

# ***Academic Policies (Annex 3 to the BSM)***

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## OLC (Europe) Ltd.

### Accreditation of Prior Learning (APL) Policy

#### Policy Contents

1. Policy Statement
2. Principles
3. Admission to Programmes of Study
4. APL Credit within Programmes
5. Complaints and Appeals
6. Policy Monitoring and Review

#### **1. Policy Statement**

APL is an umbrella term used to describe the process by which students who wish to have learning that has already been undertaken recognised by the College either for entry purposes or for the award of credit within a programme of study.

OLC recognises that learning may take place in a wide variety of settings including conventional taught courses; online learning; learning outside courses; professional and employment experience; personal and leisure experience; self-directed study etc. The APL policy facilitates the formal recognition of learning gained elsewhere, and where appropriate, provides for credit to be attached to that learning.

The APL process is a means of building on the existing strengths of individuals, encouraging a sense of life-long learning. Within a credit-based system, APL provides greater flexibility in admitting students to HNC/D programmes and it links prior learning experiences to current programmes of study so that the student gains maximum benefit from their period study at OLC. As such the APL policy supports the College's aim of promoting and supporting the personal development, knowledge, skills and employability of students.

*This policy aligns with the expectation and core principles of the QAA Quality Code for Higher Education.*

#### **2. Principles**

The assessment of APL is carried out by unit leaders. The following principles underpinning the College's approach to APL:

- a) The extent to which APL is applied, including its use for:
  - i) initial admission to the HNC/D Programmes
  - ii) the recognition of APL credit within a programme;
- b) The preparation and checking of publicity and marketing materials to ensure potential applicants are aware of APL;
- c) The specific procedures that applicants should follow in making a claim for APL at the various stages identified in a) above;
- d) The forms of advice, guidance and support available for APL applicants;
- e) The procedures that will be followed in assessing and confirming a claim for APL.

#### **3. Admission to Programmes of Study**

Where an applicant wishes to use APL as alternative or supplementary evidence of academic suitability for entry to a programme, the normal admissions process will apply. Admissions tutors will follow the principles outlined above in determining whether or not an offer of a place can be made. Applicants may be asked to attend for interview and may be required to complete additional pieces of work as

part of the assessment process. Outcomes of APL applications will be reported to the appropriate PAB and may be subject to scrutiny by external examiners.

**4. APL credit within programmes**

Students seeking APL credit for individual units once they have been accepted onto a programme apply using the attached application form (Appendix 1). Decisions will be reported to the appropriate PAB and may be subject to scrutiny by external examiners.

**5. Complaints and Appeals**

APL decisions are matters of academic judgement. Students have a right to receive feedback on their submission and may use the complaints and appeals processes as appropriate in relation to the APL process.

**6. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains relevant to the requirements for Accredited Prior Learning put in place by the College's accrediting and regulatory bodies. Full review of the policy occurs annually.

## **OLC (Europe) Ltd.**

### **Admissions Policy for Publicly Financed Higher Education Courses**

#### **Policy Contents**

1. Introduction
2. Roles and Responsibilities
3. Information for Applicants
4. Selection
5. Feedback
6. Appeals and Complaints
7. Policy Monitoring and Review

#### **1. Introduction**

The Organisational Learning Centre (the College) is committed to providing equal access to the Higher Education courses it offers to the public. This policy aims to lay out the College's admissions practice in a fair and transparent manner.

This policy applies to courses made generally available to the public which are eligible for public finance only. Courses offered privately to corporate clients are not covered by this policy, as in these cases admissions are agreed to meet the needs of individual companies.

*This policy aligns with the expectation and core principles of the QAA Quality Code for Higher Education.*

To ensure sound practice as highlighted by 'The Schwartz Report' (2004) OLC endeavours to produce a recruitment strategy/admissions policy that is underpinned by the five Schwartz principles:

- Be transparent.
- Enable higher education providers to select students who are able to complete the programme as judged by their achievements and their potential.
- Strive to use assessment methods that are reliable and valid.
- Seek to minimise barriers for applicants.
- Be professional in every respect and underpinned by appropriate organisational structures and processes.

#### **2. Roles and Responsibilities**

Admissions are managed by the Admissions Committee, governed by the Director of Education and Student Experience. The Admissions Committee is responsible for preparing documentation and carrying out Admissions activities, such as interviews and testing.

The criteria for entry onto the HND Business/Health & Social Care programmes is in line with our partner institutes: Sunderland College, Tyne Coast College, NCG.

The criteria for entry onto Degree, Top Up, or related foundation courses is in line with our partner university: NCG.

Entry requirements for programmes not running in partnership are set by the Director of Education and Student Experience, in line with admissions guidance published by the relevant awarding body for that course.

Admissions decisions are made collectively by the Admissions Committee, who have the responsibility to ensure applicants meet all appropriate criteria and entry requirements.

Appeals are the responsibility of an Appeals Panel, governed by the Director of Education and Student Experience, formed upon receipt of one or more valid appeals.

It is the responsibility of the Director of Education and Student Experience to ensure that those members of staff who sit on the Admissions Committee and any Appeals Panels are adequately trained and competent.

Ultimate responsibility for admissions and procedures surrounding admissions, including appeals, is held by the Director of Education and Student Experience, who represents the interests of the Board of Directors.

### **3. Information for Applicants**

The College aims to provide information to enquirers and applicants that is accurate, relevant and helpful. Information is made available:

- through the College website;
- through Community Champions;
- upon direct enquiry or request.

Information provided includes:

- course details;
- entry requirements;
- the application process;
- complaints and appeals.

Review of information provided to enquirers and applicants will be done by the Admissions Committee before each iteration of recruitment.

### **4. Selection**

Selection of applicants accepted onto the course will be carried out in a fair and unbiased manner, in line with the College's Equal Opportunities Policy. The College will select applicants who best match the relevant entry requirements regardless of disability, gender reassignment, marital status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, or any combination thereof.

The College is not permitted to allow entrance to students under the age of 18 but will otherwise not discriminate against age.

Admissions decisions are based on the evidence provided by applicants on their application forms and performance and evidence supplied during interview.

Selection of applicants for interview will take place via collective decision of the Admissions Committee, who may refer to the relevant Programme Manager or other senior academic staff, after consideration of the evidence provided by the applicant via application form and personal statement.

Interviews will be formally scheduled by appointment and the Admissions Committee may choose to arrange English Literacy and/or Numeracy testing for applicants without recent qualifications at the appropriate level.

Admission decisions will be based on performance and evidence provided during interview against the admissions criteria for the relevant programme. Decisions will be made collectively by the Admissions Committee, who may refer to the relevant Programme Manager, or other senior academic staff. In order to allow for informed and unbiased selection, and to allow time for collaboration between the Admissions Committee, admission decisions will never be made whilst directly in front of an applicant. Offer letters will be sent to the successful applicant. The offer letters are either unconditional or conditional. Unsuccessful candidates will be informed via email.

### **5. Feedback**

Applicants who are unsuccessful will be given feedback on their application upon request, explaining the decision. This feedback will outline where the applicant failed to meet the entrance criteria and provide advice on how the applicant can gain entry during a later set of admissions or direct them towards other options for furthering their education.

### **6. Appeals and Complaints**

The College provides facility for unsuccessful applicants to appeal against negative admissions decisions. Appeals against admission decisions will follow the College's Appeals and Complaints policy.

In general appeals should be made when applicants:

- believe a decision was made unfairly, or in error;
- can provide extra information or evidence in support of their original application which, for good reason, was not made available during the original application;
- believe that the decision was not made in-line with this Admissions Policy.

Decisions on appeals will be made fairly and without discrimination. All decisions made by the Appeals Panel are final. Appeals will be handled according to the College's Appeals and Complaints policy.

Complaints may be made where an applicant, successful or otherwise, wishes to formally register any dissatisfaction with the College. Complaints cannot be used to appeal against an admission decision, but applicants may be advised to submit an appeal as a result of an investigation. Complaints will be handled according to the College's Appeals and Complaints policy.

Applicants can find guidance on Appeals and Complaints:

- through the College website;
- through Community champions;
- upon direct enquiry or request.

### **7. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains relevant and supports good admissions practice. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Appeals and Complaints Policy

#### Policy Contents

1. Introduction
2. Appeals
3. Complaints
4. Further Points of Appeal/Complaint
5. The Office of the Independent Adjudicator for Higher Education (OIA)
6. Policy Monitoring and Review

#### 1. Introduction

It is the aim of this policy to ensure that all students and applicants of the College have the right to appeal any decision made or grade given by the College which they consider is unfair, biased or not taking into account all facts relevant to the situation. In all cases the College encourages students to seek resolution informally by bringing issues to the attention of relevant administrators, personal tutors, subject tutor or programme manager.

This policy also aims to ensure that all students or applicants are able to make complaints about actions made, or otherwise, by the College, or relating to any dealing the complainant had with the College.

The College is committed to handling appeals and complaints in a fair and unbiased manner. This policy is intended to be read in line with the Equal Opportunities Policy.

*This policy aligns with the expectation and core principles of the QAA Quality Code for Higher Education.*

#### 2. Appeals

The College considers appeals to be formal requests from students or applicants to reconsider decisions. Requests constituting formal appeals might include, but are not necessarily limited to, the following:

- requests to amend an award grade;
- appeals against disciplinary action, up to and including expulsion from the College;
- requests to reconsider admission decisions.

In order to facilitate students and applicants making a formal appeal, the College provides relevant documentation. Specialised appeals and mitigating circumstances forms have been created for this purpose. Documents relating to making appeals are made available to students and applicants through the following channels:

- on the College website;
- from the reception/front office of the relevant campus;
- from Student Welfare Officers or Personal Tutors upon request;
- in the College Handbook;
- via community champions, if applicable;
- upon formal request, i.e. via letter or telephone conversation.

## Appeals and Complaints Policy

Appeals should be made using the aforementioned documents to the Director of Director of Education and Student Experience.

Appeals will be considered by an Appeals Panel, under the governance of the Director of Education and Student Experience. Appeals will be handled in a formal and objective manner, promptly and with a due amount of diligence.

The Appeals Panel will inform the appellant of any further documentation needed to consider their application and allow suitable time for submission of these documents. Where an appeals hearing is required, the Appeals Panel will arrange a time and date and inform the appellant in good time of any requirements. Appellants will always be allowed the company of an advocate during any appeal hearing.

Results/findings of appeals will be communicated to the appellant at the earliest suitable opportunity. Results of appeals will be fed into TeaL meetings for monitoring and review.

The decision of the Appeals Panel is final.

Advice and guidance on all stages of the appeals process will be made available to appellants through Student Welfare Officers and Personal Tutors.

### **3. Complaints**

Individuals with concerns can have an informal discussion with their course tutors, personal tutors, OLC CICM Course Manager or staff at College campuses in order to resolve the issue.

Complaints will be treated seriously, and complainants will not suffer any disadvantage or recrimination as a result of making a complaint in good faith. Guidance for student complainants is given within the College Handbook. In all cases, it is desirable that complaints are resolved informally and quickly between the relevant parties, and that the formal process is only started if that fails.

Formal complaints will be dealt with in a fair and unbiased manner, in line with the College's Equal Opportunities Policy.

Complaints must be submitted on the relevant complaints form to be considered a formal complaint. Complaints should be in writing to the Director of Education and Student Experience.

There may be times when a student submits a complaint, the subject of which is actually an appeal, or vice versa. In these cases, the College may decide to reclassify the complaint or appeal, at whatever stage of the procedure that has been reached, and the College will inform the student of this.

The complaint will be investigated by the appropriate people and a panel set up (usually headed by the Director of Education and Student Experience) to consider the complaint at which the complainant may make an oral presentation to supplement the written complaint.

Notification of the outcome will be given in writing. A complaint report will be presented to the College's Board of Directors, where the College's actions will be evaluated for effectiveness. Only after exhausting the College's arrangements for handling complaints, may a complainant be able to complain to any external authority, such as BAC, Pearson or OIA.

If complainants are in any doubt about where to direct their complaint, they should seek advice from a Student Welfare Officer or Personal Tutor who will then make the necessary arrangements or

## Appeals and Complaints Policy

advise the complainant about what steps to take. If complainants do not have access, or do not wish to have access, to a Student Welfare Officer or Personal Tutor, e.g. in cases where complainants are not registered students at the College, or where complainants wish to complain about the actions of their Student Welfare Officer or Personal Tutor, they should write to the Director of Education and Student Experience for further advice.

Complaints about the actions of individual tutors/lecturers should, in the first instance, be taken up with the Director of Education and Student Experience. Complaints about the actions of the Director of Education and Student Experience should be taken up with the Board of Directors, via the Managing Director.

If the issues have not been resolved satisfactorily, students can pursue their complaint further via our partner college complaints and appeals procedures. More information is available from:

NCG Students Complaints and Compliments Policy:

<https://www.ncl-coll.ac.uk/media/nwbllu2q/2021-06-complaints-and-compliments-policy.pdf>

NCG Students Appeals Guidance and Policy:

<https://www.ncgrp.co.uk/guide-to-information/higher-education-at-ncg/>

Sunderland College Students Complaints Policy:

<https://www.sunderlandcollege.ac.uk/app/uploads/2020/10/How-are-we-Performing-Complaints-Suggestions-and-Compliments-Procedure.pdf>

Tyne Coast College Students Complaints Policy:

<https://www.stc.ac.uk/sites/default/files/2022-02/Complaints%20Policy%20v8.1.pdf>

#### **4. Further Points of Appeal/Complaint**

Once the students have exhausted appeal/complaint channels, students also have the opportunity to pursue their appeal or complaint via the following bodies:

- BAC (British Accreditation Council)
- Pearson
- OIA (Office of the Independent Adjudicator)

#### **5. The Office of the Independent Adjudicator for Higher Education (OIA)**

The OIA offers an independent scheme for the review of student complaints and appeals and will review complaints / appeals made by students or former students that have been through the College's internal procedure and have not been satisfactorily resolved, as well as the College's procedures and still remain dissatisfied.

The College notifies students when it is satisfied that all internal procedures for an appeal, complaint or disciplinary matter have been completed. The OIA considers applications only after this point has been reached, and all applications must satisfy the OIA's eligibility criteria. Further information about the OIA and how to make an application is available from the [OIA](#) website.

#### **6. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains relevant and supports appeals and complaints practice. Full review of the policy occurs annually.

## **OLC (Europe) Ltd.**

### **College Handbook**

The College handbook is a separate document given to students. The guidance within the College Handbook contains:

- Assessment guidance
- College/Student Agreement
- Complaints and Feedback Procedure
- Mitigating Circumstances Guidance

The full College handbook is attached as Appendix 2.

## OLC (Europe) Ltd.

# College/Student Agreement

### Contents

1. Introduction
2. Conduct
3. Teaching, Learning, Assessment and Feedback
4. Diversity and Equality
5. Appeals
6. Concerns and Complaints
7. Mitigating Circumstances
8. Fees/Payments

### 1. Introduction

This document lays out the Student/College agreement between the Student named below and OLC (Europe) Ltd. Within the document is the framework of the responsibilities placed upon both college and student in working together towards a joint goal of excellence in all aspects of education.

Students are encouraged to refer to this document when in doubt of either what is expected of them across the duration of their studies, or of what they can expect of the College across the same period.

Other documents also make up part of the Student/College agreement, specifically:

- The Student's Conditional Offer Letter
- The Student's Unconditional Offer Letter
- The Student Handbook
- Health and Safety Policy
- Assignment Record Sheet

This agreement is valid from the date it is signed by both a representative of the College and the Student and carries through until the time the Student completes their course, or formal dismissal of the student by the College.



**The Student** .....(Print Name)

**The College:** OLC (Europe) Ltd and OLC (College) Ltd

## **2. Conduct**

### **2.1 The College agrees to:**

- 2.1.1 Be committed to providing education and opportunities for learning of the highest quality, at every opportunity.
- 2.1.2 Notify the Student at the first possible opportunity of any changes to schedules, courses or any other factors that might influence the provision of the course.
- 2.1.3 Treat the Student courteously and with respect at all times.
- 2.1.4 Provide a safe environment to the Student, which is conducive to learning.

### **2.2 The Student agrees to:**

- 2.2.1 Be polite and courteous to all staff of the College, as well as all other students of the College, at all times.
- 2.2.2 Take care and not purposefully misuse or damage any and all facilities, furniture and rooms provided by the College.
- 2.2.3 Notify staff of the College of any accident or damage which may potentially cause harm to students, visitors or staff or cause damage to the facilities.

## **3. Teaching, Learning, Assessment and Feedback**

### **3.1 The College agrees to:**

- 3.1.1 Strive towards constantly improving teaching and learning methods used by all staff of the College.
- 3.1.2 Advocate the use of the College's learning strategy "Learning by Doing," throughout all units, learning and courses.
- 3.1.3 Provide education of the highest quality, and to work with the Student in achieving their potential and obtaining the highest result possible to them.
- 3.1.4 Make clear to the Student the criteria of all assessments, which they have to meet, before the time of assessment.

## College/Student Agreement

- 3.1.5 Provide the Student with opportunities to show that they can meet the criteria of assessment across all modules, units or courses that the Student undertakes.
- 3.1.6 Mark and moderate promptly every assessment (those which the College is responsible for) of the Student and to make the results available to the Student at the earliest opportunity.
- 3.1.7 Provide any feedback on assessments performed or taken by the College as soon as they become available.
- 3.1.8 Provide clear guidance, to the Student, staff and visitors on acceptable and unacceptable behaviour within the College.

### **3.2 The Student agrees to:**

- 3.2.1 Attend scheduled lessons, lectures, tutorials and assessments provided for the Student by the College, unless they are missed due to genuine medical reasons, authorised absences or for exceptional mitigating circumstances.
- 3.2.2 Make the College aware when the Student cannot attend a scheduled lesson, lecture, tutorial or assessment, at the earliest opportunity.
- 3.2.3 Work towards meeting any and all criteria of assessment for all modules, units and/or courses that the Student undertakes.
- 3.2.4 Complete and hand in any and all assignments set by the College on or before their scheduled deadline and understands that assignments handed in after the scheduled deadlines will probably be grade capped at a pass.
- 3.2.5 Adhere to any and all rules for time based assessments (including, but not limited to: Time Based Assessments, Formal Presentations, Laboratory Experiments, etc...) undertaken at the College, and understands that failure to abide by these rules could mean dismissal from the assessment, without grading.
- 3.2.6 Not knowingly or purposefully plagiarise any intellectual property during the creation of assignments, or within any other assessments. The Student understands that doing so could result in their assessment being referred, also holding the possibility of further action being taken against them, up to and including expulsion from the college.
- 3.2.7 Adhere to the rules of acceptable behaviour within the college.

## **4. Diversity, Equality and Ethics**

### **4.1 The College agrees to:**

- 4.1.1 Treat the Student equally in all respects to all other students, regardless of:
  - age
  - disability
  - gender
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sexual orientation

This is in line with the Equality Act (2010).

- 4.1.2 To stay informed on UK equality law, and update policies to coincide with any revisions to the law.
- 4.1.3 Encourage all students to embrace diversity within the student body.
- 4.1.4 Act swiftly to resolve any issues regarding diversity and equality and investigate any acts of intolerance regarding the characteristics stated in 4.1.1, and any other such incidents which the College deems unacceptable.
- 4.1.5 Provide accurate, high quality information to students.
- 4.1.6 Ensure the safety, security and welfare of the Student within the College environment, and on any outside activity organised by the College.

**4.2 The Student agrees to:**

- 4.2.1 Treat all other students, College staff and visitors courteously and with respect, regardless of the characteristics stated in 4.1.1. The Student understands that intolerance of any form is not accepted by the College and could result in suspension or dismissal from the College, and in the most serious cases could result in Police involvement.
- 4.2.2 Report to College staff any act of intolerance witnessed, whether it involves the characteristics stated in 4.1.1 or any others.
- 4.2.3 Ensure that the Student's contact details are available to the College, and to notify the College of any changes in these details at the first opportunity.

