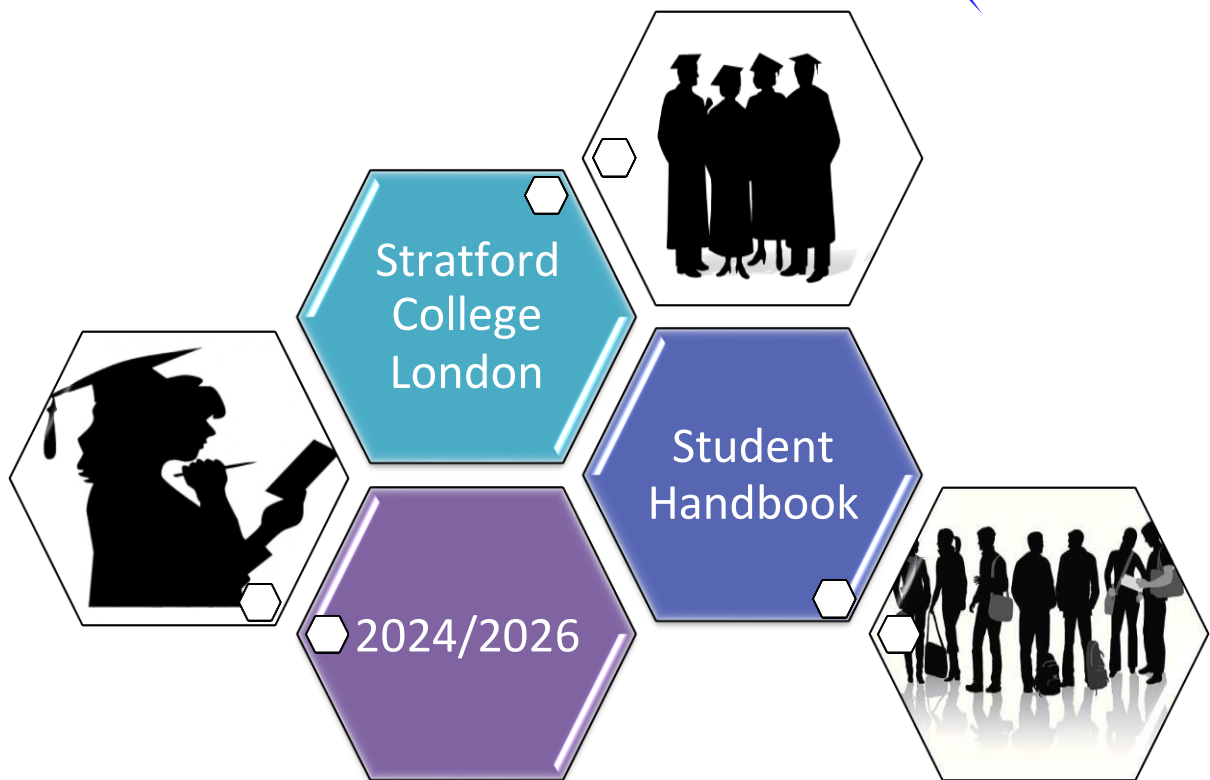




Stratford College London





## Stratford College London

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## Stratford College London

### Welcome to Stratford College London



#### A Message from your Principal; Jonathan Omani

Let me take this opportunity to welcome you to the new term of the college academic programmes. For those students who are returning and starting a new term, my team and I will look forward to your continuing support and your achievement of good grades towards your studies. All new students are once again warmly welcome and assured of full academic as well as pastoral support to enhance their learning journey.






Jonathan Omani  
Principal

#### Our Mission, Vision and Values

##### Stratford College London Mission Statement

-  to provide excellent teaching and learning facilities to support learners from different backgrounds
-  to make our College a place of choice for prospective students at the heart of our College planning and strategic values.

The stated College mission statement can be met through quality assurance, quality improvement and quality enhancement mechanisms designed and operationalised through:

-  the maintenance of teaching facility where staff are highly and suitably qualified
-  pursuing and designing relevant training programmes to enhance the professional teaching skills and subject knowledge of programme staff
-  use of continuous monitoring, reviewing and quality improvement procedures
-  Approve and deliver Academic Programmes designed in consonance within the UK Academic Standards Framework.
-  ensure that choice of Higher Education programmes delivered meet students' requirements and can enhance their academic and career prospects



## Stratford College London

- ✚ putting in place measuring and realistic quality objectives and communicated to all staff against which college performance is evaluated reviewed and monitored on an on-going basis
- ✚ creating a culture of compliance within the HE regulatory bodies and statutory requirement
- ✚ To protect students' interests and meet UK academic standards and requirements
- ✚ In the pursuance of the college's business goals, the UK academic infrastructure serves as the key guidance expressed in specific college policies and procedures which are reviewed on an annual basis
- ✚ That college provision is subject to external reviews, the outcomes of which serve as points for action plans for reform and quality improvement.

## BOARD OF DIRECTORS

On the matters of business and cases of concern, the Board of Directors is accountable and ensures that the reputation of the college is protected at all times. It ensures that as an education provider all business is run in line with sector regulations and statutes and that all policies and procedures in place are adhered to all at all times to meet sector regulation expectations as well as UK Higher Education Standard expectations.

