



ICON College of Technology and Management

**STUDENT HANDBOOK
2019 - 2020**

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Section 1: Introduction and Welcome to ICON College of Technology and Management

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

The Course you have chosen is a BTEC Higher National Diploma (HND) in one of the six Courses ICON College of Technology and Management is approved by Pearson to Offer. These being: HND in Business (RQF), HND in Computing (RQF), HND in Electrical and Electronic Engineering (RQF), HND in HealthCare Practice (RQF), HND in Hospitality Management (RQF) and HND in International Travel and Tourism (RQF). The courses are internally assessed by the College and overseen/quality assured by Pearson who award the qualification you will work towards.

ICON's teaching and assessment staff will deliver your Course, support you in your studies and assess and verify your coursework. The College uses a mix of oral questioning, written assignments, projects, time constrained assessments, portfolio and other forms of assessment on the course. This information is provided in your specific course handbook

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

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

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

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

The best of luck in all your endeavours!



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

Principal

Section 2: Course Admissions, Entry Requirements and Progression

Admissions and Entry Requirements

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 to be suitable in terms of: prior academic attainment; work experience (where relevant); English language proficiency; and demonstrate a commitment to study.

The College is committed to ensuring that its selection, admissions and enrolment procedures actively promote equality and fairness.

To meet the entry criteria for admission to level 5 HND courses, a candidate must have either:

- a level 3 qualification
- a level 2 qualification and relevant work experience
- or substantial work experience related to the field of proposed study

and, demonstrate capability in English language equivalent to CEFR level B2

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.

Prospective students will make application to the Colleges Admissions Section, and be interviewed by the relevant Head of Department or Senior Admissions tutor.

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.

Applicants who wish to have their Prior Learning formally recognised against the learning outcomes and assessment criteria stipulated by the awarding organisation (Pearson), may wish to discuss this with the relevant Head of Department at interview. The Head of Department will give advice and guidance on the Colleges Recognition of Prior Learning processes and procedures.

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.

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. Appeals must be made in writing to the Director of Admissions, ICON College of Technology and Management, Unit 21-22, 1-13 Adler Street, London E1 1EG.

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 following the Colleges complaints procedure.

The Colleges Quality and Enhancement Manual gives further information in relation to Admissions (Part 4 - Admissions) and Recognition of Prior Learning (Part 7 – Assessment).

Evidence of qualifications and other formal requirements

All students must:

1. Produce documentary evidence of qualifications held (including actual certificates/diplomas) and/or reference letters from employers, detailing dates of employment, position(s) held and duties. Anyone found to have given false information or to have presented forged documents may be asked to leave the College.
2. Declare any criminal charges pending against them and any criminal convictions, immediately after receipt of any such charge or conviction if these arise during their course. Students studying the HND in Healthcare Practice are required to undertake mandatory work placement for which a placement provider will require an enhanced DBS

Progression

The Level 4 Higher National Certificate provides a solid grounding in subject area of study and Professional Body membership, all of which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

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

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

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

Course Extension

Upon completion of two years of study a full-time HND student will only have their course extended for a further semester/year in the following circumstances:

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

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

Course Deferral

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

If the Assessment Board does not meet within two weeks of submitting an application for deferral, the Chair of Assessment Board shall call an extra ordinary Assessment Board meeting with this as the sole agenda item.

A student will only be permitted to defer their course for a maximum of one semester. Further, deferment will only be granted for evidence of acute medical or personal reasons. Normally an application for deferment will not be considered if it is submitted after week three in any semester.

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

Prior to 14 days of recommencing their studies following a period of deferment, a student must complete and submit a re-registration form to the Student Attendance, Monitoring and

Reporting Section. Failure to submit this form will result in a student being deregistered from the College after their period of deferment has lapsed.

Section 3: College Rules Regulations and Expectations

Student ID card

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

Prevent Duty

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

Student Conduct

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

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

Attendance and Authorised Absence

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

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

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

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

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

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

If a student has a valid reason for failing to attend a class or contact session and has not received prior authorisation, s/he must complete an Authorised Absence Application form

(available in Reception and ICON VLE) and submit it to the Student Attendance, Monitoring and Reporting Section on the day of the student's next attendance or within seven days of the absence (whichever is earlier).

Lateness

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

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

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

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

Consequences of Low Attendance

Students receiving support from Student Loans Company (SLC) should be aware that the College is required to report attendance to the SLC and poor attendance can lead to Student Loans being withdrawn. Also students will not be able to submit their assignments if their attendance is low.

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

- Transport for London (who may stop the students 30% discount on travelling)
- Local Council (who may cancel exemptions from council tax)

Course Change Policy

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

Student Withdrawal Policy

If a student decides to withdraw from their course they must immediately inform the College of this decision by completing the Course Withdrawal form available from Reception. If the

student is joining a new institution they must inform the College of the name and address of this new institution.

No smoking

Smoking is not permitted anywhere on College premises.

Mobile Phones

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

Change of address or contact numbers

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

Brochure alterations

The College reserves the right to alter course dates, fees and any particulars in the prospectus, brochures or website without prior notice, where reasonable to do so.

Accidents and damage to property

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

Expulsions

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

Fees

Fees in respect of the Course are due each year payable at the time of the start of the Course.

Payment by instalments for self-financing student

Payments by instalments are available for the Courses and an instalment agreement has to be signed showing the schedule of payment.

College expectations of students

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

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

- Providing us with 'feedback' on the course as you progress through it. In respect of each module you will be asked to complete an anonymous evaluation questionnaire. The contents of each completed questionnaire will be studied in detail with a view to enhancing teaching and learning ensuring that the course retains its vocational relevance and meets the needs and expectations of students.
- Providing us with whatever information we need to ensure that your studies are running smoothly. This includes letting us know if you are unable to attend the course due, for example, to illness, or any other unforeseeable circumstances.
- ICON College of Technology and Management will take whatever reasonable and practical steps are necessary to ensure the health and safety of each student whilst in the College environment. You, in return, have a duty to co-operate with the College to ensure that all statutory requirements are adhered to, and that all statutory regulations are observed.
- Being punctual for classes/training sessions
- Not eating or drinking (except bottled water) in any of the lecture rooms or Computer/Engineering lab rooms and library.
- Not dropping food, nor spilling or emptying drink cans, or leaving food packaging etc on the floors, corridors, staircases, or near fire hoses or anywhere in the College other than in the waste bins provided.
- Not removing hardware, removing or copying software or other components of computers: this may be the subject of disciplinary proceedings and may be reported to the police.
- Not using College equipment or premises for any personal reason without the express permission of the Principal.

