and at interview.

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 interview.

The Head of Department or Senior Admissions tutor person will interview the applicant to determine 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 Course specification. Note: If a student cannot complete a compulsory 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 procedural error check by the Director of Admissions. As a quality check, Principal/Vice-Principals will sample the admissions folder to ensure the quality of the admission/enrolment procedure has been carried out effectively.

Offer and Enrolment

Following a successful 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. 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 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.

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.

Advice on Recognition of Prior Learning

Recognition of Prior Learning may be of value to 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.

Therefore, 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.

Some Courses require achievement of certain units before study of others e.g. several Computing Courses will require a pre-requisite unit to be achieved before undertaking some other technology units. Therefore, this must be considered during the RPL process.

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

Agent Selection and Recruitment Procedures

The College has developed strong relationships with a number of selected recruitment agents. These agents help applicants in providing initial advice and guidance on the College, its Courses and their entry requirements, and introduce applicants to the College.

Agents do not have an input into the decision whether or not the College makes an offer of a place on a Course. This decision remains solely with ICON College of Technology and Management.

The College will seek the assistance of Agents in following-up students with low attendance or other critical matters where appropriate, and expects an Agents full co-operation with regards to this.

The Director of Admissions is responsible for the selection, recruitment and contracting of Agents involved in student recruitment on behalf of the College, and will maintain a list of approved agents together with copies of contracts issued.

No agent will be engaged to recruit students on behalf of the College unless all of the following conditions are met:

- The agent is operating as a registered company or as a sole trader
- No employee or contractor engaged in another capacity can act as a recruitment agent for the College
- The agent has shown the College, and the College has taken certified copies of, documents pertaining to incorporation and/or any other relevant evidence, including an HMRC Unique Taxpayer Reference (UTR) number
- The signatory of the agent, who must be a named director or sole trader, must provide the College with the original of his/her passport and a copy must be taken of the same
- The College must ensure that all Home Office requirements as to the prevention of illegal working are complied with, including, where necessary, verifying that the agent's signatory is working in accordance with any conditions attached to his/her visa
- The agent must provide a reference that satisfies the College
- The agent must provide the College with all other forms of evidence that it is entitled to reasonably request to check the legal status and the good standing of the agent
- The agent must agree to be interviewed by representatives of the College so the College can check the legal status and good standing of the agent
- The agent, through their authorized signatory, must enter into an agency contract with the College. The contract will be a standard form contract supplied by the Director of Admissions to prospective agents and it will detail, inter alia, duration of term, notice of termination, and rates of commission
- The agent, through their authorized signatory, must sign a declaration stating, inter alia, that no employee or other contractor engaged by the College is working either directly or indirectly on their behalf.

Agents are not permitted to conduct their recruitment activities on the College premises at any time, they must use their own premises for this purpose. Where there is a particular need for an Agent to meet with an applicant or enrolled student on College premises, written approval must be sought from the Director of Admissions prior to each meeting.

The College will undertake a review and evaluation of contracted agents annually. The review will be overseen by the Director of Admissions and carried out by an experience professional. The purpose of the review will be to ensure that the contracted Agents support the college in recruiting with integrity i.e. applicants introduced will have a reasonable prospect of completing the Course and achieving the qualification they are applying for. The outcomes of these reviews will be discussed with Agents and will be considered by the Director of Admissions when re-contracting Agents. The DoA will report the outcomes of these reviews to the AcB.

Where an applicant or student is dissatisfied with an Agent in relation to the information, they provide about ICON College or its Courses, they should in the first instance, raise the matter with the Agent. If they receive no response, or are dissatisfied with the response, they may lodge a complaint with the College. The complaint will be dealt with under the Colleges complaints procedure, available from the College reception, and a response will be given in writing within the timescales given in that policy.

Confirmation of Student Registration and Attendance with the Student Loan Company (SLC)

All reporting to the SLC will be undertaken by the Director of Admissions

Confirmation of Registration will normally be undertaken in conjunction with the first Confirmation of Attendance to the SLC each year.

The following procedure will be carried out to confirm registration and attendance with the SLC:

1. Lists of students are exported from ICTM, and used to create Excel files, based upon banding of attendance percentage at any given liability point. A review of student attendance and, therefore, potential confirmation of attendance to the SLC is not undertaken until at least two full teaching weeks have been completed from the given liability point.
2. The bandings mentioned in one (above) are differentiated in the following manner:
 - 80%-100% attendance - attendance is in accordance with ICON minimum attendance requirements, therefore, attendance is confirmed with the SLC without communication to the relevant students;
 - 65%-79% attendance - attendance is below ICON minimum attendance requirements, but not significantly so, therefore, attendance is confirmed with the SLC and relevant students are sent a warning letter stating that their attendance must improve by the end of the given semester;
 - 40%-65% attendance - attendance is significantly below ICON minimum attendance requirements, therefore, whilst attendance will be confirmed with the SLC, relevant students are sent a strongly worded warning letter stating that their attendance must improve by the end of the given semester and they must submit all of their assignments for that semester on time. They are informed that if either of these conditions is not met then they may face suspension from the College and that the SLC will be informed of the same in accordance with College policy; and
 - Attendance 39% or below – attendance is NOT confirmed with the SLC. Relevant students are sent a letter informing them that they must contact the College by a certain date to explain their non/poor attendance or they will be deregistered from the College and that the SLC will be informed of the same in accordance with College policy.
3. No list of students will have their attendance confirmed with the SLC unless, and until, that list has been checked by at least one Administrative Officer to ensure that the attendance percentage for each student is accurately recorded. Once checked, the list will be signed and dated by the relevant Administrative Officer(s). Once confirmation with the SLC has taken place the Director of Admissions will sign, date and retain the relevant list.
4. Hardcopies and soft copies of all lists are retained by the Director of Admissions.
5. The College Management System (ICTM) is updated to indicate the date on which a student's attendance confirmation was provided to the SLC.

6. On receipt of fees for the students on the lists above, the College will reconcile all payments to ensure that they match the correct fee liability. If the College receives either an overpayment for one of its students, or any payment for a student who is not registered at the College (defined as 'Beneficiary Not Identified'), the Director of Admissions will send an 'electronic task' informing the SLC of the incorrect payment so it can be refunded. Similarly, if there is an underpayment of fees then the Director of Admissions will send a task in the same way. The College accounts section will maintain a list of all 'Beneficiary Not Identified' and periodically advise the Director of Admissions to contact the SLC where the SLC has not actioned the 'electronic task'.

Admissions: Complaints and Appeals

The College will provide feedback to any unsuccessful applicant upon receiving a written request addressed to the Director of Admissions via email (info@iconCollege.ac.uk) or post to the Director of Admissions, ICON College of Technology and Management, Unit 21-22, 1-13 Adler Street, London E1 1EG Colleges address. The College will normally respond to such requests within 14 days of receipt.

The College reserves the right to not make an offer of a place on a Course to an applicant who does not meet the entry requirements for the Course of study for which application is made.

An applicant may only appeal against a decision not to offer a place on the grounds of the College having not considered, or applied correctly, the evidence provided by the applicant relating to the entry requirements of the Course applied for. Only evidence provided as part of the initial application process will be considered during an appeal. Appeals must be submitted in writing to the Director of Admissions, ICON College of Technology and Management, Unit 21-22, 1-13 Adler Street, London E1 1EG and must be received by the College within 14 days of the student receiving a decision to not offer a place. The Director of Admissions will consult with members of the Appeal panel consisting of members of MB and an independent HoD (if any of the members of the Appeal panel are involved in an interview they would not contribute to the decision of the appeal) and advise the applicant of the outcome within 14 days of receipt of the appeal.

Where an applicant is dissatisfied with the processing of their application, for example a procedural error, irregularity or maladministration, and has evidence to support this, they may lodge a complaint. The complaint will be dealt with under the Colleges complaints procedure, available from the College reception, and a response given in writing within the timescales given in that policy.

Student Induction

During their first week at the College, students will receive a Course of introduction to the College, their chosen Course of study, and information to support their study. This will be led by VP (Academic) and the relevant HoD/Programme Manager and include input from other relevant academic and support staff.

The Induction Course will include:

- About ICON College
- Introduction to Relevant Academic and Administrative Staff
- Awarding organisations; Falmouth University and Pearson
- Progression opportunities after HN (Careers, employability and further study)
- Quality Assurance Agency (QAA) UK Quality Code of Higher Education
- Course programme overview
- Assessment, Internal verification/External Examiner
- Assessment Board
- College policies on Prevent Duty, Equal Opportunity, Health and Safety
- Student engagement and student membership of different Committees
- What does be a Student Representative mean at ICON?
- Course Syllabus (Course structure) and Course schedules
- Progression and Assignment Submission
- IT skills development
- Administrative and IT support
- Disability Support Services
- Student Counselling, Career and Welfare services
- Extracurricular support services
- Submission of outstanding documents for final enrolment
- Administrative procedures
- Attendance requirement as per College attendance policy and Attendance Records
- Change of Courses
- Study Skills
- How to use ICON VLE
- Online Teaching, Learning and Assessment procedure
- How to use online classrooms and contribute to the class activities
- Student Survey: Graduate Outcomes, NSS, Pearson BTEC Higher National Annual Student Survey
- Student Handbook
- A tour of College (Library, Canteen, IT Labs, Fire Exit and Fire Assembly point)

Review

A review of this policy and procedures will be carried out annually by the AcB to ensure compliance with awarding organisation quality standards; that the College is acting in the best interests of applicants; that the College is processing applications in the most efficient manner; and that processes are meeting the strategic aims and objectives of the College.

Part 5 Course Monitoring

Introduction

Each delivery of the Course offered by the College will be monitored through the Colleges own Annual Course Review process and the Awarding Organisations Annual Programme Monitoring Procedure.

Falmouth University Responsibilities

The College will be annually monitored and periodically reviewed by the University; evaluations will be reported to the University's Collaborative Provision Committee (CPC). This activity may involve, site visits, auditing of student feedback, assessment feedback, etc. to ensure that the requirements for the quality assurance of its provision have been met.

Pearson Responsibilities

Pearson incorporated APMR as a requirement for completion by all Courses delivered by its Partners as a requirement for the quality assurance of its provision. Submission of the APMR must be made to Pearson before 30th November of each year.

The Quality Manager will complete the Pearson APMR in conjunction with HoDs as required and submit the APMR to Pearson.

College responsibilities

The College has chosen to amplify and build upon the Programme Monitoring process, and requires Unit Reviews after the delivery and assessment of each unit, an Annual Course Review report from each department, and an overarching College Annual Report.

The review process is designed to be a retrospective reflection, identification, and action planning of any emerging issues. The Unit Reviews will provide a mechanism to ensure improvements are made before further delivery of the unit is undertaken.

Annual Course Reviews will provide a mechanism to identify trends across the Course. However, as the College has multiple Course starts (generally Sept, Feb and May) during an academic year, it has been decided to adopt an annual review process in line with the Pearson requirement for APMR.

The College Annual Report provides a summary of the individual Course reviews and seeks to identify trends and areas of good practice and areas in need of development across the College.

Unit Reviews

Following the completion of delivery and assessment of each unit, the unit tutor will complete a tutor unit evaluation and unit achievement report on the provided template (see appendix -forms). This will identify student achievements, together with areas of good practice/what went well and areas that need improvement.

Students will also complete a Student Survey Form at the end of each semester.

The HoD or Programme Manager will review the tutor's unit evaluations, together with the student survey and produce a Unit Review Report as well as a unit action plan to deal with any areas in need of development. The unit action plan will be reviewed and signed off when complete by the relevant Assessment Board.

The Unit Reviews will also be incorporated into the Annual Course Review.

Annual Course Review

Annual Course Review is a process of reflection at the Course level on the previous academic year and action planning for the coming academic year. Annual Course Review is the reflection on the operation of Courses with a view to maintaining standards and enhancing the quality of teaching and learning. Annual Course Review also seeks to identify good practice and to encourage reflection on local experience of strategic matters. It is driven by the staff delivering the Course. Course teams are asked to reflect on the effectiveness of Courses as delivered during the year, identifying: particular achievements; any issues beyond their control that have affected their work; aspects that need to be addressed in the short term and recorded in an action plan; and current or possible future developments within the academic or professional community and the market environment.

The management of the process is reviewed annually by the AcB. The continuous monitoring and enhancement of the College's provision is an essential activity and is conducted in consultation with teaching staff and students. It is led by HoDs or Programme Manager. The VP (Academic) co-ordinates the management of the process across the College and reports annually to the AcB.

The College will discuss the outcome of the Unit Review Report in the respective SSLP meetings to promote student engagement. Students will be provided with a summary of issues raised, good practice and outcomes of Annual Course Review.

- All students in the College (e.g. via Notice Board or ICON VLE)
- Discussion with Student Representatives at Staff-Student Liaison Panel (although some students who raised the issues will have moved on, it is useful to inform the next cohort about previous issues and to demonstrate that any issues raised by them will be taken seriously and responded to)

Annual Course Review reports for the academic year should be submitted to the College VP (Academic) and Quality Manager by the 1st October each academic year, to permit presentation to the first AcB on the academic year, where any trends and common issues will be identified for action, as well as features of good practice for dissemination across the College Departments.

Annual Course Reviews will be monitored by the relevant Course Assessment Board. Any actions must be signed off when complete by the Assessment Board.

College Annual Report

The College HoDs Committee will receive the Annual Course Reviews and prepare an Annual College Report in conjunction with the VP (Academic). The report will summarise the Annual

Course Reviews and detail individual Course performance as well as the overall College performance on recruitment, retention and achievement together with areas of good practice and areas for improvement.

The College Annual Report will form the basis for the 'College Action Plan'. The College Annual Report will be reviewed and monitored by AcB. Any actions must be signed off when complete by AcB.

Periodic Course Review

This section describes the periodic Course review processes of the College's academic provision to assure itself that the College is discharging its responsibilities for setting and maintaining academic standards, assuring and enhancing the quality of learning opportunities for students and ensuring all academic provision including Courses, units and underpinning resources (technical and physical) are up to date and fit for purpose.

Aims

- The periodic course review provides assurance to the Academic Board that it can have confidence in the academic standards and quality of subject-by-subject provision.
- The College will undergo a Course review every three to five years commencing from 2018.
- The periodic Course review will cover all HND Courses.
- Courses will be reviewed in ONE substantial review with implementation and embedding of outcomes realistically taking a minimum of two years.
- The policy acknowledges that an accreditor such as Pearson/OfS will undertake a full institutional re-accreditation and periodic Course reviews every five years.
- The policy acknowledges its usefulness to the pursuit of TDAP.
- The College recognises that Courses can only retain a certain amount of shelf life and quality of provision and require regular review and updating with some elements potentially discarded and new elements added.
- The College also recognises the importance of externality in making informed judgements about its academic provision in its pursuit of 'good practice'.
- The College will produce a range of academic documents for a review panel to scrutinise, that enable it to critically review its provision and make meaningful judgements about the standards, quality and currency of learning opportunities in the subject.
- The culmination of the review will specify a written report highlighting where improvements to provision are possible in order to enhance student-learning opportunities.

Procedures

Review arrangements

Review Cycle: One full review every four/five years with the initial review to cover a three-year cycle. This will take place before the College seeks re-approval from the relevant awarding organisations.

Reviewers: VP (Academic Affairs) (Chair), relevant HoD/Programme Manager, a maximum of two external peer reviewers; Student representative (One from each Course), Academic Tutors

(One from each Course). The constitution of the panel must ensure that every subject discipline is effectively reviewed.

Input: A set of prescribed papers (see below) sent to the panel four weeks minimum before the review

Output: Subject Review Report produced within four weeks of the review.

Intended for: Academic Board review and sign-off

Oversight of process: VP (Academic Affairs)

Selection of reviewer: AcB

Timeframe for panel review: Two to Three days

Subject provision comprises a set of prescribed documents. The AcB will set a timetable for the review in the academic year before subject review of college provision is due to start. The AcB has the authority to set an appropriate timetable. The Head of Department/Programme Manager will gather the documentation from **twelve weeks** before each Subject Review is due to take place and provide the information to the review panel **no less than four weeks prior to review**.

Each Course review will focus on how the College achieves the following:

- The setting and/or maintenance of academic standards at subject level,
- The enhancement of the quality of students' learning opportunities at subject level
- The currency of subject, Course, unit and module materials and academic content.
- Implementation of external verification of the subject offer
- Implementing information from data from all internal monitoring evaluation and review processes.
- Effective usage of resources underpinning subjects
- An overall critical analysis of the subject and recommendations of 'good practice' improvement and amendment, where appropriate.