The Academic Board is the highest body of the Academic Governance and the BoD respects the academic authority of the Academic Board. The Corporate Advisory Group offers advice and guidance to the BoD and the Academic Board on the appropriateness of policy and strategy as consistent with sector regulations and academic standards.

On the day to day running of College business the Board of Directors is represented by the Director of Studies who will give support to admin, senior management and students, and ensure that there is equal opportunity for all at the college.

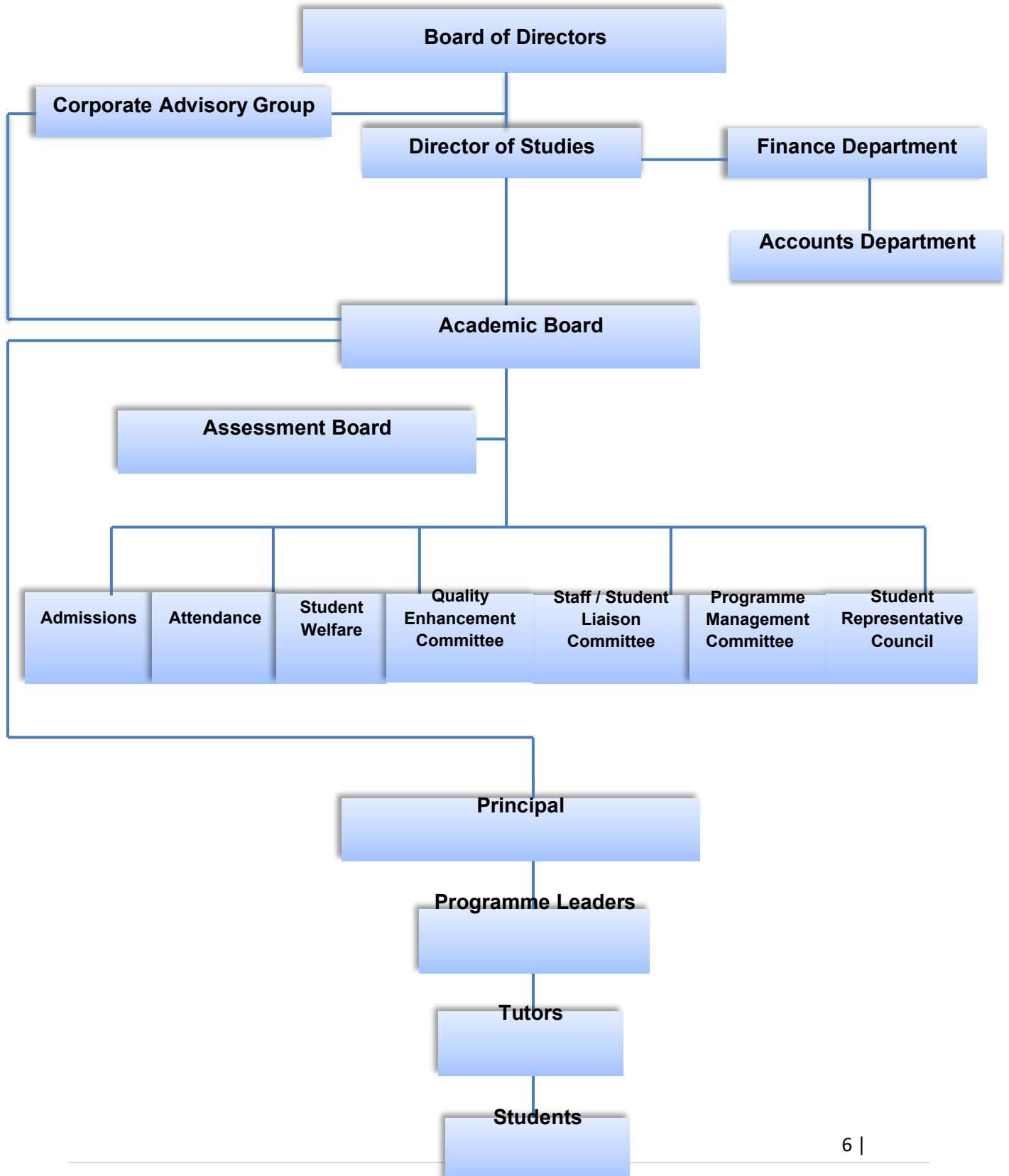
The Director of Studies liaises with businesses and networks with organisations with a view to enhancing the College Employability Strategy.

In doing so, Stratford College London strives to link students with participating firms to create opportunities for students to work part time and gain practical experience. This helps to link theory with practice.



Stratford College London

## SCL ORGANISATIONAL CHART





## Stratford College London

### PARTNER AWARDING BODY

Our HNC/HND BTEC Business Programme at Levels 4/5 is awarded by Pearson, UK's largest awarding organisation offering academic, vocational and work-based learning qualifications.

With a Pearson qualification, students can be assured of a qualification that is fit for purpose and valid in the UK and internationally.