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

Letters for Students and Transport for London Student Discount

Our enrolled students are eligible to request the following letters:

General letter - that confirms their studentship

Council letter - for council tax exemption

Bank letter - to open a bank account

Holiday letter - confirming office ICON holidays/term breaks

Students requiring one of the above letters should complete a Letter Request Form (Orange Form) available at both reception and Helpdesk and submit it back to reception and keep the receipt that will be issued to them.

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

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

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

Equal Opportunities Policy

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

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

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

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

Every possible step will be taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, training, promotion and career management of staff, students, are based solely on objective, job-related criteria.

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

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

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

Data Protection Policy

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

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

Sometimes sensitive information may be asked for e.g. health information. We will always ask for your explicit consent before collecting or using this information. We ask you to sign the following when applying to join the College:

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

Section 4: Assessment and Quality Assurance

Assessment

The College complies with the assessment requirements of the qualification awarding organisation Pearson. Pearson publishes Course Specifications for each course on its website. These are summarised in the Colleges Course Handbooks that are given to students following enrolment on a particular course.

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

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

Assignment submission

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

A student will not be able to submit their assignments if their attendance is low and is not in line with College attendance policy.

A student can only submit their assignment if s/he has met attendance requirements.

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

In any given semester a student will only be allowed to submit the current semester assignments plus a maximum of one referred assignment from the previous semester.

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

All submissions must be made under the correct unit name and corresponding tutor, otherwise the assignment will not be marked and will be considered as no submission.

A Self-financing student can only submit their assignment if s/he has clearance from the accounts office.

Late Submission

Assignment submitted after the deadline, and within one week of the deadline, will be marked at Pass grade unless extenuating circumstances apply. Any assignment submitted later than two weeks after the deadline (final & late) will not be accepted. A student then should follow submission and resubmission process.

A student using extenuating circumstances should fill an "Exceptional Extenuating Circumstances form" and hand it to examination office by attaching all supporting documents (see below Exceptional Extenuating Circumstances).

Resubmission procedure for RQF students

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

- only one opportunity for reassessment of the unit will be permitted
- Reassessment for course work, project-or portfolio-based assessments shall normally involve the reworking of the original task
- for examinations, reassessment shall involve completion of a new task
- a student who undertakes a reassessment will have their grade capped at a Pass for that unit
- a student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

Repeat Units procedure for RQF students

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

- At College Assessment Board discretion, decisions can be made to permit a repeat of a unit
- The student must study the unit again with full attendance and payment of the unit fee
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit
- Units can only be repeated once.

Time Constrained Assessment (TCA)

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

If a tutor suspects that the students work is not authentic, TCA would be used to assess the students work.

Plagiarism/Collusion

Plagiarism and other academic offences procedures

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

The following are examples of plagiarism -

- Reproducing or paraphrasing published materials without acknowledging the source
- Presenting information from electronic sources (e.g. downloading matter from the internet and pasting it into an essay, project or report) without acknowledging the source

- Copying the work of another current or former student
- Passing off the ideas, designs, inventions or any creative work, belonging to another, as one's own
- Getting someone else to do the work

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

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

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

Protocol

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

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

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

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

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

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

Penalties

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

The Academic Misconduct Committee may make recommendations to either the Assessment Board or Academic Board depending upon the findings of its investigation into the matter. The Academic Misconduct Committee will take into consideration the relevant rules and regulations of the awarding organisation.

Grade Upgrade (Improvement)

A student completing a QCF qualification, who has passed the unit(s) but wishes to upgrade his/her grade should repeat the unit(s). This means that the student needs to attend the class and submit the new assignment. A student cannot resubmit/resit the same assignment to improve his/her grade(s).

The final grade awarded to the student will be the grade achieved in the repeat session.

Repeating a unit requires a payment of the relevant fees (where applicable).

Students studying towards a RQF qualification will not be permitted to retake a unit to improve their grade in line with Awarding Organisation requirements.

Conflict of Interest

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

Exceptional Extenuating Circumstances (EEC)

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

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

- civil disruption (e.g. major breakdown in transport system)

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

- Computer or printer failure
- Bunching of deadlines
- Job interview
- Falling behind due to paid employment
- Minor illness such as coughs and colds
- Illness after a deadline has passed
- Attendance at weddings and other 'rites of passage' ceremonies
- Religious festivals (unless they cover a significant portion of the assessment period or fall on the day of an examination, in which case the student is expected to give reasonable advance warning)
- General feeling of anxiousness/depression, unless backed up by medical evidence
- Holidays
- Missing a train or bus
- House moves
- Ignorance of rules and regulations
- Disability for which special arrangements are in place
- Loss of USB

Claiming Exceptional Extenuating Circumstances

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

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

If the Assessment Board does not meet within two weeks of submitting an application for EEC, the Chair of Assessment Board shall call an extra ordinary Assessment Board meeting with this as the sole agenda item.

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

Progression monitoring

Pearson requirements

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

- **HNC - 120 credits**

RQF

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.

QCF

A student should achieve a minimum total of 120 credits (8 units) obtained from level 4 and/or from a combination of level 4 and level 5 units, including the required mandatory units in order to apply for Higher National Certificate (HNC) certification

- **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.

For RQF; students can still be awarded a 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 a 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.

QCF

Semester one

- All students will take four (4) units in this semester

Semester two

- All students are expected to complete at least four units successfully by the end of semester one in order to continue in the Course.
- By the end of semester 2, a student should successfully complete at least six (6) units in order to progress to semester 3

- Failure to have completed six units at the end of semester two will require the student to repeat a semester in order to re-take the failed units before proceeding to semester 3.

Semester three

- The student must re-take the failed units first (maximum of two from the remaining eight units) having been assessed in both the submission and resubmission period. The student can take the remaining units from the four eligible units from semester three units.
- The student can submit remaining assignments (maximum two) of the units from year one, if they have not failed that unit, by the end of semester three, in addition to attending the classes and submitting the assignments for the semester 3 units.