Key documentation for Subject Review

The review of a number of reports such as; College Annual Reports (CAR), Annual Course review reports (ACRR) and awarding organisations (Pearson Annual Monitoring Report's (AMR's), University different reports) are crucial to the subject review and forms the underpinning documentation to a Course review over a continuous three to five year cycle. Annual monitoring of Courses delivered by the college seeks to ensure the continuing and developing standards and quality of its academic provision. The AMR, CAR and ACRR are produced which considers comprehensive evidence on Course performance and the student learning experience. It also enables the identification of good practice for wider dissemination within the College for the purposes of quality enhancement. The College CARs and ACRRs reflects on the learning opportunities students experienced, the academic standards achieved, and their continuing

currency and relevance. The main outcomes of these reports should be to share good practice, identify and address areas for improvement and identify opportunities or issues in the future that need to be planned for. The ethos of the report should be one of continuous quality improvement / enhancement of the College Courses and the students' experience.

The report produced by the review panel will be received by AcB for consideration and oversee any actions to be taken recommended by the panel. The implementation of a policy of review of College Provision closes this loop and enables a range of stakeholders, academic, administrative and technical to contribute to the continuous quality assurance and enhancement of each Course through critical review mechanisms.

Documentation for Course review will contain the following

- The Quality Assurance and Enhancement Manual (QAEM)
- College strategic plan
- College Teaching, Learning and assessment strategy
- Annual Monitoring Reports from Falmouth University for the subject provision
- College Annual Monitoring Reports the subject provision (Pearson Courses; AMR, APMR)
- College Annual reports (CAR) and Annual Course review report (ACRR) for every department
- External examiner (EE) reports wherever applicable (considering quality and standards);
- Course Handbook for the subject provision
- Quantitative information on academic performance (e.g. pass rate, completion rate and progression rate) for the subject provision
- Information on student application, admission, induction and retention
- Student profile information (gender, nationality, entry qualification)
- Student survey feedback
- Minutes of different Board/Committees and Internal Verification/Moderation documents
- Tutor's CV's
- College Academic Structure
- OfS DQB Review reports; QAA Quality and Standards Review (QSR)
- DLHE statistics
- NSS survey
- Pearson student survey for Pearson Courses (Pearson Courses)

Part 6 Student Support and Engagement in Quality Assurance and Enhancement

Introduction

The College views effective student support beyond teaching, learning and assessment as a crucial part of its overall academic provision and seeks to engender a supportive learning and social environment for all its students. It recognises that well planned student support arrangements make a major contribution to personal well-being and academic success. The College also views positive engagement with students as critically important and takes steps to engage all students as partners in the assurance and enhancement of their educational experience. NB: the provision of student support and engagement in QEAM applies to all academic partnerships and their validated programmes delivered by the College. At present this applies equally to Falmouth University and Pearson.

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 in that Course.
- The student representatives that is elected will be based on meeting the 80% criteria for attendance; meeting 100% academic progression and demonstrating a commitment to the College.
- A student representative will be elected 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 11 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; 2 students will sit on the Widening Participation 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 1-2 years.
- 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 organisations.
 - 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 to learn how it can improve
- To prepare a summary to be monitored by the AcB.

2. Students will also be required to participate in the DHLE, NSS and other student surveys.

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

External distribution

The requirement for the collection of student surveys applies to Falmouth University and Pearson and collected data will be distributed to both institutions on request.

Personal Tutoring

Introduction

The Personal Tutorial System is an essential part of the College's Teaching and Learning and Assessment Strategy. It is also aimed at contributing to enhancement of the teaching and learning experience of the students. The College assigns every student a designated Personal Tutor who is available by appointment throughout the academic year. The relationship between the student and the personal tutor is built on trust and confidentiality. Whether the problem is related to a financial hardship, accommodation matters, or learning disabilities and academic difficulties, the Personal Tutor is the first contact point at the College who would act as a mentor, and guide the student to the right person for further action. NB: The College delivers its system of personal tutoring to students on all of its programmes of study.

A Personal Tutor will be allocated to each student for the duration of their Course and will work within the guidance in this procedure.

The aim of the Personal Tutoring System

- 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 support.

Role of the Personal Tutor

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
- be available to meet with student 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 in the complaint procedure
- partake in tutors' forum on ICON VLE.

Areas that 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 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.

Role of the Student in Personal Tutoring

The role of the student is 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 Department.

Selection

The role of the Personal Tutor requires commitment and a clear understanding of the various elements within it. Department's allocate personal tutors. Those acting as personal tutors should:

- be able to empathise with their students
- have an overview of the Course, understand the subject area and the level of study
- be familiar with all aspects of the role of a personal tutor

Meetings

Personal tutoring may take place both through 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 twice 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.

However, Personal Tutors will in most of these cases advise student where to go for further support as their primary role is around the Course and progression.

Record Keeping

The Personal Tutor will complete a record of the Personal Tutorial meetings using the College template, available through HoD, after each meeting. This will be kept electronically, with the consent of student, by the Personal Tutor who will submit this to the HoD to retain.

Records should detail date of attendance at Personal Tutorials and any actions agreed in the meeting, including a note 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 personal records in order to help if the students allocated Personal Tutor is absent for a period of time.

Monitoring and Review

The Head of Department will:

- monitor and review this process at the end of each term, and provide a report to the HoDs Committee. The HoD Committee will include this in the Colleges annual Course monitoring report to the AcB, updating them on all activities contributing to the Teaching, Learning and Assessment Strategy
- review any feedback received on personal tutoring (specifically from Student/Staff Liaison Panel) at the end of each term. Where improvement is deemed necessary an action plan should be put in place to ensure necessary enhancements to the process.

Hardship Fund Policy

This Hardship Fund Policy is intended to provide support to learners who are experiencing exceptional financial difficulty while learning. As 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 students 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 students before they receive their 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 a student's circumstances.

In order to qualify, 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 must have an attendance record of 80% or above, and be up-to-date with all 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. pays lips, 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 this 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?

- Student must submit the Application (See Appendix 1) will only be considered for the period in which the application is received
- Students may apply at any time during the academic year and should contact Mr Nasir Uddin for support as well as an application form
- All applications must be returned in person where possible with all the relevant photocopied documentation to Mr. Nasir Uddin
- For the purposes of allocating awards, students are assessed on evidence of a shortfall in their income and expenditure. It is therefore essential that you give clear and accurate details of all your income sources and legitimate financial commitments. It is important that you complete the application form as thoroughly as possible and provide all the necessary documentary evidence requested to enable us to successfully process your application.
- The application form will not be accepted without the required supporting evidence

Payment: Allocation of Funds

- Completed applications will be discussed at an IHF team meeting. These meetings are held as necessary when an application(s) request is made.
- We aim to process, discuss and inform students of the ICON Hardship Fund Team decision within 5 working days of submission of their initial application
- Students will be notified of the decision via email
- Members of the Hardship Fund team include the Managing Director, Principal and Accountant initially. 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 Hardship Fund Team members. There may be occasions when we may need to discuss your case with other member of staff within the College.

- It may be necessary for additional supporting information to be sought from other College staff (e.g. HoD, your tutor and personal tutor) in order for the Hardship Fund members to reach a decision, in which case we will seek your permission 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. This data will not be passed to any other third party without your 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

Payment from the 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 procedure

Pastoral care and counselling

The Student Career and Welfare Officer is available for published hours each week (including Saturdays) to provide counselling and welfare advice to ensure equality of access to provision.

Careers information advice and guidance

The College Student Career and Welfare Officer who is also a member of the SAC. Through the establishment of external links, this officer is responsible for providing students with information about employment opportunities (both paid and unpaid) that can be undertaken whilst students complete their studies, together with career opportunities following completion of their Courses.

Further study advice

The College has allocated two members of staff including the College Student Career and Welfare Officer to provide advice regarding academic transition and progression following Course completion. The members of staff publish their availability on a noticeboard outside their office detailing the time each week they are available to provide this advice, including in the evening.

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.

Students are requested to complete a Disability Access Application form, which is available in Reception. On the form, the student is able to state their disability and the access provision they are seeking. The form is 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.

Part 7 Assessment

Awarding Organisations responsibilities

The Internal Assessment outcomes reached by the College for each of its approved Courses are subject to review by an Awarding Organisations (Falmouth University and Pearson) appointed External Examiner.

The outcomes of this process will be:

- To confirm that internal assessment is to National Standards and allow certification, or
- To make recommendations to improve the quality of assessment outcomes before certification is confirmed, or
- To make recommendations about the Colleges ability to continue to be approved for the qualification in question

College responsibilities

The College is responsible for setting and marking all assessments. The College TLA Strategy (see below) summarises the College's approach to assessment and the Assessment Regulations are contained in the Student Handbook.

Setting summative assessments

Summative assessments are set by the Unit/Module tutor, in line with the College requirements, using a College template for assignment briefs, Time Constraint Assessment (TCA) in some Course, which includes:

- Assignment title
- TCA details
- Assessor
- Date issued
- Deadline (for assessment and grading)
- Title and level of qualification (as published in the specification)
- Unit(s) covered (as published in the specification)
- Duration (approximate time it is expected that the assignment will take to complete)

Internal/Moderation verification procedure

Internal verification/moderation is the quality assurance system used to monitor assessment practice and decisions.

Internal verification/moderation ensures that internally assessed units:

- have assessment instruments (assignment briefs, TCA) that are fit for purpose

- are assessed accurately to national standards
- have learner evidence judged against the relevant assessment criteria
- utilise consistent assessment and grading across the Course

Standardisation

Standardisation operates when there is more than one assessor on a Unit/Module. When a unit/module or assignment is delivered and assessed by more than one person, standardisation should be implemented before any formal assessment and internal verification/moderation has taken place. The standardisation process is led by the HoD agree the standard of assessing the unit by discussing and mutually assessing a sample of student work to reach a consensus. This should be done with reference to the assessment criteria and assessment guidance provided by the College or awarding organisations in the qualification specification.

Once agreement has been reached, the Assessors can then individually assess the work of their appointed students, after which internal verification/moderation will take place.

Internal Verification/Moderation of Assignment Briefs/TCA

All assignment briefs/TCA must be internally verified/moderated every semester, prior to issue to the student.

The Internal Verifier should check that the Assignment Brief/TCA is fit for purpose, by ensuring:

- the tasks and evidence will allow the student to address the targeted criteria
- the brief is written in clear and accessible language
- students' roles and tasks are relevant and appropriate to the level of the qualification
- timescales and deadlines are appropriate
- equal opportunities are incorporated

Internal Verification/Moderation of Assessment decisions

Internal Verifiers/Moderators must sample assessed work for each assignment to check the accuracy of assessment decisions. The Internal Verifier/Moderators reviews the Assessor's judgements against the learning outcomes, unit content, assessment criteria and assessment guidance as published in the qualification specification. The Internal Verifier should check that:

- the learner's work is assessed against the assessment criteria, and judge whether it has been assessed accurately.
- coverage of the learners work is in conjunction with assessment guidance and ensure that the Assessor has taken this into account. [Note: It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to

be covered in a Course of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria.]

- the feedback from Assessor to learner is accurate and linked to the assessment criteria

The grades for the unit should represent a set of marks which are believed to be fair and equitable across all students taking that unit. Where this is not the case, the verification/moderators process must require further grading of all assignments, or assignments within particular bands, until such a list of grades can be produced.

If a request for a resubmission is made, providing there have been no issues with the Assessor's decisions at the first submission stage, then the resubmission does not need to be internally verified/moderated.

Formative Assessment

The aim of formative assessment is to monitor the progress of student learning within a unit and to generate feedback that enables students to improve their learning. Formative assessment should be designed to help students develop as learners by identifying strengths and weaknesses as a developmental process with no grade formally associated with the work. Specifically, the functions of formative assessment are;

- To help students identify their strengths/weaknesses and understand specific areas that require further work;
- To inform the next steps in instruction including any requirements for additional learning;
- To provide important information for tutors in terms of learning and academic progress.

Pearson BTEC HND Courses are vocational qualifications, designed to help learners become independent workers in their chosen field. While it is important to continue giving general feedback and support during assessment, it is not appropriate for tutors to:

- “coach” learners to produce the evidence itself
- give them a specific list of actions they need to take in order to meet the assessment criteria or achieve a particular grade

Once learners are working on assignments which will be submitted for assessment, it is essential they work independently to produce and prepare evidence for assessment. Before commencing a formative assessment, the Assessor should ensure that each learner understands:

- the assessment requirements/criteria
- the nature of the evidence they need to produce
- the importance of time management and meeting deadlines

Formative assessment may constitute a cultural shift for students coming from school education or for those who have left education for some time; it will therefore be more effective if introduced at Level 4 (first semester of study). What the learner has to do is defined in active terms in an overarching learning outcome. More detailed active verbs are then used to define the learning outcome further. The outcomes and the underpinning verbs should provide a strong basis on

which to found the assessment activity. At level 5, formative assessment can be designed to reflect on the higher contextual level such as critical analysis and evaluation or making judgement when arriving at conclusions. The difference between level 4 and level 5 is defined both in terms of the cognitive process and in the depth of knowledge required. The learning as it is defined determines the assessment.

Ideally formative assessment should improve teaching and learning simultaneously. One way tutors can help students grow as learners is by actively encouraging students to self-assess their own skills and knowledge retention, and by giving clear instructions and feedback.

The following is an example of good formative feedback practice (Nicol and Macfarlane-Dick, 2007):

- Help clarify what good performance is (goals, criteria, expected standards)
 - ❖ explain criteria for a Pass, Merit and Distinction paper or the academic requirements of achieving a degree, e.g., criticality, technical mastery etc.;
 - ❖ encourage student discussion and reflection about criteria in class
 - ❖ have students assess each other's drafts using specific assessment criterion
- Facilitate the development of self-assessment (reflection) in learning
 - ❖ ask students what type of feedback they would like when they submit an assignment
 - ❖ have students evaluate their own work in relation to assignment criteria
 - ❖ ask students to select their best work so far and explain why they succeeded
 - ❖ ask students at the end of semester how their writing has improved
- Deliver high quality information to students about their learning
 - ❖ provide quality information (verbal or written) that helps students troubleshoot their own performance and self-correct
 - ❖ provide specific feedback, especially in relation to predefined criteria, before final submission
 - ❖ offer corrective advice, not just evaluations
- Encourage tutor and peer dialogue around learning
 - ❖ ask students to find one or two examples of feedback they found useful and to explain how that helped
 - ❖ have students discuss learning goals and assignment criteria in groups and share any questions/concerns with the class
- Encourage positive motivational beliefs and self-esteem
 - ❖ allow for rewrites to convince students of the learning-value associated with doing assignments well, and to encourage the belief that they can and will improve if they keep at their work
 - ❖ use low-stakes, which means that they have low or no point value assessment with feedback focused on progress and achievement (rather than success or failure and grade-comparison against peers)
- Provide opportunities to close the gap between current and desired performance

- ❖ model strategies that the tutor, would use (if you were a student) to succeed in the class
- ❖ give specific action points along with normal feedback
- Provide information to teachers that can be used to help to improve teaching
 - ❖ have students identify where they are having difficulties when they hand in assessed work
 - ❖ ask students in groups to identify “a question worth asking” based on prior study, that they would like to explore for a short time at the beginning of the next class

Internal Verification/Moderators Sampling

During delivery of the Course, sampling from Assessors should cover the following:

- every Assessor
- every unit/module
- work from every assignment
- the full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved (Referral), or the college’s own developed modules in a way that requirements for attaining degree level are mentioned, should all be included in the sample if possible
- the experience of the Assessor: new or inexperienced Assessors should have more work internally verified/moderated than an experienced Assessor
- new Courses: when a unit/module or Course is first introduced, the sample should be increased
- the size of the group of students
- unusual pattern in grading of assessment decision
- known issues with internal verification/moderators: these may have been identified previously or recommended/identified through EE feedback or AsB about the unit or Assessor in previous year

Process for re-assessment (remarking) of student’s work

The College Internal Verification/Moderation procedure require the review of a sample of which require the review of a sample of assessment decisions in assignment marking in each unit/module to ensure that the assessment criteria have been fairly, accurately and consistently applied.

After each internal verification/moderation activity, the Internal Verifier/moderator will feedback to the assessor using the College documentation. Where any inaccuracy in the assignment marking is identified, the feedback to the assessor will detail the inaccuracy and provide actions which may require the assessor to re-assess some or all of the assignments as appropriate. The assessor will complete the actions and return them to the Internal Verifier/Moderator for a further

review and sign off. In cases where there is more than a minor amount of reassessment to be undertaken, the Internal Verifier/Moderator will advise the relevant Head of Department.