### ACADEMIC STAFF AND POINTS OF CONTACT

Position	Name	Email	Contact No
<b>Senior Management</b>			
Director of Studies	Dr. J Khan	<a href="mailto:jkhan@sclondon.co.uk">jkhan@sclondon.co.uk</a>	0207 704 8497
Principal	Jonathan Omani	<a href="mailto:jomani@sclondon.co.uk">jomani@sclondon.co.uk</a>	0207 704 8497
<b>Course Tutors</b>			
Programme Leader	Alfred Agyeman	<a href="mailto:Alfred@sclondon.ac.uk">Alfred@sclondon.ac.uk</a>	0207 704 8497
Course Coordinator	Anthony Agbons	<a href="mailto:anthony@sclondon.ac.uk">anthony@sclondon.ac.uk</a>	0207 704 8497
Tutor/Assessor/IV	Adiela Krijgsman	<a href="mailto:admin@sclondon.ac.uk">admin@sclondon.ac.uk</a>	0207 704 8497
Program Lead/ IQA	Lydia Mireku	<a href="mailto:shan@sclondon.co.uk">shan@sclondon.co.uk</a>	0207 704 8497
Tutor/Assessor	Rizwan Tariq	<a href="mailto:rizwan@sclondon.co.uk">rizwan@sclondon.co.uk</a>	0207 704 8497
Tutor/Assessor/IV	Christian Damanka		

### ADMINISTRATION STAFF AND POINTS OF CONTACT

Position	Name	Email	Contact No
<b>Admin Staff</b>			
Exams Officer	Raju Shrestha	<a href="mailto:raju@sclondon.co.uk">raju@sclondon.co.uk</a>	0207 704 8497
Administrator & Welfare	Raju Shrestha	<a href="mailto:raju@sclondon.co.uk">raju@sclondon.co.uk</a>	0207 704 8497
Admission Officer	Kamran A	<a href="mailto:Kamran@sclondon.co.uk">Kamran@sclondon.co.uk</a>	0207 704 8497



Stratford College London

## YOUR PERSONAL TUTOR

Your post-enrolment information will indicate a personal tutor assigned to you, to support you in your learning journey. On matters of academic and pastoral support, please see your personal tutor who would, in confidential manner, listen to you and give you support or sign post you to the specific member of staff to support you.

## COLLEGE OPENING HOURS

The College is open:

- ❖ **Mon – Sat**
- ❖ **9:30 –17:30**

The College is closed over the weekends and bank holidays. Students are therefore welcome during this period to make use of the learning facilities and seek support from our tutors, who would be willing and ready to listen and support you in your area of need.

## THE PREMISES AND FACILITIES AVAILABLE TO YOU

 Location

Our Location:

Stratford College London  
43 West ham Lane  
London E15 4PH

- Nearest Underground Station: Stratford
- Bus Routes: 25,86,425,69,473,276,104,238,262





## Stratford College London

### Student Services

We can help you with the following:

- General College Information
- Enrolment Information
- Student Letters
- Fees and General Finance Enquiries
- Employment News

This is your first port of call when you need to make any enquiries about your study at Stratford College London. In the event that you wish to make such an enquiry telephonically please call 0207 704 8497, and the front desk will kindly assist you.

Student Services is located on the ground floor at the reception/front desk.

### Common Room - Kitchen

The College provides a kitchen facility for use by all students. We provide the following free of charge to all students:

- A selection of tea and coffee
- Milk and Sugar
- Hot Water Urns and Kettle
- Refrigerator
- Microwave
- Crockery and Cutlery
- Kitchen Towels

We kindly ask that students keep the kitchen area clean for the next user. We need your support in order to keep the college communal areas clean and tidy for all. Students who wish to bring their own food to the college are welcome to do so, and warm their food in the microwave if need be.

Students are hereby reminded that all students must use the college gadgets with care and in compliance with the College's Health & Safety Policy.

Food stored in the fridge must be consumed by the close of the day. Any food left overnight will be disposed of by the cleaning team for health & safety purposes. Also, kindly use the bins provided and help keep the college clean at all times.



## Stratford College London

### Toilets

There are separate Male and Female toilets located on each floor. There is a toilet designed for those who might be physically challenged and are reserved for such students only.

It is however, important to request all students to read the notices in the toilets and keep the facilities clean at all times. Although, the toilet facilities are cleaned before college opens, we need the support from all students to ensure that they are kept clean at all times.

Please report any issues you have with the toilet facilities at the front desk.

### Library

The HN programme is fully resourced in terms of relevant textbooks and academic reading and research material to enhance students' studies. There is a small library on the ground floor stocked with relevant books, magazines and academic journals. The library is open to all college students from Mon to Friday; 10:00hrs to 17:00hrs.

If you wish to request to borrow books from the library, the front desk staff would be happy to assist you. The college also has a list of links to assist you. The college also has a list of links to electronic journals which are helpful for student research.

### IT Room

The college has an IT library to which students have full access from Monday to Friday: 10:00hrs - 17:00hrs.

There are desktop computers for students use. Student must request for the personal login and password details to be able to use the IT facilities in the lab.

it is important that students abide by the regulations for usage of the IT lab in relation to online material, health and safety, printing and downloading rules.