Semester four

- Any student who at the end of semester 3 has successfully completed eleven units will be allowed to enrol for five units in their last semester if and only if they have proven a strong academic background from past semesters
- 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 may incur additional cost per unit
- At any stage up to the end of semester 4, a student should not be submitting more than six assignments in any given semester, nor enrolling for less than four units
- A student can re-take a failed unit only once during the four semester enrolment period.

In any semester, a student should not attend more than four (4) units with the exception of semester four.

RQF

Semester one

- All students will take four (4) units in this semester
- By the end of semester 1, a student should successfully complete at least three (3) units in order to progress to semester 2

Semester two

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

Semester three

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

Semester four

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

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

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

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

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

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

HSC Work experience Policy

Introduction

ICON College of Technology and Management values practice in the education of students as a key and distinctive part of our strategy. The College locates learning in the context of the student's workplace or volunteering activities in Pearson Level 5 HND in HealthCare Practice (Integrated Health and Social Care) where it is mandatory for students to demonstrate evidence of 450 hours of relevant work experience over the duration of the course. This Work experience Policy explains the requirements and responsibilities of all parties, where appropriate.

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

Principles

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

The College supports Work experience with appropriate levels of resources to ensure that management oversight is sustained and effective (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 & Appendix 4**)

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

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

Section 5: Appeals and Complaints

Academic Appeals (Assessment Decisions Only)

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

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

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

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

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

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

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

Stage one

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

Stage two

The Chief Examinations Officer will deliver the form forthwith to the HoD/Programme Manager for the Course from which the appeal arises, 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 and if permission has been granted by the HoD/Programme Manager or the nominated member of the Internal Verifier team, convene a meeting of the Internal Verifier team to consider the appeal, to meet within **ten days** from the lodging of the appeal form. The Internal Verifier 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 to amend the grade. They must provide reasons in writing for the decisions they take.

Stage four

The Internal Verifier team shall send any recommendation with their reasons to the AsB appropriate to the Course in question, which may accept or reject the 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 team, the Chair of AsB shall call an extra ordinary AsB meeting with this as the sole agenda item. 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, a student will be issued with a completed copy of the appeal form by the Examination Office. Following this, a student who is dissatisfied with the final decision on his/her case may be able to apply to the Office of the Independent Adjudicator (OIA) for Higher Education and awarding organisation (Pearson). Information and eligibility rules are available at: Pearson and Office of the Independent Adjudicator websites. <http://www.oiahe.org.uk/>, <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 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 1988
- 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, student should first raise their complaint, either orally or in writing, with the individual who is the subject of the complaint. Alternatively, student may wish to discuss their complaint with the relevant Head of Department, Programme Manager or Personal Tutor.

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 Board or 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 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.

When the College's internal procedures have been concluded, a student who is dissatisfied with the final decision on his/her case may be able to apply to the Office of the Independent Adjudicator (OIA) for Higher Education and awarding organisation (Pearson). Information and eligibility rules are available at: Pearson and Office of the Independent Adjudicator websites. <http://www.oiahe.org.uk/>, <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html>.

Disciplinary procedure (non-academic)

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

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

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

- Stage 1** Recorded verbal warning (e.g. for use of a mobile phone in a class room)
- Stage 2** Formal written warning (e.g. for verbal abuse of tutors, staff or other students)
A formal written warning will be given explaining the complaint, the improvement required and the consequences for the student if the formal written warning is ignored.
- Stage 3** Suspension; A student may be suspended from the course for serious misconduct. Suspension will take place immediately. The following offences can lead to suspension:
1. Refusal to comply with a Stage 2 *Formal written warning*
 2. Fighting and/or physical violence
 3. Vandalism and/or any deliberate damage to premises, computer hardware, software, equipment or tools.
 4. Serious verbal abuse of College staff, visitors, or other students
 5. Fraud, theft or arson
 6. Consumption of alcohol on College premises, or illegal use of drugs (other than those prescribed by a doctor)
 7. Serious breaches of College policy on equal opportunities
 8. Accessing illegal or offensive material on the Internet.

Suspension will continue until a meeting of the College management. The Principal may decide either to reinstate the student or to formally dismiss him/her.

Stage 4 Appeal

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

Stage 5

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

Office of the Independent Adjudicator (OIA)

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

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

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

Competition and Markets Authority (CMA)

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

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

Each of the documents is available from the Colleges website or the by using the following link to the Competition and Markets Authority website:

<https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students>

Section 6: Support for Students

Personal Tutoring

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

The aim of the Personal Tutoring System is:

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

The Role of a Personal Tutor incorporates academic, professional and pastoral elements.

The role of the Personal Tutor is to:

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

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

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

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

Students are required to:

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

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 three times per semester. A student may request to see his/her personal tutor more if it is needed.

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

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

The Personal Tutor will complete 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.

Rules and Regulations on the use of the library

- To use the Library, students must wear their College ID card with them and show it to the Librarian on demand.
- Students should keep noise to a minimum while in the library and maintain silence in the study area.
- Apart from bottled water, no other food and drink may be consumed in the library and, if found there, may be confiscated. Smoking is, of course, forbidden.

- Mobile phones must be *switched off* (silent mode is not permitted) before entering the library. Any student whose phone rings in the library will be asked to leave and be barred from using library facilities for that day. No headphones or earpiece allowed in the library.
- The defacing of books and damage to library property will be treated as a disciplinary offence.
- Students bringing their own books for study in the College library must ensure that they are listed by the Library staff beforehand.
- On entering the library, students should leave bags in the designated area and sign in the Library Register prior to either using the computer facilities or taking any book from the shelves. Books must not be removed from the library. Students should sign out when leaving the Library and ensure they take all personal belongings with them. The College does not accept any responsibility for personal belongings in the Library.

Borrowing rules

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

Library opening hours

Monday - Thursday 10:00 – 19:30

Friday - Saturday: 10:00 – 18:00

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

College Computer System and Printing Allowance

How to logon to ICON College computer system:

Press Ctrl+Alt+Delete

Username: your student ID

Password: 1234

Logon: ICTM

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

College Wi-Fi for student

Password: Icon@123

Printing Allowance

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

How to check printing balance

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

How to use pen drive

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

How to Locate Materials on ICON VLE

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

Username: your student ID

Password: 1234

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

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

If you have any problems, contact Helpdesk.

Guide on Referencing in Written Assignments/Course Work

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

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

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

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

Referencing in the text

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

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

or,

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

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

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

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

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

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

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

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

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

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

Employment Gazette (1999).