Where an Assessor receives the Internal Verifiers/Moderators feedback and disagrees with the comments or actions, the Assessor should raise the matter with the relevant Head of Department who will review the matter and feedback to the Assessor. Where the Head of Department is also the Internal Verifier/Moderator, the matter will be reviewed by the VP (Academic)

Following a review and feedback by the Head of Department, should the Assessor still disagree with the Internal Verifier/Moderator comments or actions, the Assessor or Head of Department may request the matter is raised at the next Assessment Board. The Assessment Board will make a final and binding decision on the matter, which may include reassessment by another Assessor appointed by the Assessment Board. The Assessor will be required to attend the Assessment Board and will be given the opportunity to explain their disagreement. Where student certification would be delayed by this process, the VP (Academic) will follow the process to review the matter, so as not to disadvantage student progression and report to the next AsB. Where an assessor fails to attend an AsB without good reason, the Assessment Board will decide the outcome in the Assessor's absence, and the Chairman of the Assessment Board will advise the Assessor of the outcome.

Relevant documentation relating to any re-assessment will be retained with the programmes Internal Verification/Moderation records.

Teaching, Learning and Assessment Strategy

The College recognises that its Teaching, Learning and Assessment Strategy is fundamental to achieving the aims set out in its Mission Statement and to satisfy expectations contained in appropriate indicators in Chapter B3, B4 and B6 of the UK Quality Code for the Assurance of Academic Quality and Standards in Higher Education.

The VP (Academic) and Quality Manager will monitor the implementation of the Teaching, Learning and Assessment Strategy and report the Academic Board, which will review the strategy annually.

Aims

The Teaching, Learning and Assessment Strategy is intended to achieve the four following aims:

- ❖ **Teaching:** To provide effective and student-centred teaching that is practice-informed and scholarly-informed
- ❖ **Learning:** To ensure intended learning that encourages gradual shift from the taught to the self-learning approach
- ❖ **Assessment:** To have appropriate, fair and accurate assessment of the learning
- ❖ **Educating:** To ensure systematic relationship among content development, teaching, learning and assessment

Teaching: To provide effective and student-centred teaching that is practice-informed and scholarly-informed

In order to achieve this aim, the College, its academic staff, or its heads of departments will:

- Consider students' learning abilities when the academics decide on their chosen pedagogy for each unit for every intake of students
- Actively ask for the students' feedback and suggestions on the academics' pedagogy
- Adjust the teaching methods based on the students' feedback and suggestions
- Identify the academics with relevant work experience at the college
- Identify the scholarly-active academics at the college
- Determine the exact areas of experience or the scholarly interests of the academics
- Mapping the experience or scholarly areas of the academic staff to the units and syllabuses
- Document the work experience that are related to any of the units or syllabuses
- Acquire the scholarly-based publications of the staff that are related to any of the units or syllabuses
- Share the staff's scholarly-based publications and the documented experience with all other academics who teach any related units
- Use similar but not necessarily identical teaching materials by different academics who teach the same unit to cover the main subjects
- Allow the academics to amend or update teaching materials as required
- Give the academics the freedom to choose their own pedagogy for teaching their respected units as long as their pedagogy ensure full coverage of the syllables on time and it does not disturb teaching of other colleagues.
- Observe (by peers or the head of department) the teaching of the all academics specially the newly recruited or the established ones who are teaching the units that they have not taught before
- Include satisfaction regarding teaching in the student survey
- Measure the teaching-related key performance indicators every semester for every intake of students

Key Performance Indicators:

- Student satisfaction regarding the teaching (internal survey, NSS, ...)
- Rate of scholarly-informed teaching to total teaching
- Rate of practice- informed teaching to total teaching
- Rate of the units or modules considered the students' ideas on their pedagogy

Learning: To ensure intended learning that encourages gradual shift from the taught to the self-learning approach

In order to achieve this aim, the College, its academic staff, or its heads of departments will:

- Rely on the most updated learning objectives for each Course that are offered by the accreditation bodies or alternatively prepare the learning objectives for every programme developed by the College
- Use the learning objectives of each unit in every Course offered by the accreditation bodies or alternatively determine the learning objectives of each module in every programme developed by the College
- Actively ask for the students' feedback and suggestions on the learning objectives of each programme and module developed by the College.
- Adjust the learning objectives based on the students' feedback and suggestions. NB: any modification to the learning objectives will follow the awarding organisation (Falmouth University, Pearson) modification processes

- Identify the learning objectives of each session in every unit
- Communicate the programme/Course-level, unit-level, and session-level objectives to the relevant academic staff and students
- Collect the midterm student feedback (preferably the verbal and informal feedback) by the head of each department on the quality and clarity of the teaching of the newly recruited academics or the established academics who are teaching the units that they have not taught before to ensure student learning.
- Have a one-to-one or one-to-small-group support to assist the learning by the students regarding their units especially in their first year of studying
- Provide pre or/and post-session supports concerning the English Language, information technology, academic writing and referencing by the support staff
- Teach students on how to search for valid and relevant academic literature or industry materials for learning and writing assignments
- Encourage the students for the independent learning from the second semester of their studies
- Expect more evidence of self-learning (independent learning) in the second year of study particularly at the fourth semester
- Introduce the available books and journals at the library that are related to each unit to the relevant students every semester
- Accommodate the student's satisfaction regarding their own learning in the student survey
- Measure the learning-related key performance indicators every semester for every intake of students

Key Performance Indicators:

- Progression rate
- Rate of distinction, merit, and pass or alternatively rate of first, 2:1, 2:2, and third class
- Student satisfaction regarding their own learning
- Rate of the self-learning to taught by considering the extent of the student's knowledge beyond lecture notes
- Rate of the students who received formative feedback on their work
- Rate of the modules considered the students' ideas on their learning objectives

Assessment: To have appropriate, fair and accurate assessment of the learning

In order to achieve this aim, the College, its academic staff, or its heads of departments will:

- Rely on the most updated assessment criteria for every unit that are provided by the accreditation bodies or alternatively prepare the assessment criteria for every module developed by the college before commencing their teaching
- Use the offered assessment criteria by the accreditation bodies that state requirement of achieving the Pass, Merit, and Distinctions or alternatively prepare the assessment criteria for the college's its own developed modules in a way that requirements of achieving the Third, 2:2, 2:1 and First class are mentioned.
- Actively ask for the students' feedback and suggestions on the assessment criteria of every module developed by the College
- Adjust the assessment criteria of the college's its own modules based on the students' feedback and suggestions
- Circulate the assessment criteria for each unit amongst relevant academics every semester prior to the teaching

- Ensure the assessors' agreement with and similar understanding of the assessment criteria for every unit
- Make sure that the identical assessment criteria are utilised by different academics who teach the same unit
- Make certain that the employed assessment methods are covering the all learning outcomes in the unit.
- Limit the assessment methods to one or two for each unit to avoid over-assessment
- Finalise the decision regarding the number and types of assessment before starting the teaching
- Ensure that if more than one assessment methods are used for a unit, these methods should not have overlaps (one learning outcomes should not be assessed twice in two different assessment methods)
- Give the assignments to the students no later than the end of the third week of the semester if the assignment is chosen as one of the assessment methods
- Asking a random but relevant group of students to read the assignment before its official release is recommended but not mandatory to evaluate the clarity of the assignment
- Having feedback on the assignment is highly recommended from all the involved academics in the teaching of the module in advance of releasing the assignment to the students
- Give a chance to the students to ask for formative assessment of their assignments or presentations before the first submission deadline
- Give freedom to the academics on choosing the most appropriate mode, media, time, and frequency of providing formative feedback to their students by considering their students' needs and levels as wells as available time.
- Collect (by the head of each department) the student's midterm feedback to ensure quality of the formative assessment provided by the academics
- Distribute (by the head of each department) some samples of marked assignments (preferably one referral, one pass, one merit and one distinction) as reference for each unit among relevant academics prior to the marking in order to foster consistency in the marking of the assignment by different assessors in each unit
- Include the justifications for giving a mark in the summative assessment
- Moderate or second mark (by an internal verifier or another academic) a sample of the marked work by every assessor in every unit.
- Communicate the release of the given mark and feedback on the submitted work to the students when the official process of moderation (verification) is over (text, email, ICON VLE, etc.)
- Students should be allowed to make an appeal via existing official channel if they have objection to the marks, they received
- Measure the assessment-related key performance indicators every semester for every intake of students

Key Performance Indicators:

- Rate of consistency of the marks gained by one student in different units
- Rate of similarity of the second marker or moderator with the first marker
- Rate of complaint from students regarding their marks
- Rate of the modules considered the students' ideas on their assessment criteria

Educating: To ensure systematic relationship among content development, teaching, learning and assessment

In order to achieve this aim, the College, its academic staff, or its heads of departments will:

- Deliver the Courses offered by the accreditation bodies or alternatively develop new programmes for undergraduate and postgraduate levels
- Review annually and update if required the contents of each developed programme by relevant head of department or programme director
- Ask current or former students' feedback on current or prospect programmes during annual review
- Consider the provided (by the accreditation bodies) or developed learning objectives for each programme/Course, and unit as the prime indicators of the required syllabus or teaching contents in that programme/Course and units
- Prepare the teaching materials mainly but not only based on the recommended topics for each unit by the awarding body
- Teach only the syllabus that are covering the learning objectives of the unit
- Teach based on the materials that cover the syllabus in full
- Conduct the midterm evaluation of the lecturer's work by the head of each department in terms of teaching based on the learning objectives and the syllabus
- Teach in a way that is easy for the students to understand and learn
- Provide required post-teaching assistant to the student to maximise the student learning
- Amend the teaching methods or teaching materials if the large portion of the students have difficulties in learning the materials
- Change the academics who failed to convey required notions to a large portion of their students even after the initial amendment on teaching method
- Conduct the midterm evaluation of the student's learning based on the lecturer's teaching methods and teaching materials by the head of each department
- Choose an assessment method that is more student-friendly
- Select the assessment methods that are more adjusted to the employed teaching methods
- Develop the assessment papers exactly based on the official learning objectives of each unit
- Prepare the assessment materials based on the topics/ syllabus covered during the teaching
- Assess the student work mainly based on the topics and materials covered in the teaching
- Assess the student work by considering the assessment criteria as well as the learning conditions for each unit
- Measure the education-related key performance indicators every semester for every intake of students

Key Performance Indicators:

- The extent to which the teaching is done based on the intended syllabus/content
- The extent to which teaching would lead to student learning (based on the student survey)
- The extent to which assessment is based on what is covered in the teaching
- Rate of the courses considered the students' ideas on their contents
- Rate of the courses developed by the college

Progression Requirements

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

BSc (Hons) Top Up Courses

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 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 modules (60 credits, with 40 credits in project). 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 failed programme or module.

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 (125 credits obtained from Level 5 units for QCF), including the required mandatory units in order to apply for Higher National Diploma (HND) certification.

Students can still be awarded an 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 an 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 and 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 additional cost per unit

A student can take a maximum of five (5) units for HND Courses (including repeat unit) in each semester.

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

A student can resubmit the failed unit/module 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 a 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 case, the College must make sure that the relevant rules of combination and requirements have been met.

Note: For further information, please see the HND Course Handbook.

Recognition of Prior Learning (RPL)

Introduction

The College operates programmes validated by Falmouth University and Pearson and offers opportunities for students to be recognised for their prior learning. In this respect, ICON College recognises that knowledge and skills from a wide range of learning experiences, both formal and informal, may have been acquired by a learner, before enrolment, or by way of learning outside an enrolled Course of study. The College therefore encourages the recognition of this prior learning in the qualifications it offers.

The College defines Recognition of Prior Learning (RPL) as:

‘a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a Course of learning’.

Note: RPL should not be confused with Exemption, Unit Equivalency or Credit Accumulation and Transfer. The student is required by the College (awarding organisations) to provide evidence of

their prior learning which must be evaluated against the Learning Outcomes and Assessment Criteria for each of the units where recognition is sought.

The following terms broadly describe the same process as RPL and the College will treat these as meaning the same as RPL for the purpose of this policy and procedures.

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation or Prior Achievement (APA)
- Accreditation of Prior Learning

RPL General Principles

The RPL process is not concerned with the allowing for exceptional entry to, or exemption from, a Course of study. Therefore, students making application to the College for a Course of study, may wish to discuss RPL with the relevant Head of Department during interview as it may influence their decision whether or not to accept a place on one of the Colleges Courses.

There are 3 types of RPL a student can put towards a qualification:

1. Credit transfer
2. Prior certificated learning
3. Prior experiential learning

A student can put more than one of these types of RPL towards a qualification.

The RPL process does not allow the recognition of any unit or qualification assessed by external assessment only. This is because such units are subject to specific evidence requirements.

Types of Evidence

There are two distinct types of evidence that will be accepted by the College for the purpose of RPL: Prior Unit Certification or qualification from Pearson and/or Diverse Evidence.

Prior Unit Certification from Pearson

At the point of entry to the Course, the College will accept those certificated units or qualifications that are contained on the current Pearson Programme Specification. Any units/qualifications to be recognised will be subject to authentication by the College before recognition is granted.

Any other units or qualifications outside of the Pearson Programme Specification will be considered using the Diverse Evidence requirements below.

Where an applicant for RPL has partially completed units/qualifications, these will only be considered using the Diverse Evidence requirements below.

Maximum amount of RPL to be considered for students joining Falmouth University programmes

The College applies a maximum amount of external credit e.g. APL, APEL etc. for students joining Falmouth University accredited programmes offered at ICON. This maximum will be two thirds.

Diverse Evidence

All RPL against Diverse Evidence will be treated as assessment for single units only. Applicants will be expected to present evidence in such a way that individual unit assessment can be undertaken, as if they were completing the normal assessment of the Course.

Whilst there is no limit to the number of units that can be claimed through RPL, this is not normal practice, because it would be unusual for a student to be able to offer prior achievement that completely matches every aspect of the qualification's assessment requirement.

The RPL Process

Application for RPL Prior to Commencement of a Programme of Learning

Applicants for a Courses of learning will have an opportunity to discuss RPL at their interview. The relevant Head of Department or Principal/Vice Principal (Academic) will give basic advice to the applicant, examples of the evidence requirements, the support and guidance available to them, timelines, the appeals process, and the fees associated with RPL.

If the student is interested in this, the admission section will provide the applicant with the RPL application form.

The applicants' normal application for a Course of learning will be suspended until the applicant either: makes an application for RPL, or advises that he or she wishes to continue with the normal application for a Course of learning.

The RPL Process

There are four stages to the RPL process:

- Application
- Initial Advice and Guidance
- Support
- Assessment and Recognition

Stage 1 – Application

Applications will be reviewed by the relevant Head of Department.

RPL applications will be subject to the same Course entry requirements as for those seeking a formal Course of learning. In addition, Head of Department or Principal/Vice Principal (Academic) will ensure that the applicant has a reasonable expectation of providing the required evidence for RPL.

Applicants for RPL will be advised that due to the nature of Diverse Evidence, the College will not be able to give a formal estimate of how many Support Sessions an applicant will need.

The applicant will be advised of the outcome of their application, and if unsuccessful, they will be advised of the reasons. Where the reason is that there is not a reasonable expectation of them providing the required evidence for RPL, they may be offered a place on a Course of learning provided all the other entry requirements are met.

Stage 2 - Initial Advice and Guidance

Successful applicants will have a support tutor allocated. The tutor will give a copy of the relevant unit(s) specification; an explanation of the Learning Outcomes and Assessment Criterion; detailed advice on the types of evidence that will be needed to meet the assessment criterion; the standards required; and support in developing an assessment plan

Stage 3 – Support

At this stage the student starts the process of collecting evidence against the assessment requirements of the relevant unit(s). The support tutor will provide continued formative advice and guidance to support the learner in completing the unit as required.

Stage 4 – Assessment and Recognition

Assessment of the evidence will be carried out by an Assessor with the relevant expertise and knowledge of the unit to be assessed, as appointed by the Principal/Vice Principal (Academic) in consultation with the relevant Head of Department. This will be someone other than the support tutor. However, the Assessor may consult with the support tutor to seek clarification on the evidence, but the assessment decisions will be the sole responsibility of the assessor.

The assessment will recognise achievement from a range of activities using any appropriate assessment methodology. The assessor must ensure that the assessment criteria of a given unit have been met.