### Student Common Room

The college has a common room for all students. Students may wish to relax and read magazines or have lunch or snack in their free times. Please ensure that noise is kept at a minimum and activities are in line with the College Prevent Policy.



## BTEC HND in BUSINESS/CET (Level 4/5) – Full Time ACADEMIC CALENDAR 2024 / 2025

Semester 1	Start Date	End Date
Induction / Enrolment / Re-enrolment	11 Sep 2024	13 Sep 2024
Teachers Training & Development	14 Sep 2024	15 Sep 2024
Class Commencement	25 Sep 2024	01 Dec 2024
Assignment Submission	04 Dec 2024	08 Dec 2024
End of Term Break (Christmas)	11 Dec 2024	07 Jan 2025
Semester 2	Start Date	End Date
Induction / Enrolment / Re-enrolment	08 Jan 2025	10 Jan 2025
Teachers Training & Development	11 Jan 2025	12 Jan 2025
Class Commencement	15 Jan 2025	29 Mar 2025
Assignment Submission	01 Apr 2025	05 Apr 2025
End of Term Break	08 Apr 2025	03 May 2025
Semester 3	Start Date	End Date
Induction / Enrolment / Re-enrolment	06 May 2025	08 May 2025
Teachers Training & Development	09 May 2025	10 May 2025
Class Commencement	13 May 2025	19 Jul 2025
Assignment Submission	22 Jul 2025	30 Jul 2025
End of Term Break (Summer holidays)	05 Aug 2025	15 Sep 2025

### Important Note:

- \*Assignment submission deadline is 12:00 hrs – after 12:00 pm it will be marked as **LATE SUBMISSION**.
- Student has to submit one hard copy to Reception and submit electronically via Moodle and/or [assignments@sclondon.ac.uk](mailto:assignments@sclondon.ac.uk)



## Stratford College London

### Student Portal

The college has VLE (Moodle) and all students are requested to make use of it. This is helpful as important programme resources are uploaded by your tutors to support you. There is adequate information on your programme of study, reading resources, assignment briefs and key information. This area provides information for current modules on a term by term basis. You will also find timetables, termly student newsletter, updates on events and trips, Handbooks, Policies and Regulations as well as Programme and Module Specifications which provide detailed information on the content of your courses. We also have additional information on Employability skills and links to external resources. Every student will be provided with a secure individual login details to the College VLE. There is a supporting mobile app which allows students to keep up with latest news and events at the college as well as providing an easy means of contacting the college via email, message or quick call.

### What is expected of you as a student of Stratford College London

- *All of the following documents are available on the College Moodle.*
  - Student Charter
  - Key Policies
  - Attendance
  - Prevent Duty
  - Punctuality
  - Student Discipline



## Stratford College London

### Academic Appeal Policy

#### Definitions

#### Academic Appeal

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

The right to appeal

Students have the right to appeal to the Academic Appeals Committee against the following final decisions of an Assessment Board charged with making decisions on assessment, progression and awards:

- (a) The conditions imposed and/or the requirement to take reassessment(s) to progress to the next stage of a taught course.
- (b) A decision to terminate a student's current programme of study. This includes students whose programme of study is terminated but who are offered a transfer to another taught course.
- (d) A decision not to award the qualification for which a student is registered. This relates to decisions made at the end of a student's taught course; and includes appeals against decisions not to award any qualification or to award a lower qualification.
- (f) The outcome of an Extenuating Circumstances claim.

Grounds for appeal

It is for the student to establish the case and only claims of at least one of the following circumstances will be considered as grounds for appeal:

- (i) That parts of the documented assessment procedure were not applied and that this procedural irregularity which has disadvantaged the student was significant enough to have materially affected the decision/recommendation made, rendering it unsound.
- (ii) That prejudice or bias on the part of one or more of the Examiners took place and can be proven or there are reasonable grounds to support the perception of prejudice or bias.
- (iii) That the decision making body took a decision which no reasonable person would find comprehensible. Disagreement with the decision does not make it manifestly unreasonable. To apply this ground you must provide substantive argumentation as to why no reasonable person could have arrived at the decision that was made.
- (iv) That there were circumstances that materially affected the student's performance, for which supporting evidence exists, and these were not known to the Assessment Board at the time the decision was made and the student, for good reason, could not have made them known to their Department before the decision.



## Stratford College London

The following circumstances will not be considered grounds for appeal:

- (a) Perceived shortcomings in tuition, supervision or support. Concerns relating to the quality of teaching or supervision, or other circumstances that relate to the delivery of a programme of study should be raised under the Student Complaints procedure before the point of assessment. Cases where complaints are upheld and there has been a clear impact on an academic outcome may lead to an academic conclusion e.g. allow a student a further attempt at an assessment.
- (b) Matters of academic judgment of Assessment Board or individual. The student will not be permitted to argue the academic merits of his/her work. The student's assertion that the result unfairly reflects the merit of their work or their ability is not a ground for appeal.
- (c) Disagreement with the actual mark awarded for a piece of assessed work. If a student wishes to have clarification about a mark received for an individual assessment or module they are advised to contact their assessor or module convener directly. Errors in calculating or recording marks on the basis of which the original decision was made cannot be submitted as grounds for appeal, unless these errors have been brought to the College's attention but not accepted by the College.
- (d) Appeals against provisional marks.