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

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

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

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

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

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

List of references

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

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

References should be in alphabetical order by authors' surnames.

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

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

Protocols for referencing books

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

Examples

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

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

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

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

Hardship Fund Policy

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 you before you receive your student loan. The IHF is intended to act as a safety net for those in financial difficulty, rather than a main source of income.

Each year ICON College allocates an amount of money for the IHF. This enables the College to support students who are struggling financially. The amount of support will depend on your 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 installment 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 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.
- Your 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

Pastoral care and counselling

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

Careers information advice and guidance

The College Student Career and Welfare Officer Mr. Nasir Uddin located in Room 204, is a member of the Student Affairs Committee. Through the establishment of external links, this officer is responsible for providing students with information about welfare and employment opportunities (both paid and unpaid) that can be undertaken whilst students complete their studies, together with career opportunities following completion of their Courses.

Examples of the information provided are:

- Local availability of GP (General Practitioner) and other medical services
- Career Advice e.g. how to seek job and apply for the job
- London transport student discount travel card
- Opening bank accounts
- How to become a member of National Union of Students (NUS)

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.

Student Support Services

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

Extracurricular Activities

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

Helpdesk

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

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

The Helpdesk can also assist disabled students with getting from the ground floor by using the lift and directing to the relevant classroom.

ICON Café

ICON Café is located in the ground floor of the College building. It is open Monday – Thursday 8:30 am - 8:00pm and on Friday from 8:30 am - 6:00pm, however during summer vacation 10:00 am – 5:00 pm. The Cafe is fully equipped with microwaves to warm your food. It also offers a range of hot and cold food. Hot and cold drinks and other light snacks are also normally available in the cafe.

Photocopy

A dedicated photocopier is available for the students in the College library.

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

Request for References

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

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

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

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

Multi Faith Prayer Room

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

Section 7: Student Engagement with the Courses and College

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 8 members and an alternative for each to sit on the Colleges formal committees i.e. 1 student will sit on the AcB; 2 students will sit on the Teaching and Learning Resources Committee; 1 student from each of the 4 department or Faculty SSLPs will sit on the Student Affairs Committee; 1 student will sit on the Prevent Lead Team.
- Each representative on a formal committee will have an alternative who will attend a meeting if the main representative is unavailable
- Each representative will be elected to a term of office to sit on a Committee for 1 year.
- Each representative will sign an agreement with the College to indicate their commitment to the role.
- Each student representative will be reimbursed for the loss of income and transportation cost in relation to attending the meetings. At the end of their membership all student representatives will receive a token of appreciation for their overall performance and commitment.
- All student representatives will receive a certificate to acknowledge their contribution to the College activities.
- Prior to carrying out the duties of student representative, each student representative will be given formal training.
- Membership as a student representative is dedicated to a policy of equal opportunities and does not discriminate on the grounds of sex, age, disability, ethnic origin, religious beliefs or sexual orientation.

Student Representative Training

- All student representatives are required to attend an induction/training event at the commencement of their role. The training will include the following areas:
 - Introduction to the role
 - Information about the work of the Colleges formal committees

- feedback from relevant Committees and acting as a channel of communication back to the students in their respective Courses
- Contribution to the effectiveness of taught Courses by giving feedback to the College
- Providing feedback on public information such as the College website, ICON VLE
- Meeting visitors from external organisations such as Quality Assurance Agency and awarding organisation (Pearson)
- Helping organise events that bring together the Colleges and department's student body
- Participation in writing of the Colleges newsletter
- Acting as an ambassador of the College and helping communicate information to their Course of study so that other students may be encouraged to attend events sponsored by the College
- Commenting about the effectiveness of the Colleges Personal Tutoring system.
- Attending mandatory student representative training
- Conducting themselves in a way that promotes an atmosphere of civility, diversity, equity and respect in their interactions.

Student Surveys

1. Student survey

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

The key objectives of the student survey are:

- To measure satisfaction among students about various aspects of their Course and the College, in order to drive continuous improvement
- To demonstrate to students that the College listen to their views and value their opinions and to learn how it can improve

2. Student Questionnaire (Progression & Retention)

The objective of this survey is to find out what the College can do to increase the pass rate so that students can go to Year 2 and to the universities of their choice (**progression**) and to find out how the College can keep the number of students it recruited until they complete their studies at ICON College (**retention**). Attention has been drawn to the potential waste represented by students who enrol on College courses, but who fail to complete them, and often leave without recording any measurable achievement in terms of recognised qualifications.

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

The surveys are conducted once every semester and once a year analysed by an independent third party. The report summarises the main survey findings, which in tabular form is analysed in full, on an anonymous basis, cross-profiled by: tutor, unit and Courses. The tabulations analyse every question in the questionnaire, showing numbers and percentages (based on those answering the question) giving each answer. To protect confidentiality, tutors names are anonymised with a code number. The findings and actions taken by the College from the student survey are disseminated to all students via the notice board and ICON VLE.

The surveys are also discussed with the Student Representatives at Staff-Student Liaison Panel meetings. Although some students who raised the issues might have graduated, it is useful to inform the current students about the previous issues and to demonstrate that any issues raised by them will be taken seriously and will be responded to.

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

The H0QE will prepare a summary report for AcB to monitor the results of the survey.

Closing the feedback loop

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

- SSLP meetings
- Noticeboards and display screens
- ICON VLE

Student Suggestions

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

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

Board/Committee Meeting Dates

A calendar of meeting dates for the Colleges Boards and Committees is displayed on the student notice boards throughout the College and ICON VLE.

Section 8: Health and Safety at College

Health and Safety policy

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

- *Management of Health and Safety at Work Regulations 1999*
- *Manual Handling Operations Regulations 1992*
- *Health and Safety (Display Screen Equipment) Regulations 1992*
- *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1996*

Aims

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

Responsibilities of the College

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

Responsibilities of managers and supervisors

- To be personally responsible for the execution of the safety policy as far as the department/employees for which he/she is responsible.
- To be personally responsible, as far as reasonably practicable, for the safety of all persons working in or visiting his/her department, and for all equipment under his/her control.
- To ensure, in the event of any accident, prompt and appropriate first aid is administered, and that further medical assistance is obtained if necessary, the circumstances of the incident are investigated and reported, and that recommendations made as a result of an investigation are implemented.
- To ensure the workplace safety folder is kept and displayed, its contents are brought to the attention of every employee, and all employees are conversant with such data.
- To ensure protective clothing/equipment is used at all times where and when necessary.