**5. Appeals**

**5.1 The College agrees to:**

- 5.1.1 Allow the Student the right to appeal any decision or mark/grade by the College which they feel has been made unfairly, or that does not take into account all the facts of a situation – including any mitigating circumstances (See Section 7).
- 5.1.2 Handle appeals in a formal and objective manner.
- 5.1.3 Handle appeals promptly and with a worthy amount of diligence.
- 5.1.4 Make the Student aware of any information or documentation needed for the investigation within good time of the appeal, such that the Student has plenty of time to submit them.
- 5.1.5 Make available, within reason, the College directors to consider appeals. Where students have exhausted internal channels, students have the option to take appeals to BAC, Pearson and the OIA. For these procedures see the following links.  
<https://www.the-bac.org/bac-complaints-procedure/>  
<https://qualifications.pearson.com/en/contact-us/feedback-and-complaints.html>  
<https://www.oiahe.org.uk/students/how-to-complain-to-us/>
- 5.1.6 Communicate to the Student the result or finding of any appeal at the earliest possible opportunity.

**5.2 The Student agrees to:**

- 5.2.1 Bring any appeals to the College's attention within 14 days of the relevant decision. The Student understands that delaying appeals for extended periods of time may have an adverse effect on the result.
- 5.2.2 Make appeals honestly, and provide all information required from the Student truthfully and as soon as possible.
- 5.2.3 Bring appeals to the attention of the College through the formal channels put in place, i.e. make them in writing to the relevant college Director (Director of Education and Student Experience, Managing Director). An appeals/complaints form is available to students.

**6. Mitigating Circumstances**

**6.1 The College agrees to:**

- 6.1.1 Allow the Student the right and chance to put forward for consideration mitigating circumstances which may have had an effect on grades received. A mitigating circumstances form is available to students.
- 6.1.2 Allow the Student the right to put forward for consideration mitigating circumstances for any decision which may be made against the Student, e.g., in such cases as plagiarism, dismissal from assessments or lack of attendance to scheduled lessons.
- 6.1.3 Allow the Student reasonable time to provide supporting documentation (original copies) or information for their claims of mitigating circumstances in time for consideration of their appeal.
- 6.1.4 Consider any and all mitigating circumstances submitted by the Student in a fair and objective manner.
- 6.1.5 Report, if appropriate, to the student any results from the consideration of mitigating circumstances.

**6.2 The Student agrees to:**

- 6.2.1 Submit honest and valid mitigating circumstances.
- 6.2.2 Submit any mitigating circumstances at the earliest opportunity, ideally before or as soon as the situation occurs.
- 6.2.3 Include any relevant documents (original copies) or evidence supporting claims of mitigating circumstances as soon as possible. The student understands that unreasonable delays in providing supporting documents or evidence may reduce their effect at appeal.

**7. Concerns and Complaints**

**7.1 The College agrees to:**

- 7.1.1 Listen to and investigate all concerns and complaints of the Student.
- 7.1.2 Handle formal complaints in a fair and unbiased manner.

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- 7.1.3 Strive to resolve valid concerns and complaints in a manner mutually beneficial to the College and the Student, as well as any other party to the concern or complaint.
- 7.1.4 Make available, within reason, the Student Welfare officer to take informal concerns.
- 7.1.5 Make available, within reason, the College directors to take formal complaints.
- 7.1.6 Report, if appropriate, to the Student any results of a complaint or concern.

### **7.2 The Student agrees to:**

- 7.2.1 Bring honest and valid concerns or complaints to the attention of the College. The Student understands that malicious or purposely untruthful complaints could lead to action being taken against the Student.
- 7.2.2 Bring any informal concerns to the attention of the College through the Student Welfare Officer.
- 7.2.3 Bring formal concerns to the attention of the College through the formal channels put in place, i.e. make them in writing to the relevant college Director (Director of Education and Student Experience, Managing Director). An appeals/complaints form is available to students.

## **8. Fees and Payments**

### **8.1a The College agrees to:**

- 8.1a.1 Provide clear and concise information about the fee structure of the course taken by the Student, along with details about how to make payment or arrange finance where applicable.

### **8.1b Where the Student is financed through the Student Loans Company, the College agrees to:**

- 8.1b.1 Enrol the Student and provide tuition and course support in advance of the Student Loans Company's initial payment to the College.
- 8.1b.2 Provide the Student Loans Company with relevant information, including details of the Student's attendance, in support of the Student's continued access to finance.

### **8.2 a Where the Student is self-financed, the Student agrees to:**

- 8.2a.1 Make prompt payment of any course fees to the College.

### **8.2 b Where the student is financed through the Student Loans Company, the Student agrees to:**

- 8.2b.1 Complete arrangements for finance through the Student Loans Company as soon as can be reasonably expected.
- 8.2b.2 Notify the College as soon as possible of any delays or problems arising in the application for finance through the Student Loans Company.
- 8.2b.3 The College invoicing the Student Loans Company each term for student tuition fees.

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8.2b.4 Commit to payment through the Student Loans Company of 50% of tuition fees once the student has completed formal enrolment at the College campus and attended during the first term.

8.2b.5 Commit to payment of the full year's tuition fees through the Student Loans Company upon the Student's commencement of the second term.

Signed:

College Representative:

Date: .....

The Student:

Student Number:

## **OLC (Europe) Ltd.**

### **Communications Policy (Student – College)**

#### **Policy Contents**

1. Introduction
2. Student College Lifecycle Agreements and Communications
3. The College Prospectus, Student Handbook and 'olceurope.com'
4. Public Access of Documents
5. Emergency Contacts
6. Internal Communication
7. Policy Monitoring and Review

#### **1. Introduction**

*This policy aligns with the expectation and core principles of the QAA Quality Code for Higher Education.*

1.1 Good communication between The College and the Student is essential. Students achieve more when The College and the Student work together. Students perform better and achieve more if they know what The College is trying to achieve, and how they can help.

1.2 In the College we aim to have clear and effective communications with Students and the wider community. Effective communications enable us to share our aims and values through keeping Students well informed about College life. This reinforces the importance of the role that Students play in supporting The College in educating them.

1.3 The College communicates with Students, agents and consultants through a range of different strategies. Some of our communications are the result of a statutory requirement, others reflect what we believe is important to The College. During the student lifecycle it is important that communications are kept clear, precise, accurate, complete and appropriate.

1.4 The College Managing Director is appointed as the Public relations officer and is ultimately responsible for the governance and approval of all external communications and internal communications of policies, procedures, information and data.

#### **2. Student - College Lifecycle Agreements and Communications**

2.1 Our Student - College Agreement has been in place since September 2002. It is a requirement of The College vision, mission and values and this agreement manifest itself with the conditional offer and then with unconditional offer presented to the student once they have met all the requirements of their conditions.

2.2 The Agreement covers the standard of education in The College, the ethos of The College, our expectations on attendance and good behaviour, and our expectations about their study efforts. Our management reviews the Agreement annually and ensures that all staff are aware of the agreement.

2.3 Following an initial (enrolment and College orientation) interview with students the Agreement is supplemented with the issue of a student overview timetable which outlines their student

## Communications Policy (Student – College)

programme and other requirements of attendance, commitment to learning. The student handbook is provided to all students.

2.4 Students are informed, at the start of their unit of study, what the learning outcomes and assessments are for each unit and the timings and methods of assessments are made explicit. At the beginning of each term all teachers present to students in their classes with details of the work to be covered and targets during the forthcoming term.

2.5 The students have the right to appeal any decisions that The College have made, and a procedure is made available to them and communicated on notice boards throughout the Campus. All students are appointed a welfare officer and a Personal tutor.

2.6 Following Unit Assessment Boards and when students complete their course of study they will be informed in writing of their results and of any outstanding work they need to deliver in order to graduate from The College.

2.7 The College provides information on progression opportunities' such as continuing education or career opportunities and all students are guided to use local libraries and Awarding Body websites [www.pearson.com](http://www.pearson.com) and [www.cicm.com](http://www.cicm.com) for researching such interests. All of The College Higher Education Programmes will include personal development and career guidance opportunities.

2.8 The student Alumni [Notable Alumni | OLC \(olceurope.com\)](http://www.olceurope.com) is dedicated to informing the student of progress and developments of The College and newsletters are posted regularly to keep past students informed of progression opportunities and networking possibilities.

### **3. The College Website: 'www.olceurope.com'**

3.1 The College website is extensive and provides information, resources, educational games and links to help learning and support. This is approved by the Managing Director.

### **4. Public Access of Documents**

4.1 The College makes available a range of documentation for prospective students and community champions. A master copy is kept in The College office, and we make this available on request. It contains copies of all curriculum policies, minutes of our governing operations meetings and copies of policies that the body of directors are required to have in relation to charging and remissions, disabilities education, health and safety, curriculum development, performance management, admissions and action planning following the various inspections. It also contains a range of national and international documentation.

4.2 Public access of documents will be managed by a Director of The College to ensure that any documents of a competitive intelligence, sensitive nature, confidentiality or restricted disclosure are not made available without scrutiny and due care and attention.

4.3 Student produced materials are kept in a double locked secure environment and have restricted and completely controlled access.

### **5. Emergency Contacts**

5.1 The College keeps an up-to-date list of emergency phone numbers used to contact students when there is a need to.

5.2 In the event of College closure due to bad weather, heating failure or any other health and safety issue students and their agents are informed that they should keep in contact with the Welfare Officer for information and updates. The College website will also be used, whenever possible, to pass on this information.

## **6. Internal Communication**

6.1 Information regarding internal communication within The College can be found in the Staff Handbook and in the Student Handbook.

6.2 The internal notice boards and Raspberry Pi are kept up to date with information relating to timetabling and any changes thereof, The College Awards and Certifications and compliance to regulations and legal requirements, students' progress and success, extra curricula activities, curricular trips and learning visits.

## **7. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains up to date. Full review of the policy occurs annually.

## **OLC (Europe) Ltd.**

### **E-Learning Policy and Strategy**

#### **Policy Contents**

- 1. Introduction**
- 2. A Vision for e Learning**
- 3. Pilot Study VLE Feasibility Study**
- 4. Established VLE Strategies**
- 5. Teacher Competence in the use of VLE**
- 6. VLE and e learning Strategic Actions**
- 7. Policy Monitoring and Review**

#### **1.0 Introduction**

The Virtual Learning Environment (VLE) at OLC [the college] is constantly being developed and improved as awareness increases of new e-technologies. To ensure that effective teaching and learning strategies are maintained the method of introduction of any new VLE or sub-set thereof will be subject to review and acceptance by the Director of MIS and Infrastructure as in accordance to section 3.0 within this document.

The College currently uses Moodle as its own VLE platform, and also works with the VLEs provided by its educational partners. OLC strives to create a VLE environment that fits with the culture of the college and the teaching and learning strategy which broadly speaking is “Learning by Doing.” Likewise, blended learning is only applicable when it encourages students to self-develop through participative learning events.

*This policy aligns with the expectation and core principles of the QAA Quality Code for Higher Education.*

#### **2.0 A Vision for e Learning**

The OLC vision is one where technology is a natural and essential part of everyday college life for both staff and student. Through challenging the learning culture and by actions, the College will acknowledge the value of Information and Learning Technology (ILT) and e-Learning in providing opportunities for teaching, learning and its management in ways not otherwise available. These opportunities will be exciting, profound in instances and challenging in effecting change for the better in the way the College works. Furthermore, these opportunities will offer substantial improvement in access to college life, experience, achievement, scope and quality of the learning experience, making the best use of technology used inside the college and technology available outside the college where it has bearing on our purpose.

Central to the strategy is the development of e-learning and use of ILT in providing a personalised learning experience for all. The College recognises the need to maintain the classroom and tutor/student/class relationships, and therefore will develop e-learning as part of an integrated approach to learning, maintaining that which is traditionally valued, blended with new possibilities to extract the best value from both approaches for all. The aim is to assist tutors to better manage their time and the College will continue to explore and exploit any opportunity where such benefit is

accessible, recognising that it is itself a 'learning organisation'. E-learning will be used to support the College as a place to learn for staff.

This vision fits the College's wider purpose of providing a broad range of high quality and cost-effective learning opportunities in a supporting and stimulating environment for student communities. This College e-learning and VLE policy and strategy will be publicised on the college website.

### **3.0 Pilot Study VLE Feasibility study**

The introduction of a new e-learning strategy, VLE or subset thereof must be subject to a pilot study project prior to a decision to adopt the proposed strategy. The pilot study will be managed and co-ordinated by the Director of MIS and Infrastructure whom will have responsibility and authority to approve the study and consequently make approvals for widespread application across academic programs.

### **4.0 Established VLE Strategies**

The following schemes must be used to enhance the student learning experience using the VLE and World Wide Web [www] applications:

#### **1. Student E-handbook**

Each current Unit Student Handbook will be made available on the VLE and student area, and will identify:

- a. Relevant internet resources for further reading and for facilitating student attainment of Learning Outcomes
- b. Unit class timetable and any associated topic internet sessions to be used for facilitating learning
- c. The Unit Learning Outcomes with associated Unit Assessment Methods and Assessment timetable
- d. The tutors email address, their availability and communication strategy
- e. Other relevant e-learning resources that have been prepared for the unit and posted on PCs in the college computer rooms
- f. Any ALISON courses and others that broadly map to the unit Learning Outcomes
- g. A direct www link to the awarding body unit overview and programme details.

#### **2. Internet Access for All**

All education and training centres of the college will have access to the internet which will be made available to all students

#### **3. Poster Campaign**

All education and training centres of the college will display posters that identify relevant internet resources that provide further reading, interactive participation and facilitation of attainment of Learning Outcomes for each faculty and programme.

#### **4. Software Minimum Standard for Student Available PCs**

All student PCs will be loaded with software including Microsoft Office containing, Word, PowerPoint, Excel, Access, MS Visio and MS Project to enable students to attain their Learning Outcomes.

## **5. Technical and Specialist Software**

All student PCs will be loaded with software which enables students to perform computing, accounting, financial, engineering and operations process simulations and calculations.

## **6. Promoting Free On-Line Learning Academies**

Students will be actively encouraged to enrol on ALISON programs and others to enhance their learning experience and as such each unit handbook will identify ALISON courses that are broadly related to the subject matter of the unit, thus signposting and providing wider learning opportunities.

### **5.0 Teacher Competence in the use of VLE**

All tutors, welfare officers, support officers and teaching assistants must have ICT skills that are appropriate for the implementation requirements contained within this policy. The college academic meetings will include a review of the VLE provision of the college, discuss the content of this policy and in particular review any current VLE pilot study.

All tutors, welfare officers, support officers and teaching assistants shall prepare as part of their own development an action plan for improving their knowledge, skills and application of VLE within the college. This action plan shall be facilitated, and progress observed and discussed at the staff annual appraisals.

### **6.0 VLE and e learning Strategic Aims**

1. To allow electronic submissions of student assessment materials for all assessed units.
2. To have student electronic learning materials available and accessible via the world wide web to students for all units and courses taught.
3. To have capacity to deliver completely distance learning materials for units at Higher National Level or Level 4 or higher.

### **7.0 Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains relevant and supports the College's provision of VLE. Full review of the policy occurs annually.

## OLC (Europe) LTD.

### Grading Policy

#### Policy Contents

1. Assessment Criteria and Grade Descriptors
2. Feedback
3. Consistency of Grading
4. A Note on Use of Numbers, Marks and Grades Awarded
5. Internal Grade Verification
6. Policy Monitoring and Review

#### 1. Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

#### 2. Feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.

- May show why attainment against criteria has not been demonstrated.
- Must not provide feedback on how to improve evidence but how to improve in the future.

### **3. Consistency of Grading**

OLC endeavours to ensure consistency of grading throughout all assessments. The entirety of submitted work for each assessment will be graded by one individual assessor, to a grade scheme agreed by all of the tutors involved with that unit (for those units with more than one tutor). This method is designed to remove any variation in grading between different assessors.

All student work is to be graded equally and without bias, favour or prejudice of any form, regardless of any experience between the assessor and student. No bias, favour or prejudice is to be shown as a result of the student's gender, ethnicity, age, any characteristic protected by the Equality Act (2010) or for any other reason.

Should there be a conflict of interest, e.g. where an assessor would have to grade a piece of work submitted by someone with whom they share a personal or professional relationship, then this conflict of interest should be raised with the Director of Curriculum Studies immediately to allow for alternate arrangements to be made.

### **4. A Note on Use of Numbers, Marks and Grades Awarded**

Due to Pearson's focus on learning outcomes (LO) and grade descriptors (GD), as opposed to focus on student's achievement as a whole, they do not allow for good performance in one area of an assessment to make up for poor performance in another. A mark-based system would leave room for a student to achieve a good mark, and therefore be awarded a good grade, without necessarily meeting all the requirements of the individual LO and GD.

Pearson does not allow for the use of numbers or marks during the grading of assessment.

Technically, as far as Pearson are concerned, Pass, Merit and Distinction grades are not awarded by assignment, but only on a per unit basis once all the work for the unit has been submitted. Student attainment is based purely on how well, or poorly, a student has met the LO of a particular assignment. However, as OLC policy is to have a single assessment covering the GD for a unit, it is the grade given to this assessment which would be the overall grade for the unit, assuming the LO have been met on all other assessments.

When grading an assessment it is important to record which LO and GD the student achieved, and which they did not. A pass grade for an assessment should only be given if the student has presented evidence that meets all of an assessment's LO. Merit and Distinction should only be awarded if the student has met all the LO and all the relevant GD. A pass grade then acts to confirm to students all AC where met, and a Merit or Distinction grade confirms which GD were met.

### **5. Internal Grade Verification**

To further ensure consistency of grading, student work will be grouped per specific assignment, and undergo OLC's internal grade verification process. Where the submissions for a specific assignment are low, i.e. in cases where there is a small cohort of students, then each piece of work will be grade verified. Otherwise, in most cases a sample of submitted work will be taken and grade verified. The number of pieces of work sampled is equal to the square root of the total pieces of submitted work, rounded to the nearest whole number; examples are given in table 1 below. The threshold for a low

number of submissions is at the discretion of the Director of Education Innovation and Academic Developments.

**Table 1: Examples of Sample Sizes for Internal Grade Verification**

Total Pieces of Work Submitted	Formula	Result	Sample Size
8	N/A (low submission)	N/A	8
60	$\sqrt{60}$	7.75	8
120	$\sqrt{120}$	10.95	11
300	$\sqrt{300}$	17.32	18

The responsibility for grade verification lies with the Director of Education Innovation and Academic Developments or, in cases where the Director of Education Innovation and Academic Developments has graded student work or is otherwise unavailable a delegated senior academic.

For each piece of sampled work the grade verifier checks:

- that the awarded LO and GD match the assignment brief
- that the assessor has accurately awarded LO and GD
- the relevance of feedback
- whether the assessment decision needs amending

The grade verifier fills in an “Internal verification of assessment decisions” sheet (attached as Appendix 4 (MP2) each piece of work in the sample, recording any findings against the above list.

Once the sample has been grade verified then the verifier will produce a summary of findings using a “Grade Verification - Summary of Verification Sample” sheet (attached as Appendix 5 (MP3). This summary includes a breakdown of grades for the entire set of submitted work, not just the sample.

Should the grade verifier identify a piece of work which needs to have assessment decisions amended then the sample is abandoned, and all submitted work for that unit is grade verified. If the original assessor disputes that the assessment decision needs to be amended, then the decision will be adjudicated by a senior academic who was neither the original assessor nor the grade verifier. Typically, the adjudicator will be either the Director of Curriculum Studies or a senior academic, but in the case where this is not suitable, e.g. due to the Director of Curriculum Studies being the original assessor, then an external academic will be selected to adjudicate. The adjudicator’s decision will be final.

It is always the case that all assessment decisions are subject to moderation by Pearson external examiners, who annually sample work for each programme.

## **6. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains relevant and supports the College’s internal and external requirements regarding grading of assignments. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Homework Policy

#### Policy Contents

1. Policy Statement
2. Purpose of Homework
3. The Amount of Homework
4. Types of Homework
5. Study Homework
6. Policy Monitoring and Review

#### 1. Policy Statement

OLC aims to help students achieve qualifications but also to raise their aspirations and self-esteem.

*This policy aligns with the expectation and core principles of the QAA Quality Code for Higher Education.*

#### 2. The Purpose of Homework

- To facilitate and encourage curriculum development.
- To consolidate and reinforce skills and understanding.
- To consolidate and extend work covered in class.
- To take ownership and responsibility for learning.
- To enable learners to devote time to particular programme demands.

#### 3. The Amount of Homework

The college does not have a fixed homework timetable with time allocated for different subjects. Students will need to take ownership and responsibility for their own learning. Tutors will set homework and will give students sufficient time to complete the homework.