As part of the assessment process of every unit assessed to recognise prior learning, students are required to prepare an oral presentation to the assessor and internal verifier relating to the evidence presented for RPL. They may use a power point presentation or similar presentation package of their choice. The student presentation will last 10-15 minutes and be followed by oral questioning to assist in the verification of the evidence presented for RPL. This presentation will be video recorded.

All units achieved through RPL will be Internally Verified.

The standard assessment and internal verification documentation will be used to record RPL assessment process.

Once assessment and internal verification have been successfully completed, unit achievement will be recorded and claimed.

Application for RPL after Commencement of a Programme of Learning

In general, applications for RPL will be considered at the enrolment stage of the Course. However, RPL applications may be considered after the learner has started a Course and the student may be able to offset some of the tuition fees already paid against the cost of RPL. Application will be made using the process above. Any considerations of this sort will be at the discretion of the Principal and Director of Admissions.

Fees for RPL

See ICON College website: www.iconcollege.ac.uk for fees.

The fees structure for RPL are based on the time and level of support an RPL claim requires. Applicants will be advised of the costs at the time of application.

Fee Structure per 15/20 Credit unit:

- Application: no fee levied
- Initial Advice and Guidance Session (2 hours): £80.00
- Support Sessions (3 * 1 hour each): £120.00
- Additional Support Sessions (1 hour): £40.00
- Assessment and Verification (3 hours assessment and 1 hour internal verification): £160.00

Fees for the Initial Advice and Guidance, Support, and Assessment must be paid prior to the initial advice and guidance session. Additional Support Session fee(s) must be paid in advance of the additional support session(s)

Where a student claims RPL through prior unit certification from Pearson, no fees will be incurred.

Appeals and Complaints

If a student is dissatisfied with the outcomes from their application, or assessment in relation to Recognition of Prior Learning they should follow the Colleges Academic Appeals or Complaints processes as appropriate.

Part 8 Appeals and Complaints

Academic Appeals

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 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 and 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 will deliver the form forthwith to the HoD/Programme Manager who oversees the particular Course for the Course from which the appeal arises as soon as possible, for permission for the appeal to proceed. The HoD/Programme Manager shall give permission if the above grounds of appeal requirements have been met, and refuse permission if they have not been met.

Stage three

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. 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 they think fit, they may recommend amending the grade to the AsB for its final decision. They must provide reasons in writing for the decisions they take.

Stage four

The Internal Verifier/Moderator team shall send any recommendation with their reasons to the AsB appropriate to the Course in question, which may accept or reject the recommendation in whole or in part. If the AsB does not meet within five days of the making of the recommendation of the Internal Verifier/Moderators team, the Chair of AsB 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. 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 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 (Falmouth University, Pearson) 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>;

Complaints

Complaints Procedure

Complaint is “an expression of dissatisfaction by one or more students about the College’s action or lack of action, or about the standard of service provided by or on behalf of the College.”

The College values the views of its staff and students highly, and therefore aims to manage complaints in a way that is sensitive to the needs of each specific case, and supportive of the College’s goal of providing the best possible student experience.

A complaint is different from an appeal against a decision on the grade awarded to a piece of assessed work. Grounds for complaint might include:

- the quality and standard of any service we provide
- failure to provide a service
- the quality of our facilities or learning resources
- unfair treatment or inappropriate behaviour by a student or staff member
- the failure of the College to follow an appropriate administrative process
- dissatisfaction with College policies
- harassment, bullying and victimisation
- other deficiencies in the quality of your learning experience

There are some things we can’t deal with through our complaint handling procedure. These include:

- a request under Freedom of Information Act 2000 or Data Protection Act 2018, 1998
- a request for information or an explanation of policy or practice
- an appeal about an academic decision on assessment or admission
- an issue which is being, or has been, considered by a court or tribunal
- a request for compensation
- an attempt to have a complaint reconsidered where we have already given our final decision following an investigation.

The College believes that complaints should be resolved as quickly as possible. For this reason, the procedure contains both informal and formal stages. Complaints will not be rejected solely on the grounds of minor procedural deficiencies on the part of the complainant. At each stage of the process, the person to whom the complaint has been referred shall, if it is upheld, wholly or in part, apply such remedies as are within their powers. If they consider that the remedy is outside their powers, they shall refer the matter to the appropriate authority/person.

Stage One: Informal resolution

It is expected that the majority of complaints can be resolved easily and quickly on an informal basis, at the time the problem first occurs and with the individual(s) directly involved.

If possible, the member of staff or student should first raise their complaint, either orally or in writing, with the individual who is the subject of the complaint. Alternatively, the staff and student may wish to discuss their complaint with the relevant line manager, Head of Department, Programme Manager or Personal Tutor.

For the students, if a complaint is of a general rather than a specific nature, it may be more appropriate for the student to ask the relevant student representative to raise it at the Staff-Student Liaison Panel or other College Committee.

No formal time limit is applied to the local informal resolution. However, it is expected that attempts will be made to resolve the informal complaint wherever practicable, within two (2) weeks.

Stage Two: Formal written complaint

If the complainant is unable to resolve their concerns informally (in accordance with stage one above) or they feel unable to approach the relevant individual(s) directly, they should submit a written complaint using the Complaint Form (available at Reception and the ICON VLE) within a reasonable period of time (normally no later than three months) to the Misconduct Committee.

This procedure does not cover a request for a review of a decision of an academic body (e.g. Examination Board) regarding student progression, assessment and award. This is defined as an Academic Appeal and is dealt with under the separate Appeals procedure (see Academic Appeal).

A decision to proceed with a formal complaint will be made solely on the basis of the information set out on or accompanying the complaint application form. Complaints Forms are available from ICON VLE and both reception and Helpdesk. It is therefore imperative that the complaint is written in as clear and concise a manner as possible and focuses on the key issues of complaint, avoiding vague judgements. Requested outcomes of a complaint must be clear and realistic.

- The staff and or student should complete a Complaints Form setting out clearly the nature and origin of the complaint detailing what steps, if any, have been taken to resolve it informally and explaining why the outcome of the informal procedure is not considered satisfactory. The student should also clearly indicate what remedy/remedies, if any, s/he is seeking. The completed form should be returned to the Chair of the Misconduct Committee
- The Chair of the Misconduct Committee will acknowledge the complaint within one week of receipt and will let the student know who will be dealing with the complaint
- The Chair of the Misconduct Committee will, within two weeks contact the complainant and indicate what action they plan to take, and the date by which they expect any investigation

to be complete. If the investigation cannot be completed by the expected date, the Chair of the committee will advise the student of the delay.

- The Chair of the Misconduct Committee will respond in writing to the complainant when any investigation is complete with details of the findings, and if the complaint is upheld will indicate what the outcome will be.
- Where the complaint is dismissed, the complainant shall be provided with full reasons for the decision and (unless there are compelling reasons for any documents or communications to remain confidential) copies of relevant documentation considered. The Misconduct Committee's decision will represent the formal outcome of the Complaint Procedure.
- The Misconduct Committee shall notify the complainant in writing of their decision normally within four weeks of the receipt of the complaint from the complainant. If it should prove impracticable to respond fully within 20 working days, the complainant shall be informed in writing of the timescale for the receipt of a full response.

Stage 3

In the event of the College dismissing the Complaint, the awarding organisations' (Falmouth University, Pearson) decision to uphold or dismiss the Complaint may be final.

If the awarding organisation dismisses the Complaint 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>.

When the College's internal procedures have been concluded, a member of staff who is dissatisfied with the final decision on his/her case may be able to write to the Principal for a solution.

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.

Competitions and Markets Authority (CMA)

As a higher education provider, the College seeks to comply with relevant legislation, that which impacts on College staff and students. The Competitions 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 consumer law’.

Each of the documents is available from the following links;

- [Higher education: short guide to consumer rights for students](#)
- [Higher education: guide to consumer rights for students](#)
- [Report a potential consumer law breach by a higher education provider](#)

or by using the Competition and Markets Authority website:

- [Higher education: consumer law advice for providers and students.](#)

Part 9 Learning Resources

Introduction

The College considers that the provision of adequate and appropriate learning resources to support and underpin student learning is vital to its successful operation and success. This policy addresses conventional library provision, access to external electronic resources and the College's virtual learning environment. It covers strategic planning of learning resources, their currency and relevance, review and renewal of physical resources and matters of technical support for online learning.

Library access and loan procedure

Rules and regulations on the use of the library

- To use the Library, students must have 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
- 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
- Students are allowed to photocopy their Course/study materials and material from library books (within lawfully permitted limits) at a subsidised rate of 3p per A4 page. Students are required to open an account with the Librarian of £5 which will permit 167 copy pages. When you print, photocopy or scan an item, you must keep to the terms of current copyright law.
- 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. 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.
- The College provides library services for the benefit of people at ICON College. If you behave in ways that disturb other library users or disrupts their access to services, we will ask you to leave 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 Account section of the College and produce the receipt to the Librarian
- A student who has paid the deposit can also be issued with a photo Library card
Alternatively, the information could be incorporated in to the current student ID card
- A student can borrow up to five books at a time from the 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.
- The date or time of return will be shown for each item issued
- If a student loses a book, he/she will lose the eligibility to borrow and the cost will be recovered from the deposit.

ICON VLE procedure

ICON VLE (Virtual Learning Environment) is available to enhance the student learning experience at the College. ICON VLE is accessible by all students who need access information for their period of enrolment at the College. It gives the College's students access to online class rooms, files, resources, assignment submission and activities specific to the units they are studying. The VLE's infrastructure is managed by the Vice Principal (Academic).

Student access to specific learning spaces on the VLE is controlled automatically and is based on an individual student's enrolment on particular unit delivery in ICTM information system.

Staff access to a particular VLE site varies according to his or her role on a particular unit in a particular academic year as given on ICTM information system.

Head of Departments and Tutors are automatically allocated appropriate levels of access to the Tutor Space and relevant Learning Spaces for the deliveries of a unit to allow collaborative development of the resources provided to the students.

The ICON VLE account shall remain valid for the period that the user is enrolled with the College. All users must comply with all rules and regulations of use of the College IT services.

There may be exceptional circumstances whereby external users require accounts on ICON VLE; these requests should seek a visitor account which will then be created on the site for duration of request.

Tutors do not need to enrol students onto their ICON VLE Course, this process is automated through the College ICTM information system, and any errors or omissions should be fed back to Student Attendance, Monitoring & Reporting team to rectify at source.

Changes of unit details, student enrolments, and tutor assignment will be processed through the Student Attendance, Monitoring & Reporting team/ICON VLE team not manually in the ICON VLE system.

Assessment

Assessments will be submitted via the ICON VLE onto the Turnitin software. Turnitin Originality Check (a text-matching tool) will be used.

Students will be required to submit all forms of work directly to the ICON VLE in accordance with the guidelines provided in assessment briefs and Course documentation.

It is the student's responsibility to ensure that all their work is securely backed-up and easily retrievable in case of technical failure. Students should allow themselves enough time to upload assignments, the process of which may be affected by connection speeds. Computer device failure will not normally be considered as grounds for exceptional extenuating circumstances.

Further information regarding the VLE is contained in the Colleges Teaching, Learning and Assessment Strategy.

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.

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
- 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 our 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 user name 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, we may ban you from using certain facilities for up to seven days. We may also take other action against you, as allowed in the rules and regulations.
- If you damage files or hardware, we may also charge you the full cost of replacing it, including labour and related costs

Part 10 Prevent Duty Policy and procedure

Prevent Duty Policy Statement

Introduction: Legal Context

The Counter Terrorism and Security Act 2015, section 26 places a duty on 'specified authorities' including Colleges and Universities to have "due regard to the need to prevent people from being drawn into terrorism". ICON College of Technology and Management as a 'Relevant Higher Education Body (RHEB)' is subject to this duty. This legislation is given specific statutory force through the Prevent Duty guidance for higher education institutions in England and Wales, referred to as the 'Prevent Duty'.

The underlying considerations adopted by the College in implementing the Prevent Duty are:

- a commitment to the safety and wellbeing of our staff and students and all who interact with the College, including not being victims of, or complicit, with any activities linked to radicalisation;
- upholding the legislative requirements and champion the spirit of academic freedom and freedom of speech within the law and with the appropriate obligations and responsibilities arising from such freedoms. To this end the College has developed a separate Statement on Academic Freedom and Freedom of Speech;
- preserving equality and diversity as foundations of College life, whilst ensuring these values are not threatened;
- supporting campus cohesion and harmonious relations across all parts of the College community;
- that the requirements described in this Policy are implemented in a proportionate and risk-based manner, relevant to the local context in which the College is based.

The legal definition of terrorism as defined in the Terrorism Act 2000 applies to the Prevent duty. The College acknowledges and upholds the position that the definition of terrorism in the Terrorism Act is broad, in describing it as "the use or threat of action which involves serious damage to property; or endangers a person's life; or creates a serious risk to the health and safety of the public or a section of the public; or is designed seriously to interfere with or disrupt an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, racial or ideological cause."

Terrorism may take the form of extremist behaviour and acts. The statutory Prevent Duty guidance defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and calls for the death of members of our armed forces, whether in this country or overseas".

In accordance with this definition, the College considers that extremist ideologies, and those who express them, undermine the principles of freedom of speech and academic freedom. Freedom of speech and academic freedom, as separate but interrelated liberties, are key features of

College life and the College will produce a separate Statement on Academic Freedom and Freedom of Speech, which sets out the legal obligations, rights and responsibilities related to preserving this freedom.

Office for Students (OfS) is the principal regulator of the College and has established a monitoring framework to assess compliance of all RHEBs with the Prevent Duty. The College has a legal duty to provide reports and evidence of its compliance with the Prevent Duty to OfS, including serious issues, which arise related to the College's Prevent responsibilities. OfS's role does not extend to investigating terrorism-related incidents on campus.

Scope and application of this Policy

The purpose of this Policy is to provide high-level information on the requirements of the Prevent Duty, the College's approach to complying with the duty, and how the arrangements required under the Duty are being satisfied. Further details on specific arrangements in place are provided in separate policies and procedures.

This Policy applies to all staff, students and third parties of the College and to all College-controlled activities undertaken in the UK

The Prevent duty requirement does not apply to:

- activities undertaken by the College in other countries, although the College would not expect any activities directly related to the College overseas to be at odds with this Policy;
- Student Representatives: However, the College is required to ensure that arrangements are in place to ensure that activities undertaken in its name comply with the Prevent duty.

Arrangements to deliver the Prevent Duty

Working in Partnership

The College will work in close partnership with other relevant partners including the BIS HE/FE Prevent Lead, police, local authorities and establish formal links and representation at a senior level of the College for sharing good practice in approaches, and information where this is a necessity.

Leadership and Governance

The Senior Management Team has a responsibility to ensure the College satisfies the requirements of the Prevent Duty, with leadership and implementation delegated to the Principal as the Authorising Officer for Prevent-related matters.

The College has established a Prevent Lead Team (PLT) chaired by the Principal (Professor Nurun Nabi), the other members being the, Managing Director (Mr. Azizur Rahman), Vice Principal-Academic (Professor Reza Joadat), Vice Principal-External Affairs (Professor Alan Jones), two Heads of Department (Mr. Nazimudeen Saleem), the Student Welfare Officer (Mr. Nasir Uddin), and a Student Representative who play a role in the Prevent Policy to oversee implementation of the Prevent Duty and ongoing review of requirements.

Risk Assessment and Action Plan

The College has developed a Prevent Duty Risk Assessment/Action Plan of how and where students and staff might be drawn into terrorism, including violent and non-violent extremism, and an associated action plan to mitigate risks. The Risk Assessment addresses the adequacy of institutional policies and arrangements regarding the campus and student welfare, including equality and diversity and the safety and welfare of students and staff. The Risk Assessment and Action Plan is coordinated by the Principal, and developed and reviewed by the PLT.

External and Visiting Speakers and Events

The College has developed a Policy on Guest/External Speakers to reflect the Prevent duty responsibilities. The Policy sets out the arrangements for managing events on campus and the use of premises. The Policy is set within the context of the statutory responsibility of the College to secure freedom of speech. These principles will have been supplemented and strengthened by a separate Statement on Academic Freedom and Freedom of Speech. The Policy will also be mindful of the freedom of expression, association and assembly in the Human Rights Act 1998. The legislation, however, emphasise the importance of freedom of speech within the law and the duties of the College and the obligations of the organisers of speakers and events to act within the law. A risk-based approach to the assessment of events will be taken and this may require modification of adjustments to the content of or arrangements for events to mitigate risks in respect of the Prevent duty. The right is reserved by the College to prohibit events where speakers promote or seek to incite hatred of, or violence against others. In this regard of, prior approval of the guest speaker event as well as the speaker will be required by the Principal. The Principal and the PLT will carry out a due diligence check on the speaker through research and intelligence from Prevent Partners before being approved or rejected. As a mitigation strategy, staff and students who could have been affected will be monitored by the PLT.