### Principles of the Policy

- The decisions made will be reasonable and, where required, provide appropriate redress.
- Appeals submitted outside the timescales prescribed in the procedure will only be considered in the most exceptional circumstances and where there is good reason, supported by evidence, for the late submission.
- Appeals will be treated seriously and students will not suffer any disadvantage or recrimination as a result of making an appeal in good faith.
- It is expected that students or people communicating on behalf of a student will conduct themselves responsibly and treat the process and those members of the College involved in the process with respect at all times.
- The procedures are fair and transparent.
- The process is evidence-based.
- Appeals form part of the College's process of quality review and improvement and are considered as providing valuable feedback rather than criticism. We will widely publicise information about procedures to students and staff.



## Stratford College London

- Students will be notified early in the process if the remedy sought within the appeal is beyond what the College can reasonably provide or what is in its power to provide.
- It is important for students to note that the Office of the Independent Adjudicator cannot consider matters which are or which have been the subject of court proceedings. Similarly, the College reserves the right to decline, suspend or to discontinue an appeal made under the Academic Appeal Procedure, in the event that legal proceedings are commenced and the claim concerns the same subject matter as the appeal.

### Recording and monitoring of academic appeals

It is important that appeals are monitored in order to improve the student experience. The Complaints and Conduct Team will record and provide reports to indicate the nature of appeals and outcomes. Such reports will:

- Feed into the monitoring and evaluation procedure at various Levels;
- Feed directly into appropriate College-wide committees;
- Assist in identifying problems and trends across the College;
- Form the basis of positive publicity, in demonstrating that identified issues have been resolved;
- Be made available to the Students Representative Council.

### General principles

We aim to operate an appeals system which:

- ☐ is conducted fairly and reasonably
- ☐ follows clear straightforward written procedures
- ☐ is evidence-based
- ☐ comes to a clear conclusion without unnecessary delay
- ☐ gives reasons
- ☐ provides appropriate redress
- ☐ provides an opportunity for review if the above standards have not been met.

Appeals will be treated seriously and students will not suffer any disadvantage or recrimination as a result of making an appeal in good faith. Appeals made frivolously, vexatious or with malice will not be investigated.

### Core considerations

Before initiating the Academic Appeals procedure, students must verify that they have both the right to appeal and grounds for appeal, in accordance with the terms of the policy.

Before deciding whether to make an appeal, students should talk the matter through with their tutor in the College. It may be that following such discussions concerns about the result/decision might be clearer and more understandable (e.g. how a mark for an examination/piece of work was arrived at or how the classification has been calculated) and the matter can be resolved informally.



## Stratford College London

### **Appeals Procedure Procedure Stage 1 – Informal Assessors Appeal**

The appeals procedure involves a review of the appeal by the Assessor(s). The Assessor(s) will make enquiries based on the nature of the appeal and on this evidence decide if any further work relating to the appeal should be authorised. For the majority of cases the appeal can be resolved at this stage. The Student must complete and present the appeals application form within seven working days after receiving the assessment results from an assignment. The Assessors will communicate the outcome of their decision to the Student either immediately or no later than seven working days. The Assessor will consider the appeal and will subsequently:

- provide the Student with a clear explanation/reiteration of the assessment decision following re-evaluation of the evidence;
- amend the Student's assessment record, if appropriate;
- give feedback to the Student on the outcome of the decision. In cases where the Student remains dissatisfied after notification of the outcome of Stage 1, the Student may progress to Stage 2 by submitting a written request to the Internal Verifier within seven working days of receipt of the outcome of Stage 1.

### **Stage 2: Internal Verifier Appeal**

Stage 2 of the appeals procedure permits the Student to present the case to the Internal Verifier. The Internal Verifier will consider an appeal for Stage 2 provided that:

- The appeal application is submitted by the assessor and recorded on the College appeals application form;
- The appeal is submitted within the time limit of seven working days of receipt of the outcome of Stage 1;
- The assessor's Stage 1 appeal process has been exhausted.

The internal Verifier will consider the appeal by evaluating:

- The Student evidence and associated records;
- The Assessor's rationale for the decision;
- The opinion of another Assessor;
- The opinion of the Student.





## Stratford College London

The Internal Verifier will communicate the outcome of the decision to the Assessor within seven working days. A report of the decision and outcome will be sent to the Student within ten working days from receipt of the appeals application form.