#### 4. Types of Homework

Homework may include such things as:

1. Written assignments
2. Multiple choice questions
3. Mock exams
4. Research tasks

#### 5. Study Support

When students are set a piece of work, for example: on Accounting Principles, tutor will go through the brief and marking criteria, so that students clearly understand what is expected of them and what is necessary to achieve the higher criteria. Specific marking criteria are included in the assessment brief, which should make it clear what students have to do to achieve the required standard. Feedback will be recorded on an assessment feedback form and will include feedback on

## Homework Policy

their performance against the assessment criteria and will detail what they have done well and what could be improved.

If students are unsure in any way, it is very important that they seek support from the subject tutor.

### **6. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains relevant to the current programmes. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Internal Verification Policies and Procedures

#### Policy Contents

1. Policy Statement
2. Aims and Objectives
3. Scope
4. Roles and Responsibilities
5. Internal Verification of Assessment Briefs
6. Internal Verification of Assignment Decisions
7. Sampling Strategy
8. Recording Verification Activity
9. Managing the Quality of Delivery
10. Policy Monitoring and Review

#### 1. Policy Statement

The Internal Verification (IV) process establishes and maintains the quality of assessment briefs and decisions for internally assessed, externally accredited learning programmes. IV is the process of monitoring assessment practice in order to ensure that assessment briefs and decisions meet academic standards. It provides a continuous check on the consistency, quality and fairness of marking, grading and overall assessment of students work.

It also ensures that the standard of assessment remains consistent across time and learners with respect to individual assessors, and that there is consistency and standardisation between assessors. This form of standardisation is vital in the maintenance of a national standard of assessment.

*This policy aligns with the expectation and core principles of the QAA Quality Code for Higher Education.*

#### 2. Aims and Objectives

Internal verification aims and objectives propose:

- To operate from established verification policy and procedures that are reviewed where required in line with the College quality control arrangements.
- To ensure an effective induction is provided for all members of the assessment and verification teams, as required.
- To ensure that the assessment and verification teams understand and follow all the College policies and procedures.
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that all students are fairly, accurately and regularly assessed in a consistent manner.
- To meet and exceed the requirements of the awarding bodies.
- To ensure that there is accurate and detailed recording of internal verification decisions.
- To carry out continuous improvement activities to ensure all corrective actions requested by the external verifier/awarding bodies are complied with.

## Internal Verification Policies and Procedures

- In order to do this, the College will:
- Ensure that all assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure College programmes conform to national standard requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that records of all internal verification activity will be maintained securely.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised internal verification documentation.
- Use the outcome of internal verification to enhance future assessment.

### 3. Scope

For the purpose of this policy, the term IV encompasses all forms of activity that check and validate assessment. It may be implemented through the systems of verification as required or laid down by examining or awarding bodies; or it may occur through shared observation of student activities, second marking of students' work, or team grading/assessment of students' work.

Any task, activity, essay or project that contributes to the students' final achievement in Pearson accredited programmes, Partnership Institutions, academic subject or key skills will fall within the scope of this policy.

### 4. Roles and Responsibilities

All staff have a responsibility to give full and active support for the policy by ensuring:

- The policy is known, understood and implemented.

It is the assessor's responsibility to choose the best methods of assessing learners. The methods chosen must be valid, reliable, safe and manageable and suitable to the requirements of the awarding bodies.

The role of the Assessor is to:

- I. Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- II. Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- III. Encourage students by giving detailed feedback and guidance on how to improve work.
- IV. Mark and return feedback within two weeks of submission.
- V. Adhere to the Awarding Body's specification in the assessment of student assignments.
- VI. Follow agreed procedures for recording, storing, reporting and confidentiality of information.
- VII. Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- VIII. Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner.

## Internal Verification Policies and Procedures

### Standardisation:

Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit. Standardisation meetings should be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes.

### The Internal verifier:

- I. Internal verifiers must understand the process of assessment and verification within the context of quality improvement.
- II. Internal verifiers must have a clear understanding of the standards to which the candidate is being assessed.
- III. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- IV. Each unit/module will have an identified Internal Verifier who is not otherwise involved in the assessing for the unit/module.
- V. Internal verifiers will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to assessment criteria.
- VI. Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through a regular Academic Meeting at which standards and processes are discussed to maximise consistency between courses.

### The role of the Internal Verifier:

- I. Monitor that the IV schedule covers all units and all assessors on a programme.
- II. Advise on the interpretation of National standards.
- III. Co-ordinate assessment arrangements including multi-sites as appropriate.
- IV. IV all assignment briefs before issued to learners.
- V. Ensure an effective system of recording learner achievement is in place.
- VI. Advise on opportunities for evidence generation and collection.
- VII. Liaise with external examiners.
- VIII. Provide advice and support to assessors on a regular basis.
- IX. Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- X. Check the quality of assessment to ensure that it is consistent, fair and reliable.
- XI. Ensure own assessment decisions are internally verified by another person.
- XII. Give feedback to assessors and identify action to be taken where appropriate.

### Follow up:

- Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.
- Take part in the formal stages of any appeal.
- Advise programme team on any training needs.
- Provide feedback on aspects of the assessment system to the programme team, senior management and Pearson.

Meetings and communications:

It is important that the outcomes of the above process, as well as feedback or any issues from the moderator and the external verifier and awarding body are disseminated and discussed at regular meetings with the assessment team, in order to develop a common understanding of the assessment process.

### **5. Internal Verification of Assignment Briefs**

All College devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring:

- The tasks and evidence will allow the learner to address the targeted criteria.
- It is written in a clear and accessible language.
- Learners' roles and tasks are vocationally relevant and appropriate.
- Equal opportunities are acknowledged and incorporated.

At OLC each brief:

- Has accurate unit details.
- Has accurate programme details.
- Has clear deadlines for assessment.
- Shows all relevant grading criteria for the unit(s) covered in the assignment.
- Indicates relevant grading criteria for each task.
- Clearly states what evidence the learner needs to provide.
- Is likely to generate evidence which is appropriate and sufficient.
- Is set at the appropriate level.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.

### **6. Internal Verification of Assignment Decisions**

A sample of assessed work in every unit and every assignment must be internally verified to check the accuracy of assessment. A template is available on the Pearson website. It is not mandatory, but it is strongly recommended that any internally devised form has an accurate record of programme, unit and assignment title, assessor and learner names, and refers to the following:

- The criteria awarded?
- Feedback linked to relevant grading criteria?
- Opportunities for improving performance?

### **7. Sampling Strategy**

The internal verifier must ensure that the sampling strategy:

- Meets awarding body requirements.
- Covers all assessors, candidates, units, assessment methods and locations for each programme.
- Is an on-going process.
- Checks that evidence is valid, sufficient, authentic, current, reliable and consistent.

## Internal Verification Policies and Procedures

- Ensures that internal verifiers do not verify evidence that they have assessed.

### Formative and summative sampling

Sampling assessments should involve reviewing the quality of assessors' judgements at both formative and summative stages.

- Formative sampling:
  - It is important the internal verifier samples assessment activity at different stages of the assessment process.
- Summative sampling:
  - The internal verifier should review the quality of the final assessment decision by evaluating how the assessor has reached that decision.

### Selection of representative sample for IV

The sample size is decided by square root of students on unit. This should include representative samples of Referral/Pass/Merit/Distinction or cases identified by staff as being of particular interest to ensure that each student is fairly placed in relation to the rest of the cohort, including samples from each delivery group where a unit is delivered across different locations and different collaborative partners where applicable.

### Sampling across assessors

The internal verifier should sample at least one portfolio as well as comparing evidence for certain units, across assessors to ensure consistency between assessors over time and with different candidates. This process also assists in identifying the most appropriate forms of evidence that can cover the requirements of the qualification/scheme.

The internal verifier must ensure that:

- Consistency and reliability of assessment is maintained.
- Feedback is provided to assessors.
- Problems encountered with individual candidates are discussed and appropriate action taken.

## **8. Recording Verification Activity**

### Recording documentation

Recording mechanisms should provide evidence that internal verification has been carried out regularly and systematically and should show that it has occurred across candidates, units and assessors.

### Evaluation of procedures

It is good practice to evaluate the reporting procedures regularly to ensure that the recording mechanisms are fit for their purpose and that the information recorded is appropriate, and

## Internal Verification Policies and Procedures

current and secure.

Records of all assessment and verification activity must be kept both current and secure and be made available only to appropriate personnel and for external verification purposes.

### **9. Managing the Quality of Delivery**

The Internal Verifier provides a quality assurance role within the College by ensuring that assessment and internal verification documents are completed correctly, according to the procedures, and are filed in the course file.

All candidate assessment records, records of internal verification activity (including records of meetings) and records of evaluation, must be retained for three years and made available to the regulatory authorities upon request.

The Internal Verifier provides a link between the team of Assessors, the External Verifier, and the awarding bodies.

### **10. Policy Monitoring and Review**

This policy is monitored in order to ensure that the College's IV policies and procedures remain compliant with all relevant standards and external regulation. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Late Submission of Assessed Work Policy

#### Policy Contents

1. Purpose
2. Scope
3. Mapping of Policy against QAA UK Quality Code
4. Policy Statements
5. Responsibilities of the College
6. Responsibilities of Students
7. HNC and HND Programmes Only
8. Late Work
9. Resubmissions/Resits for HNC/D
10. Policy Monitoring and Review

#### **1. Purpose**

This document specifies the policy on the deadlines for submission of assessed work, the penalties for late submission and the mitigation of such penalties. The College reserves the right to make reasonable changes to the regulations where it will assist in the proper delivery of education. These changes will normally come into effect at the beginning of an academic year. The College may introduce changes during the academic year when it reasonably considers these to be in the interests of students or where this is required by the awarding body.

#### **2. Scope**

1. The policy applies to all students registered on HNC/D programmes.
2. This policy applies to all assessment opportunities, i.e. first assessment, reassessment and retake (where permitted).

#### **3. Mapping of Policy against QAA UK Quality Code**

This policy and procedure has been written in accordance with the QAA Quality Code and Pearson Edexcel regulations.

#### **4. Policy Statements**

4.1 The College will ensure that the assessment of students is conducted in a fair and secure way, that students are not advantaged by their late submission of work and that staff provide timely developmental feedback on the submitted work.

4.2 The submission deadline time shall be 4.00 pm UK time (GMT or BST) for the HNC students and 11.59pm UK time (GMT or BST) and for the HND students on the designated submission day. This applies to both electronic and non-electronic (physical) submission of assessed work. Students should submit their work by the deadline to the correct location (whether electronic folder and/or physical location).

4.3 Where coursework is submitted late, the penalties for late work shall be applied to the grade for that work in accordance with Section 7 and 8 in this document.

4.4 Where a student has valid reasons for submitting work late, the penalty applicable for late submission is removed when a PMC request is approved through the Personal Mitigating Circumstances (PMC) Procedure.

4.5 A student who wishes the College to consider a case of personal mitigating circumstances shall complete and submit the Personal Mitigating Circumstances (PMC) Form. The form:

- a. shall be supported by documentary evidence.
- b. shall specify whether the student is claiming mitigation for - late submission of assessed coursework; or - non-submission of assessed coursework; or - non-attendance at an examination or similar.
- c. may be submitted in advance of the assessment deadline date if the student knows they will be unable to attend an examination or submit a piece of assessed work.
- d. shall be submitted no later than 10 working days after the assessment deadline date.

4.6 Students who submit coursework late (but before the stated absolute deadline) shall receive a pass grade for the work, provided that it is of a pass standard.

4.7 Students shall be informed of any absolute deadline after which coursework will not be accepted. Generally, the absolute deadline shall be set by the last day of the academic year for that year of the course.

## **5. Responsibilities of the College**

The College will ensure that students have access to the Pearson Edexcel Regulations and ancillary assessment policies and procedures.

These include:

- Academic misconduct regulations and procedures.
- Personal Mitigating Circumstances.
- Complaints procedures.

The Programme Leader will ensure that the assessment requirements for the course are published.

This will include:

- Student handbook.
- Assessment schedule.
- Procedures for the submission of assignments, including the procedure for dealing with late submission of work.

## **6. Responsibilities of students**

It is their responsibility to:

- Ensure that students understand and comply with the assessment regulations for the Pearson HNC/HND course, ancillary policies and procedures.
- Attend examinations and submit work for assessment as required.
- Submit any relevant information on mitigating circumstances which they believe may have affected their performance in accordance with the mitigation regulations.

## **7. HNC and HND Programmes Only**

Pearson (Edexcel) HNC/HND assignment briefs should not contain statements that imply students will be penalised if they are late in submitting work. However, as the programmes are vocational in their delivery context and in most work settings deadlines have to be met, therefore disciplined time

management is very important. The use of contextualised statements in relation to Merit and Distinction criteria relating to the submission of assignments to a given deadline may be made in which case the particular Merit, or Distinction, criteria cannot be achieved if the assignment is handed in late.

#### **8. Late work (without a previously agreed extension to submission date)**

Late submission of student assessment will be accepted as long as it submitted by the last day of the academic year for that year of the course. Student work is not downgraded (example to a Pass) unless the assessment generic merit/distinction grade descriptors require evidence related to timely completion of work appropriately contextualised to the world of work (as above).

#### **9. Resubmissions/Resits for HNC/HND Programmes**

1. Where an assessment does not meet the Pass criteria or has not been submitted within 10 working days after the submission date/by the last day of the academic year for that course, the student will be invited to resubmit assessment for that set of criteria.
2. The assessment will either be a resubmission of the original assignment or a new assignment at the discretion of the Programme Manager taking into account the nature of the original assignment and that it does not adversely affect other assessments or give the student an unfair advantage over others.
3. The resubmitted assessment will not include an opportunity for Merit or Distinction criteria.
4. So as not to over burden the student with assessments at any one time the usual resubmission/resit window will be a period set during July/August for courses running in an academic year from September to June; Resubmission/resit periods for academic years other than this will be agreed with the Director of Education Innovation and Academic Developments at the start of their academic year.

#### **10. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains relevant and supports submission practice. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Learner Development Policy

#### Policy Contents

1. Introduction
2. Scope
3. Policy Statements
4. Assessment Skills Matrix
5. Policy Monitoring and Review

#### 1 Introduction

The Learner Development Policy has been developed to provide students with every opportunity to achieve, through participating in an array of activities that have been designed to develop a variety of skills to support and enhance their academic capabilities and boost their professional opportunities beyond the study programme.

#### 2. Scope

The College recognises its responsibility to the students and as such has developed a policy that sets out to involve the students via a range of meetings such as, student engagement, personal tutor and programme committee meetings. In addition to the student involvement through such meetings, the College assesses the quality of learner development activities and initiatives to ensure they meet with the College's Quality Standards. Staff feed into the quality improvement process during the academic calendar meetings to ensure all activities are a) fit for purpose, b) meet industry and progression expectations and c) mapped against Quality Assurances Agency's (QAA) Quality Code for Higher Education (Chapter B4).

The Learner Development Policy is not a standalone policy, the Policy works in conjunction with the College's Learner Support Policy, OLC (Europe) Ltd Teaching and Learning Handbook and BTEC Programme Specifications.

#### 3. Policy Statements

Through the Learner Development Policy, OLC (Europe) Ltd will ensure:

1. Implement Teaching and Learning strategies that have been designed to enable the students to make a successful transition to study on their programme.
  - a. Review the timetable to provide multiple learning development opportunities within the first term (instructional scaffolding).
  - b. Utilise the induction week to introduce and discuss academic expectations, plagiarism and Harvard Referencing (Refer to – Induction Programme).
  - c. Engage students in assignment workshops and additional lectures to enable students to complete the assessments to the required level.
  - d. As part of the Monitoring and Reviewing process, all units are discussed and reviewed during the Unit Assessment Board (UAB). Student's responses via the Unit

Questionnaires are discussed to determine key areas for improvement to support students further.

2. All unit teaching and learning sessions will provide differentiation, model ICT and provide multiple opportunities to improve literacy and numeracy skills.
  - a. Assessments are designed to develop a series of competencies and skills to support the on-going practical and theoretical application of the topics.
  - b. The College undertakes an annual skills matrix to map a range soft skills against the 15 units (see Assessment Skills Matrix below).
3. Introduce Personal Tutors at the earliest possible opportunity to implement the College's support programme.
  - a. Students are informed of the termly personal tutor meeting schedule (Refer to – Learner Support Policy)
  - b. Each Personal Tutor will monitor their allocated students and regularly communicate via email.
  - c. Prior to each Personal Tutor meeting, all students receive a copy of their transcript. The transcripts inform both the student and the Personal Tutor of the student's achievement, support required and highlights students with additional needs.
4. Provide all students with informal and formal feedback to feed forward their progress and development.
  - a. Each week the College provides approximately 20 hours additional support via assignment support sessions and tutorials. The support sessions provide the opportunity for the student to maximise their academic and professional potential. During each support session, staff provide regular informal feedback to inform students of their academic progress. When required, staff will inform the student of additional support required. One-to-one meetings can be arranged if required.
  - b. Following summative assessments all students receive written constructive feedback to progress their academic development (Refer to – Teaching and Learning Handbook).
5. Inform students of additional assignment support sessions. The additional Assignment Workshops are provided during holiday periods.
  - a. The College informs and actively encourages all students with outstanding work to attend sessions to complete all assignments before starting the next term.
  - b. The assignment workshops also provide achieving students with opportunities to meet with staff to discuss improving their academic research and writing skills.

Learner Development Policy – Assessment Skills Matrix

Assessment Skills Matrix

UNITS																								
Level	Name	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
<b>Year 1</b>																								
4	HNC – Business and the Business Environment	L/508/0485	✓	✓	✓	✓		✓	✓	✓		✓	✓			✓		✓	✓	✓	✓	✓	✓	✓
4	HNC – Marketing Essentials	R/508/0486	✓	✓		✓		✓	✓			✓	✓			✓		✓	✓	✓	✓	✓	✓	✓
4	HNC – Management and Operations	D/508/0488	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓	✓			✓				
4	HNC – Management Accounting	H/508/0489	✓	✓	✓		✓				✓	✓			✓	✓	✓							
4	HNC – Managing a Successful Business Project	D/508/0491	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓
4	HNC – Human Resource Management	Y/508/0487	✓	✓			✓	✓	✓	✓			✓			✓		✓	✓	✓	✓	✓	✓	✓
4	HNC – Financial Accounting	A/508/0496	✓	✓		✓	✓	✓			✓	✓			✓	✓	✓				✓			
4	HNC – Business Law	H/508/0492	✓	✓		✓	✓			✓				✓	✓	✓	✓		✓				✓	
<b>Year 2</b>																								
5	HND – Organisational Behaviour	H/508/0525	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
5	HND - Business Strategy	K/508/0574	✓	✓		✓			✓			✓		✓			✓			✓		✓		✓
5	HND – Developing Individuals, Teams and Organisations	A/508/0594	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
5	HND – Planning for Growth	R/508/0570	✓	✓			✓	✓			✓			✓	✓		✓				✓		✓	
5	HND - Business Systems	M/508/0589	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
5	HND – Digital Marketing	D/508/0538	✓	✓		✓		✓	✓		✓		✓		✓		✓		✓		✓		✓	
5	HND – Research Project	R/508/0522	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills (Refer to BTEC HND Business Programme Specification for clarification on code criteria)

## **5. Policy Monitoring and Review**

As part of the College's ongoing commitment to quality this policy will be reviewed annually.

## OLC (Europe) Ltd.

# Learner Recruitment, Registration and Certification Policy

### Policy Contents

1. Policy Statement
2. Principles
3. Admission to Programmes of Study
4. Registration and Certification
5. Policy Monitoring and Review
- Appendix 6: Recruitment Criteria for HNC/D and Level 7

### **1. Policy Statement**

OLC is committed to providing flexible, high quality teaching, professional education and learning opportunities to students from a wide variety of backgrounds. In order to admit a candidate, admissions staff must be able to satisfy the College that they have evidence to show that the student has every reasonable prospect of succeeding in their chosen programme of study. On this basis, OLC aims to offer equality of opportunity to anyone with the ability to benefit from its programmes and provision. The College aims to ensure that its recruitment, registration and certification processes are transparent and focused towards their intended audiences.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

### **2. Principles**

OLC is committed to widening participation by promoting educational opportunities for mature and alternatively qualified students as well as for college and school leavers who are more traditionally qualified. The College aims:

- To ensure that all learners are recruited onto courses based on their aspirations, skills and attributes with integrity and professionalism.
- To ensure that individual learners are recruited on to the correct programme.
- To ensure that individual learners are registered to the correct programme within one month of new students enrolling on a programme.
- To ensure that Programme Teams check the accuracy of learner registrations.
- To claim valid learner certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be traced to the certificate which is issued for each learner.