Responsibilities of students, trainees, agents and employees

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

Responsibilities of safety representatives

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

Administration

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

- Preparing, reviewing and updating this policy and reporting his activity in these regards to Academic Committee.
- Accident/hazard reporting procedures
- Fire and safety procedures and evacuation guidance.
- Ensuring compliance with the responsibilities laid down in this policy statement and reporting any non-compliance to senior management for sanctions to be applied.
- Liaison with Health and Safety Officers, Insurers, Factory and Environmental Health Officers, Fire Brigade, etc., and ensuring appropriate recommendations are effected.
- Implementing the requirements of the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)*
- Implementing all other relevant/applicable legislation, regulations, and codes of practice or requirements.
- To further the interest of all involved in the reduction and/or elimination of risk, or, failing this, of its control.
- To advise management on safety matters.
- To assist in the education of employees in operating safe working practices.
- To raise awareness of the need for a high-profile safety policy/procedure.

Emergency Evacuation Procedure

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

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

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

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

Fire prevention

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

Fire regulations

Fire Marshals:

The Fire Marshals are responsible for overseeing the evacuation procedures, ensuring that everybody is safe and accounted for, and that the premises/ buildings are safe before anyone returns to his/ her workstation. They will take the daily register to the assembly points to check that all persons in attendance, noted in the register, are safely out of the building and accounted for. You must know where the assembly point is and who the Fire Marshals are, and report to them once you have evacuated the building.

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

Health and safety notices

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

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

Fire extinguisher types: water and CO2.

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

If you discover a fire: the emergency plan

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

Calling the Fire Brigade

- This should normally be done by the Fire Marshal or another senior member of staff.

- However, if they are not available and you need to call the Fire Brigade, dial 999.
- Give the operator your telephone number and ask for the Fire Brigade.
- When the Fire Brigade replies, tell them distinctly:

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

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

Golden rules for your safety in the event of an emergency

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

On hearing the fire alarm

ICON staff:

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

ICON Fire Marshal:

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

Senior Fire Marshal:

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

Section 9: Student Protection Plan

Introduction

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

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

Key features of the Plan

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

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

Student Protection Plan for the period 2019-20

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

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

Our Risk Register covers the following areas:

- Student Recruitment
- Student learning experience
- Financial Risks
- Human Resources
- Property and Estates
- Attendance and SLC Records
- Board of Directors
- Senior Management Team
- Statutes and Regulations

- External Policy Context
- Curriculum Change
- Information Resources

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

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

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

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

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

and in the long term

- c) Seeking validation of undergraduate programmes in our specialist areas
- d) Pursuing Taught Degree Awarding Powers

2. The measures we have put in place to mitigate risks to your study that we consider are reasonably likely to crystallise.

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

Other risks, some indirect include the following:

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

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

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

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

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

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

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

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

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

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

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

Delivering financial implications of the Refund and Compensation Policy

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

Furthermore, we are putting in place insurance arrangements to provide refunds and compensation for those students for whom we have identified an increased risk of non-continuation of study. We guarantee this will be in place by August 2019.

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

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

- On the College website
- On the ICON VLE
- In the Student Handbook

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

5. Access to all documents cited in this SPP is available with the Principal.

Appendix

Academic Staff

Key Contact List

Appeal Form

Complaints Form

EEC Form

Student Feedback Form

Student Questionnaire (Progression & Retention)

Hardship Fund

Disability Access Form

Course Extension Form

Deferral Form

Course Change Form

Course Withdrawal Form

Sample of DLHE Form

Sample of NSS Form

Sample of Pearson BTEC Higher National Annual Student Survey

HSC Work Experience Guidelines

Timetable – submission dates – academic calendar

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

Academic Staff

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Principal

Professor of Management Studies

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

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Professor of Engineering (Communication)

Vice Principal (Academic)

Professor Alan Jones – PhD, MSc, BEd, CertED, FCMI, FRSA

Professor of Management

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Student Career Advisor Dr Peter Green	Room ICTM 209
Student Career & Welfare Officer Mr Nasir Uddin	ROOM ICTM 204 020 377 2800 (Ext 218) nas@iconcollege.ac.uk
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Helpdesk Mr Ehtasamul Haque Mr Milon Shah	Helpdesk 020 7377 2800 (Ext 221)

Board/Committee Chairs:

Board of Governance:

Management Board: Aziz Rahman

Academic Board: Professor Nurun Nabi

Head of Departments Committee: Professor Reza Joadat

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

Misconduct/Disciplinary Committee: Professor Reza Joadat

Widening Participation Committee: Professor Reza Joadat

Teaching, Learning Resources Committee: Mr Nazim Saleem

Student Affairs Committee: Dr Oluwatosin Alo

Staff-student Liaison Panel: Respective Head of Department

Forms

Appeal Form

Appeal in relation to academic assessment

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

A completed copy of this form shall be returned to the Examinations office by the student.

Student name:

Student ID:

Course:

Session:

Identify which unit(s)

1. Unit name:

2. Unit name:

3. Unit name:

4. Unit name:

Intended learning outcome(s) which is/are alleged not to have been assessed fairly (please briefly clarify which LO(S) have not been assessed fairly):

--

Student signature:

Signature of Examinations Officer and date received from student:

Received by Heads of Departments (HoD) - signature and date:

Accepted/rejected by HoD and date:

Recommendation of Internal Verifiers (IV) Team (with reasons) signed by lead verifier and date:

Decision of Assessment Board (with reasons if rejected)

Signed by chair of Assessment Board and date:

Please return the completed form to the Examination office

Complaint Form

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.

--

[Continue overleaf if necessary]

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)	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

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 are the administrative staff?					
How helpful are the library staff?					
How helpful are the IT staff?					
How friendly are the administrative staff?					
How friendly are the library staff?					
How friendly are 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					
Quality of information on the College website as to accuracy and adequacy					
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)
- (ii) Did you submit a task-by-task assignment for formative feedback on time? (Yes/No)
- (iii) Did you receive timely formative feedback (task-by-task)? (Yes/No)
- (iv) Did you receive useful formative feedback (task-by-task)? (Yes/No)
- (v) Did you catch up on important information about the assignment you missed? (Yes/No)
- (vi) 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:

Student Questionnaire (Progression & Retention)

The objective of this survey is to find out what the College can do to increase the pass rate so that students can go to Year 2 and to the universities of their choice (**progression**) and to find out how the College can keep the number of students it recruited until they complete their studies at ICON College (**retention**). Attention has been drawn to the potential waste represented by students who enrol on College courses, but who fail to complete them, and often leave without recording any measurable achievement in terms of recognised qualifications.