Welfare and Pastoral Care

The College has in place a range of services for welfare and a pastoral support system provided centrally. The College has multi-faith prayer facilities. The College's welfare and pastoral support plays a key part in promoting understanding between individuals and groups.

Staff Training

The College will develop and make accessible training materials available to academic and support services staff outlining the requirements of the Prevent Duty, including guidance and support provided at a national level to support the delivery of training within the College. The College has already contacted the Local Authority Prevent Project Team for arranging initial training and further training will also be delivered to all staff to aid awareness of the Prevent duty and its requirements, and the arrangements that the College has in place to seek to prevent staff or students from being drawn into terrorism, or become victims of it. This will include training all members of staff, both academic and administrative team to understand the factors that make people support terrorist ideologies or engage in terrorist-related activity, recognise vulnerability to being drawn into terrorism, and be aware of what action to take in response. Training will also be provided to recognise individuals who would be affected by extremism and radicalization as well as to respond to such circumstances. A clear training events Course and dates have been included in the action plan provided.

IT Networks

As for online safety, the College has developed a clear policy and framework for the use of IT and web facilities at the premises. Recently, the College has installed web-filtering facility called IBOS, one of the recommended software packages by OfS, which is effectively implemented by the IT team. All students and staff at the College are required to log in with a password and user name through iBOSS to access the facilities and use of the Internet. The monitoring system is in place to monitor any breaches or attempt to breach the IT use policy by the network manager. The accessed website is recorded by the iBOSS system and any activities taken place on these websites are compared to the keyword provided by the iBOSS triggering an alert that was issued to check the three areas of risks, namely content, contact and conduct.

Staff and students, however, will be able to access the systems for any bona fide teaching and research purposes as approved by the College. The College Prevent Lead Team will review and approve or to be barred based on which materials would be considered harmful or not-fit for access within the context of Prevent Duty criteria against academic freedom. This will also come under the College's procedure related to IT Acceptable Use.

Student Engagement

The College is committed to engaging with its students in relation to the new Prevent Duty requirements. This engagement includes collaboration and consultation on Prevent duty policy requirements as developed and delivered by the College, representation of Students and Management on the PLT, and ongoing dialogue to ensure that the arrangements between both parties are joined up and effective.

Referral and Reporting

The College's intended implementation of the Prevent duty is not to challenge or re-shape the current relationship between staff and students, or between any other stakeholders. Instead the focus is that, in the rare event that a member of our community – be it a staff member, student, or anyone else connected with the College – has a serious concern that someone else in our community is potentially being drawn into violent extremism or terrorism, they know where to seek advice and what to do with that concern.

When a concern is raised about an individual in line with the process following this paragraph, we will respond sensitively and appropriately, mindful of the fact that some of the factors which may appear as signs of a person's potential radicalisation might, in fact, be signs of a wide range of other support needs on the part of that individual. The College therefore recognises the difficulties in defining attitudes and behaviours which may suggest someone has been, or is being, drawn into terrorism but would encourage concerns to be reported as shown below. Possible indicators, which may suggest a referral are provided in the 'When to Refer' Guidance.

Where an individual is thought to be at imminent risk of harm to themselves or others, the Principal should be contacted immediately on the 24 hour emergency number: 07956869751 or call the emergency number 999 (police) and in his absence, the Managing Director should be contacted immediately on 07812507863.

For Prevent Duty related concerns about students where there is not perceived to be an immediate threat to the individual concerned or others, the College Student Welfare Officer

should be contacted directly by dialling 020 7 377 2800. The Student welfare officer, who is a member of the PLT, should liaise with the chair of the team.

For concerns about staff where there does not appear to be an immediate threat to the individual concerned or others, the Principal should be contacted immediately with details of the concern. The Principal will liaise with the Senior Management Team as the Chair of the Prevent Lead Team, which may require referral to the external authorities, including the police.

It is recognised that allegations against, or concerns about, staff and students may be submitted via other routes. In turn, these may be raised anonymously, in which case these will be raised as per the relevant routes above.

Allegations or concerns which are raised by anonymous individuals will be investigated where there are sufficient grounds or scope to be able to do so, based on the information provided.

If an allegation is made frivolously, in bad faith, maliciously, or for personal gain or revenge by a student or staff member, disciplinary action may be taken against the person making the allegation. However, no action or detriment related to employment or study respectively will be taken against any member of staff or student who raises a genuine concern that proves to be unfounded.

The College may follow disciplinary procedures against any member of staff or student who is found to have committed criminal acts or any other activities related to terrorism, in the Course of their studies or work activities, which may result in expulsion or dismissal through the hearing of the Misconduct Committee.

The College has a legal duty to share information – in confidence – within the College, and with external authorities, on matters related to individuals assessed as vulnerable to being drawn into terrorism, or at risk of being complicit in terrorist activity. Confidentiality cannot be guaranteed if, as a result of an investigation, individuals are requested to participate in subsequent investigations by the statutory authorities.

A confidential record of all internal and external referrals made under this policy will be kept. In reaching any decision about external referral, the College will have regard to its obligations under its Data Protection Policy and the Data Protection Act 1998. Concerns will only be shared externally where there is a clear and compelling requirement to do so.

Related safeguarding considerations

Concerns about individuals being drawn into terrorism may raise related welfare and safeguarding considerations, due to the likelihood of increased personal vulnerability (e.g. due to the recruitment tactics employed by radicalisers) and the possibility of associated abuse. Additional referral options exist for such cases, which would be explored and agreed with external safeguarding and statutory agencies as required.

For guidance on the application of this Policy, please contact:

Principal and the Chair of Prevent Lead Team: Professor Nurun Nabi

Academic Freedom and Freedom of Speech Statement

Definition

Academic Freedom

Academic Freedom rests on a number of core values which include:

- Freedom from state and political interference
- Institutional self-governance and autonomy
- Peer review and open and rigorous critique of ideas

UK institutions of higher education uphold the rights of academic staff to exercise freedom within the law to question, test and put forward new ideas and opinions without detriment. There are, however, boundaries to academic freedom with the effect that acts that are unlawful are not protected and ICON College accepts the rights and constraints contained within the law (Education (No.2) Act 1986. Section 43 of the Act states that:

'persons concerned in the government of any establishment.....shall take such steps as are reasonably practicable to ensure that freedom of speech within the law is secured for members, students and employees of the establishment and for visiting speakers.'

Freedom of Speech

Freedom of speech goes beyond the rights of academics and applies to everybody. But in practice the right to freedom of speech is not absolute and can be subject to constraints. Freedom of speech has a special role in higher education. The Act (1986) emphasizes the significance of freedom of speech by imposing a legal obligation on higher-education institutions to promote and protect it. ICON College adheres to the rights and obligations within the Act (1986)

College Statement

The College holds respect for academic freedom and freedom of speech as key and crucial value without which its reputation as an institute of higher education would not be sustainable. Overall, the College is committed to ensuring that academic staff and all other College members have freedom within the law to question and evaluate received wisdom, postulate new albeit controversial ideas and put forward unpopular opinions without placing themselves in jeopardy of losing their job or suffering employment-related detriment. Furthermore, the College accepts the right of staff to criticise the policies, procedures and practices of higher education institutions without placing themselves in an untenable situation. The College holds sacred the right of faculty members to teach, research and communicate facts and ideas (including those that are inconvenient to external political groups or authorities) without being fear.

However, academic freedom must be applied carefully: it is not the same as academic licence. Academic staff should not make public statements that are at variance with the institutional values of the College, and which are likely to bring the College into disrepute. Staff and students must apply mutual respect to differing views of colleagues and opponents in debate. They must recognize that the College is an equal opportunities employer and must not promote discriminatory views in terms of gender, race, sexual orientation age or any other Protected Characteristics as set out in the Equality Act 2010.

At the same time the College is committed to ensuring that all staff and students are given every opportunity to voice their opinions on College-related matters that concern them.

Action

In order to promote fair and consistent respect for academic freedom and freedom of speech the College commits itself to the following actions:

- Facilitating regular and effective staff meetings and encouraging staff to engage in strategic development;
- Promoting appropriate student representation on all boards and committees;
- Making minutes of meetings, external reports including external examiner reports available for viewing by all relevant staff and students through website, intranet etc;
- Having a Staff/Student Liaison Panel (SSLP) which is a forum to air views and ideas.

The College reflects on its statement of free speech and expression when producing any new policies to ensure their terms endorsing the right of free speech and expression. The College adheres to the requirements of the statement in management decision-making and expects staff and students to understand the obligations and responsibilities that freedom of expression brings.

When delivering the curriculum, the College will maintain an environment for teaching and learning that respects diversity of opinion and the mutual exchange of ideas and values, robustly put. Staff are free to question materials they feel may not be valid or true. Students have the right to challenge ideas they may not agree with in the light of informed discussion. The College fully adheres to diversity whether in teaching, learning or the subject matter and the right of all staff and students to express diverse views.

Safeguarding Policy and procedure

Safeguarding Policy Statement

Safeguarding remains a key action item in the implementation of Prevent Duty policy. Safeguarding against radicalisation and extremism thus remains essential and, therefore, requires a clear policy and procedures. The College already has identified clear measures to tackle the issues of radicalisation and extremism. This document outlines the College policy and procedures on safeguarding.

The College policy on safeguarding intends to comply with the requirements of the Prevent duty framework of the HEFCE. The College is committed to implementing any actions deemed necessary to identify, monitor and report those individuals from the College community – among students and staff – who could be drawn into or misled in the path of radicalisation and extremism as a victim as well as someone who could deliberately engage in the process of radicalising a potential victim.

The College acknowledges that it has a legal responsibility to comply and provide evidence of its compliance with the Prevent Duty, including serious issues related to safeguarding the College community from extremism and radicalisation to the HEFCE.

The College safeguarding policy also includes to tackle the issues of students' welfare since any concerns about someone being drawn into radicalisation and extremist ideology or committing an

act of terrorism may also raise welfare considerations. Such considerations may be related to the risk of being vulnerable and easy to be recruited to believe in extremist ideology.

Safeguarding Procedures

- The College Prevent Lead team consists of trained and skilled members who are capable of responding to any unexpected situation involving radicalisation and extremism. The Prevent Lead team is also responsible for training the College staff for detection and reporting any actions related to radicalisation and vulnerable students who could be drawn in as a victim.
- It should be noted that the reporting requirements described in this Policy statement are implemented in a proportional manner as well as based on the level of risk perceived by the observer and the Prevent team within the context of local environment.
- The College acknowledges the position that radicalisation and extremism are form of behaviour and acts that may lead to committing terrorism. The statutory Prevent Duty guidance defines extremism as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and calls for the death of members of our armed forces, whether in this country or overseas”.
- In implementing the safeguarding policy, extreme care will be taken not to challenge the status quo as far as the normal staff and students relationships are concerned. In the rare event that a member of the community faces a serious concern or encounter a situation where another member is potentially being drawn into radicalisation and violent extremism or terrorism, he or she will know where to seek advice and how to respond to the concern.
- When a member raises a concern about an individual in line with the guideline, the College Prevent Lead team will respond cautiously and sensitively leading to evaluating the individual case carefully. Although some cases, at first, may appear as signs of an individual being drawn to radicalisation, in fact, it may prove to be something else, perhaps, a sign that would tell us he or she may need attention requiring welfare considerations.
- The College recognises that detection and recognition of an individual being drawn into radicalisation and extremism is a difficult task. Defining attitude and behaviour of an individual that would make us suspect and conclude someone has been, or is being, drawn into radicalisation or terrorism would encourage concerns to be reported as shown below.

Reporting and Referrals

- When an individual' attitude and behaviour is found to be suspicious and at imminent risk of harm to himself/herself or others, the observer should contact the Principal immediately on the 24 hour emergency number: 07956869751 and, in his absence, the Managing Director should be contacted on 07812507863 or call the emergency number 999 (Police).
- The observer, if happens to be a student, can also contact a staff member or tutor first in person, if available on site and contact the Principal or the Director on the numbers provided above.
- When the concern is not perceived to be an immediate threat to the individual or others, whether student or staff, the Student Welfare Officer at the College should be contacted by dialling 020 7 377 2800. The Student welfare officer is also a member of the Prevent Lead team who will liaise with the Principal.

- The Principal, as the Chair of the Prevent Lead team, after consulting with the Senior Management Team, may refer a concerned or suspected individual to the external authorities through the Safeguarding Referral Channel which includes the Tower Hamlets Prevent Lead team and the police. The established channel of the College is via the Local Authority Prevent Lead contact.
- However, if and when an individual is referred to the Channel Programme, it would be completely voluntary and will not negatively impact them in future such as carrying a criminal record.
- Allegations against or concerns about students and staff, when raised by anonymous individuals, will be subject to investigation to assess the validity of such concerns and allegations before being taken into consideration as a potential threat. Since anyone can make allegations against someone else in bad faith or with a malicious intention, it is extremely necessary that such allegations should be investigated thoroughly for their validity and truthfulness.
- The College may take disciplinary actions against any member of staff or student if proven to have committed a criminal act, including any act of terrorism while working or studying at the College. These acts may lead to expulsion or dismissal through the hearing of the Misconduct Committee.
- The College is obliged to share information among the relevant members of the College Senior Management, including the Prevent Lead team, and with the respective channel referral members, on matters related to individuals if they were assessed and proved to be at risk of being complicit in a terrorist activity or a victim of being drawn into radicalisation.
- As a result of an initial investigation, if an individual is obliged to participate in subsequent investigations by the police or other statutory authorities, the College will not be able guarantee confidentiality of information being shared.
- The College will preserve the record of all internal and external referrals made under the College safeguarding policy. The College is obliged to follow the Data Protection Policy in accordance with the Data Protection Act of 1998 when deciding to make any external referrals.

Reporting Serious Incidents

The College will contact the HEFCE Prevent Adviser when a potential serious incident is identified to discuss how we have responded and what actions have been taken consequently before the formally reporting to the HEFCE. This is in agreement with the updated framework for the monitoring of the Prevent duty in higher education in England.

Student Welfare and Staff Training in Safeguarding

The College has arranged to provide a range of welfare services and pastoral support which plays a key role in promoting understanding between individuals and groups. The student welfare officer who is also member of the College Prevent Lead Team is trained to identify as well as listen to the needs of vulnerable students who would otherwise be subject to victimisation by radical and extremist philosophy and recruiters.

The College has also trained both the academic staff and admin personnel to monitor any unusual events and behaviour among students and staff and report to the chair of the Prevent Lead. Relevant training materials are available to academic and support services staff outlining the requirements of reporting. With the help of the Prevent partners, the College intends to continue the Safeguarding training periodically.

External Speaker Policy and Authorisation Procedures

Introduction

All staff and students have the right to study without fear of intimidation, harassment and threatening or extremist behaviour.

Having regard to the provisions of relevant legislation, the College seeks to prevent the exploitation of academic freedoms by way of tolerance and respect for diversity. Intolerant behaviour, motivated by prejudice or hatred that intentionally demeans individuals and groups defined by their ethnicity, race, religion and/or belief, sexuality, gender, disability, age or lawful working practices and which gives rise to an environment in which people will experience, or could reasonably, fear harassment, intimidation or violence will not be tolerated by the College.

This policy and procedure have been produced to ensure that all external speakers comply with the College's policies, procedures and conduct principles.

Guest/External Speaker Authorisation

The process for authorising the use of a guest/external speaker at the College, or at any event in the College name, will comprise of 5 stages: Identification, Assessment, Authorisation, Monitoring and Review.

Stage 1 - Identification

Where a member of staff, student or student representative individual or group wishes to use an external speaker for an activity in the College name, they must first complete section A of the 'Guest/External Speaker Consent Form' and submit it to the College Principal.

At this stage, a file of documentation and actions will be created and retained by the Principal. This will permit any subsequent challenge of the College decision to be fully investigated and be seen to have been arrived at through a fair and robust decision-making process.

The consent form should be received by the Principal at least 10 working days prior to the event. However, the College reserves the right to delay any proposed guest/external presentation or speech until a full and satisfactory assessment has been carried out.