### **3. Admission to programmes of study**

Recruitment and admissions activities at OLC are carried out by the Admission Team. The Admission Team's role is to ensure that policies, procedures and plans in relation to student recruitment and admission are operated fairly and consistently, with a view to enhancing the College's strategic aims and objectives. In order to ensure that candidates for admission are appropriately qualified for their programme of study, and to ensure high standards of fairness and consistency, the College maintains a core set of entry requirements. These are available at **Appendix 6**. All admissions staff is required to adhere to these requirements.

#### **4. Registration and Certification**

The College will:

- Register each learner within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for seven years post certification.

#### **5. Policy Monitoring and Review**

The College is keen to assure itself that its recruitment, registration and certification processes work effectively, are informed by feedback from users and are subject to continuous enhancement. OLC is also keen to ensure that the outcome of its admissions, registration and certification processes are consistent with the College aims, objectives and responsibilities with regards to equality of opportunity.

## OLC (Europe) Ltd.

### Learner Support Policy

#### Policy Contents

1. Policy Statement
2. Key Policy Points
3. Support Services
4. Policy Monitoring and Review

#### 1. Policy Statement

The Learner Support Policy has been created to ensure all learners are provided with every opportunity to achieve and progress throughout their studies at OLC Europe Ltd.

The College has developed a comprehensive support programme, both weekly and termly, to provide multiple access and referral points to designated individuals.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

OLC Europe Ltd is committed to ensuring that:

1. The delivery methods of College courses are clearly disclosed so that students that need a particular delivery style are clear about what the College is offering.
2. All students are offered all practical and reasonable support to complete their qualification.
3. Students receive regular follow up and assistance from Learner Support Staff via the weekly support programme.
4. Additional support is provided by means of tutorials, assignment workshops and personal tutor meetings to manage and support assignment completion and progression throughout the study programme.
5. External experts that can support students with specific needs are accessed as needed and their contact details published so that students can access these services without firstly having to contact the College.

#### 2. Key Policy Points:

1. Where it is identified that a student is not making satisfactory progress the College Support Staff and Personal Tutors will review if a special need exists and work with the student to progress their studies. This will be extended to inviting students to assignment workshops during holiday periods.
2. The College will publish on its website a list of external student support services and contact details. In addition, the College will provide all students with a copy of the Learner Support document to inform the College's intent and referral points.
3. The College will record student meetings via Personal Tutor files / ILP's, student personal files and via, the VLE system (Synopsis). Such records can be used to inform the College's decision on Student Progression.

**3. Support Services:**

The range of support services that can be offered from College resources include:

1. Assistance with developing better writing skills to achieve higher academic standards and preparation for academic progression.
2. Assistance to develop transferable skills that can enable students to gain employment beyond the full-time study programme.
3. Availability of materials in different formats to address a disability or remote location (upon request and diagnosis).
4. Agreed follow up and support contact via Support Staff and Personal Tutors.

**4. Policy Monitoring and Review:**

As part of the College's ongoing commitment to quality this policy will be reviewed annually.

## OLC (Europe) Ltd.

### Malpractice Policy

#### Policy Contents

1. Introduction
2. Examination Offences
3. Procedure for Dealing with Examination Offences
4. Plagiarism Offences
5. Appeals
6. Policy Monitoring and Review

#### 1. Introduction

This malpractice policy applies to all current and former students studying at or registered with OLC (Europe) Ltd. All allegations of student examination offences shall be investigated according to this policy. Should there be an allegation that a member of OLC (Europe) staff has committed an examination offence, then this will be referred to and investigated by the Director of Curriculum Studies. Should the allegation be made towards the Director of Education Innovation and Academic Developments then it shall be investigated by the Managing Director.

Any proceedings that are carried out via this malpractice policy will consider the student innocent until such time that guilt is established beyond reasonable doubt.

The Director of Education Innovation and Academic Developments may choose to delegate the duties laid out in this policy to another appropriate member of College staff.

Any dispute regarding the interpretation of this policy shall be referred to the Director of Education Innovation and Academic Developments whose decision is final.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

#### 2. Examination Offences

Conduct which breaches exam regulations and/or affects the security of examinations and/or is likely to give an unfair advantage to the student in examinations or assessments of any form is an Examination Offence and will be dealt with in accordance with the procedures below.

Examination offences include, but are not restricted to:

- a. Introduction into the examination room, or the use therein, of any materials other than those permitted for the examination.
- b. Introduction into the examination room, or the use therein, of any unauthorised electronic device, such as but not limited to mobile phones and calculators.

- c. Removal of any examination script or any part thereof, or of blank examination stationary from the examination room except by a person authorised to do so.
- d. Any attempt to communicate with another student or to gain access to the script of another student during the course of an examination; or any attempt to collaborate in or gain access to the assessed work of any other student, unless authorised to do so.
- e. Any attempt to tamper with or influence any examination scripts or coursework after they have been collected or handed in.
- f. Unauthorised access to an examination question paper.
- g. Unauthorised absence from the examination room during the course of an examination.
- h. Impersonation or attempted impersonation of a student, including aiding, abetting and solicitation thereof.
- i. Incidences of plagiarism, as defined in the plagiarism section of this policy; plagiarism offences shall be dealt with according to the plagiarism section below.
- j. Contract cheating including the purchase of essays and other academic materials intended to be passed off as the student's own work.
- k. Deliberate or excessive behaviour which disrupts the course of an examination, or is otherwise intended to have a detrimental effect on the performance of other students during the course of an examination.
- l. Any other conduct likely or intended to give an unfair advantage to the student.

### **3. Procedure for Dealing with Examination Offences**

In the incidence of an Examination Offence during the course of an examination then the student will be removed from the examination and the below procedure followed.

The examination offence is to be reported to the Director of Education Innovation and Academic Developments at the soonest possible opportunity. In the case of Plagiarism offences, the procedure laid out in the plagiarism section below shall be followed.

Discussion with the student and the reporting member/s of staff will give the student an opportunity to present a defence and make the college aware of any mitigating circumstances.

The Director of Education Innovation and Academic Developments shall make the decision on how to proceed, taking into account any mitigating circumstances presented by the student. Actions taken can include, but are not limited to:

- no further action.
- declaration that the examination script/s or assignment work are void.
- informal verbal warning.
- formal written warning..

- declaration that student's previously awarded grades are unsafe and void.
- dismissal from the College.

In cases where action is taken the student will receive written notification of what action is going to be taken, and information about how to appeal. In all cases, records of the offence and any following actions by the College will be kept in the student's individual records file.

#### 4. Plagiarism Offences

For the purpose of this policy the definition of plagiarism is the unreferenced reproduction of the work of another person, including but not restricted to:

- a phrase or passage
- graphical elements
- a proof
- specific language
- ideas derived from another person's work, published or unpublished
- the complete, unaltered reproduction of another person's work.

Where there is an occurrence of a Plagiarism Offence it is to be reported to the Director of Education Innovation and Academic Developments at the earliest possible opportunity, for a decision to be made on the degree of plagiarism that has taken place.

Discussion with the student and the reporting member/s of staff will give the student an opportunity to present a defence and make the college aware of any mitigating circumstances.

In cases of **minor plagiarism**, where the plagiarised work does not form a significant portion of the work to be assessed or is considered to be unintentional, the Director of Education Innovation and Academic Developments may choose to take, but is not limited to, any of the following actions:

- no further action
- a correctional session with the student
- a reduced grade for the assessment
- an automatic referral for the assessment.

In all cases where action is taken, the student will receive either a formal written warning or an informal verbal warning, be informed of his/her right to appeal against the action, and a record will be kept in the student's individual records file.

In cases of **major plagiarism**, where the plagiarised work consists of a major portion of the work to be assessed, the Director of Education Innovation and Academic Developments may choose to take, but is not limited to, any of the following actions:

- an automatic referral for the assessment.

## Malpractice Policy

- an automatic referral for the unit in question, where any previously assessed work is declared void.
- dismissal of the student from the College.

In all cases of major plagiarism, the student will receive a formal written warning, be informed of his/her right to appeal against the action, and a record will be kept in the student's individual records file.

### 5. Appeals

As stated in the College/Student Agreement the College agrees to:

*“allow the Student the right to appeal any decision or mark/grade by the College which they feel has been made unfairly, or that does not take into account all the facts of a situation – including any mitigating circumstances”.*

Appeals against decisions made by tutors and college staff are handled by the Director of Education Innovation and Academic Developments. However, it is undesirable for the Director of Education Innovation and Academic Developments to investigate a decision he has made himself, which would include the cases covered by this policy. Therefore, any appeal of a decision made by the Director of Education Innovation and Academic Developments, or by his representative, shall be investigated by the Managing Director. All appeals shall be handled in a formal and objective manner, promptly and with an appropriate level of diligence.

Appeals should be made in writing to either the Director of Education Innovation and Academic Developments, or the Managing Director, depending on who approved the original decision.

In the course of the appeal the Director of Education Innovation and Academic Developments or Managing Director will organise and head an appeals panel, made up from college staff and including an external representative if appropriate. This panel shall review the evidence, including that submitted via the student through the Complaints and Appeals form. The student will be invited to address the panel directly and to answer the panel's questions. The decision of the appeals panel on whether to uphold or overturn the original action is final.

Notification of the outcome of the appeal will be given in writing, usually within a week of concluding the investigation. An appeals report will be delivered to the Academic Review Meeting for review.

Only after exhausting the college's arrangements for handling appeals may a student make an appeal to any external authority.

If students are in any doubt of where to direct their appeal, or how to proceed, they should contact the Director of Student Services who will advise the student on what steps to take.

### 6. Policy Monitoring and Review

This policy is monitored in order to ensure that it remains up to date. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Personal Tutor Policy

#### Policy Contents

1. Purpose of Personal Tutoring
2. Key Principles Underpinning Successful Personal Tutoring
3. Scope
4. Roles and Responsibilities
5. Expectations of Students
6. Equality and Diversity statement
7. Actions to Implement and Develop Policy
8. Policy Monitoring and Review

#### 1. Purpose of Personal Tutoring

Personal tutoring at the College can be defined as Staff (academic, support and guidance tutors), who act as a key contact point between the College and the student. They offer academic and personal support at a more individual level than is sometimes possible within a formal teaching context, especially on large courses.

Personal tutoring at the College provides each student with a named staff contact within the College who they can talk to about their personal development and pastoral concerns. As a personal tutor, staff have a key role in supporting their students and in particular identifying students in difficulty and directing them to appropriate sources of help and guidance. Tutors will need to be supportive, helpful and to try to understand (though not necessarily share) the student's point of view. At times, it may also be necessary for a tutor to challenge students over their progress, performance or attendance. However personal tutors are not expected to be a specialist advisor or counsellor.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

#### 2. Key Principles Underpinning Successful Personal Tutoring

Successful personal tutoring comes from developing a mutually beneficial relationship between tutor and tutee. To build that relationship there should be clear roles and responsibilities on both sides. The key principles are as follows:

1. All students have a named personal tutor.
2. The personal tutor will concentrate on a student's personal and academic development and progression on their overall programme of study.
3. All personal tutors will be able to direct students to support facilities available within the College.
4. The personal tutor is not expected to be an academic specialist in all areas in which the tutee is studying.
5. The personal tutor will have an understanding of, and commitment to, improving student learning.

*New personal tutors should be encouraged to attend training opportunities provided by Staff Development Team and be provided with a copy of the Personal Tutoring Policy.*

### **3. Scope**

- The policy applies in full to all full-time learners.
- The policy applies in full for learners attending a short College programme.

### **4. Roles and Responsibilities of the Personal Tutor**

#### **Role Description**

Decisions about which members of staff shall perform the role of personal tutor will be the responsibility of the Director of Curriculum Studies. In order to carry out their responsibilities tutors will be expected to undertake the following:

1. Maintain regular communication (virtual and/or face-to-face) with each of their designated tutees at least 3 times throughout a year and at each significant phase for all other modes of study (including part time and work-based learning). The first communication must be within the first 3 weeks of any course of study.
2. Develop and maintain a safe and confidential relationship with their tutees.
3. Provide advice and support to tutees in matters related to academic work and students' personal development.
4. Work with tutees to find appropriate pathways to resolve difficulties.
5. Maintain effective communication with other support services on behalf of tutees.
6. Follow up, according to College procedures, with students who are not making satisfactory progress or who are at risk of withdrawal.
7. Undertake any required staff development on personal tutoring.

#### **Main duties and responsibilities**

The Personal Tutor will have primary responsibility for:

1. Maintaining regular contact with each tutee.
2. Giving appropriate support to each tutee.
3. Documenting tutorial support.
4. Providing guidance on Personal Development Plans (PDP).
5. Supporting tutees in their career development.
6. Following up with tutees who are not making satisfactory progress.
7. Liaising with other members of academic and administrative staff, as appropriate.
8. Providing information regarding academic progress, assessment and examinations.

### **5. Expectations of Students**

In order for personal tutoring to be beneficial and meaningful students will be expected to undertake the following:

1. Maintain regular communication with their personal tutor.
2. Prepare for and engage in any personal tutoring related activities.
3. Contact personal tutors if there are any issues that may impact on their academic performance or pose any risk to their progression or withdrawal.
4. Act on any recommendations and advice offered by personal tutors.

## **6. Equality and Diversity statement**

OLC is committed to the promotion and development of equality and diversity. We aim to provide a learning environment which values individuals equally regardless of disability, age, race, sex (gender), religion and belief, sexual orientation, gender reassignment, and pregnancy and maternity.

This policy and procedure will be implemented in accordance with the Equality and Diversity Policy, and the provision of tutorial support will not be influenced by the student's background or situation. Equality and diversity are embedded in the tutorial framework.

### **Guidance on Muslim Religious Observances**

This Code of Practice has been produced in response to issues raised by various groups at the College on matters of Muslim religious observance within the HNC/HND course as a majority of students at OLC are Muslims. It was therefore deemed timely to have guidance that would help all students on HNC/HND programmes to fulfil their religious observances appropriately. However, this Code of Practice is designed to specifically address issues of religion and belief in the context of teaching and learning and should be read as part of the wider set of equal opportunities policies and procedures within the College.

If students are uncomfortable (for example being shy), with an appointment with tutors, there are a number of ways in which this can be dealt with: if possible, students should request to be paired - up with a student of the same gender or make an appointment with a tutor of the same gender.

Where a student's religion or beliefs totally prevent taking part in a particular academic activity at any time and the activity is a minor part of a unit or programme, we shall attempt to provide an alternative activity or, failing that, adjust any assessment or other arrangements so that the student is neither advantaged nor disadvantaged in comparison to his or her peers.

Whilst staff should be sensitive to issues related to the multi-faith, staff should not make automatic assumptions about students' faiths, but rather act in a way that demonstrates an environment where individuals feel able to discuss any concerns, in the knowledge that they will not be penalised and that steps will be taken if possible to accommodate them.

## **7. Actions to Implement and Develop Policy**

The effective delivery of this policy depends on actions taken by the College. The College will:

- Implement a clear and consistent framework for the management, monitoring and evaluation of the delivery of personal tutoring support.
- Regularly review personal tutoring activity in order to monitor the appropriateness and effectiveness of the tutorial programme and identify opportunities for development and improvement.
- Identify the staff development needs of tutors and to provide training that supports them in their role.

College level monitoring will be the responsibility of the programme manager. Faculties will report annually on personal tutoring to the Annual Programme Review.

### **8. Policy Monitoring and Review**

This policy is monitored in order to ensure that the Personal Tutor Policy remains up to date. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Prevent Policy

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#### **1. Purpose**

The college is required under the counter terrorism and security act 2015 to 'have due regard to the need to prevent people from being drawn into terrorism'. In accordance, the guidance issued by the Home Secretary the Prevent Duty Guidance for higher education institutions in England and Wales came into effect on 18 September 2015 following approval by Parliament. This document sets out how we are complying with the Duty.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

#### **2. Scope**

The Prevent Policy applies to all staff and (where relevant) students of the College.

#### **3. Approach**

The college welcomes the Government's intention that the Prevent Duty is implemented 'in a proportionate and risk-based way' and that it should not create large new burdens on institutions. We therefore intend to implement our legal responsibilities as part of our existing policies and procedures, which we also consider to be the best way of ensuring a joined-up approach. In doing this we will actively involve the Student body and will continue to consult them should any changes be required in the future.

We take seriously our responsibility to ensure the safety and wellbeing of students, staff and the wider community and as part of the College community from being drawn into terrorism. We also value the principles of academic freedom and general freedom of expression and have statutory

duty to protect them. Some of the ways in which we meet these responsibilities are set out in this document.

#### **4. Leadership**

The college takes seriously at the highest levels the need to prevent terrorism occurring in our community. The Director of MIS and Infrastructure has been identified as the person who is responsible for ensuring the college complies appropriately with the Prevent Duty.

#### **5. Risk Assessment and Action Plan**

As required by the Prevent Duty we have carried out an assessment of the risk of students being drawn into terrorism and extremism. This risk assessment needs to be reviewed at least annually. Where any significant risk is identified we will consider what action might mitigate the impact/likelihood of that risk crystallising, and if necessary, include it in the College's Prevent Action Plan.

#### **6. External Speakers**

Where external speakers are used the purpose is to add value or discussion to an academic and progression area. Assessments are carried out in order to ensure there is not a promotion of terrorist or extremist views. Due diligence is carried out where required and we will share information with other institutions, if appropriate, about any particularly problematic event that comes within the remit of Prevent.

In complying with Prevent Duty the college will not:

- Provide a platform for any proscribed terrorist organisation or encourage terrorism in any way.
- Allow gender segregation at any event it organises.

#### **7. Security Sensitive Research**

The college is not involved with any Terrorism related research and as such the college would not expect any material promoting terrorism or activities relating to terrorism inside the college.

#### **8. Staff Training**

The college aims to provide regular training for all relevant staff so that they can recognise those who are vulnerable of being drawn into terrorism and potential signs of radicalisation. The training will aim to include an explanation of how to handle appropriately and sensitively any concern that may emerge. The approach the college will endeavour to support vulnerable students in whatever circumstances they find themselves in.

#### **9. Pastoral Care**

Pastoral care is provided to the students in a number of ways. All students have a personal tutor as well as support and advice available via the student support representatives.

### **10. Faith Facilities**

The college seeks to ensure that appropriate provision is made for those of any faith (and those without faith) to access appropriate facilities for pastoral care and for religious purposes.

### **11. IT Networks**

We consider it unacceptable for our IT networks to be used in any way that supports, promotes or facilitates terrorism and extremism. We will keep under regular review the possible use of filters as a means to restrict access and content covered by the Prevent Duty. Within social media there is an opportunity to promote terrorist viewpoints and arguments which the college takes very seriously and if there is any misuse of the college's social media accounts then action will be taken in accordance with the terms and conditions of the relevant platform.

### **12. Communications**

The college will not permit material supporting terrorism and extremism to be displayed with the college premises and will remove any such material if it is found. Likewise, we will seek to ensure that the College's printed and electronic communications (including its website) do not contain or support terrorist material or material likely to encourage terrorism and will be investigated immediately if any such instances are raised. Any instance will be investigated, and pending results will be actioned.

### **13. Information Sharing**

The college is aware of the information sharing opportunities for informal and formal sharing of information with relevant authorities. We will use these when considering it is necessary and appropriate to do so in the interests of preventing people from being drawn into terrorism. Information sharing will only take place with external authorities when this is consistent with the provisions of the Data Protection Act 2018.

### **14. Roles and Responsibilities**

All members of staff should be aware of the College's responsibilities under the Prevent Duty and of the measures set out above to comply with it. Members of the College community who are concerned about a student who might be at risk of being drawn into terrorism should report to the Director of MIS and Infrastructure.

### **15. Policy Monitoring and Review**

This policy will be reviewed annually.

## OLC (Europe) Ltd.

### Public Information Policy and Approval Procedures

#### Policy Contents

1. Policy Statement
2. Principles
3. Mapping of Policy against QAA UK Quality Code
4. Scope
5. Policy
6. Information for Students
7. Policy Monitoring and Review

#### 1. Policy Statement

The purpose of the Public Information Policy is to set out the practices of the College regarding disclosure of information held by it and to describe the extent and nature of those materials which will be made available to the public. This policy covers information published in electronic or printed form which refers to academic programmes, professional services, student services, strategic planning and policies.