This questionnaire has been designed to meet the above objective by improving the quality of the service ICON College (or the College) offers to you. Please note that all data will be treated in confidence. While results will be made available by a number on the questionnaire, you will not be identified by name in any part of the report of the results of this survey. Please do not write your name (or your initials) on any page of the questionnaire as any questionnaire with a name on it will not be used in the any part of this report.

In responding to the questions, please put a tick in the appropriate box(es). The questionnaire should take approximately 15 minutes to complete.

Background Information

1. What is your gender?

Female Male

2. When did you join ICON College?

Feb 2016 May 2016 Sep 2016 Feb 2017 April 2017 June 2017
Other

3. Class attendance

This section intends to find reasons why students miss their classes. Please indicate your response to the following statements by ticking all appropriate boxes below.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
I miss classes if I feel that I am not learning something in the class.					
I miss classes if I do not find the material challenging enough					
I miss classes if the material is too difficult for me					
I miss classes if the tutor is unable to present the course material clearly.					
I miss classes due to failure to balance work with academic studies					

I miss classes due to failure to balance family life with academic studies					
Other: Please explain other reasons for missing class					

In the space provided below, please suggest what the College could do to improve class attendance;

Student Withdrawal from ICON College

This section intends to identify the challenges students face and the factors that lead to their withdrawal from the College. Please indicate your response to the following statements on the challenges that influence a student's decision to withdraw from the College by ticking all appropriate boxes below.

4. Personal Factors that influence a student's decision to withdraw from ICON College

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
If I do not understand the demands of the course it will influence my decision to withdraw from the College					
If I have been out of school after a long period of time it will influence my decision to withdraw from the College					
Poor time management will influence my decision to withdraw from the College					
If I am not satisfied with the course it will influence my decision to withdraw from the College					
If I have financial problems it will influence my decision to withdraw from the College					
If I fail to balance my work with academic studies it will influence my decision to withdraw from the College					
If I fail to balance my family life with academic studies it will influence my decision to withdraw from the College					
Other reason					

In the space provided, please write any personal factors that influence (or would influence) a student to withdraw from ICON College.

5. Organisational Factors that influence a student's decision to withdraw from ICON College

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
Poor quality of teaching will influence my decision to withdraw from the College					
If I am not satisfied with the College facilities (e.g., canteen, toilets, classroom accommodation, equipment, library, etc.) will influence my decision to withdraw from the College					
If the time table does not suit my circumstances will influence my decision to withdraw from the College					
Inadequate induction will influence my decision to withdraw from the College					
If the course is poorly organised it will influence my decision to withdraw from the College					
If there are poor supportive services it will influence my decision to withdraw from the College					
If career guidance is poor, it will influence my decision to withdraw from the College					

In the space provided, please write any organisational factors that influence (or would influence) a student to withdraw from ICON College.

6. What the College could do to better ensure progression

This section intends to find out what the College can do to increase the pass rate (**progression**) and to find out how the College can keep the number of students it recruited until they complete their studies at ICON College (**retention**). Please indicate your response to the following statements on the challenges that influence a student's decision to withdraw from the College by ticking all appropriate boxes below.

How important are the following in increasing both the pass rate and retention of students by tutors at ICON College?

	Extremely Not important	Not important	Neutral	Important	Extremely Important
	1	2	3	4	5
Understanding the problems faced by students					
Addressing the problems faced by students quickly					
Inviting former students to answer student questions about the course					
Understanding students' other responsibilities, for example, family responsibilities.					
Helping students understand the amount of work that goes into being successful.					
Providing an environment in which there is acceptance of diversity					
Providing an environment in which there is respect for every student					
Using different teaching methods to appeal to a wide range of learning styles					
Building a sense of community in and out of the classroom.					
Being constructive when providing student feedback					

In the space provided, please write any other thing tutors could do to increase the pass rate and retention.

7. How important are the following in increasing both the pass rate and retention of students by ICON College management?

	Extremely Not important	Not important	Neutral	Important	Extremely Important
	1	2	3	4	5
Providing more assistance in assignment writing					

Providing more assistance in developing academic writing skills					
Improving quality of tutors					
Adjusting the timetable to suit students' work and domestic situations					
Increasing support to struggling students					
Increasing closer monitoring of poor attendance					
Identifying under-performing students and providing such support early.					
Identifying those who need additional learning support and providing such support early.					

In the space provided, please write any other thing ICON College management could do to increase the pass rate and retention.

8. In the space provided, please write any issue that was not addressed above.

Thank you for taking part in the survey

Hardship Fund

Please complete this form fully and clearly

A. Student Information

Student ID:

First Name(s):

Surname:

Address:

.....

Post Code:

Email address:

Telephone/Mobile:

B. Course Detail

1. Course Title:

2. Course HoD:

3. Start Date:

4. Is your Attendance above 80% Yes No

C. Supporting Statement

Use this section to tell us:

Why do you need the hardship fund for?

D. Student Declaration

The data you have provided on this form will be used to process your application and we will hold it in our systems until 2 years after you finish your course to ensure we have adequate records to deal with enquiries and complaints. We will make a decision based the data you provide will not be passed to any other third party without your consent, except when the College is required to do so by law.

The information I have given on this form is correct and complete to the best of my knowledge and I understand that giving false information will automatically disqualify my application and could result in action under the student disciplinary procedures.

Signature: **Date:**

Please return your completed form to the College Principal: nabi@iconcollege.ac.uk

Information on this form will be stored on computer in accordance with the provisions of the Data Protection Act 1998

DISABILITY ACCESS APPLICATION

Student Name:

Student Number:

Course:

Days and times of classes:

.....
.....
.....
.....

Type of disability:

Accessibility and other provision requested:

.....
.....
.....

Action taken:

.....

Please return the completed form to the Student Career and Welfare Officer.