### Stage 3: Senior Management Panel

In the event of Stages 1 and 2 being exhausted without a satisfactory resolution, Stage 3 of the appeals procedure may be invoked. The Student must make their appeal in writing to the Principal within 7 working days from receipt of the outcome in Stage 2. The Principal will nominate a senior member of staff and another experienced member of teaching staff to lead the enquiry provided that they have played no part in the original assessment process. The investigation will take into account the written submission from the applicant and will include a check on the awarding body procedures that were followed in arriving at the assessment decision, and whether those procedures were compliant with the Code of Practice and applied fairly. The procedures which are open to investigation include the full range of processes involved in, and leading to, the award of grades. The appeals process is not directly concerned with making judgments about the quality of students' work since this is the responsibility of the Assessor and Internal Verifier. An appeal investigation does not generally involve a further review of the Student's work, but such action may be authorised. The Internal Verifier involved in Stage 2 must forward relevant details to the appeals panel and these should include:

- Appeal Application Form;
- Assessment and evidence records;
- All correspondence and feedback given to the Student at Stages 1 and 2.

After the investigation the appeal will either be rejected (disallowed) or upheld (allowed). If the appeal is upheld (allowed) any necessary further work on the Student's scripts or results will be undertaken. Any such work will always be carried out in full compliance with the Pearson agreed procedures. The outcome of the appeal will be formally reported back to the Student and Internal Verifier in writing within 7 working days of the appeal being received at Stage 3.

### Stage 4 – Academic Board Appeals Panel

If the Student is dissatisfied with the outcome of stage 3 they have the right to forward their case to the Academic Board Appeals Panel. If the Student wishes to proceed to the formal hearing they must inform the College in writing within seven working days of receiving the outcome letter in Stage 3. Following receipt of notification to proceed to a formal hearing the College will convene a panel within ten working days. The panel will comprise of at least three individuals who have not previously been involved in the case; a member of the senior leadership team, the Quality Nominee and an independent person. The independent person might be a member of the Academic Board and/or an experienced member of the assessment and verification team. Both the Assessor and the Student will be given an opportunity to hear each other's submissions to the panel. The panel's findings will be formally reported back to the student within five working days of the hearing. The letter will



## Stratford College London

include the outcome of the appeal and the rationale behind the decision made. The decision of the Appeals Panel will be the final internal decision; however a student can refer a decision to the awarding body. All records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept in a confidential file, held by the Examinations Officer. The College will notify the relevant awarding body of any outcome of an appeal if it has implications for the awarding body.

### Appeals to the Awarding Body

#### How to appeal

Where the internal appeals process has been exhausted and yet the learner feels dissatisfied, the centre will facilitate and support the learner to appeal to the Awarding body. This must be in writing giving all the necessary information and submitted to Pearson. The learner/appellant submitting the appeal must set out as clearly as possible the nature of the concern.

Learners will not be able to appeal to Pearson unless they have first gone through the appeals process at the College. The appeal must be emailed to Pearson at [vocationalqualitystandards@pearson.com](mailto:vocationalqualitystandards@pearson.com) within 14 calendar days of being told outcome of the College's appeals process. All cases will be reviewed by Pearson's assessment experts who have responsibility for the matter being appealed. Pearson will:

- Acknowledge the enquiry application within 3 days
- Respond to the enquiry within 30 days of receiving it. If the learner is not happy with the outcome of the enquiry they have 14 days in which to request that a Preliminary Appeal Review is undertaken. Full details on the awarding body appeals procedure will be given to the Learner on request.

### Completion of Procedures

As required by the OIA, if we are unable to resolve an appeal to the student's satisfaction, and there are no further steps available to the student, we will issue a formal "Completion of Procedures" letter within 28 days of the outcome being determined. This provides formal confirmation that the student has exhausted the internal procedure and is required for their case to be considered by the OIA.

### Office of the Independent Adjudicator

Once the internal academic appeal procedure has been completed, if the student is still not satisfied with the outcome, they may take their case to the Office of the Independent Adjudicator (OIA). The OIA operates externally to the College. It will not normally look at a case unless and until all relevant internal procedures have been exhausted. Further information is available from the OIA website.



Stratford College London

## APPEALS PROCEDURE

Qualification	HND in Business/CET (Pearson RQF Level 4 & 5)
---------------	--

*Candidate appeals against outcome of assessment to the Assessor*

*Assessor considers the appeal and gives feedback to the candidate*

**Issue Resolved?**

**Yes  
Matter Ends**

**No  
Refer Appel to Internal Verifier**

*Internal Verifier will consider appeal on the basis:*

- *Appeal is submitted within 7 days of Stage 1 by Assessor and recorded on*

*Internal Verifier considers appeal and forwards decision to Assessor within 7 days. Full report decision is sent to student within 10 days of receipt of original application form*

**Issue Resolved?**

**Yes  
Matter Ends**

**No  
Student to make appeal in writing to Principal within 7 days of receipt of outcome at stage 2**

*Principal forms Senior Management Panel to investigate appeal. Outcome of appeal is formally reported to student and Internal Verifier within 7 days of receiving from Stage 3*

**Issue Resolved?**

**Yes  
Matter Ends**

**Yes  
Matter Ends**

**No  
Student forwards to Academic Board Appeals Panel.  
Panel will be formed within 10 working days**

*Panel membership: one member from Senior Leadership, Quality Nominee and lone independent person. Both Student and Assessor allowed opportunity to put forward submissions. The panel reports to student within 5 working days. Decision of Appeals Panel is final. College to notify Awarding Body if there is any implication for Awarding Body. The Student can refer matter to Awarding Body.*

**No  
If outcomes not satisfactory, can submit complaint to OIA**



## Stratford College London

### Academic Misconduct Policy

#### Aim

The aim of this policy is to ensure that there are no acts that seek to undermine the integrity and validity of assessment and the certification of the qualifications.