#### 2. Principles

OLC seeks to publish information that is accurate, fair, reasonable and timely. It aims to enable external audiences to form an accurate impression of the institution and to make informed decisions.

Public information should:

- enable external audiences to form an accurate impression of OLC.
- enable prospective students to make informed decisions about studying at OLC.
- enable current students to make the most of their higher education learning experience.
- show OLC's structure and regulations.
- show the process for maintaining academic standards and quality.
- enable clear and effective communication about and within the College.

Public information is communicated in the context of legislation and best practice guidelines, including:

- Data Protection (GDPR)
- Freedom of Information

All publicly available information must be fit for purpose and provided in an accessible format.

#### 3. Mapping of Policy against QAA UK Quality Code

This policy and procedure has been written in accord with the QAA Quality Code, which requires higher education providers to meet the following expectation: Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

#### **4. Scope**

This policy covers information published in electronic or printed form which refers to academic programmes, services, corporate strategy, and policies. It does not cover letters, verbal communication, presentations, teaching and learning material, and staff recruitment advertisements.

Specifically, this policy and accompanying procedure aims to assure the accuracy of the following:

- ‘Programme Specification’ – a document approved by our Awarding Bodies to contain specific information about an individual programme of study, its intended outcomes and the means by which these outcomes are achieved and demonstrated.
- ‘Website’ – The College’s central online presence which includes all information for courses, admissions, student support. It is also the main online presence controlling all other social media outlets and representing the College in the online public domain.
- ‘Publications’ – documents and other items published by the College itself, including brochures, leaflet, flyers, web pages and information available to students.
- ‘External Publications’ – documents and other items published by the College’s awarding bodies.
- ‘VLE’ – the College virtual learning environment is a resource called Moodle for current students which enables them to access course and unit information.

#### **5. Policy**

##### **5.1.1. Printed Material**

Prospectus (“Course Details”) and relevant brochures for public distribution are produced under the editorial control of the Managing Director (MD), who has ultimate responsibility to ensure that contents of published materials meet the required standards of accuracy and clarity and comply with all legal requirements. The accuracy of academic content is verified as required on an ongoing basis, and at least twice yearly, by the Director of MIS, Infrastructure, Quality and Standards. The accuracy of corporate and administrative content is verified as required on an ongoing basis, and at least twice yearly, by the Senior Directors.

##### **5.1.2. OLC Website and Online Media**

OLC maintains a dedicated website <http://www.olceurope.com> which provides external audiences with information regarding courses, taken from the programme specification, campuses, facilities, news and special events. It is the responsibility of the Director of MIS, Infrastructure, Quality and Standards to ensure that the website is accurate, informative and reflects current operations. The accuracy of academic content is verified as required on an ongoing basis by the Director of Education Innovation and Academic Developments.

##### **5.2.2. Electronic Materials**

The College maintains a VLE for the provision of ongoing information intended to assist the work of students, and a Staff Portal (CORE) for the ongoing provision of information to assist the work of the College staff. Both the Student Portal and the Staff Portal are maintained on an ongoing basis by the

Course Coordinator, although ultimate responsibility rests with the Director of MIS, Infrastructure, Quality and Standards.

## **6. Information for Students**

The College and its officers shall make every effort to ensure that the processes of application and admission are accurately described and presented for all prospective applicants, and that prospective students are provided with all necessary or requested information to ensure they make an informed choice in the selection of their programmes of study. Information on all available courses is provided on the website. On enrolment and commencement of studies, students shall be provided with the Student Handbook and access to the VLE for current and ongoing information in relation to their programmes of study as part of an induction programme. They shall also be provided with information about the support that will be provided, what they can expect from the College, and the expectations of them and their responsibilities as students, including the Code of Conduct and the rules, regulations, policies and procedures that apply to them. Students shall also be provided with information about how any information concerning their progress is maintained and stored, and how communications about such progress, in their studies, will be maintained and updated. At the start of each unit of studies students shall be provided with details of that unit of studies and expectations of them in relation to performance and assessment.

## **7. Policy Monitoring and Review**

This policy is monitored in order to ensure that College's publicly released information remains fit for purpose. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Reasonable Adjustment and Special Consideration Policy

#### Policy Contents

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3. Guidance on Reasonable Adjustment and Special Consideration
  - 3.1 Reasonable Adjustment
    - 3.1.2 Applying Reasonable Adjustment
  - 3.2 Special Consideration
    - 3.2.1 Applying for Special Consideration
4. Policy Monitoring and Review

#### 1. Policy Statement

This policy outlines:

- OLC arrangements for making reasonable adjustments and special considerations in relation to our qualifications.
- How learners qualify for reasonable adjustments and special considerations.
- The reasonable adjustments we will permit and those where permission is required in advance before they are applied.
- What special considerations will be given to learners.

This policy aims at collating the existing arrangements for implementing reasonable adjustment and special consideration from other policy documents. It is also for use by OLC staff to ensure they deal with all reasonable adjustment and special consideration requests in a consistent manner.

*This policy aligns with the expectation and core principles of QAA Quality Code for Higher Education.*

#### 2. Principles

OLC aims to facilitate open access to all qualifications for Learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This will be achieved through:

**Reasonable Adjustment** – This is agreed at the pre-assessment planning stage and any action that helps to reduce the effect of a disability or difficulty, which places the Learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the Learner an assessment advantage over other Learners undertaking the same or similar assessments.

**Special Consideration** – This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the Learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

### 3. Guidance on Reasonable Adjustment and Special Consideration

#### 3.1 Reasonable Adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- Providing notes and lectures in advance
- Changing usual assessment arrangements
- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology.

OLC understands that reasonable adjustments must be approved (internally or externally) and set in place prior to assessment commencing. It is an arrangement to give a Learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other Learners. Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The Learner may not need, nor be allowed the same adjustment for all assessments.

Reasonable Adjustments permitted by OLC may fall into the following categories:

- Changes to assessment conditions
- The use of mechanical and electronic aids
- Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators.

Please note that a reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the Learner(s) in question an unfair assessment advantage. Examples of Reasonable Adjustments as defined by the above categories are listed below:

- Allowing extra time – e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format or Braille
- Readers / Scribes
- Practical Assistants, Transcribers, Promoters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British sign language (BSL)
- Use of ICT / Responses using electronic devices.

### 3.1.2 Applying Reasonable Adjustment

Reasonable Adjustments are the responsibility of OLC. Reasonable adjustments are approved by the Director of Education and Student Experience before an assessment and are intended to allow attainment to be demonstrated. A learner does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- affect the validity or reliability of the assessment
- give the learner(s) in question an unfair advantage over other learners taking the same or similar assessment
- influence the final outcome of the assessment decision.

OLC is committed to fair and equal assessment of its learners. The record of the reasonable adjustment that has been made should be recorded via the RAI form from Pearson, and kept with the Learner records for three years.

### 3.2 Special Consideration

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the learner either just before or during the assessment. Reasons for special consideration could be:

- Temporary illness,
- Injury
- Adverse circumstances at the time of the assessment.

A special consideration cannot give the Learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a Learner's achievement. The Learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome.

The awarding body's decision will be based on various factors, which may vary from Learner to Learner, and from one subject to another. These factors may include the severity of the circumstances, the date of the assessment, the nature of the assessment (e.g. practical, oral presentation, etc).

A Learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- Performance in an assessment is affected by circumstances beyond the control of the Learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment.
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- Part of an assessment has been missed due to circumstances beyond the control of the Learner
- Preparation for a component is affected by difficulties during the course eg disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

A Learner will not be eligible for special consideration if:

- No evidence is supplied by the student that the Learner has been affected at the time of the assessment by a particular condition
- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive, and no item on this list is a guarantee of special consideration):

- Terminal illness of the Learner or a close family member, e.g. parent, child or spouse
- Recent bereavement of a member of the immediate family
- Serious and disruptive domestic crises leading to acute anxiety about the family
- Incapacitating illness of the Learner
- Severe car accident
- Recent traumatic experience such as death of a close friend or distant relative
- Flare up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
- Recent domestic crisis
- Recent physical assault trauma
- Broken limb on the mend

Unlike reasonable adjustment, there are no circumstances whereby OLC can apply its own special consideration. OLC will submit a written Special Consideration request to the Awarding Body.

### **3.2.1 Applying for Special Consideration**

OLC would put arrangements in place to enable a Learner, in extenuating circumstances, to complete assessment and thus achieve the qualification. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each Learner. The only exception to this is where a group of Learners has been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application is permissible. In this situation, however, a list of Learners affected should be attached to the application. Applications for special consideration should be submitted to the awarding body:

- Application Form
- Evidence to support the application such as a medical certificate, a doctors letter, a statement from the invigilator (if relevant), or any other appropriate information.

The Director of Education and Student Experience shall authorise all applications for special consideration. Applications must be submitted to the awarding body within seven days of the assessment having taken place. Following receipt, the awarding body will usually give a decision within a further ten working days. Where a case is complex, the awarding body will usually inform the centre if a decision cannot be made within the time scale specified.

During the processing of an application, the awarding body will only liaise with the centre that are considered to be acting on the Learner's behalf and not with the Learner or their designated third party. It is important to note that special consideration applications will not be considered where Learner achievement has been claimed and certificated.

#### **4. Policy Monitoring and Review**

OLC will review the policy annually and revise it as and when required in response to student and awarding bodies' feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation. OLC reserve the right to amend the policy as and when necessary. Our review of the policy will ensure that our procedures continue to be consistent with the regulatory criteria and are applied properly and fairly in arriving at judgements.

## OLC (Europe) Ltd.

### Staff Development Policy

#### Policy Contents

1. Policy Statement
2. Explanation of Staff Development
3. Key Principles
4. Responsibilities
5. Monitoring and Review of Policy

#### 1. Policy Statement

OLC recognises its staff as being fundamental to its success. A strategic and professional approach to staff development helps to enable the College to fulfil its strategic aims, and supports the College's values. The key purpose of staff development is to facilitate personal and professional development enabling individuals and groups to achieve their full potential and contribute to the provision of excellent teaching and learning at the College. Staff development is a key contributor to the success of individuals, teams and ultimately the success of the College as a whole.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

#### 2. Explanation of Staff Development

Staff training and development is a means to ensure an organisation's workforce is adequately equipped with the knowledge, skills and competencies to perform well in their current work-role and for the future to assist the organisation, in this case OLC, in achieving its objectives. This may be achieved in a number of ways e.g. attending events, coaching, mentoring, shadowing, and one-to-one work. It is important that access to development is fair, equitable and must be to the benefit of the College.

Staff development at the College supports staff in developing the skills, behaviour and knowledge they need to achieve the objectives of their role, department and institution, and to enable them to respond flexibly to the demands placed upon them by internal and external change and development.

All staff at the College should also be engaged in continuous learning to enhance their performance in their current roles. The Staff Development function aims to provide comprehensive advice, guidance and development opportunities for all staff in order to support the organisation in the attainment of its objectives. The objectives of the Staff Development function are as follows:

- Once needs have been identified, to prioritise these and provide opportunities to fulfil them either in-house or externally;
- To develop an in-house programme of activity for both pedagogic and non-pedagogic development activities, based on the results of the needs analysis, needs arising from Annual Staff Appraisal.

### **3. Key Principles**

1. Staff have primary responsibility for their own development. OLC also have responsibilities associated with making learning opportunities available that support College objectives
2. We actively promote equality of access to learning opportunities, and all staff should have access to development which either:
3. Enables them to increase their knowledge and contribute more effectively in relation to their current role and against current objectives; or
4. Helps them to be more effective in their role by building personal and interpersonal skills as part of their personal and career development.

### **4. Responsibilities**

#### **Managers**

Managers are responsible for:

- Ensuring that individuals have the opportunity at regular intervals, to discuss their Staff Development needs.
- Giving staff constructive, honest and timely feedback on their performance.
- Identifying individual and team development needs which take account of both the College goals and relevant aspirations of individuals.
- Regularly considering the development needs which will enable individuals or groups to respond effectively to internal and external changes.
- Establishing priorities taking account of individual and College priorities and making appropriate provision to meet them within the resources available.
- In conjunction with the Learning and Development team, identifying appropriate opportunities for staff development.
- Briefing and de-briefing staff who participate in staff development activities, to facilitate effective consolidation of their learning and in some cases dissemination more widely.
- Ensuring equal opportunities in access to staff development is in accordance with the College's Equal Opportunities Policy.

#### **Individuals**

Individuals are responsible for:

- Reflecting at regular intervals upon their performance in their current jobs and future career aspirations and identifying their appropriate development needs.
- Discussing these with their Manager during their Performance Review Meetings with a view to establishing priorities in relation to their personal, or College objectives.
- Taking full advantage of such opportunities.
- For the upkeep and maintenance of their individual personal development portfolio as evidence of their development and achievement.
- Applying newly-developed knowledge and skills to their work and the development of their careers.
- Where difficulties occur, raising issues with their manager in the first instance.

**5. Monitoring and Review of Policy**

- All staff development activities will be evaluated.
- We are committed to the continuous improvement of our staff development provision and encourage feedback from staff. Where appropriate, best practice will be shared as part of our commitment to improve our service provision.
- Those responsible for managing staff should, together with the staff member participating in staff development activities, evaluate the extent to which development undertaken has achieved the intended objectives, and where necessary agree appropriate next steps with the staff member during their Annual Performance Review.
- Application of the policy will be monitored annually by the Managing Director.

## OLC (Europe) Ltd.

### Staff Observation Policy

#### Policy Contents

1. Policy Statement
2. Definition and Purpose of Staff Observations
3. Definition and Purpose of Peer Observation
4. Key Principles
5. Guidelines for the Observation of Teaching
6. Policy Monitoring and Review

#### **1. Policy Statement**

The OLC (Europe) Ltd. Observations Policy is intended to cover both formal Staff Observations of teaching and Peer Observations of teaching. The observation processes are designed to develop and support staff to ensure that they are delivering high quality teaching. Observations are closely linked to the College's Quality Systems and are critical in supporting tutors continuing professional development.

The aim of teaching observation at the College is to enhance the quality of teaching, learning and assessment. Formal Staff Observations aim to raise standards, as well as to ensure advice, guidance and support in matters related to teaching and learning is available to all of the College's teaching staff. Peer Observations aim to enhance teaching quality by promoting mutual reflection of good practice, exchange of views and providing opportunities to discuss new and existing teaching strategies.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

#### **2. Definition and Purpose of Staff Observation**

Staff Observation - Staff Observations are observations of teaching undertaken by, or on behalf of College Management, in order to continuously assess the ability and competence of teaching staff.

Observation of teaching is the core activity of the College. It is essential that teachers are competent in the planning, delivery and assessment of the learning programmes that the College offers. In order to continually improve the teaching and learning, staff observation of teaching aims to:

- Develop and improve teaching and learning.
- Identify and acknowledge good practice and ensure that this is shared.
- Find appropriate ways of achieving improvements where needed.
- Provide opportunities for staff to learn, enhancing quality through: self-reflection, informed feedback, and staff development.
- Help teachers identify individual and team training and development needs through the College Staff Development Review process.
- Ensure OLC meets best practice in equality of opportunity and the development of employment and citizenship skills.

### **3. Definition and Purpose of Peer Observation**

Peer Observation - Peer Observations are observations carried out by and between members of the College's teaching staff in order to:

- Recognise, identify and celebrate good practice and innovation in teaching and learning
- Help ensure that the College is providing a high quality educational experience for its students
- Encourage all staff to reflect on the effectiveness of their own teaching
- Deepen understanding of the work of colleagues in and across teams
- Enhance the importance attached to the quality of teaching
- Help inform staff development planning
- Identify any weaknesses and put in place an action plan to remedy them.

### **4. Key Principles**

The value of an observation is in the feedback and the value of the feedback is in the actions for improvement which result from it. If nothing changes as a result of an observation then an opportunity has been missed to identify good practice, discuss and address issues and raise teaching and learning standards across the College.

This policy aims to improve teacher morale through the use of a professional, developmental observation model where good practice is identified and shared and a supportive improvement strategy is available to enable and empower teachers at OLC to be the best that they can be.

Key features relating to formal Staff Observation are as follows:

- that observations are completed and that the process does not represent a burden to staff.
- that it is developmental - that impact is measured and that outcomes are acted upon to bring about improvement.
- that staff feel supported by the process and can see the benefits of the staff observation of teaching activity both for themselves as reflective practitioners and for students.
- Feedback from the formal Staff Observations will feed into the annual appraisal process and will be instrumental in establishing staff development priorities.

Key features relating to Peer Observation are as follows:

- The emphasis is on a mutually beneficial learning experience for both observer and observed. The scheme is designed to be developmental rather than judgmental.
- All teaching staff in the College will be involved in the peer review process, irrespective of status, grade or nature of contract.
- Feedback given should be formative, not summative.
- The Peer Observation scheme bears no formal relationship to other College processes, such as probation, promotion or appraisal. As such, any written record or materials remain the property of those involved, unless otherwise agreed by both parties.
- Outcomes are confidential to observer and observed. However, colleagues may discuss any personal learning and possible implications for their teaching within their learning set.

- OLC recognises that being observed during teaching could be an anxiety-provoking and stressful experience. However, one of the aims of the peer observation system is to open up debate and dialogue about teaching and the course curriculum in general.

#### **4. Guidelines for the Observation of Teaching**

Responsibility for the implementation of the scheme lies with the Director of Education Innovation and Academic Development who ensures the production of an annual observation schedule for all academic staff and may determine any theme or pattern of observation in line with institutional priorities. All teaching staff will be formally observed at least once during the scheduled period. Consequently it may mean that staff who teach across a number of sites are observed more than once. A key function of the scheme will be to offer help, support and mentoring to colleagues as appropriate. The process will not be graded, but in order to be of worth will need to be evaluative.

Formal observations will be carried out by a College observation team which will be drawn from the Senior College Management Team, Programme Managers, Advanced Practitioners and appropriately qualified external observers. Observations will be arranged to make best use of the observation team's knowledge and experience.

As a rule of thumb the observer needs to:

- Be discreet and diplomatic in the learning group
- Focus observations on the criteria negotiated in the pre-observation meeting.
- Share with the tutor a reflective feedback process at the end of the session, with a focus on personal experience within the session.

Formal Staff Observations will be recorded using standard College observation records (see attached the form in **Appendix 8**). The observation should be followed as soon as possible by a formal verbal feedback session. After each observation the observer and observee will agree a formal written report which includes feedback on the observation. During or immediately after the feedback session or after seeing the completed observation record, the observee will agree any training and development needs (action plan) with the observer. Strengths and areas for improvement identified should be documented with clearly stated actions and time-scales. These may include:

- Request for the person observed to disseminate good practice, e.g. by offering a session as part of training and development
- Additional training to be undertaken by the person observed
- Specific action required immediately,
- Mentor support or staff observation with a more experienced colleague to develop skills further.

These records are used to inform the appraisal process, self-assessment and the provision of training and development. The Director of Education Innovation and Academic Developments and Director of Education and Student Services will monitor progress against the recorded actions, recording outcomes and benefits obtained at annual appraisal process.

Peer Observations will be taken and carried out by all members of teaching staff, regardless of status, grade or nature of contract. As soon as practically possible after the session takes place, and at the latest within a week, the observer should meet with the tutor to engage in a professional dialogue to discuss their experiences and learning from the observation. It is the responsibility of both parties to keep the conversation focused and constructive and to encourage and deepen reflection on the areas previously agreed.

## Staff Observation Policy

It is recommended that both parties

- Examine their underlying values or assumptions.
- Discuss how learning from the observation will feed into subsequent teaching and/or planning.
- Agree on key points to take to their learning set.
- Sign a pro-forma to verify that the review has taken place and submit this to Course Coordinator for staff development. (See Appendix One and Two)

### **5. Policy Monitoring and Review**

This policy is monitored in order to ensure that the Staff Observation Policy remains up to date. Full review of the policy occurs annually.