COURSE EXTENSION FORM

NAME: _____ ID: _____

ADDRESS: _____

POST CODE: _____ UK TELEPHONE: _____

MOBILE: _____ EMAIL: _____

COURSE DETAILS

COURSE ENROLLED FOR: _____

START DATE: _____ EXPECTED END DATE: _____

REASON FOR EXTENSION: _____

Declaration: I declare that the above information is true and complete. I understand that giving false or inaccurate information is a disciplinary offence, which could result in my exclusion from my course. I hereby authorise the College to verify any documents I have submitted in support of my extension. I consent to the College processing personal data, including sensitive personal data (e.g. about health) as defined in the Data Protection Act 1998, about me, for any appropriate use by the College. I also understand that the information I have provided along with any supporting documents will be made available for the scrutiny by the Department for Education whose final approval will be required for any course extensions.

SIGNATURE: _____ DATE: _____

OFFICE USE ONLY:

ACCOUNT STATUS: _____ ACCOUNT VERIFIED BY: _____ DATE: _____

ATTENDANCE (%): 1st Term: _____ 2nd Term: _____ 3rd Term: _____ 4th Term: _____

TOTAL NUMBER OF UNITS: _____ TOTAL COMPLETED: _____ TOTAL LEFT: _____

(Provisional result sheet from exam office must be enclosed)

HEAD OF DEPARTMENT COMMENTS:

Director of Admission: Approved/Rejected

Signed and Dated:

Supporting Documents Attached:

- 1.
- 2.
- 3.

Information (data) in this form is entered by (staff name);

on (date):

SESSION DEFERRAL REQUEST FORM

Date of Request: _____

Name: _____

ID No: _____

Course: _____

For Office Use Only:

Account Status:

Staff Name/Signature:

Attendance Status:

Staff Name/Signature:

Progress Status:

Staff Name/Signature:

Session deferring from: _____ To: _____

Please specify the reason for deferring your session:

Your Present Address: _____

_____ Post Code: _____

Contact Telephone Number: _____ Mobile: _____

Student's Signature: _____ Date: _____

For Office Use Only:

CHECKED BY: _____ SIGN: _____ DATE: _____ (Admin Department)
APPROVED BY: _____ SIGN: _____ DATE: _____ (Chair of Assessment Board)

Copy to be retained in personal file

Course Changing Request Form

Date of Request: _____

Student Name: _____

ID No: _____

Session: _____

Present Course Name: _____

Course intent to change to: _____

Please specify the reason for changing course:

Please specify your academic background with work experience (if necessary):

Your Present Address:

Post Code: _____

Contact Telephone Number: _____ Mobile: _____

Student Signature: _____ Date: _____

For Office Use Only

Processed by

Effective Date

Approved by

Principal /Director of Admissions/HOD

Please Note that it takes minimum of 14 working days from the date of request to get confirmation of changing course.

Copy to be retained in personal file

Withdrawal from Course form

Notes:

Before making a decision to withdraw from a Course, you are strongly advised to meet with your Head of Department or Student Career and Welfare Officer for advice and to discuss the options open to you.

The form must be submitted to a member of the student attendance, monitoring and reporting team, who might want to discuss your decision to withdraw. Subsequently, the form will be submitted for processing and approval to the Director of Admissions/ Principal.

You are liable to pay fees for the period of your attendance.

Withdrawal from a Course is permanent and you cannot return to the Course again at a later date without reapplying through the Admissions Office.

Student ID:

First name(s):

Last name:

Course:

Enrolled session:

Mobile:

Email:

Reason for withdrawal (Please use an additional sheet if required):

Student's signature:

Date:

For office use only:

Interviewed by

Name:

Date:

Comments

Account status

Checked by (Name):

Date:

Comments

Approved by:

Name:

Date:

Comments

Cc: Examination Office, Student Attendance, Monitoring and Reporting Section, IT Section

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 Head of Quality and Enhancement
- The College will review the risks associated with work experience arranged by both the College and by students on a periodic basis or as part of the course review.
- The Head of Quality and Enhancement will evaluate the process as part of the enhancement procedure.
- Head of Quality and Enhancement will provide the Academic Board (AcB) with a report at the end of each semester evaluating the work experience.

Roles and Responsibilities

Head of Health and Social Care Department

- Support the Work Experience Learner Coordinator in the smooth running of work experience for Unit 2)

Work-based Learning Coordinator and Head of Department

- Before starting the relevant work experience, the student will be briefed about that workplace by the Work experience Learner Coordinator /HoD
- Monitors the work experience database to flag when students are behind in work experience activities
- Along with HoD, as part of the quality control process will randomly visit students Work experience or contact student Work experience by phone to record progress and provide support
- discusses PLAD with the students
- Along with HoD liaise with local employers in order to secure suitable work/volunteering experience organisations
- Visit potential work experience organisations in order to ascertain their suitability and to obtain relevant information/documentation
- Conduct risk assessments where necessary by filling out the Risk Assessment Form **(See Appendix 5)**
- Liaise with employers on student's development of employability skills via their work experience.
- Work in partnership with Personal Tutors to ensure students are well prepared for, and well supported during their work experience
- Along with HoD ensure Personal Tutors are aware of student progress during work experience
- To liaise with the Careers Advisor and Personal Tutors to ensure learners are work ready and equipped with job search and interview skills.
- To contribute to the self-assessment and improvement plans for work experience as part of the College's quality processes

Academic staff

- Ensure that the evidences for the PLAD is collated **(Sections 1, 2 & 3)**
- assess the PLAD which is an integral part of the overall assessment strategy for the course.
- Provide information about work experience requirements during the course

Admission Section

- Inform students about the work experience requirements of the course at the recruitment stage and note the organisation they are working with if appropriate

Personal Tutors

- discuss areas of progression in Work experience and barriers they faced in the Work experience

SECTION 1: 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	
Programme	
Telephone contact	
e-mail address	
Emergency contact	
Tutor Details	
Name	
On/off site	
Telephone contact	
e-mail address	
On Site Supervisor Details (where applicable)	
Name	
Telephone contact	
e-mail address	
Placement details	
Start date	
Interim review date	
Projected end date	
Portfolio hand in date	
Hours of Work. Note any special arrangements	

Data Security. Please comment on any policies that students must adhere to in respect of use of personal IT equipment on placement and/or circumstances in which they may or may not use personal equipment during their practice placement

--

Facilities and support available to the student including support groups/workspace/admin support/learning resources and arrangements for Study Time and arrangement of payment for work related expenses

--

How should the student report absence if they are ill?