This Policy aims to ensure that there are systems and procedures for the prevention, identification, investigation and addressing of unacceptable academic practice. Furthermore, it aims to ensure that assessment is carried out in a safe and secure manner and that a commitment to equity guides the College as a higher education provider in enabling student development and achievement.

The Policy will standardise and record any investigation of malpractice to ensure openness and fairness, and will impose appropriate penalties on students or staff where incidents of malpractice are proven.

The revised Policy provides an efficient and effective mechanism for preventing and detecting academic malpractice. It removes the failings of the previous system that were seen as constituting a threat to academic standards.

#### In order to do this, the College will:

- seek to avoid potential malpractice by using the induction period and the learner handbook to inform students of the College's policy on malpractice and the penalties for attempted and actual incidents of malpractice;
- show students the appropriate formats to record cited texts and other materials or information sources;
- operationalise the electronic detection system of Turnitin, recognising the fact that as student numbers increase, so a more systematic method of detection is required;
- ask students to declare that their work is their own; and provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used;
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation.
- Train students on the use of Turnitin as and when required and also provide them appropriate awareness on plagiarism and its various shapes and forms. This can be done either by the tutors during classes or through special workshops

#### Academic Misconduct

The term academic misconduct covers any deliberate actions, neglect, default or other practice that compromises, or could compromise the:

- assessment process;
- integrity of a regulated qualification; validity of a result or certificate;
- reputation and credibility of the Awarding Body; or,
- Qualification or the wider qualifications community.



## Stratford College London

Academic misconduct may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates.

In assessing the severity of any offence the College will use its own designed framework as a standard measurement of the degree of academic offence and related penalties thereof..

### **Maladministration**

Maladministration is any activity, neglect, default or other practice that results in the College or individual learner not complying with the specified requirements for delivery of the qualification as set out in the relevant codes of practice.

### **Procedure**

The College does not tolerate actions or attempted actions of academic misconduct by students, administrative staff and teaching staff.

The College will enforce penalties and/or sanctions on Students where incidents or (attempted incidents) of academic misconduct have been identified and proven.

A rigorous assessment process will be open and fair when handling incidents (or attempted incidents) of academic misconduct.

The policy on academic misconduct aims to:

- Record the incidents or (attempted incidents) of academic misconduct;
- Inform the Students as soon as practicable by email, phone or by letter;
- Inform the Students of their rights and responsibilities;
- Provide the Students with an opportunity to discuss how they intend to rectify the situation;
- Involve members of the Academic Misconduct Panel to investigate academic misconduct incidents or (attempted incidents);
- Ensure staff fully understand their ongoing role in the process of educating students;
- Handle the investigation in a fair, balanced and timely manner.

The College reserves the right in suspected cases of academic misconduct to withhold the issuing of a certificate whilst the investigation is being carried out. The outcome of the investigation will determine whether or not the certificate is withheld.



## Stratford College London

### Intervention and Support for Students

Students will be taught the process and appropriate formats for recording cited texts and other source materials, including websites, through face-to-face feedback sessions, study-skills class and formative feedback.

It is necessary for all students to sign a declaration for all assessed work to authenticate that it is their own work. This will ensure that when any incidents of academic misconduct have been identified or suspected, it would be considered as evidence which may be used in any investigation.

The students will be made aware of this on each occasion that the document is being signed, confirming that they are agreeing to the statement.

The College has subscribed to the on-line service of Turnitin. Students are trained in its use and use the service to test the authenticity of their work prior to formal summative submission. All assignments are submitted via the VLE and automatically authenticated via Turnitin.

The College has solicited student views on the effectiveness and efficiency of the Turnitin process.

### Student Academic Misconduct: Plagiarism

By copying and claiming another person's work as your own, including artwork, images, words, computer generated work, such as internet sources, inventions whether published or not without appropriately acknowledging the source and giving credit where credit is due. It is therefore essential that:

- quotations from published and unpublished sources are clearly acknowledged;
- web-based materials are not to be directly downloaded into an assignment and are fully referenced like any other source material;
- students do not incorporate materials/assignments purchased or acquired from internet sites or commissioned from sources which write assignments for payment;
- paraphrasing of material from others must be clearly referenced;
- students do not normally incorporate materials previously submitted at this or any other institution towards the completion of an award;
- sources of illustrations, photographs maps and statistics are acknowledged;
- unless students have been instructed to produce a group assignment, students must produce work which is uniquely their own;
- Where work is done as part of a group the submission sheet should include a list of all students who contributed to this work.

### Student Academic Misconduct: Collusion

This offence is committed whereby a student works together with other students to produce work and then the group work is submitted for assessment as individual work. All parties involved in collusion are considered to be equally guilty of this offence and all will be subject to both the College and the awarding organisation guidelines.