Stage 2 – Assessment

Upon receipt of the consent form the Principal, supported by any individual or body that she/he deems appropriate, such as members of College staff, members of the Senior Management Team, independent advisor, Local Authority prevent team, the Police, or Home Office, will conduct open research and carry out a due diligence check on the speaker and decide if the

guest/external speaker has any potential to be inflammatory. This research may include: published materials, known affiliations, previous speech content etc.

The member of staff or student who has requested consent to use an external speaker, should provide as much detail as possible as to the content of the guest's or external speaker's proposed delivery, and where possible, any documents to be distributed.

Stage 3 – Authorisation

Upon completion of the assessment, the Principal will either authorise or refuse the event and complete Section B of the 'Guest/External Speaker Consent Form'.

In all cases, a refusal decision will be made where the guest/external speaker:

- has been or is currently associated with: Home Office Proscribed Organisations, Organisations, which advocate acts of terrorism, or any organisation whose beliefs contradict the College's Equality and Diversity policy.
- has expressed an opinion/interpretation in public, which: Contradicts the College's Equality and Diversity policy in any way, Advocates involvement in violence abroad, Promotes the isolation of members of society from others, or, is likely to isolate any individual/group of individuals within the College
- proposes to use content, which is likely to undermine the College's Equality and Diversity policy.

Documentation relating to assessment and the decision to authorise or refuse will be retained by the Principal for 5 years following the decision to authorise or refuse the event.

Stage 4 – Monitoring

Where the use of a guest/external speaker is authorised by the Principal, the presentation given will be attended by at least one member of staff designated by the Principal. The member of staff will be expected to monitor the event and complete section C of the 'Guest/External Speaker Consent Form'.

Where it is decided to authorise a guest/external speaker and either the speaker or subject matter of the presentation has been highlighted as having the potential to be controversial, the Principal may prescribe monitoring of the presentation by way of video camera or audio recording. In order for the College to protect itself from any subsequent challenge or adverse publicity regarding the authorisation of an event involving a guest/external speaker, and to assist in any subsequent investigation, the final decision on this matter will rest with the Principal and will not be negotiable.

Stage 5 – Review

Within 10 working days of the conclusion of the event, the member of staff designated to monitor the event will complete section D of the 'Guest/External Speaker Consent Form'.

The review will summarise the event monitoring, and feedback received (both positive and adverse) and make a justified recommendation for future invitations of the guest/external speaker and the suitability of the subject matter for future guest/external presentation.

Policy Review

The Senior Management Team will review the Prevent Policy twice a year and as required based on the emerging developments and government criteria as well as future legislations.

QAEM Review and Version Control

A review of this QAEM will be carried out annually by the AcB to ensure: compliance with awarding organisations policies; that the College is acting in the best interests of students; that the College is fulfilling the provision of the quality and standards in the most efficient manner; and that processes are meeting the strategic aims and objectives of the College.

Version Number	Last updated -Approved by AcB and BOG	Details of changes
V1	23/03/2017	New Version with new structure
V2	12/04/2018	No essential changes, except minor changes in Admission procedure
V3	27/06/2019	<ol style="list-style-type: none"> 1. Revised Teaching, Learning and Assessment strategy 2. Revised HSC Work Experience policy 3. Revised admission process 4. Revised progression procedure 5. Revised Organisation and Committee structure 6. Terms of reference for Widening Participation Plan Cttee 7. Terms of reference of In-College Consumer Law group 8. Revised Organisation chart to include WPPC & CCLG 9. Revised Academic freedom of speech and statement 10. Terms of Reference for Board of Governance + Updated organisation chart to reflect BoG
V4/V5	February 2020	<ol style="list-style-type: none"> 1. New Governance structure 2. Completed revision of the QAEM to include Falmouth University Quality and Standard Provision
V6		Changes to Academic Management Structure

Appendix

Forms and templates

These forms and templates are drawn from the Colleges Policies and Procedures as set out in the Colleges Quality Assurance and Enhancement Manual. For further information on these, please refer to the Quality Assurance and Enhancement Manual.

Glossary/Acronyms

BoG: Board of Governance

MB: Management Board

AcB: Academic Board

AMC: Academic Misconduct Committee

AMR: Academic Management Review

APMR: Academic Programme Management Review

AsB: Assessment Board

BME: Black and Minority Ethnic Communities

BoG: Board of Governance

CAP: College Action Plan

DfE: Department for Education

DLHE: Destination of Leavers from Higher Education

EE: External Examiner

EEC: Exceptional Extenuating Circumstances

HEFCE: Higher Education Funding Council for England

HESA: Higher Education Statistics Agency

HoD: Head of Department

ICTM: ICON College of Technology and Management

IV: Internal Verifier

LIV: Lead Internal Verifier

MD: Managing Director

NSS: National Student Survey

Ofqual: Office of Qualifications and Examinations Regulation

PT: Personal Tutor

QAA: Quality Assurance Agency

RQF: Regulated Qualifications Framework

QAEM: Quality and Enhancement Manual

RHEB: Relevant Higher Education Body

RPL: Recognition of Prior Learning

SAC: Student Affairs Committee

SLC: Student Loan Company

MB: Management Board

SR: Student Representative

SSLP: Staff-Student Liaison Panel

TLRC: Teaching, Learning Recourses Committee

TLAS: Teaching, Learning and Assessment Strategy

VLE: Virtual Learning Environment

VP: Vice-Principal

WPC: Widening Participation Committee

CCLG: College Consumer Law Group

ADMISSIONS PROCESS FLOWCHART for Top Up Courses

STEP 1

Application Received by the Admissions Office

(Initial applications either made individually or through an Agent)

STEP 2

Admissions Office reviews application, including supporting documentation.

Application is considered against the Admissions Checklist, which includes the provision of acceptable original documents, including academic certificates to the necessary level:

HND in Business or relevant subject

STEP 3

An interview is conducted by the relevant Head of Department or Senior Admissions tutor. The interview focuses on the aptitude, aspirations and commitment of the candidate.

STEP 4

If a candidate passes the interview and approved and signed by relevant Head of Department or Senior Admissions tutor, the candidate will be offered a place at the College. If the candidate is refused then a refusal letter will be sent to the candidate with the appeal procedure of the decision.

Step 5

All applications will be subject to procedural error check by the Director of Admissions.

Finally, as a quality check, the Principal/Vice Principal will sample the admissions folder to ensure the quality of the admission/enrolment procedure has been carried out effectively.

ADMISSIONS PROCESS FLOWCHART for HND Courses

STEP 1

Application Received by the Admissions Office

(Initial applications either made individually or through an Agent)

STEP 2

Admissions Office reviews application, including supporting documentation.

Application is considered against the Admissions Checklist, which includes the provision of acceptable original documents, including academic certificates to the necessary level:

A relevant Level 3 qualification(s); or

Level 2 qualifications + relevant work experience; or

Exceptionally, extensive relevant work experience in its own right
and

English Language Proficiency to CEFR Level B2

STEP 3

ONLY when a file is complete will the Admissions Office schedule the applicant to undertake the College in-house English test (if needed).

STEP 4

If a student successfully passes the relevant diagnostic test then they will be called for interview.

STEP 5

An interview is conducted by the relevant Head of Department or senior Admissions tutor. The interview focuses on the oral English language proficiency, aptitude, aspirations and commitment of the candidate.

STEP 6

If a candidate passes the interview and approved and signed by relevant Head of Department or Senior Admissions tutor, the candidate will be offered a place at the College. If the candidate is refused then a refusal letter will be sent to the candidate with the appeal procedure of the decision.

Step 7

All applications will be subject to procedural error check by the Director of Admissions.

Finally, as a quality check, the Principal/Vice Principal will sample the admissions folder to ensure the quality of the admission/enrolment procedure has been carried out effectively.

Agent Recruitment and Review Process

STEP 1

Proposal Received from the Prospective Agent

STEP 2

A Meeting is arranged with the prospective agents to discuss how we can work with them, what college want from them, commission and all the requirement to fulfil become an agent

A relevant company documents need to be submitted like, company house registration, article of memorandum, Director Passport copy (Visa copy if Applicable), Proof of Business premises,

STEP 3

ONLY when a file is complete will the Admissions Office schedule the applicant to undertake the College in-house English Test (and, where relevant, the mathematics assessment). The College must ensure that all Home Office requirements as to the prevention of illegal working are complied with, including, where necessary, verifying that the agent's signatory is working in accordance with any conditions attached to his/her visa

STEP 4

The College will send email for the Agent to other institute to verify reference check.

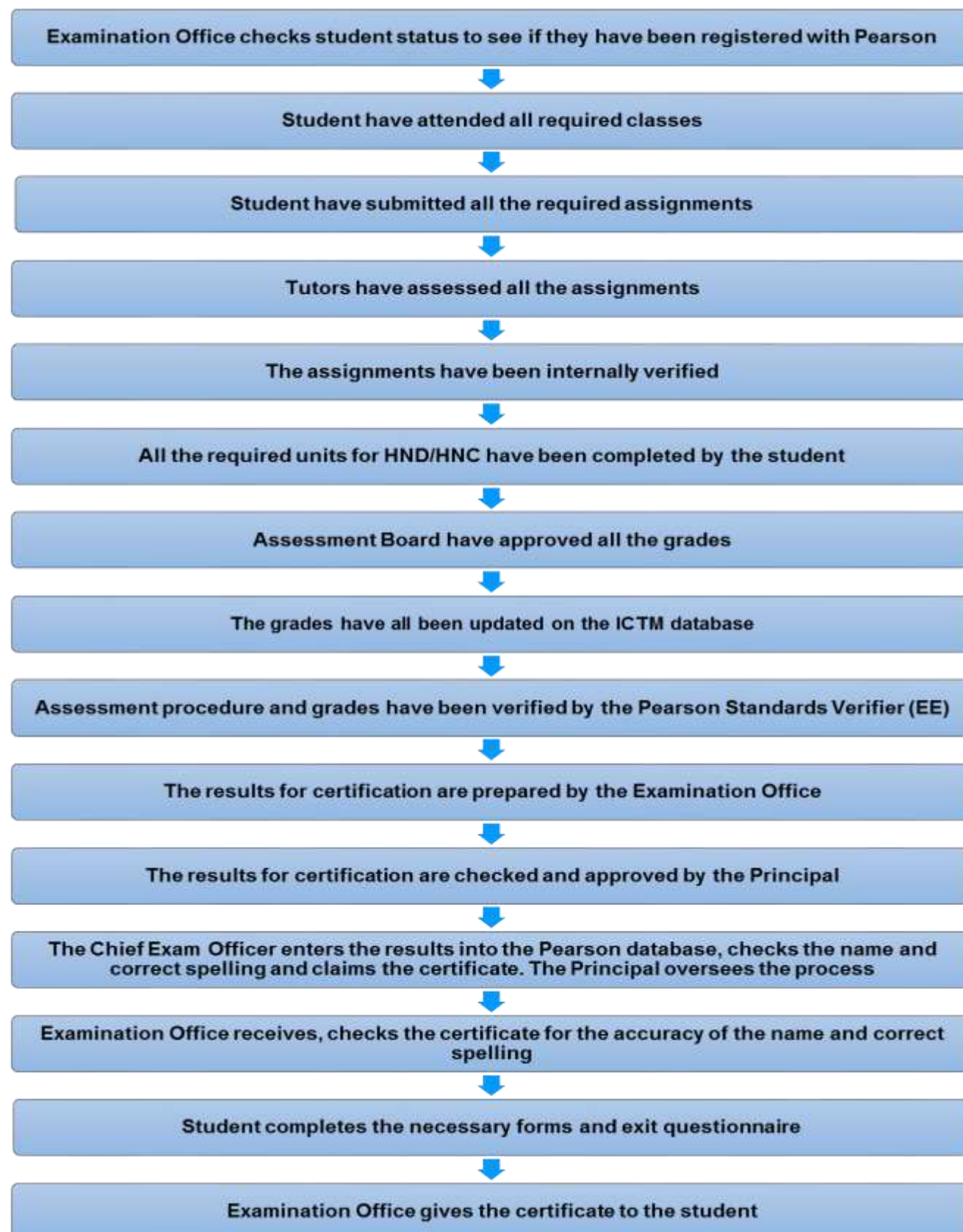
STEP 5

After Successful reference check the college will sign a provisional agreement with the relevant Agent with terms and conditions. If they fulfil the conditions in a provisional period then we will continue to work them unless they break any conditions.

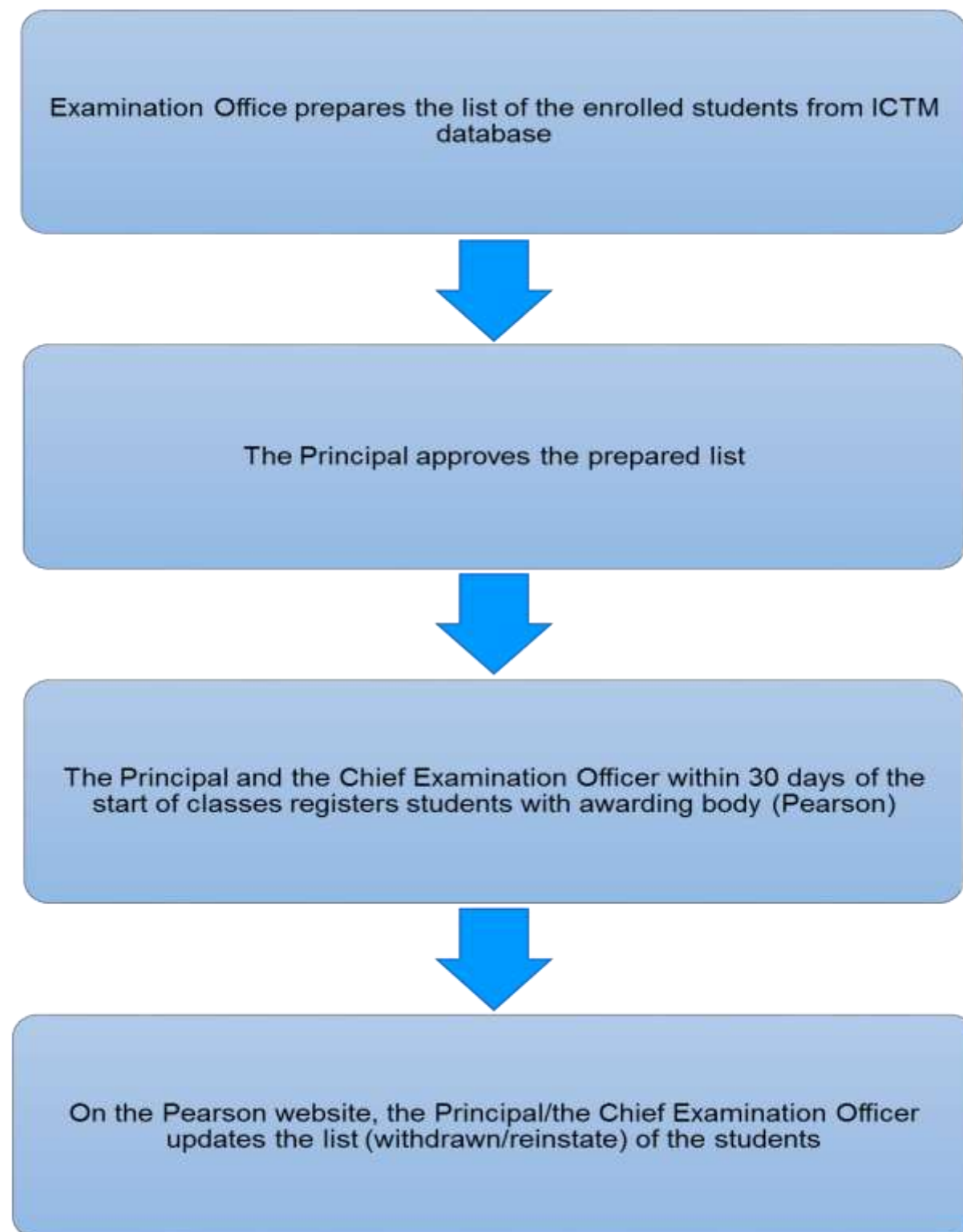
STEP 6

The College will review each and every agent once in a year to check their performance. And regular meeting will be held with agents to build up strong and up to date relationship with agents.

HND/HNC Certification Flowchart



Pearson Registration Flowchart



Unit Evaluation by Tutor

Pearson Course	
Unit No. and Title	
Session	
Unit Tutor	
Total No. of students	
Date	

1. Overall strengths and weakness of student skills: Areas where prior knowledge was weaker than expected and steps taken to alleviate this.