## OLC (Europe) Ltd.

### Student Attendance Policy

#### Policy Contents

1. Policy Statement
2. Key Underpinning Principles
3. Scope
4. Purpose of Attendance Policy
5. Roles and Responsibilities
6. Students with Disabilities, Learning Difficulties or Other Support
7. Authorised Absence
8. International Students
9. Student Disciplinary Action
10. Monitoring, Review and Evaluation

#### **1. Policy Statement**

OLC is committed to promoting and enhancing student engagement and participation with their course of studies. Regular attendance at all formally scheduled teaching classes and tutorial sessions is a very important factor in ensuring that students make satisfactory progress with their academic studies. Attendance at classes helps ensure that students cover and understand the learning outcomes of the units that make up their course of study.

Students are required to attend all lessons, lectures, seminars or tutorials, test examinations, work placements (where appropriate), supervision sessions with their project supervisor, and any other formally scheduled teaching sessions or classes related to their course of study. The College takes attendance records for all scheduled teaching sessions and any absence by a student is recorded and followed up.

The College will make every effort to promote good attendance, giving advice and support where needed. Any problems that prevent full attendance will be identified and addressed as speedily as possible.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

#### **2. Key Underpinning Principles**

1. The College will actively promote and encourage students to punctually attend all their scheduled commitments associated with the programme on which they are enrolled.
2. In order to reduce the amount of time students are not in class, either from sickness or other reasons, there will be high expectations and consistent processes to monitor, follow up and report on attendance.
3. The College aims to support students who have difficulty attending all timetabled lessons; however, the Student Disciplinary Action will be implemented where the College considers a student's attendance and punctuality to be unacceptable.

This policy aims to assist all students to take responsibility for their full and prompt attendance and punctuality at College, which will enhance their learning experience, develop their personal skills and promote high achievement.

### **3. Scope**

The student attendance policy applies to all students who are registered with the College. As such, this Attendance Policy applies to all United Kingdom, European Union and overseas students.

### **4. Purpose of Attendance Policy**

- To encourage and promote full attendance and punctuality
- To record and monitor attendance, punctuality and apply appropriate strategies
- To ensure a consistent approach throughout the College
- To support students who are experiencing genuine difficulties in attending College
- To raise overall attendance and punctuality which are understood by all students, staff
- To publish and implement attendance and punctuality monitoring procedures which are understood by all students and staff
- To ensure that there are effective procedures in place to deal with unauthorised or prolonged absence and poor punctuality
- To improve attainment and achievement of students through improved levels of attendance.

### **5. Roles and Responsibilities**

Attendance monitoring is part of the college quality processes. Quality improvement is the responsibility of unit leads and tutors, as well as directors. In order to improve class attendance and punctuality the actions required by staff and students are specified below.

#### **Staff**

1. Communicate clearly the College's high expectations: learners are expected to attend all teaching and learning sessions and to arrive before the start of class ready to learn.
2. Consistently reinforce the message that poor attendance or punctuality is not acceptable and where it falls below an agreed level (80%) this will lead to action, including possible disciplinary action or even exclusion.
3. Provide students with clear instructions and a contact number to call in person if they are going to be absent that day; they must call in to report each day of absence.
4. Accurately and fully complete each Moodle class register by the end of the session.
5. Student absence will be followed up by an enquiry from a member of college staff. Students will be expected to explain the reason for their absence and the authorisation of absences will be limited to specific situations.
6. Staff strive to foster good attendance and punctuality. All staff adopt a consistent and transparent approach and expectations are clearly communicated to students.

#### **Students**

1. Students are expected to attend all of their lessons punctually. If students cannot attend College for any reason, or need to leave College part way through the timetabled day, they must inform College by an agreed contact route.

2. Understand the expectations of attendance, the levels at which follow up action will happen and what the consequences will be.
3. Ensure that their contact details are kept up to date, and that they keep the College informed of changes of address, changes to email addresses, or name or title changes.
4. Not take on work commitments or holidays that clash with time at college; any absence for work or holiday will be counted as unauthorised absence.
5. Commit to complete outstanding coursework from missed classes due to poor punctuality or attendance, with support as appropriate.

## **6. Students with Disabilities, Learning Difficulties or Other Support Needs**

If a student has a disability or medical difficulty that directly affects their attendance or ability to arrive on time this should be identified with the student and with Learning Support. They will work with the student to ensure that reasonable adjustments and support is in place and levels of expectation set accordingly. Any reviews or disciplinary actions will take into account and be responsive to the needs of students with disabilities, learning difficulties or other emotional, social or behavioural needs. Support will be offered and provided where appropriate

## **7. Authorised Absence**

Be aware that absence from the College will only be authorised if it is for the following reasons:

- Genuine illness supported by a medical certificate or doctor's letter
- Unavoidable medical / dental appointments (but try to make these after College if at all possible)
- Days of religious observance
- Exceptional circumstances, such as bereavement or marriage of immediate family member
- Court appearances
- Driving Test (not lessons)
- Curriculum agreed external events or work placements
- Any other good reason accepted by the college.

An absence can also be authorised by a college teacher for exceptional and unavoidable personal circumstances or by agreement with an appropriate College director. Students who experience genuine attendance difficulties will be offered prompt and appropriate support. The College will continue to be sympathetic in the case of unavoidable absence and in these cases, is committed to offering support to address problems.

## **8. International Students**

If students are in the UK on a student visa, holders of a student visa are advised that OLC is obliged to comply with UK Visas and Immigration (UKVI) TIER 4 rules. As students on student visas are subject to immigration regulations, the College must add the following conditions on attendance for international students who are subject to visa conditions and immigration controls to keep both the students and the College in full compliance with the law. These are in addition to all the standards already outlined in this policy for all students.

These rules are laid down by the UK government and require that all full time courses attended by visa students comprise a minimum of 15 hours of day time supervised study per week. If a student's cumulative attendance (For the purposes of this policy Cumulative Attendance is calculated over one academic term) falls short of 80% AND/OR in case of any student missing 10 Expected Contacts, the College is required by law to report that student to UKBA. If a student is reported to the UKBA for lack of attendance or continuous no-shows, UKBA will likely curtail the visa, which may result in expulsion from the UK.

### **9. Student Disciplinary Action**

Absence and punctuality will be monitored carefully along with the overall percentage attendance and dealt with in line with College Policies. Where a student's attendance is unsatisfactory, one or more of the following actions may be taken:

- Staff may contact the student to seek an explanation for their unsatisfactory attendance;
- Students may be invited to discuss with their personal tutor/programme manager how their attendance will be improved and any support that may be required;
- Students may be issued with a formal written warning about their attendance;
- A formal report on a student's attendance may be made to the student's sponsor, including an employer, the Local Authority, the Student Loan Company;
- Students whose attendance or punctuality is causing concern will be set clear and appropriate targets for improvement, and will be supported to achieve these targets;
- Students who fail to respond to warnings about their attendance may be required to enter into a formal Attendance Agreement;
- Students may be withdrawn from their programme if they fail to respond to warnings or breach the terms of their Attendance Agreement;
- In accordance with UK immigration law, a report will be made to the UK Border Agency, if an international student holding a student visa is absent from the College for more than 10 working days without authorisation;
- Staff writing references for students may refer to students' record of attendance;
- Assessment Boards may take into account students' attendance in exercising their discretion in relation to progression and awards;
- Students may be expelled from their programme by an Assessment Board on academic grounds.

### **10. Monitoring, Review and Evaluation**

The attendance administrator is responsible for ensuring continuous and effective implementation of this attendance policy. Attendance is discussed in the weekly Academic Support Meeting. The policy itself is reviewed in order to make sure that it is in full compliance at all times with the relevant laws and regulations or best practice documents.

## **OLC (Europe) Ltd.**

### **The Teaching and Learning Handbook**

The Teaching and Learning Handbook is a separate document given to academic staff. The guidance within the Teaching and Learning Handbook contains:

- Assessment and Learning Materials Guidance
- Grading Policy
- OLC (Europe) Ltd. Malpractice Policy - Including Appeals
- Assessment Guidance
- Exam Invigilation Process
- Complaints and Feedback Procedure
- Teaching and Learning Strategy
- E-Learning Policy and Strategy (VLE)

The full Teaching and Learning Handbook is attached as Appendix 9

## OLC (Europe) Ltd.

### Teaching, Learning and Assessment Policy

#### Policy Content

1. Purpose
2. Key Principles
3. Scope
4. Policy Implementation
5. Curriculum Design
6. Course Delivery
7. Assessment
8. Staff
9. Equality and Diversity Statement
10. Continuous Improvement of Teaching, Learning and Assessment
11. Policy Monitoring and Review

#### 1. Purpose

OLC aims to help students achieve qualifications but also to raise their aspirations and self-esteem. This Policy defines the College's ethos of teaching, learning and assessment. It provides a base from which OLC can specify its detailed approaches as appropriate to the subject, curriculum and student needs.

The Policy also acts as a framework for discussing and promoting effective practice in all aspects of curriculum design, teaching, learning and assessment, and as a basis for the evaluation and ongoing development of the provision.

*This policy aligns with the expectations and core principles of QAA Quality Code for Higher Education.*

#### 2. Key principles

- Learner-centredness – respect for each student as an active learner and as an individual with their own particular set of needs. The College is a community of learners, creating a stimulating learning environment with active participation by both students and tutors in the learning process, in which the students are placed at the centre, and which facilitates the range of students' learning styles.
- Concern for all aspects of students' learning – educational, career, personal and social.
- Equality of opportunity and diversity – ensuring and promoting equality of opportunity and diversity including eliminating unlawful discrimination. Learners should not be subject to discrimination, intentional or otherwise, on the grounds of their social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation.
- Learners need to participate in the learning process. They should be active and take as much responsibility as possible for their own learning. Courses are designed to encourage students to be self-motivated and independent learners; self-aware, able to reflect on their learning, and to manage their own personal development and career planning.

- Teaching and Learning strategies are responsive to the changing contexts with respect to students' expectations and prior and current experience, and to the changing work environment.
- OLC actively supports the continued personal development of its staff including staff development, dissemination of best practice, scholarship, research and knowledge transfer.

### 3. Scope

- The policy applies in full to all full time learners.
- The policy applies in full to all part time learners attending a college programme.
- The policy applies in full for learners attending a short college programme.

### 4. Policy Implementation

The policy is to provide for high quality teaching and learning processes and assessment outcomes in all courses at OLC, and to achieve this, the policy supports a four stage process for effective teaching and learning, namely:

1. **Curriculum Design:** is concerned with both the content and processes of delivery of the curriculum so as to ensure an active and positive student learning experience, which encompasses both subject attributes and embedded lifelong learning capabilities.
2. **Course Delivery:** teaching and learning methods promote student-centred, active learning and enhance opportunities for flexible learning and enquiry-based approaches.
3. **Assessment:** is delivered as an integral part of the student-centred learning processes, and is designed to be fit-for-purpose in demonstrating the achievement of the specific learning outcomes.
4. **Staff:** OLC is committed to the continuous professional development of all academic and support staff in relation to professionalism, undertaking scholarship to enhance learning, teaching and assessment, and discipline-specific expertise, including those staff who deliver College courses in partner institutions.

### 5. Curriculum Design

Curriculum design is concerned with both the content and processes of delivery of the curriculum so as to ensure an active and positive student learning experience, which encompasses both subject attributes and embedded lifelong learning capabilities.

- a) The curriculum is aligned in relation to the learning outcomes, assessment and delivery methods.
- b) Learning, teaching and assessment methods are continuously evaluated to ensure ongoing fitness for purpose, informed by student feedback, including alumni, in the review and development processes.
- c) The curriculum enhances the students' acquisition and awareness of a wide range of academic and professional skills, including career management skills and personal development planning. These embedded elements are clearly articulated within the course documentation. Course teams select an approach which is appropriate to the subject.
- d) The curriculum should provide opportunities for self-directed learning and free enquiry for students.

- e) The curriculum should conform to all quality related requirements, rules, policies and processes developed by OLC.
- f) The curriculum should address external benchmarks and take account of national, professional and industrial standard.

## 6. Course Delivery

Teaching and Learning methods promote student-centred, active learning and enhance opportunities for flexible learning and enquiry-based approaches.

- a. Teaching and Learning methods are centred on the students' learning experiences and promote active student participation.
- b. A range of Teaching and Learning approaches are used which support the achievement of clearly identified learning outcomes.
- c. Teaching and Learning methods meet the diverse learning needs of the student, with attention to issues of fair access and equal opportunity.
- d. Teaching includes embedded opportunities for students to gain feedback on their learning, beyond those which are directly attached to feedback on assessment.
- e. Students are supported in developing the learning skills required for successful study.
- f. Appropriate communication channels ensure that all students and staff have equal, sufficient and timely access to information.
- g. Staff plan for and accommodate the progression of student work from introductory tasks and knowledge to competency and proficiency with discipline specific skills and academic writing over the course of an award.

## 7. Assessment

Assessment is delivered as an integral part of the student-centred learning processes, and is designed to be fit-for-purpose in demonstrating the achievement of the specific learning outcomes.

- a. Assessment methods (both formative and summative) utilised are valid and effective.
- b. Assessment methods provide an opportunity for new learning, contribute to the learning process and engender sustainable learning.
- c. The reliability of the assessment process is ensured by internal moderation and external scrutiny.
- d. Assessment is criterion-based. Students are provided with the assessment criteria by which their work will be marked and with timely formative feedback on their performance, so as to support their further study and successful achievement.
- e. In selecting assessment methods consideration is given to maintaining acceptable assessment loading for both students and staff.
- f. The conduct of student assessment is transparent and fair, and follows approved assessment standards for all assessment tasks which are provided to students.
- g. Staff use assessment methods designed to reduce the opportunities for plagiarism and cheating. Students are informed of the unacceptability of plagiarism and cheating, and are provided with guidance on these issues.
- h. Records of assessment are documented accurately and systematically and that the decisions of relevant assessment panels and boards and communicated as quickly as possible.

## **8. Staff**

OLC is committed to the continuous professional development of all academic and corporate admin staff in relation to professionalism, their role in enhancing learning, teaching and assessment, and discipline-specific expertise, including those staff who deliver College courses in partner institutions.

- a. Academic leaders are committed to supporting staff development in teaching, learning and assessment through a range of activities including mentoring, taught provision, reflection on practice, teaching observation, peer observation and through unit and course evaluation.
- b. All staff with a role in supporting student learning take responsibility for their own developmental activities (discipline specific and in support of their teaching).
- c. Academic staff who are new to teaching will receive relief and time to complete the Fellowship Higher Education Academy (FHEA).
- d. Staff are committed to gaining feedback from students and alumni (including course committees, unit feedback questionnaires, student experience questionnaires).
- e. OLC values providing all staff that support learning with the time and space to collaborate and share ideas and good practice.

## **9. Equality and Diversity statement**

OLC is committed to the promotion and development of equality and diversity. We aim to provide a learning environment which values individuals equally regardless of disability, age, race, sex (gender), religion and belief, sexual orientation, gender reassignment, and pregnancy and maternity.

This policy and procedure will be implemented in accordance with the Equality, Diversity and Inclusion Policy, and the provision of teaching and assessment will not be influenced by the student's background or situation. Equality, diversity and inclusion are embedded in the Teaching, Learning and Assessment Framework.

## **10. Continuous Improvement of Learning, Teaching and Assessment**

The College considers that the student learning experience depends on good teaching and effective student learning support, and sound curricula that has the basis in knowledge and professional experience. Teaching, learning support and the curriculum must therefore be well informed and subject to continuous reflection, evaluation and review. To achieve this continuous improvement, OLC requires that:

- a) Teaching, units, unit materials and courses are routinely and reliably evaluated with a view to formative improvement;
- b) Student feedback and satisfaction data are regularly collected and reported, contribute to continuous improvement in teaching, learning and the curriculum, and information on improvements made is provided back to students;
- c) Opportunities for the improvement of teaching practice and knowledge about student learning be made available to teaching staff;
- d) Academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices, and in course and unit review procedures;

- e) Newly appointed academic staff be provided with a copy of this policy and an induction programme on teaching and assessment practices unless prior knowledge can be demonstrated;
- f) The professional development needs of individual teaching staff should be discussed as part of annual Performance Review processes;
- g) Academic staff maintain and develop their skills in the utilisation of educational technologies and electronic communication systems in support of student learning;

#### **11. Policy Monitoring and Review**

This policy is monitored in order to ensure that the Teaching, Learning and Assessment Policy remains up to date. Full review of the policy occurs annually.

## **OLC (Europe) Ltd.**

# **The Statement of Teaching and Learning Strategy**

### **Statement Contents**

1. Our Vision
2. Teaching and Learning Vision
3. Strategic Teaching and Learning Aims
4. Strategic Teaching and Learning Objectives
  - 4.i. Curriculum Profile
  - 4.ii Student Recruitment
  - 4.iii Widening Participation
  - 4.iv Student Learning Participation
  - 4.v Student Learning Resources and Support
  - 4.vi Teaching and Learning Enhancements
  - 4.vii Staff Recognition and Reward
5. Critical Success Factors
6. Responsibilities
7. Monitoring and Review

### **1. Our Vision**

When we started in 1998, we wanted to make learning easy, fun and enjoyable. To follow that aim our teaching style has always supported a “learning by doing” approach. So that we can deliver the very best education to our students, we’re still doing that and still researching teaching and learning best practise.

### **2. Teaching and Learning Vision**

We will:

- Build our international reputation as a leading UK provider of real world research-informed education
- Provide diverse opportunities for all students to develop qualities of critical enquiry and independent learning within a supportive and intellectually stimulating learning environment
- Expand our portfolio of activities in order to equip OLC Europe Ltd graduates for the challenging opportunities of a rapidly changing global environment
- Continue to work with our students to listen to their needs and encourage their participation in enhancing the quality of teaching and learning with a focus on adopting participative learning methods
- Ensure that all our teaching staff, teaching support and welfare officers are competent in facilitating “learning by doing” techniques.

### **3. Strategic Teaching and Learning Aims**

- To foster a broad disciplinary profile that complements and enhances institutional strengths in research and enterprise

## The Statement of our Teaching and Learning Strategy

- To build on the College's outstanding reputation in teaching and learning in order to increase the attractiveness of The Organisational Learning Centre as a place to study for a diverse student community
- To expand our national and international partnerships in order to remain a leader in the provision of education that engages with external agencies, business, industry and the professions
- To enrich the learning environment in order that all students have the support to succeed in their studies
- To promote an ethos that expects and encourages the enhancement of teaching and learning with a focus on the desired capabilities of our students
- To support, recognise and reward excellence in 'learning by doing' in ways that advance our exceptional reputation

### **4. Strategic Teaching and Learning Objectives**

In fulfilling these aims, the following strategic objectives relate to our key areas of Teaching and Learning activity:

#### ***(4.i) Curriculum Profile***

We will develop a strategic approach to programme and subject development that enhances The Organisational Learning Centre distinctive profile and anticipates changes in national and international student demand.

1. Work with our partner HE and FE institutions to identify and establish mutually beneficial programmes that can be delivered jointly using shared facilities.
2. Continue regular evaluation and development of Higher National, Degree and Postgraduate provision.
3. Diversify the College's subject mix in order to broaden our portfolio of programmes at all academic levels.

#### ***(4.ii) Student Recruitment***

We will strengthen the quality and academic potential of the student body, continue to diversify its composition, and build our postgraduate community.

1. Manage full-time UK/EU and overseas undergraduate population in line with the College's overall strategic objectives.
2. Develop a strategy that supports diverse modes of 'learning by doing' programme delivery, and raises the profile of part-time opportunities, notably at Postgraduate level.

#### ***(4.iii) Widening Access***

We will refine our approach to outreach and widening access in support of our Access Agreement targets.

1. Strengthen collaborative links with key FE partner institutions to support progression and collaboration that ensures our provision is comprehensive and complete through shared facilities usage.
2. Strengthen our links with Higher Education in the UK/EU and overseas to ensure widening access, knowledge transfer and promotion of our educational and research provision.
3. Produce and agree a revised and focused widening access strategy and associated action plan, which complements mainstream recruitment.

4. Maintain at current levels on programmes but with a wider demographic of students.

**(4.iv) Student Learning Opportunities**

We will expand and diversify opportunities for students to enrich their international learning; study in different settings in the UK and internationally; and engage with external organisations.

1. Continue to build an explicit international dimension in the curriculum and student experience.
2. Build a small number of sustainable partnerships with leading institutions overseas through which to deliver collaborative study programmes, and 'transnational education'.
3. Enhance the engagement of external professional organisations and businesses in the curriculum, as appropriate; facilitating internship, case study, part-time work and real-world research opportunities.