--

Learning requirements

The student's practice is primarily assessed against the assessment criteria of units in the Pearson BTEC Higher Nationals in Healthcare Practice, and the underpinning professional Standards that support these criteria

List the specific learning needs identified by the student and/or previous assessment and specify how they will be met

Learning need	Addressed by
Are reasonable adjustments needed to support learning? Please give details of how such needs will be met	

Areas of hazard and risk

List the areas of hazard and risk and how they will be managed Specific requirements e.g. Health and Safety, accountability, student's responsibilities, etc., including the name of the person to whom any concerns should be reported

- 1.
- 2.
- 3.
- 4.
- 5.

Who will ensure the student is familiar with the health and safety policies and procedures of the agency?		
The whistle blowing policy will be provided and explained by:		
What will the arrangements for the student's working day be with regard to shift work and working unsocial hours?		
Supervision		
Frequency of supervision with Mentor		
Frequency of supervision with onsite supervisor where applicable		
Date of first supervision with Mentor/PE		
Date of first supervision with onsite supervisor		
Arrangements for recording supervision with Mentor		
Arrangements for student to record their reflective thinking		
Workload allocation		
Type of work	Location	Who will allocate

Section 2: DEMONSTRATING YOUR SKILLS

Amplification of Unit 2: Learning Outcome 3, Assessment Criterion 3.P6 LO3:

Demonstrate active, ongoing, critical reflection of learning experience

Assessment Criterion 3.P6 Produce a portfolio of evidence using the Practice Themes as a framework

(separated in the evidence tracking table below into Practice Themes) The

form below is divided into five columns:

Column 1: specifies the aspect of the Practice Theme that is to be met

Columns 2 & 3: require you to provide evidence of having met the aspect. This evidence can take many forms (examples below are not exhaustive):

Column 2:

- cross-references to evidence from other units completed for the HN in Healthcare Practice, related to the Practice Theme identified (column 2). Where evidence is to be cross-referenced, state the Learning Outcome (LO) and criteria (AC) where the evidence can be found

Column 3:

- records of timekeeping and organisation skills, including signed timesheets and work schedules
- records of activities completed to support other colleagues (diary accounts or work schedules)
- witness statements from qualified practitioners of practice when supporting daily routines
- reflective accounts of own professional behaviours and organisational skills, routines and responsibilities
- witness statements, training certificates, reflective accounts of IT and administration skills
- general housekeeping logs
- witness statements, signed by manager/supervisor, of students' communication with a range of individuals including, adults working in the setting, service users, friends and family of service users and visitors
- school/college Assessor records, including observation records
- artefacts
- photographic evidence
- video evidence

Column 4: requires your Assessor to sign to confirm you have achieved the aspect identified, and that the evidence that confirms achievement has been approved

Column 5: this is the date that your Assessor confirmed achievement of the aspect identified.

Form: Tracking of Practice Evidence against the Practice Themes

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care (LO3.P6)

KEY KNOWLEDGE, SKILLS, COMPETENCES against unit criteria	Source(s) of Evidence		Assessor (s) to sign to confirm achievement	Date
	Unit ref (if evidence found in unit: state Learning Outcome and Assessment Criterion/Criteria)	Other source(s) of evidence		
Practice Theme 1: Law, Regulation and Ethical Practice				
<p>Evidence of experience of working in line with regulated ways of working and duties in supporting and caring for individuals and others including:</p> <ul style="list-style-type: none"> responsibilities and duty of role case management supervision and teaching personal development team working assessment of individual's needs communication strategies person centred personal care and well being physiological care risk management equality and diversity quality care procedures 				

Evidence of taking personal responsibility				
Evidence of working independently within defined parameters of practice				
Using initiative in a variety of situations				
Performing a range of skills consistent with own roles, responsibilities and professional values				
Practice Theme 2: Professional values, attitudes and behaviour in health and social care practice evidenced through				
Exploring own values, attitudes and behaviours and how they impact on the work done with others				
The values, attitudes and behaviours of others and how to promote positive working and caring relationships				
Exploring own communication style and how to use and adapt communications to different audiences reflecting individual needs of others				
Communicating purposefully and appropriately using different forms; verbal, written, electronic, non-verbal				
Exercising own skills, attitudes and behaviours to support personal development of self and others				
Commitment to adopting a person-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 is not provided				
Developing and sharing strategies for disseminating awareness to others of needs of individual service users using evidence based practice				
Practice Theme 6: Applied mathematics demonstrated through				
Use of IT technologies, e.g. healthcare-specific technology				
Technologies used in GP practices				
Administering medications				
Taking, recording and interpreting accurate physiological measurements from patients or service users				
Identifying statistical trends and use of statistics in research				
Office work and other day to day activities				

Form: Placement Supervisor Report

Interim/Final (please circle as appropriate)

To be completed by the placement supervisor. Please tick the appropriate box below to indicate student's current level of competency

Student		Date	
Name of work-placement setting			
Date of commencement of training		Number of hours in placement setting	

Effective relationships with others	Needs improving and developing	Satisfactory	Good	Excellent
Implements settings policies				
Follow health and safety codes of practices				
Uses initiative and asks for advice if unsure				
Is alert, focused and vigilant				
Communicates effectively				
Promotes equality, diversity and inclusion				
Role models appropriate behaviour				

Be able to demonstrate caring skills	Needs improving and developing	Satisfactory	Good	Excellent
Acts promptly and efficiently to the needs of individuals				
Works as a team				
Demonstrates person 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 pathwa

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 is 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 P2 Describe models and tools used for reflection in health and social care practice	M1 Review the ways that reflective practice is applied in health, care or support service environments	
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 P4 Illustrate in detail the links between the Practice Themes and other performance indicators	M2 Produce a plan for reflecting on own learning and development using the Practice Themes and other quality assurance 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 P6 Produce a portfolio of evidence of reflection using the Practice Themes as a framework	M3 Analyse own performance and learning using the framework of Practice Themes and other quality performance measures	
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 P8 Produce targets for the development of own professional career pathway	M4 Assess own personal learning and development in terms of its contribution to own journey towards a future 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	<i>Insurance</i> a) Is Public Liability Insurance held and currently in force? b) Is Employer's Liability Insurance held and currently in force? c) Will your insurance cover any liability incurred by work experience students as a result of their duties as an employee or trainee?		
7	<i>Risk assessment</i> 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	<i>Accidents and incidents</i> 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		