2. Students' study and writing skills: Comment on the students study and writing skills and your effort to provide those skills.

3. Mode of delivery: Methods used to deliver such as lectures, seminar, videos etc. as well as the strengths and weakness your methods, including students' feedback.

4. Student attendance: Please comment on student's attendance (check the system screen before making any comments).

5. Comments on draft submissions and formative (assessment) feedback: Please comment on how many students have submitted for formative feedback and how effective was the process as well as the status of progress.

6. Any other Problems: Comment on any problems encountered while delivering the Course or issues you consider worth raising about the unit and the delivery.

7. Good practice used: Comment on good practice you would like share or that you would recommend to other colleagues.

8. Kaltura: Comment on the effectiveness of the platform in meeting teaching and learning objectives
OR Please share your experience with the online platform

9. Any other Comments: that you would recommend to the Department

Appeal Form

Appeal in relation to academic assessment

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”.

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/Module name:

2. Unit/Module name:

3. Unit/Module name:

4. Unit/Module name:

Intended learning outcome(s), which is/are, alleged not to have 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 Examinations office.

Complaint Form

Complaint is “an expression of dissatisfaction by one or more students about the College’s action or lack of action, or about the standard of service provided by or on behalf of the College.”

Student ID:		
Student name:		
Course:		
Address for correspondence		

Please set out clearly the nature and origin of your complaint. You should also clearly indicate what remedy/remedies, if any, you are seeking, where applicable.

<div>[Continue overleaf if necessary]</div>

If you have tried to resolve your complaint informally, please say what steps you have taken and why the outcome is not satisfactory.

Student signature:	Date:

Please return the completed form to the Reception.

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)/Module(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 1998, 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.

Application for Recognition of Prior Learning (RPL)

PERSONAL DETAILS:

NAME: _____

TELEPHONE: _____

EMAIL: _____

PROGRAMME OF STUDY: Please indicate the ICON programme for which you are seeking recognition:

Course Code	Name of Course

ICON UNITS: Please indicate the number and name of units you wish to receive recognition for?

Unit Number	Unit Name	Unit Number	Unit Name

PREVIOUS ACADEMIC HISTORY

List units or qualifications you have passed	Year Gained	Name of Institution	Name of Qualification

STUDENT DECLARATION:

1. I have enclosed:

☐

Certified copy of my previous Pearson Higher National results (all units completed and level).

☐

An attached description of my employment and previous academic history, stating how this can be related to the assessment criteria of the units for which you are seeking Recognition of Prior Learning.

I declare all the information supplied on this form and any attached information to be true and complete. I acknowledge that the University may decline my prior learning credit application if false information is supplied.

Student Signature: _____ Date: _____

OFFICIAL USE ONLY				
ICON Unit Number	ICON Unit Name	Approved/Declined	Assessor Name	Date

Signature of Head of Department: _____ Date: _____

Signature of Principal: _____ Date: _____

Copy to be retained in personal file

Student Feedback Form

Course	
Unit name:	
Tutor:	
Date:	

Please tick the boxes on items 1 – 6

1. Tutors	Excellent	V Good	Average	Poor	Can't decide
Subject delivery					
Teaching scheme of work (SOW) given?					
Lecture materials provided on the VLE?					
Class discipline and control					
Timely formative assignment feedback given					
Use of Multimedia Presentation					
Have overall learning outcomes, objectives of the unit and syllabus been covered?					
How approachable is your tutor?					
How helpful is your tutor?					
Did the lectures start on time?	Always	Most of the times	Half of the times	Rarely	Never
Did the lectures end on time?	Always	Most of the times	Half of the times	Rarely	Never
How easy is it for you to understand the tutor?	Very easy	Easy	Not easy	Not easy at all	Can't decide
2. Quality of Learning Resources	Excellent	V Good	Average	Poor	Can't decide
Quality of lecture notes and other handouts					
Availability of relevant books in the library					
Availability of resources in virtual learning site (ICON VLE)					
Accessibility of ICON VLE site					
Usefulness of ICON VLE site					
3. Tutor Room & Environment	Excellent	V Good	Average	Poor	Can't decide
Lecture room resources					
Conditions of room					
4. Your overall rating	Excellent	V Good	Average	Poor	Can't decide

Overall, how do you rate the usefulness of this unit?					
5. Help from staff	Excellent	V Good	Average	Poor	Can't decide
How helpful is the administrative staff?					
How helpful is the library staff?					
How helpful is the IT staff?					
How friendly is the administrative staff?					
How friendly is the library staff?					
How friendly is the IT staff?					
6. Public Information; How would you rate the following?	Excellent	V Good	Average	Poor	Can't decide
Quality of information in the student Handbook as to accuracy and adequacy					
Availability of information in the Student Handbook					
Accuracy and quality of information on the College website					
Availability of information on the College website					

7. Was the Admission process satisfactory?

(Yes/No)

In general, what do you think that the College can do to improve the admissions process?

Please complete items 8 – 14 making specific comments;

8. Student Experience

- (i) Do you think the College values your views and opinions? (Yes/No)
- (ii) Do you have opportunity to interact socially with other students? (Yes/No)
- (iii) Have you been given an opportunity to engage with the College extracurricular activities (Yes/No)

In general, how do you value student engagement in the College extracurricular activities?

9. When you had difficulties with the unit, how did you deal with it?

- (i) Did you approach the tutor?
- (ii) Did you approach your personal tutor?
- (iii) Did you turn to library for help (e.g. textbook)?
- (iv) Did you look for relevant information from the Internet?
- (v) Did you seek help from other students?

In general, which sources of above information did you find most helpful for the unit and why?

10.

- (i) Was your attendance punctual and regular? (Yes/No)
- (ii) Did you miss any important classes, for example, when the assignment was discussed and due?
(Yes/No)
- (iii) Did you submit an assignment for formative feedback on time? (Yes/No)
- (iv) Did you receive timely formative feedback? (Yes/No)
- (v) Did you receive useful formative feedback? (Yes/No)
- (vi) Did you catch up on important information about the assignment you missed?
(Yes/No)
- (vii) If Yes to (iv) above how did you do this?

11. Did you find that your teacher in the unit gave you the advice and support for the unit that you needed?

(Yes/No)

If No, please state in what ways advice or support was lacking.

12. Did you find that the College supported your need for advice on?

- (i) Personal development (Yes/No)
- (ii) Professional development (Yes/No)
- (iii) Educational matters (Yes/No)
- (iv) Career development (Yes/No)
- (v) Disability issues (Yes/No/Not Applicable)

If No, please state in what ways advice or support was lacking.

13. What can the College do to improve the usefulness of the ICON VLE?

14. Additional Comments

Please make any specific comments about any of the above or other issues:

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.

Assignment Brief

Session:

Course title			
Unit number and title			
Assignment number & title			
Unit Leader			
Assessor (s)			
Issue Date			
Final assignment submission deadline			
Late submission deadline	The learners are required to follow the strict deadline set by the College for submissions of assignments in accordance with the BTEC level 4 – 7 submission guidelines and College policy on submissions.		
Resubmission deadline			
Feedback	Formative feedback will be available in class during the semester. Final feedback will be available within 2 – 3 weeks of the assignment submission date.		

General Guidelines	<ul style="list-style-type: none"> The work you submit must be in your own words. If you use a quote or an illustration from somewhere you must give the source. Include a list of references at the end of your document. You must give <u>all</u> your sources of information. Make sure your work is clearly presented and that you use readily understandable English. Wherever possible use a word processor and its “spell-checker”. 		
Internal verifier			
Signature (IV of the brief) *		Date	

Hardship Fund form

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 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 information 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 2018

**APPLICATION FORM**

Photograph

Please complete this form in BLOCK letters using black ink.
(You must complete all sections for the application to be accepted)

Section A				Personal Details	
First Name(s)	Title (Mr / Mrs / Ms / Miss, Other)				
Surname		Sex	Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say <input type="checkbox"/>		
Date of Birth		Any gender changed	Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say <input type="checkbox"/>		
Place of Birth		Nationality			
Passport/ID No.		Passport/ID Expiry Date			
UK Entry Date		Visa Expiry Date			
Visa Type (Where Applicable)		ILR <input type="checkbox"/> Other:			
Contact Details					
Current Address		Permanent Address (if different)			
.....Post Code.....	Post Code.....			
Country		Country			
Mobile		Telephone			
E-mail					
Emergency Contact Details/Next of kin (Please tell us who you would like the College to contact in case of emergency)					
Name	Title (Mr / Mrs / Ms / Miss, Other)				
Relation					
Address		Mobile/Tel			
.....Post Code.....		E-mail			
Course Details					

Course Name					
Awarding Body		Course Level			
Session		Year			
Mode of Study	Full Time <input type="checkbox"/> Part Time <input type="checkbox"/>	Time of Study	Day <input type="checkbox"/> Evenings & Weekend <input type="checkbox"/>		
ULN No (if any):		UCAS Course Code:			

Section B Qualifications (Highest qualification obtained or expected)						
Qualification Name	Qualification Level	Name of Institution	Awarding Body	Subject	Year of Completion	Grade

Please forward the certificate and transcript of your qualifications (officially translated if not in English).

Work Experience / Training			
Please indicate details of your recent appointments			
Organisation / Regulatory Body	Position Held	From	To

Section C English Language Proficiency						
Is English your first language?		Yes <input type="checkbox"/> No <input type="checkbox"/>				
If English is not your first language, please state your qualifications.						
Tests	Listening	Reading	Writing	Speaking	Overall	Expiry Date
IELTS						
PTE						
Other (Please Specify)						
Section D Personal Statement						
Why do you wish to do this course? (Please attach an extra sheet if needed)						

Where did you find out about the courses of our College?

Section E Finance		
Source of Finance: SLC <input type="checkbox"/> Own Funding <input type="checkbox"/> Sponsorship <input type="checkbox"/>		
Name and address of person or organisation of sponsorship		
Name	Title (Mr / Mrs / Ms / Miss, Other)	
Relation		
Address	Mobile/Tel	
.....Post Code.....	E-mail	

Section F Equal opportunities monitoring	
(Please put cross <input checked="" type="checkbox"/> in appropriate box)	
Ethnicity	
<input type="checkbox"/> White - British <input type="checkbox"/> White - Irish <input type="checkbox"/> White - other <input type="checkbox"/> Mixed - White/black African <input type="checkbox"/> Mixed - White/black Caribbean <input type="checkbox"/> Mixed - White/Asian <input type="checkbox"/> Mixed - other <input type="checkbox"/> Chinese	<input type="checkbox"/> Asian/Asian British - Indian <input type="checkbox"/> Asian/Asian British - Pakistani <input type="checkbox"/> Asian/Asian British - Bangladeshi <input type="checkbox"/> Black/Black British - Caribbean <input type="checkbox"/> Black/Black British - African <input type="checkbox"/> Black/Black British - other <input type="checkbox"/> Other ethnic group <input type="checkbox"/> Please specify

Disabilities	
<input type="checkbox"/> No known disability <input type="checkbox"/> Special Learning Difficulty/Dyslexia <input type="checkbox"/> Autistic Spectrum Disorder <input type="checkbox"/> Blind/partially sighted <input type="checkbox"/> Deaf/hearing impairment <input type="checkbox"/> Two or More Impairments	<input type="checkbox"/> Wheelchair user/mobility difficulties <input type="checkbox"/> Personal care support <input type="checkbox"/> Mental health difficulties <input type="checkbox"/> Unseen disability e.g. diabetes <input type="checkbox"/> Multiple disabilities <input type="checkbox"/> Other
If disabled, are you receiving any Disability Allowances? Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say <input type="checkbox"/>	

Religion or Belief	
<input type="checkbox"/> No religion <input type="checkbox"/> Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Christian - Church of Scotland <input type="checkbox"/> Christian - Roman Catholic <input type="checkbox"/> Christian - Other denomination <input type="checkbox"/> Hindu	<input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> Sikh <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Not known <input type="checkbox"/> Other

Sexual Orientation	
<input type="checkbox"/> Bisexual <input type="checkbox"/> Gay man <input type="checkbox"/> Gay woman/lesbian	<input type="checkbox"/> Heterosexual <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Other

Section G Referees			
Referee 1			
Full Name		Title (Mr / Mrs / Ms / Miss, Other)	
Institution / Company		Position/Job Title	
Address		Telephone/Mobile	
.....Post Code.....		E-mail	
Referee 2			
Full Name		Title (Mr / Mrs / Ms / Miss, Other)	
Institution / Company		Position/Job Title	
Address		Telephone/Mobile	
.....Post Code.....		E-mail	

I confirm that to the best of my knowledge, the information given in this form is correct and complete. I have read the terms and conditions of the College (see www.iconcollege.ac.uk) and agree to abide by them during my entire course of study. I agree to ICON College of Technology and Management processing personal data submitted in this application form, or any other data that the College may obtain from me, for any purposes connected with my studies or my health and safety, or for any other legitimate reason (in accordance with the Data Protection Act 2018). I authorise ICON College to issue my course result to my sponsor if my sponsor so requests. The application form and copies of all supporting documents will be retained by ICON College in case of an unsuccessful application for admission.

Applicant's Signature		Date of Application	
------------------------------	--	----------------------------	--

Note: All decisions by the College are taken in good faith on the basis of the statements made on your application form. If the College discovers that you have made a false statement or have omitted significant information on your application form, for example in examination results, it may withdraw or amend its offer, or terminate your registration, according to the circumstances. You have the right to appeal or make a complaint if your application has been rejected (see admissions and enrolment policies on the College website). The information given on this application form will be electronically stored and used for administrative purposes by the College in accordance with the provisions of the Data Protection Act 2018.

FOR OFFICE USE ONLY

Application Received Date		Student's ID Number	
Course Approved For			

Session		Year	
Offer Decision	Unconditional <input type="checkbox"/>	Conditional <input type="checkbox"/>	Rejection <input type="checkbox"/>
(If conditional or rejection please specify the condition or reason for rejection)			
Staff's Signature		Date	
Name		Position	

Please send the completed and signed application form along with registration fee (if applicable) to
The Admissions Office, ICON College of Technology and Management
Unit 21, 1-13 Adler Street, London E1 1EG
Tel: +44 (0) 207 377 2800 Fax: +44 (0) 207 377 0822
E-mail: info@iconcollege.ac.uk Web: www.iconcollege.ac.uk

ICON College of Technology and Management Ltd. is registered in England No. 4903429

Key College Rules & Regulations

1. All new students must attend the **induction classes**.
2. Student enrolment is subject to **student finance confirmation** before classes start. Student must disclose if applied previously for any Student Loans Company (SLC) funding at ICON or any other College and provide all relevant information.
3. Student attendance **must be 80% or above** in each semester to maintain their enrolment. Low attendance will affect any SLC funding, council tax letter, TFL discounts and etc. Students having low attendance will not be allowed to submit assignments.
4. 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. Sign in process will be recorded via fingerprint reader.
5. Online classes to be attended now until it is possible to arrange onsite classes in the College due to Coronavirus and for a similar/critical situation in the future when using onsite classroom is impractical.
6. The student **must submit assignments** on time in each semester.
7. A student should successfully complete **at least three (3) units** in order to progress to semester 2 and **at least seven (7) units** to semester 3.
8. The student should meet the **Personal Tutor** at least **once per semester**.
9. **Any inappropriate behaviour** towards staff, tutors and other students will result in disciplinary action as per the College rules.
10. **Change of Course is not normally permitted** after 3 weeks of the start of classes in the first semester of study.
11. **No food, drink or switched-on mobile phones** are allowed in the classrooms or library.
12. To become eligible to borrow books, a student must pay a refundable deposit of £35 to Accounts Section of the College and produce the receipt to the Librarian.
13. The College building is a **smoke-free zone**. Smoking is permitted outside in designated area(s) only.
14. **Childcare issues must be pre-arranged** and cannot be an excuse for arriving late or leaving early from class on a regular basis.
15. **Work** should not be used as an excuse for either coming late or leaving classes early, if this happens, it will be not treated as an authorised absence.
16. The College **may change class timetables** in every semester.
17. Students must immediately notify the College **of any change of address, telephone number or e-mail address** by filling the relevant form available in the Reception and ICON VLE.
18. Your recruiting agent and next of Kin may be contacted during the semester of study with your consent in case student is unreachable via other available contact options
19. Any non-attendance related to sickness, family emergency, overseas travel, etc. must be accompanied by valid documentation. **Without evidence, no authorised absence will be granted.**
20. The maximum authorised absence allowed will be **2 calendar weeks**.
21. Any additional supports needed due to disability should be pre-arranged. **Where possible, a student must disclose any disability on the College Application Form.**
22. A student **may be suspended, in accordance with relevant ICON Policies and Procedures, on the basis of low/non-attendance, low/non-progression or due to non-payment of fees by the SLC.** In any event, a student will be liable for the payment of fees up to the time of deregistration.
23. As a guidance, approximately on average 20-25 hours per week personal study is required to cope with the Course
24. As per TFL rules students attending evening and Saturday classes are not eligible for TFL student travel discount.