**(4.v) Student Learning Resources and Support**

We will increase investment in teaching and learning infrastructure in order that all students benefit from access to excellent resources and support.

1. Expand provision of 'learning by doing' through the research and development of laboratory equipment, experimental methods, interactive games, participative work spaces.
2. Support student 'buddying' schemes in academic circles and encourage 'learning sets' and provide group learning opportunities.
3. Enhance library and IT resources, teaching rooms, and college-wide network of flexible learning spaces and introduce e-participation in teacher interactions.

**(4.vi) Teaching and Learning Enhancements**

We will develop and implement an institutional strategy for systematically enhancing quality of provision.

1. Enhance support for the continuing professional needs of all staff involved in teaching and learning.
2. Continue to support teaching and learning projects and research that are of national and international repute.
3. Critically appraise quality management processes and procedures to ensure they are fit for purpose.

**(4.vii) Staff Recognition and Reward**

We will strengthen and refine our academic practice approach to 'learning by doing'.

1. Make more explicit in current systems of reward, scholarly and innovative approaches to teaching, learning and assessment.
2. Ensure that teaching and learning responsibilities in academic circles are regularly reviewed and given appropriate recognition.
3. Support a rigorously managed and flexible approach to staffing in teaching and learning that, where appropriate, draws on external professional expertise.

## **5. Critical Success Factors**

- Continued recruitment and professional development of outstanding academic and support staff.
- Introduction of subject specialist equipment including but not limiting to laboratory equipment, experimental methods, interactive games, participative work spaces in teaching and learning provision.
- An increase in unit assessment facilitated through work placement, internship, real-world case study research and part-time study options.
- Availability of professionally skilled support staff to assist academics with teaching and learning developments.
- Coordinated learning support network for students on taught programmes, Higher Nationals, Degree and Post Graduate programmes.
- High quality student information system and Virtual Learning Environment covering student progression and support from application to alumnus.
- Effective and efficient targeted student recruitment activities.

## **6. Responsibilities**

The Director of Education Innovation and Academic Developments is the main board director with primary responsibility. Stakeholders, particularly employees and students, are invited to provide feedback on the nature and operation of the Teaching and Learning statement.

## **7. Monitoring and Review**

This College's statement of our Teaching and Learning Strategy is monitored in order to ensure that it remains up to date and continues to be an accurate reflection of the College's intentions in providing educational programmes. Full review of the policy occurs annually.

# OLC (Europe) Ltd.

## Tutorial Support Policy

### Policy Contents

1. Policy Statement
2. Key Principles underpinning tutorial practice
3. Scope
4. Purpose of Tutorial Sessions
5. Equality and Diversity Statement
6. Responsibilities
7. Actions to Implement and Develop Policy
8. Policy Monitoring and Review

### 1. Policy Statement

OLC aims to help students achieve qualifications but also to raise their aspirations and self-esteem. OLC is committed to ensuring that learners have access to a tutorial programme, which is central to their learning experience, alongside a range of learner support services. Attention should be given to ensuring that differences in individuals' learning styles and the needs of the group are taken into account when developing and implementing tutorial schemes of work and lesson plans.

The basis of the policy is that:

- Tutorial support and guidance for every learner is essential to success.
- Tutorial support is essential to the management of learner performance.
- Tutorial support is essential to managing learner attendance, retention, achievement and progression.
- Tutorial support places the individual learner at the centre of the learning experience.

*This policy aligns with the expectations and core practices of the QAA Quality Code for Higher Education.*

### 2. Key principles underpinning tutorial practice

- Learner-centredness – respect for each student as an active learner and as an individual with their own particular set of needs.
- Concern for all aspects of students' learning – educational, career, personal and social.
- Equality of opportunity and diversity – ensuring and promoting equality of opportunity and diversity including eliminating unlawful discrimination.

These principles significantly help to create the conditions for learning and to empower students to feel sufficiently secure and confident to make increasingly mature and responsible decisions.

### 3. Scope

- The policy applies in full to all full time learners.
- The policy applies in full to all part time learners attending a college programme.
- The policy applies in full for learners attending a short college programme.

#### **4. Purpose of Tutorial Sessions**

The tutorial system provides a personal contact point for all students and is intended to help them to:

- Articulate, plan for and evaluate progress towards their personal, education and career goals;
- Become more effective and confident learners who take increasing responsibility for their learning as they progress through their programmes of study;
- Recognise their own learning needs, capabilities and style and apply their learning to other contexts;
- Recognise, reflect on and value their achievements and progress;
- Develop, monitor progress with and identify extra-curricular opportunities for achieving key skills;
- Be better prepared for post-course professional development and employment;
- Develop a positive attitude to lifelong learning;
- Provide impartial advice and guidance on matters related to the programme;
- Provide learners with a 'personal' contact;
- Provide an opportunity to discuss issues with a personal/contact tutor;
- Provide all learners with the opportunity to discuss their academic progress;
- Provide learner an access to Study Support on request;
- Provide general information, advice and guidance.

#### **5. Equality, diversity and inclusion statement**

OLC is committed to the promotion and development of equality and diversity. We aim to provide a learning environment which values individuals equally regardless of disability, age, race, sex (gender), religion and belief, sexual orientation, gender reassignment, and pregnancy and maternity.

This policy and procedure will be implemented in accordance with the Equality, Diversity and Inclusion Policy, and the provision of tutorial support will not be influenced by the student's background or situation. Equality diversity and inclusion are embedded in the tutorial framework.

#### **6. Responsibilities**

All staff are required to give full and active support to the policy. Within this general responsibility there are some specific responsibilities:

- Programme Managers need to monitor the delivery, quality and learner response to the tutorial support.
- Unit tutors and personal tutors have responsibility for tracking the academic progress of their tutees and to provide their entitlement to 1:1 support. Where a learner is in need of additional learning support and guidance to support progress, the tutor should refer the learner to other internal services.
- Unit tutors should provide direct, individual and personal support to each learner including regular, systematic 1:1 feedback and formative advice on maximising their progress and performance.

## **7. Actions to Implement and Develop Policy**

- Implement a clear and consistent framework for the management, monitoring and evaluation of the delivery of tutorial support.
- Deliver the tutorial entitlement for different patterns of attendance.
- Regularly review tutorial activity in order to monitor the appropriateness and effectiveness of the tutorial programme and identify opportunities for development and improvement.
- Identify the staff development needs of tutors and to provide training that supports them in their role.

## **8. Policy Monitoring and Review**

This policy is monitored in order to ensure that it remains up to date and continues to be an accurate reflection of the College's intentions in providing educational programmes. Full review of the policy occurs annually.

## **OLC (Europe) Ltd.**

### **Alcohol and Substance Misuse Policy**

#### **1. Purpose**

OLC is committed to providing a healthy and safe working/study environment for staff/students. All reasonable steps will be taken to reduce or eliminate the risk of injuries or incidents occurring due to a member of staff/student alcohol or drug/substance abuse.

The College respects the privacy of individuals, particularly in health matters, where their conduct or performance at work is not affected. OLC must, however, be concerned where health or behaviour impairs the conduct, safety or work performance of employees/students, and it recognises that the misuse of alcohol or drugs may be a cause of such impairment.

#### **2. Scope**

This policy applies to all employees and all persons coming onto the College premises to carry out work on its behalf. It applies to employees, students and visitors whose misuse of alcohol and/or other substances affects their overall performance or conduct, when working (anywhere) for the College or when on College premises.

#### **3. Policy Statements**

It is in the interest of the College, and its staff and students that individuals suffering from illness related to alcohol/substance misuse are identified and encouraged to seek specialist help as early as possible. Any employee, student or visitor believed to be under the influence of alcohol, drugs or other substances and where this is affecting conduct, performance, relationships, and the health and safety of themselves and/or others (who may be affected by their acts or omissions) may be told to leave the College premises. They may also be subject to disciplinary action, dismissal, or exclusion from College premises.

It remains our general expectation that no employee will report for work while under the influence of substances or alcohol. The College does not consider it acceptable for staff to be impaired by alcohol and/or substances during the conduct of their duties and this may form the basis for disciplinary action, including conduct or capability dismissal, depending on the circumstances.

There is a clear link between the use of alcohol and drugs/substances and reduced safety and performance. Hence, the aims of the policy are as follows:

- Ensure the College has an appropriate learning environment which protects students, their families, the College and its staff from the damaging effects of substance or alcohol misuse.
- Provide a healthy and safe working environment.
- Assist the College to meet its aims and objectives to safeguard its students and general commitment to health and safety of students and the local community.
- Ensure an appropriate response should anyone be found to be in possession of drugs on the premises.
- To help the College to comply with all relevant legislation in this area, principally the Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations, Misuse of Drugs Act 1971, Drugs Act 2005, Psychoactive Substances Act 2016, and the Road Traffic Act 1988.

## **5. Responsibilities for Employees and Students**

As a conscientious employer, the College is aware of its responsibility for the health, safety and welfare of its employees/students and recognises that their wellbeing impacts on and is significant to performance. In view of this it is important that the responsibilities for the management of alcohol and/or substance misuse within the workplace are explicit and clearly defined.

Employees must inform their line manager regarding any prescribed medication that may have an effect on their ability to carry out their work safely, and must follow any instructions subsequently given. Any employee suffering from drug or alcohol dependency should declare this to their line manager, and the College will subsequently provide reasonable assistance, treating absences for treatment and/or rehabilitation as any other sickness absence. Failure to accept help or continue with treatment may render the employee liable to action under the Disciplinary Procedure. Counselling support and support from Occupational Health can be accessed via the College's Health and Safety meeting. All consultations will be strictly confidential. Members of management, i.e. Programme Manager, line manager, etc., must treat all dealings with any individual that fall in scope of this policy with the strictest of confidence. All records and reports associated with referral to any external agency will be classed as strictly confidential. Sensitive data will be held in accordance with the GDPR. An employee with an alcohol or substance misuse problem which has not been identified by their line manager and which has not yet had an adverse effect on their work performance or behaviour at work, is encouraged to voluntarily seek help and assistance to address their problem.

Where it is evident that illegal drug use has taken place, or where a strong suspicion exists of illegal drug use and/or related activity, or behaviour has been witnessed over which there are serious concerns as to its legality, the line manager/staff should immediately inform the Director of Education and Student Experience; and students, should inform their programme manager. The situation should then be discussed and any appropriate action(s) identified.

OLC seeks to adopt a supportive and sympathetic approach to any student who experience difficulties as a result of alcohol or drug misuse. Those who are concerned about their use of alcohol or drugs are encouraged to seek help and treatment voluntarily by making a direct approach to their General Practitioner, Student Welfare Support, or an appropriate external agency. If a member of staff or fellow student believes that a student's wellbeing and/or conduct is being affected by the misuse of drugs or alcohol, he/she should seek advice from the Student Welfare Support Service. A Student Welfare Officer will make arrangements to meet with the individual, for a confidential discussion. In the first instance, the matter will be handled as a health issue and the student will be advised of support available to the learner.

## **6. Discipline Procedure for Employees and Students**

### **6.1 Staff**

Having an alcohol or drug problem will not excuse any disciplinary action from being taken as a result of implementation of the Disciplinary Procedure. However, implementation of the Discipline Procedure may take into account time required to enable a problem to be assessed and for treatment and rehabilitation to be offered (except in the case of apparent gross misconduct or where it is not reasonable to accept that the employee's conduct was directly caused by their alcohol or substance misuse). Once a reasonable period of treatment and rehabilitation has been completed, then consideration regarding the continuation of the Disciplinary Procedure can be given and to what actions are required, if any. Where it is determined that an individual is no longer capable of continuing in the post, declines the offer of help or discontinues a course of treatment and does not make improvements in performance and/or conduct then the College Disciplinary Procedure may be implemented. In appropriate cases a requirement to undertake treatment and/or a relevant support programme will form part of any action taken as a result of the Disciplinary

Procedure. If no underlying problem is identified through a management referral, the Disciplinary Procedure will continue.

## 6.2 Students

The levels of misconduct that may result from alcohol or drug misuse extend over a considerable range. The College may consider disciplinary action in cases where the health and safety of members of the College Community is placed at unacceptable risk or their wellbeing is affected. Any disciplinary action will be taken under the College's relevant policies and procedures and a range of possible penalties can be applied, up to and including suspension or expulsion from the College. For courses with professional accreditation, the matter might also be considered by the relevant Fitness to Practice Committee. Where the College recognises that alcohol or drugs may be a contributory factor to misconduct and is aware that the student has acknowledged this, the College may be willing to consider suspending disciplinary action. This will depend upon the willingness on the part of the individual to engage with the support available and a significant improvement in their subsequent behaviour.

## 6.3 In General

In addition, the College will comply with the Misuse of Drugs Act 1971, and notify the Police if an employee, student or any other person is found to be in possession of drugs or to be supplying/producing illegal substances.

## 7. Further information and advice

### 7.1 Specific Guidance and Support

For specific guidance, support or confidential discussion in the first instance, you may arrange a meeting with either Liam Pepperell or Julie Semmens at [studentservices@olceurope.com](mailto:studentservices@olceurope.com).

### 7.2 Further Information

Advice and guidance for employees and managers is available through the following web links: Advice on Alcohol Abuse:

- NHS Choices: <http://www.nhs.uk/conditions/Alcohol-misuse>.
- Alcoholics Anonymous: [Alcoholics Anonymous Great Britain \(alcoholics-anonymous.org.uk\)](http://alcoholics-anonymous.org.uk)
- Alcohol Change: [Alcohol Change UK: Alcohol harms. Time for change. | Alcohol Change UK](#)
- Health and Safety Executive (HSE): [Managing drug and alcohol misuse at work - Overview - HSE](#)

Advice on Substance and Drug Misuse:

- NHS: [Drug addiction: getting help - NHS \(www.nhs.uk\)](#)
- Narcotics Anonymous: [Welcome to UKNA | UKNA |](#)
- FRANK: [Honest information about drugs | FRANK \(talktofrank.com\)](#)
- Health and Safety Executive (HSE): [Drugs and alcohol \(hse.gov.uk\)](#).

## 8. Policy Review

This policy will be reviewed on a regular basis to ensure it remains compliant with any employment legislation revisions and good employment practice.

# OLC (Europe) Ltd.

## Data Protection Policy

### Policy Contents

1. Policy Statement
2. Scope
3. Responsibilities and Training
4. Data Protection Principles
5. Sensitive Personal Data
6. Policy Monitoring and Review
7. Staff Declaration

### 1. Policy Statement

This policy is intended to align the College with the requirements of the Data Protection Act 2018, and the Information Commissioner's Office (ICO) as regulating body. The General Data Protection Regulation (GDPR) is a set of EU-wide data protection rules that have been brought into UK law as the Data Protection Act 2018.

The Data Protection Act covers all personal data, which is defined as data relating to a living person who can be identified by that data.

In order to function, the College needs to hold and process the data of: staff members, students, applicants, graduates and alumni, suppliers, contractors and partners, and other individuals. In doing so, the College must comply with the regulations laid out within the Data Protection Act. As regulatory body, the ICO holds the power to issue fines for non-compliance or data protection breaches.

### 2. Scope

This policy applies to:

- all personal data collected, held and processed by the College;
- personal data held in all formats, including electronically, on paper, or in any other physical format;
- all staff members, contractors, partners and other persons authorised to view or process personal data collected and held as a part of College activity;
- all locations from which personal data held by the College is accessed.

### 3. Responsibilities

Responsibility for compliance with the Data Protection Act is the responsibility of all staff members, contractors, partners and other persons authorised to view or process personal data collected and held as a part of College activity. Overall responsibility to ensure that compliance with the Act is enabled and upheld across all of the College activities lies with the Board of Directors. All suspected breaches will be reported to Director of MIS, Infrastructure, Quality and Standards.

All staff members, contractors, partners and other persons authorised to view or process personal data collected and held as a part of College activity must be aware of their responsibilities under data protection law, and report any actual or suspected breach that has led to, or could lead to, leaks of personal data held by the College. Non-compliance with the policy will leave staff and students subject to

the College's disciplinary process. In cases of non-compliance contractors and partners will be liable to the relevant clauses in their contracts or performance agreements.

All members of the Board of Directors, employees and associates shall be given a copy of this Data Protection Policy and asked to sign that they have read and understood their responsibilities for data protection. The signed copy shall be held in the personal file/the College's records as relevant.

#### **4. The Data Protection Principles**

In complying with the Data Protection Act and GDPR, the College aims to uphold the eight data protection principles laid out in Schedule 1 of the Act. These principles are:

1. Personal data shall be processed fairly and lawfully and, in particular, shall not be processed unless—
  - a. at least one of the conditions in Schedule 2 is met:
    - i. The data subject has given his consent to the processing;
    - ii. The processing is necessary in performance of a contract the data subject is party to, or to enable entrance into a contract at the request of data subject;
    - iii. The processing is necessary as part of a legal obligation of the College, outside of contractual obligation;
    - iv. The processing is in order to protect the vital interests of the data subject;
    - v. The processing is necessary for the administration of justice, functions of the government and/or functions of the Crown;
    - vi. The processing is necessary for pursuing legitimate interests of the College, except where this infringes on the rights, freedoms and legitimate interests of the data subject;
    - vii. The processing is necessary to make a legal disclosure under power of section 21CA of the Terrorism Act 2000 (disclosures between certain entities within regulated sector in relation to suspicion of commission of terrorist financing offence or for purposes of identifying terrorist property), or section 339ZB of the Proceeds of Crime Act 2002 (disclosures between certain entities within regulated sector in relation to money laundering suspicion).
  - b. and in the case of sensitive personal data, at least one of the conditions in Schedule 3 is also met:
    - i. with explicit consent of the data subject;
    - ii. necessary for performance of carrying out rights and obligations under employment law;
    - iii. necessary to protect the vital interests of the data subject, or another person;
    - iv. in the legitimate activities of anybody that is not for profit, existing for political, philosophical, religious or trade-union purposes, where the processing is carried out with appropriate safeguards, relates only to subjects who have association with the body and does not disclose personal data to any third party without consent of the subject;
    - v. the personal information has been made public by the subject deliberately;
    - vi. is necessary in the course of legal proceedings, obtaining legal advice or is otherwise necessary in the defence of legal rights;
    - vii. necessary for the administration of justice, functions of the government and/or functions of the Crown;
    - viii. is used to disclose or prevent fraud;

- ix. is necessary to make a legal disclosure under power of section 21CA of the Terrorism Act 2000 (disclosures between certain entities within regulated sector in relation to suspicion of commission of terrorist financing offence or for purposes of identifying terrorist property), or section 339ZB of the Proceeds of Crime Act 2002 (disclosures between certain entities within regulated sector in relation to money laundering suspicion);
  - x. is necessary for medical purposes and undertaken by a medical professional, or is otherwise bound by an equivalent duty of confidentiality;
  - xi. is of sensitive data relating to racial or ethnic origin, is necessary to review equal opportunities and treatment of people of different racial and ethnic backgrounds, and is carried out with appropriate safeguards;
  - xii. at the order of the Secretary of State.
2. Personal data shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes.
  3. Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
  4. Personal data shall be accurate and, where necessary, kept up to date.
  5. Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
  6. Personal data shall be processed in accordance with the rights of data subjects under this Act.
  7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
  8. Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

## 5. Sensitive Personal Data

From the data protection principles stated in section 4, above, the Data Protection Act defines sensitive personal data as personal data that contains information pertaining to:

- a. the racial or ethnic origin of the data subject;
- b. the data subject's political opinions;
- c. the data subject's religious beliefs or other beliefs of a similar nature;
- d. whether the data subject is a member of a trade union;
- e. the data subject's physical or mental health or condition;
- f. the data subject's sexual life;
- g. the commission or alleged commission by the data subject of any offence; or
- h. any proceedings for any offence committed or alleged to have been committed by the data subject, the disposal of such proceedings or the sentence of any court in such proceedings.

## 6. Policy Monitoring and Review

As part of the College's ongoing commitment to quality this policy will be reviewed annually.  
This version of the Data Protection Policy was approved on: 23/02/2023

## 7. Staff Declaration

This is to confirm that I have read the Data Protection Policy, that I understand the importance of data protection and that I recognise that I have responsibly to ensure that personal data is managed securely and appropriately at all times.

Staff/Associate Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# OLC (Europe) Ltd.