- 25. Students must not litter and congregate in front of other people's premises, inside or outside of the building to avoid causing disturbances to neighbours.
- 26. I will attend any meetings arranged with a regulatory body (e.g. QAA, Falmouth University, Pearson, etc.) if I am selected.

***For further information please refer to the Student Handbook at ICON College website**

Student Name:..... Signature:..... Date:.....

Documents Checklist Form

Student Name _____ ID Number _____

Course Name _____ Session _____

Nationality _____

***1. Completed Application Form**

Instalment Agreement Form

Learning Contract Form

Attendance Undertaking

Enrolment Form

Rules and regulations

***2. Passport-sized Photographs (2)**

***3. Educational Certificates**

***4. Work Experience Letter**

***5. Passport Copy (Visa Page if required)**

6. Student Finance Ref. No

7. Student Finance Payment (confirmation letter) _____

8. Assessment Form

***9. Proof of Address**

10. Interview Form

11. English Test Result

***12. Evidence of 5 years residency in the UK or**

If an EU migrant worker (6 months payslips) _____

Submitted by _____ **Date** _____

Checked by _____ **Date** _____

*** Note:** Application will not be accepted without these Documents.

Change Control Log:

This form to be completed for all changes to Public Information/Documents

Change Request	
Document name:	Change No:
Change requestor:	Date:
Describe the change being requested:	
Describe the reason for the change:	
Describe the implications to Quality:	

Approval of change:		
<input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> Defer		
Reason for rejection or deferral:		
Name (Principal)	Signature	Date

Completion of change:		
Details of action taken:		
Name (Person carrying out change)	Signature	Date

AGENT PERFORMANCE REVIEW

Agent (Representative Name):

Company Name:

Start Date:

Reviewed by:

Position:

Review Date:

Expectation 1: Being able to forecast the number of students to be admitted successfully semester by semester in a year

Objectives/Targets: 1. Number of students targeted to be admitted semester by semester in year 2017 2. Number of students applied in 2017 3. Number of students qualified to be admitted by meeting the College admission criteria in 2017 4. Main reasons, if target was not met	Comments:
Overall comments on acceptance and rejection rate	

Expectation 2: Overall quality of students in terms of retention over year 1 and academic performance

Objectives/Targets: 1. Number of students continued through 2017 in year 1 2. Number of students withdrawn/ dropped out or College deregistered due to low attendance 3. Number of students did not qualify for SLC funding and their reasons 4. Number of students progressing to year 2	Comments:
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Overall comments on student continuation and progression rate	
---	--

Expectation 3: Agent's student recruitment process

<p>Objectives/Targets:</p> <ol style="list-style-type: none"> 1. Recruitment and assessment process of students as per College admission criterion and their eligibility for SLC funding 2. Training and knowledge of staff interviewing students and checking the relevant documents 3. Agent's concern and co-operation on SLC loan application, attendance and progression follow up of their students 	<p>Comments:</p>
--	------------------

Expectation 4: Agent's knowledge on SLC funding and compliances

<p>Objectives/Targets:</p> <ol style="list-style-type: none"> 1. Up-to-date knowledge on SLC loan eligibility and compliances 2. Work ethics, attitude and honesty 	<p>Comments:</p>
--	------------------

Overall Performance Summary: Please comment on the overall performance, including any strengths and weaknesses.

Reviewer Signature and Date:

Agent (or representative) Comment:

Signature and Date:

HSC WORK EXPERIENCE GUIDELINES

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 (UKQC-Chapter B10).

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. (UKQC - Chapter B10).

The College assists students in understanding their responsibility to the employer, the College and their own progression in relation to their Work experience (UKQC - Chapter B3).

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 finding their own Work experience as 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. (Chapter B3 and B10 of the UKQC).

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 reasonable 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 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 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 onto 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 collect 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 Quality Assurance and Implementation Manager.

- 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 Quality Assurance and Implementation Manager will evaluate the process as part of the enhancement procedure.
- The Quality Assurance and Implementation Manager 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: INUCTION 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: <ul style="list-style-type: none"> • 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		

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	
Course	
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: <ul style="list-style-type: none">responsibilities and duty of rolecase managementsupervision and teachingpersonal developmentteam workingassessment of individual's needscommunication strategiesperson centred personal care and well beingphysiological carerisk managementequality and diversityquality 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-centred 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 are 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 centred 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

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

Unit code	A/616/1637
Unit type	Core
Unit level	4
Credit value	30

Introduction

Reflecting on our daily activities is an automatic process: it is part of human nature, and something conducted often unconsciously. Reflective practice involves self-observation and evaluation with the goal of refining practice on an ongoing basis.

Reflecting on what we do is a fundamental skill that helps us to develop, improve personally and professionally. It is an active, dynamic process that also helps develop confidence in our ability to perform our daily working practice and to become proactive, professional leaders. The art of reflection is a tool that students will carry with them through and beyond their educational journeys and is a requisite for many roles in the sector. Developing the necessary skills early helps students to be prepared for their career progression pathways.

This unit is intended to run alongside other units in this qualification in order that students may gather evidence to compile a Professional Learning and Development Portfolio (PLAD) which captures evidence of learning and development against a framework of Practice Themes which forms the essential core running through the unit. The unit aims to develop the skills and knowledge necessary for students to reflect on their own and others' daily practice and improve students' own practice and professional development.

Students will firstly develop an understanding of the purpose and importance of continually reviewing their own practice and professional development through an exploration of the benefits and issues associated with reviewing practice. They will then develop their knowledge and skills of theoretical models and other techniques needed to support them in carrying out active, dynamic, action-based, real-time reflection. Students will record their evidence in the PLAD which will comprise learning from this and other units on an ongoing basis. Finally, students will evaluate their reflective journeys and the effectiveness of the PLAD in supporting their ongoing personal and professional development.

On successful completion of this unit, students will have gained the necessary knowledge and skills to complete a professional development portfolio that records evidence of a continuous cycle of reflection and improvement of knowledge and skills and be able to plan for their future career pathway

Learning Outcomes

By the end of this unit students will be able to:

- 1 Explain the role of reflection in health and social care practice
- 2 Use the Practice Themes as a framework for reflection
- 3 Demonstrate active, ongoing, critical reflection of learning experiences
- 4 Assess the overall success of own reflective journey and consider future career pathway.

Essential content

LO1 Explain the role of reflection in health and social care practice

The purpose of reflection in health and social care practice

For understanding the self, values, attitudes, approaches and behaviours against those required to carry out work role

To work with and collaborate effectively with others

To influence and change own and other's values, attitudes, approaches and behaviours, e.g. challenging hidden assumptions

For evaluating and revising own practice and influencing organisational change

Can be used to keep current with knowledge and practice

Operates as a continuous cycle enabling the building and checking of changes that result in positive outcomes

Benefits of conducting reflective practice for personal and professional development

Professional development and progression in career pathways

Recognising own development and learning and building confidence in skills

Keeping up to date with latest incentives, legislation, policy and best practice

Personal benefits outside professional learning and development, e.g. relationships, health and wellbeing

Contributing to developing a highly proficient and professional workforce

Enabling the provision of high-quality care and services for service users meeting individual needs, safeguarding individuals, promoting dignity, diversity and inclusion

Issues connected with ineffective reflective practice

Effects upon career progression

Unmotivated workforce leading to poor quality care and provision Effects on multi-agency working and partnerships

Physical and psychological health safety and wellbeing of individuals

Typical models used to reflect on knowledge and skills

Gibbs (1998) reflective cycle

Johns (2000) Model for Structured Reflection

Rolfe's Framework for Reflective Practice

Kolb's experiential learning framework

Schon's reflection in action and reflection on action

Tools and techniques to gather evidence to reflect on practice

The Practical Learning and Assessment Documentation portfolio (PLAD) as a means to gather evidence of reflective learning and development, e.g.:

records of one-to-one and group appraisals, assessments and feedback from colleagues, professionals, assessors, family, friends and service users

records of supervisor/assessor observations of practice diaries of practice

work placement timesheets witness testimony

other evidence of practice/learning on placement

reflective accounts on learning using own or others' models of reflection narratives and case studies

reflections

induction records, certificates of training and CPD

self-learning through internet, media and other sources

collaborative action learning group reflection

evidence of practice or learning from other units

development plans.

LO2 Use the Practice Themes as a framework for reflection

Gathering evidence of how the Practice Themes are applied to all areas of practice across the qualification, and in own performance in the workplace

Theme 1. Law, Regulation and Ethical Practice:

Evidence of understanding and experience of working in line with regulated ways of working and duties in supporting and caring for individuals and others, e.g. responsibilities and duty of role, case management, supervision and teaching, personal development, team working, assessment of individual's needs, communication strategies, personal centred care and wellbeing, physiological care, risk management, equality and diversity and quality care procedures

Evidence of taking personal responsibility, working independently within defined parameters of practice

Using initiative in a variety of situations and performing a range of skills consistent with own roles, responsibilities and professional values

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-centred 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

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 principles of safeguarding and protection, e.g. whistleblowing, recording and reporting, knowing when to escalate concerns and seek support

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

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 are not provided

Developing and sharing strategies for disseminating awareness to others of needs of individual service users using evidence-based 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

Linking use of the Practice Themes to quality performance indicators in health and social care practice:

Across different areas of health and social care practice to other units

completed as part of this qualification

To core values of care: care, compassion, competence, communication, courage, commitment

To appropriate professional or governing standards as applicable to own role,
e.g. standards issued by relevant governmental agencies

To related skills and knowledge frameworks applicable to own area of practice

LO3 Demonstrate active, ongoing, critical reflection of learning experiences

Methods and skills for gathering evidence for reflection through own performance in daily activities:

How and where to seek information about current best practice, legislation, policy and other information to be able to carry out work role effectively

How to source information about own and other areas of health and social care practice and develop to promote an integrated working model

Sourcing feedback on own personal presentation, organisational skills and performance from others inside and outside work practice

Records of daily practice

Seeking a critique of skills, knowledge and practical competence through peer reviews, appraisals, observations, mentoring and critical friend models

Shadowing and observing colleagues to identify best practice, presentation and behaviors

Applying problem-solving, analytical thinking and decision-making skills to issues

Being objective, open-minded and self-critical of own abilities and needs

Gaining knowledge and skills through communicating with others, attending meetings, office work, own research

Building ethical relationships and working co-operatively with colleagues, service users and their families and other professionals to be able to reflect on performance and skills

Use of effective communication skills to meet and respond to the individual needs of others

Applying principles of duty of care, ensuring the health, safety and wellbeing of individuals is maintained

Developing numeracy skills in health and social care practice through observations of others in own practice and personal research

Critical self-reflection to assess own performance and knowledge across Practice Themes and links to other quality performance measures

Working with others to create team working environments and leading others demonstrating a range of competences including attitudes, behaviours commensurate with role

Develop and record reflections of working practice:

Producing a Professional Learning and Development Portfolio (PLAD) using the Practice Themes across all areas of working practice

Gathering evidence across range of topics covering the Practice Themes

Respecting confidentiality, privacy and setting's data protection policies

Ethical considerations, e.g. communicating and working collaboratively with service users, colleagues, families and other professionals

How own daily practice meets individual needs of service users, e.g. individual care needs, communication and behaviours

Evidence of own personal evidence-based and practical learning demonstrating self-management, problem-solving, critical thinking, decision-making, creative thinking and finding solutions

Own research and learning

Reflection of own knowledge, skills and practical competence to include experiences, values and own education

Reflections on areas of development and learning from other units forming part of this qualification

LO4 Assess the overall success of own reflective journey and consider future career pathway

Own personal and professional learning and development across the Practice Themes and other quality performance measures:

Effectiveness in promoting an integrated working model

Effectiveness of the use of the Practice Themes framework and effectiveness of capturing all learning and development in health and social care practice

Use of tools and techniques used and developed for reflection and their usefulness in supporting own reflective journey

The theoretical models used to define and support reflective practice and effectiveness in supporting own reflective journey

Developing a holistic reflection on unit outcomes and how they have supported understanding and development of self personally and professionally

Evaluating own holistic reflective practice development and identifying future career path:

Identifying and celebrating areas of success Identifying areas and reasons for development

Identifying short-, medium- and long-term targets using Specific, Measurable, Agreed, Realistic, Time-bound, Ethical, Recorded (SMARTER) framework for own personal and professional development

Identifying own professional career pathway

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role of reflection in health and social care practice		D1 Evaluate how own reflections can impact on personal and professional development and that of individuals using health, care or support services
P1 Explain the purposes of reflection in health and social care practice	M1 Review the ways that reflective practice is applied in health, care or support service environments	
P2 Describe models and tools used for reflection in health and social care practice		
LO2 Use the Practice Themes as a framework for reflection		D2 Assess the effectiveness of the plan in supporting the development of own reflective practice skills
P3 Explain how the Practice Themes can be used to underpin reflection in learning and practice	M2 Produce a plan for reflecting on own learning and development using the Practice Themes and other quality assurance indicators	
P4 Illustrate in detail the links between the Practice Themes and other performance indicators		
LO3 Demonstrate active, ongoing, critical reflection of learning experiences		LO3 and LO4 D3 Evaluate own holistic professional learning and development through practice
P5 Explain methods used to gain evidence of effective reflective practice in own area of work practice	M3 Analyse own performance and learning using the framework of Practice Themes and other quality performance measures	
P6 Produce a portfolio of evidence of reflection using the Practice Themes as a framework		
LO4 Assess the overall success of own reflective journey and consider future career pathway		
P7 Review evidence gathered in own portfolio in regard to its contribution to own personal and professional development	M4 Assess own personal learning and development in terms of its contribution to own journey towards a future career pathway	
P8 Produce targets for the development of own professional career pathway		

Recommended resources

Textbooks

BOLTON, G.E.J. (2014) *Reflective Practice: Writing and Professional Development* (4th Ed.) London: Sage Publications Ltd.

JASPER, M. (2013) *Beginning Reflective Practice* (2nd Ed.) Boston: Cengage Learning Inc.

OELOFSEN, N. (2012) *Developing Reflective Practice: A Guide for Students and Practitioners of Health and Social Care* (Oxon Ed Edition) Gloucestershire: Lantern Publishing Ltd.

McCORMACK, B., MANLEY, K. and TITCHEN, A. (eds.) (2013) *Practice Development in Nursing and Healthcare* (2nd Ed.) Oxford: Wiley Blackwell.

Websites

www.hsj.co.uk	Healthcare Services Journal (HSJ)
	The importance of reflective practices
	(Article)
www.nationalahec.org	Core Principles and Values of Effective Team Based Healthcare
	(Guidance)
www.nursingtimes.net	Nursing Times
	A practical approach to promote reflective practice within nursing
	(Article)

Links

Unit 2 requires students to reflect on all aspects of daily practice and links to all other units taken as part of this qualification suite.

This unit maps to the qualification Practice Themes as below:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2 LO3 LO4	P3, P4, M2, D2 P6, M3, D3 P7, M4
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	All	P1, P2, P6, P7, M1, M3, M4, D1, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2 LO3 LO4	P3, P4, M2, D2 P6, M3, D3 P7, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2 LO3 LO4	P2, P4, M2, D2 P6, M3, D3 P7, M4
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO2 LO3 LO4	P2, P4, M2, D2 P6, M3, D3 P7, M4
THEME 6: NUMERACY IN PRACTICE	LO3 LO4	P6, M3, D3 P7, M4

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs.

Appendix 3

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 4

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 <i>(please provide name, job title, location, phone number and email address)</i>	

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? <i>(If yes, please provide name and contact details below)</i>		
	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 <ul style="list-style-type: none"> ▪ Is Public Liability Insurance held and currently in force? ▪ Is Employer's Liability Insurance held and currently in force? ▪ 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<i>First aid</i> 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? <i>(If yes, please provide details below)</i>		
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? <i>(If yes, please provide details below)</i>		

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 5

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		

Job Roles in Adult Social Care