## Procedure for Processing the Students' Disclosure and Barring Service (DBS) Documentation

### Policy Contents

1. Introduction
2. General Principles
3. Responsibilities of Administrative Staff and the Programme Manager
4. Responsibilities of all Employees and Students
5. Policy Monitoring and Review

### 1. Introduction

Students that are enrolled upon the specific programmes (Healthcare Practice for England, Diploma in Education) at OLC must obtain a work placement as part of the requirement of their course and as such shall obtain a Disclosure and Barring Service (DBS) check. This procedural document seeks to ensure that student DBS documentation is handled with sensitivity and correctness. As DBS information can be very sensitive that information must be handled in a secure manner. This procedure therefore provides best practice methods in line with Care Quality Commission guidance.

### 2. General Principles

As a responsible employer OLC (Europe) Ltd will;

- Recognise its legal obligations under the Rehabilitation of Offenders Act 1974, Equalities Act, the Employment Rights Act, the Employment Relations Act, and the Maternity and Parental Leave Regulations.
- Ensure all students are given equal opportunity in training and development, to enable progression and work placement opportunities.
- Enable students working on placement who believe that they have been unfairly treated to pursue the matter through the OLC (Europe) Ltd Grievance Policy.
- Ensure that students that have requested a DBS check as a requirement for their course, such as Health and Social Care programmes, have the rights for information received to be dealt with in a secure manner, maintaining security of information and sensitive handling of such.
- Investigate any complaint of discrimination or grievance from student members directly related to the mishandling or misrepresentation of DBS checks.

#### 2.1 Pre-Offer Procedure

The applicant will be informed at interview of the requirements of the programme in relation to the DBS. The interviewers will read a prepared statement relating to convictions, placement requirements (e.g placement hours – 450 hours over 2-years) and College fees. With regards to convictions, the following actions will take place to protect both the applicant and the College representatives:

- The applicant will indicate, sign and date on the interview form that they have been provided with information relating to convictions that may prevent the applicant from securing a placement.

- Applicants will be informed that those who are unable to secure a placement (through the College or self) will be rejected or withdrawn following a risk assessment and review of alternative placements.
- The applicant will be advised of the disclosure process and who to contact at the College with regards to managing sensitive information.
- Applicants who chose to disclose during the interview will be directed to Director of Education Innovation and Academic Developments, Sarah Moraes ([smoraes@olceurope.com](mailto:smoraes@olceurope.com)) to discuss their positive disclosure and make arrangements to hold a risk assessment meeting (see the DBS Process Map).
  - Applicants who disclose a serious conviction that renders them as a schedule one offender. The interview will be adjourned and the Director of Education Innovation and Academic Developments will initiate a risk assessment meeting.

### **3. Responsibilities of Administrative Staff and the Programme Manager**

#### **3.1 Student Recruitment Responsibilities**

It shall be made clear to students at enrolment if they must obtain a work placement as part of their programme and as such shall obtain a Disclosure and Barring Service (DBS) check. This information must be provided in the following documentation:

- Programme Specifications
- Advertisements for Programmes
- Course outlines for Programmes
- On conditional or unconditional offer letters to students
- At student recruitment interviews
- At the time of induction of students on to the course.

#### **3.2 Administration Staff Responsibilities**

During all stages of handling DBS checks from the initial discussion with a student, through helping students complete their DBS check, to receiving and filing DBS documentation, OLC administrative staff and the work placement officer handle data and information with security in mind, with due care and with attention to limiting circulation. The work placement officer must keep DBS documentation confidential and share only with the programme manager.

A copy of the DBS check shall be kept on the student file, which are kept in a double lock situation, and the original copy returned discretely and confidentially to the student. Results of DBS checks shall be reported by the work placement officer. On receipt of DBS form, students are recommended to apply to join the update service.

#### **3.3 Programme Manager Responsibilities**

The Health and Social Care programme manager is responsible for oversight and management of student files and must ensure that confidentiality of sensitive student data is maintained securely, including that of DBS checks.

The programme manager will ensure that the DBS, under normal circumstances, will be applied prior to programme start or at the latest, within the first six weeks of the course delivery.

If there is a situation where the DBS check returns a cause for concern because of such things like; highlighted risks or previous convictions; then it is the responsibility of the work placement officer and programme manager to carry out the following, timely activities, before the end of the first term:

- Explanation to the student that positive disclosure (issues) have been notified on the DBS check and an investigation will take place to ensure wherever possible the student is not disadvantaged and is given the right to appeal against any decisions made.
- A Risk Assessment Exercise which will incorporate and document:
  - A multidisciplinary investigation
  - Student Interview
  - Assessment of risk and risk categorisation (low, medium, high)
  - Action to be taken as a result of the risk assessment
  - Decision to accept or refuse the student from the course
- A letter to the student explaining the results of the risk assessment [see notices below]
- Notification to partner college of the results of any risk assessment undertaken.

As part of risk mitigation methods, work placement officer and the programme manager shall continually monitor, usually termly, the academic progress and academic attainment levels of any student that has returned a DBS check with concerns or issues. The records of such monitoring shall be retained in the student files.

#### **Notices to students**

If OLC are satisfied and decide to grant your application subject to the conditions you agreed to in your application, OLC will send you a Notice of Decision (NoD) to confirm this.

If OLC are not satisfied and propose to refuse your application, or to grant it with conditions other than those to which you agreed, OLC will send you a Notice of Proposal (NOP) setting out our reasons and inviting you to make 'representations' to us before we make a decision.

### **3.4 The Right for Student Appeal**

Students have a right to appeal any decision based on a risk assessment process following DBS checks, senior management, shall:

- Ensure students have a right to appeal against decisions made by OLC staff
- Investigate any complaint of discrimination or grievance from student members directly related to the mishandling or misrepresentation of DBS checks.

Appeals from students shall be handled by the Managing Director and records of appeals and records of the results of appeals shall be kept in the student record systems.

## **4. Responsibilities of all Employees and Students**

All employees and students shall not divulge the results of DBS checks in any inappropriate manner and must at all times ensure student data is maintained securely. They must;

- Comply with this Policy and their responsibilities in relation to OLC (Europe) Ltd colleagues, students, partner colleges or universities and customers.
- Adhere to and give support to any measures introduced to ensure equal opportunity.

- Not themselves discriminate, e.g. as supervisors or managers responsible for selection decisions in recruitment, promotion, transfer, training etc.
- Not themselves discriminate in applying conditions of student assessment, placement or employment.
- Not induce, or attempt to induce, other employees or unions or management to practice discrimination.
- Not victimise or attempt to victimise individuals on the grounds that they have made complaints or provided information on discrimination.
- Not harass, abuse or intimidate other employees, e.g. in attempts to discourage them from continuing their employment.

## **5. Procedural Monitoring and Review**

This procedure is monitored by the work placement officer and Health and Social Care programme manager in order to ensure that it remains relevant. The procedure will be approved by the Managing Director.

This version of the Procedure for Processing the Disclosure and Barring Service (DBS) documentation was approved on: 23/02/2023

# OLC (Europe) Ltd.

## Library Control Policy

### Policy Contents

1. Policy Statement
2. Library Times and Availability
3. Control Mechanisms
4. Purchasing Decisions and Approval
5. Policy Monitoring and Review

#### 1. Policy Statement

This policy is intended to ensure that the College provides adequate computer facilities, enabling them to meet the requirements of their programmes and meeting the needs of any partner institute.

#### 2. Library Times and Availability

Libraries are available at each of the Colleges Campuses.

The libraries are, in practice, available whenever the College is open to students. Formally, the College guarantees access between 9:00am and 4:00pm weekdays excluding bank holidays. Where the College is otherwise closed to students, such as staff training days, during maintenance, or over holiday periods, the College will make students aware in advance.

#### 3. Control Mechanisms

The College's libraries are open access, with no live monitoring of the books. Students wishing to borrow a book can do so by taking it to the main reception of that campus, where administration staff will log it out. Records of which books are on and off site are kept by administration staff at reception.

Books have a limit to how long the student may borrow them for, with those under high demand, such as core text books, or those with a low number of copies in stock having the lowest borrowing periods.

#### 4. Purchasing Decisions and Approval

Books are purchased based on set reading lists from awarding bodies/providers, as well as recommendations by Unit/Module Lead Tutors upon programme implementation. Unit/Module Leads make recommendations for improvement after each iteration of their unit/module, via Unit Recommendation Forms, including any recommendations to expand or replace the available texts. These are reviewed termly by the Programme Manager.

Purchasing recommendations are prepared by the Programme Manager and approved by the Director of Education and Student Experience.

#### 5. Policy Monitoring and Review

As part of the College's ongoing commitment to quality this policy will be reviewed annually. This version of the Library Control Policy was approved on: 23/02/2023

# OLC (Europe) Ltd.

## Student Access Computers Policy

### Policy Contents

1. Policy Statement
2. The Purpose for Student Access Computers
3. Facilities Provided
4. Review of Services Provided
5. Policy Monitoring and Review

### 1. Policy Statement

This policy is intended to ensure that the College provides adequate computer facilities, enabling them to meet the requirements of their programmes and meeting the needs of any partner institute.

### 2. The Purpose for Student Access Computers

As they study higher education programmes, there are several requirements placed on students at the College that need to be met in order for them to successfully complete. Student access computers are made available so students can meet these requirements if they have no access at home, or would like to utilise College facilities so they can work on site.

The purposes for student access computers are:

- to enable students to prepare documents for assignments that meet the requirements of their programme;
- to enable students to conduct wider research into their field of study, to the benefit of their work and wider learning;
- to enable students to access the College VLE;
- to enable students to submit work to online systems should this be required by their programme;
- to allow students access to emails while on College premises.

### 3. Facilities Provided

The College provides a student access computer suite at each of its campuses. While the number of students changes term by term, the College intends to keep the ratio of computers to students above 1:10 at each campus. Computers in student access suites are loaded with standard document creation software to facilitate production of documents for assignments, internet access and web browsers to allow research, access to the VLE, access to emails and submission of assignments through online systems.

Documents saved locally to individual computers are automatically deleted at the end of each day, ensuring data privacy and the security of student's work. Students are directed to online cloud storage for secure storage of work and any other documents. Printing services are available on request at the main reception. Standard charges are £0.05 per side for black and white pages, or £0.10 per side for colour pages.

#### **4. Review of Services Provided**

Review of all College services, including the amount and availability of student access computers, takes place regularly. Software requirements are identified upon creation and implementation of each academic programme and Programme Managers annually review their course requirements, including any recommendations for purchasing of new software.

#### **5. Policy Monitoring and Review**

As part of the College's ongoing commitment to quality this policy will be reviewed annually. This version of the Student Access Computers Policy was approved on: 23/02/2023

# OLC (Europe) Ltd.

## Safeguarding Policy

### Policy Contents

1. Introduction
2. Scope
3. Safeguarding Concerns
4. Confidentiality
5. Members of Staff
6. Students
7. Monitoring and Evaluation
8. Policy Monitoring and Review

### 1. Introduction

The College is committed to providing a safe learning and working environment for all staff, students, partners, associates and other individuals otherwise engaged with as part of the College's day to day activities. The welfare of children and vulnerable adults is a top priority.

The College does not, and has no plans to, provide courses to children. However, the College recognises the possibility that students or staff members may come into contact with children or otherwise vulnerable adults in the course of their studies/employment. The College might, on occasion, process data or have access to data relating to children or vulnerable adults through work with partners. As such it is the purpose of this policy to ensure that procedures are in place to protect any child or vulnerable adult at risk of harm.

Some aspects of this policy might fall into the remits of other policies (Disciplinary, Equal Opportunities, Grievance, Complaints and Appeals, Health and Safety, etc.). Where this is the case, it is the duty of College Directorship to decide which appropriate policy to use.

### 2. Scope

For the purpose of this policy:

- The terms "Child" and "Children" refer to individuals under 18 years of age, regardless of any other characteristics or the situation of the individual.
- The term "Vulnerable Adult" refers to any individual who is 18 years of age or above, who is unable to take care of themselves or otherwise protect themselves from harm.
- The term "Harm" is used to refer to any form of abuse (physical, psychological, sexual), other physical injury, bullying, neglect, exploitation, harassment, humiliation, intimidation and any other act or behaviour deemed unacceptable by the College or by law.
- The terms "Member of Staff" and "Staff Member" refer to anyone undertaking activities on behalf of and reporting directly to the College, including employees, associates and volunteers working at any site, at any time.
- The term "Student" refers to any individual registered on a programme of study with the College, regardless of site and mode of study.

### **3. Safeguarding Concerns**

The College has no authority to investigate any allegations regarding safeguarding concerns. Where a child or a vulnerable adult makes an allegation, or one is made on their behalf by another party, then the College will refer the allegation to the police or to social services as appropriate.

Safeguarding concerns regarding students or active programmes of study at the College are to be raised in the first instance with the student's Personal Tutor or relevant Programme Manager. Concerns outside of active programmes (e.g. promotional activities, community work, etc.), or where the relevant Personal Tutor or Programme Manager is unavailable, will be made to the Director of Education and Student Experience.

Where the Personal Tutor, Programme Manager or Director of Education and Student Experience has received a concern and believe a child or vulnerable adult to be at risk they will refer to the police or to social services as appropriate. Where the Personal Tutor, Programme Manager or Director of Education and Student Experience is unsure whether a concern warrants further action, then advice will be sought from social services, with the welfare of the child or vulnerable adult in question taking first priority.

Where a referral is made to the police or social services then the referring party will inform the Board of Directors as soon as possible.

### **4. Confidentiality**

While the College understands that issues relating to safeguarding need to be handled sensitively, and wishes to promote an environment of trust, confidentiality cannot be promised where risk of harm exists. Information regarding members of staff, students, and any child or vulnerable adult should only ever be shared on a 'needs to know' basis. Staff and students should be aware that they have a responsibility to report safeguarding issues to relevant parties, and should not agree with a child or vulnerable adult to keep secrets where there is a risk of harm.

### **5. Members of Staff**

The relevant Programme Manager or the Director of Education and Student Experience, will carry out a risk assessment before any activity involving staff members and children or vulnerable adults. Staff members working directly with children or vulnerable adults will receive regular training regarding safeguarding.

Where there is a need for a member of staff to come into regular or prolonged contact with children or vulnerable adults as part of College activities, or work with or otherwise have access to sensitive information regarding children or vulnerable adults as part of College activities, then that member of staff will be expected to receive a report through the Disclosure and Barring Service (DBS) before entering or being employed into that role.

Where a DBS report, or other reliable information, for a job applicant raises a concern, then it is the duty of College Management to risk assess whether the applicant poses a risk of harm within the job role applied for.

Where a DBS report, or other reliable information, for an existing member of staff moving into a new job role raises a concern that was not previously disclosed, then it is the duty of College Management to risk assess whether the member of staff would pose a risk of harm within the new job role, whether it is possible to move the member of staff into a role where there is no risk of harm, or otherwise whether it is possible to keep the member of staff in their existing position.

Where a safeguarding concern is raised regarding a member of staff who is already working with children or vulnerable adults, or with sensitive information concerning children or vulnerable adults, then it is the responsibility of the Board of Directors to immediately assess whether there is a risk of harm.

Where it is believed a member of staff might possibly pose a risk of harm, then it is the responsibility of the Board of Directors to act immediately to remove the risk, further to investigation. Members of staff may be suspended from individual activities within their job roles, their entire job role, or have their contract terminated - dependant on the level of risk, the information received and the specifics of the staff member's job role.

Any suspension is considered to be a neutral and non-punitive act. Suspensions will only last for the length of the relevant investigation. Where a suspension is implemented it is the responsibility of the Board of Directors to keep the member of staff informed of progress and any resolution.

## **6. Students**

As stated in section 1, the College does not offer courses to students under the age of 18, nor does it plan to in the immediate future. Should this position change, then risk assessments will be carried out to ensure reliable safeguarding procedures are put in place.

Following on from the above, the College does not expect children to be present on College premises in the course of day to day activities. Any children entering College premises will be required to be accompanied by a parent, or other suitable guardian at all times. As such, students are not expected to come into contact with unaccompanied children on College premises. Any planned events which invite children to attend (e.g. open days, community events), will be risk assessed and suitable safeguarding procedures will be put in place.

It is possible that students aged 18 or above might, in the course of their studies, be put on a placement where they are in contact with children or vulnerable adults. In such circumstances it will be the responsibility of the relevant Programme Manager to liaise with the appropriate party/parties at the placement organisation to ensure the placement is risk assessed and safeguarding procedures put into place.

Any students who take part in such a placement will be briefed on the College's expectations of them.

It is not in the remit of the College to investigate any allegations of abuse or harm caused to a child or vulnerable adult by a student. Any such allegations will be referred directly to social services or the police as appropriate.

Where students are believed to pose a risk of harm to a child or vulnerable adult as a part of activities carried out in relation to their studies, then it is the responsibility of the relevant Programme Manager to risk assess and take appropriate action. Where the Programme Manager is unavailable then a College Director, or a nominee thereof, may authorise action.

Appropriate action might include, but is not limited to, the following:

- referral to police or social services;
- conditions being placed on the student's continuing study;
- changes to/removal from the placement;
- suspension from study over the course of an investigation;
- Safeguarding Policy
- removal from the programme (exclusion);

- action taken under the remit of other relevant policies;
- no action.

Any action taken as a result of safeguarding concerns will be reported to the Board of Directors as soon as possible.

Any suspension is considered to be a neutral and non-punitive act. Suspensions will only last for the length of the relevant investigation. Where a suspension is implemented it is the responsibility of the relevant Programme Manager to keep the student informed of progress and any resolution.

Actions taken to remove a student from a programme of study should be the result of a prior investigation, undertaken by the Programme Manager, a member of College Management, a College Director, or a nominee thereof. Any such investigations should allow students the right to respond, and to bring a companion to any formal meetings/hearings.

The student will retain the right to appeal, as per the College's standard appeals procedure.

## **7. Monitoring and Evaluation**

It is the responsibility of all members of staff to ensure that records are kept in relation to safeguarding, including the recording of all risk assessments undertaken.

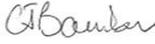
Safeguarding concerns will be monitored as an operational audit, to be evaluated by the Board of Directors.

## **8. Policy Monitoring and Review**

In order to ensure this policy remains up to date and in line with all relevant legislation, this policy is reviewed on an annual basis.

This version of the Safeguarding policy was approved on: 23/02/2023

This is the Display Template for policies that are removed from the policy booklets. This template should be used for the first page of the policy being displayed as a minimum. This text should be removed before use. Further pages can be included using the template, or on a blank background. It is mandatory for displayed policies to include Issue, Review and Next Review dates, as well as a relevant signature on the first page; an example of this is included below.

Signed: \_\_\_\_\_  \_\_\_\_\_ Dr Chris Bamber

**1<sup>st</sup> Issued Date:** 13<sup>th</sup> Nov XXXX

**Date Reviewed:** 30<sup>th</sup> Sept XXXX

**Next Review Date:** Jan XXXX

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Registered Company Number 4420134

Vat Registrion Number 713709541

## OLC (Europe) Ltd.

### Policy Approval and Sign Off

The undersigned hereby agree and ratify the following documents:

	(Tick)
1. Accreditation of Prior Learning Policy	√
2. Admissions Policy	√
3. Appeals and Complaints Policy	√
4. College Handbook	√
5. College/Student Agreement	√
6. Communications Policy (Student – College)	√
7. E-Learning Policy and Strategy	√
8. Grading Policy	√
9. Homework Policy	√
10. Internal Verification Policies and Procedures	√
11. Late Submission of Assessed Work	√
12. Learner Development Policy	√
13. Learner Recruitment, Registration and Certification Policy	√
14. Learner Support Policy	√
15. Malpractice Policy	√
16. Personal Tutoring Policy	√
17. Prevent Policy	√
18. Public Information Policy and Approval Procedures	√
19. Reasonable Adjustment & Special Consideration Policy	√
20. Staff Development Policy	√
21. Staff Observation Policy	√
22. Student Attendance Policy	√
23. Teaching and Learning Handbook	√
24. Teaching, Learning and Assessment Policy	√
25. The Statement of our Teaching and Learning Strategy	√
26. Tutorial Support Policy	√
27. Alcohol and Substance Misuse Policy	√
28. Data Protection Policy	√
29. DBS Procedure	√
30. Library Control	√
31. Student Computer Access	√
32. Safeguarding Policy	√

Date of Last Review: 25/02/2022

Date of Next Review: 23/02/2023

### SMoraes

Sarah Moraes, MA, PGCE, BSc  
Director of Education Innovation and Academic Developments