## Stratford College London

### **Student Academic Misconduct: Impersonation**

By pretending to be someone else in order to produce work for another student or arranging for another person to take the place of another student in an assessment or examination.

### **Student Academic Misconduct: Fabricated Data**

By making up or fabricating data. Fabricated data is defined as any data presented as part of a formal assessment and which has not been obtained by legitimate means of experimentation or enquiry and/or there is insufficient evidence to support its validity. Fabricated data also includes any instance where existing data has been falsified.

### **Contract Cheating (Purchasing)**

This involves the purchase of assignments from websites offering answers to specific assignment questions. The source of such assignments is currently the focus of government action. All such activity is high level academic misconduct.

### **Student Academic Misconduct: Inappropriate Material**

This offence is committed by the inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. This includes vulgarity and swearing that is outside of the context of the assessment, or any material of a discriminatory nature (including racism, sexism and homophobia).

### **Student Academic Misconduct: Inappropriate Behaviour**

By inappropriate behaviour during an internal assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language and having an unauthorised electronic device that causes a disturbance in the examination room.

### **Who will be involved in the academic misconduct Investigations?**

- Course Assessors/Tutors;
- Programme Leader
- Academic Misconduct Panel

Note: Student representatives must not be involved in such cases.

### **Who will contact the Student?**

- Academic Misconduct Panel

The Academic Misconduct Panel will determine the penalty or penalties that Student may receive after all the processes and procedures have been explored during the course of the investigation. Such penalties will be in line with the College designed standard of measurement.



## Stratford College London

### What are the timescales?

Where any form of academic misconduct is proven the student will be given time to re-submit their work with the next assignment submission deadline which are normally at the end of each term.

The opportunity to resubmit or rework the assignment will be in line with the College Assessment Policy standard of measurement of offence table.

### The process for handling Academic Misconduct:

- A student whose case is to be considered by the Academic Misconduct Panel shall be notified in writing.
- If, at the time appointed for the meeting, a student does not appear, the panel may proceed to hear the case if it is satisfied that proper notice of the meeting has been given to the student, and there are no grounds for believing that the student might have good reason for not attending; otherwise the meeting shall be adjourned and a new date shall be set. If it is decided to deal with the case in the absence of the student, no additional material shall be introduced which is not contained or referred to in the particulars notified to the student.
- In determining the facts of the case, the following stages are involved in the sequence indicated:
  - The finding of the primary facts of the case;
  - The hearing of any pleas in mitigation;
- The finding of secondary facts, i.e., the reaching of a conclusion or conclusions which, in the judgement of the Panel, can reasonably be drawn from the primary facts;
  - in cases where it has been established that an offence has been committed, report to the Assessment Board as to the penalty/penalties which have been determined.
  - Using the evidence before it, Academic Misconduct Panel will normally determine whether on the balance of probabilities an offence has been committed.

### Communication to Assessment Board

All cases shall be reported to the Assessment Board. Assessment Board must not attempt to reconsider a case that has been already determined by Academic Misconduct Panel. The function of the Assessment Board in such cases is to implement the recommendation, having regard for any applicable regulations.





## Stratford College London

### Penalties for Academic Misconduct

Re-assessments in units that are failed as a consequence of academic misconduct shall be capped at Pass. The following tariff of penalties shall be applied to students found to have committed acts of academic misconduct in assessed work other than examinations

Type of misconduct	Penalty
First offence where the plagiarism or collusion is greater than 20% of the element of assessment.	Written warning and a Fail Grade - with opportunity to rework assessment but grade capped to Pass
Second offence of any degree in any unit within the same programme of study	Further written warning and a Fail Grade- with opportunity to rework assessment but grade capped to Pass
Third offence of any degree in any unit within the same programme of study	Repeat the unit but grade capped to Pass
Any subsequent offence anywhere within the same programme of study	Student expelled from the Institution

### Staff Academic Misconduct:

The following are examples of what the College considers to be academic misconduct by staff.

- Failing to keep awarding body assessment records safe and secure.
- Altering assessment and grading records without the proper authority.
- Influencing the outcome of assessment by producing work for Students or providing support that influences the grade awarded.
- Producing false witness statements.
- Allowing evidence which is known not to be the Students own work to be included in assessment.
- Facilitating and allowing impersonation and collusion.
- Inappropriate use of the reasonable adjustments and special considerations policy, where the support has the potential to influence the outcome of the assessment.
- Making fraudulent certification claims and/or claiming for a certificate prior to the Student completing all the requirements for assessment.
- Obtaining unauthorised access to assessment and verification material.



## Stratford College London

### Centre Academic Misconduct

This is normally focused on insecure storage of assessment instruments and marking guidance.

- Misuse of assessments, including inappropriate adjustments to assessment decisions.
- Failure to comply with requirements for accurate and safe retention of Learner evidence, assessment and internal verification records.
- Failure to comply with awarding body procedures for managing and transferring accurate Learner data.
- Excessive direction from assessors to Students on how to meet national standards.
- Deliberate falsification of records in order to claim certificates

### The policy also concerns actions that:

- compromise, attempt to compromise or may compromise the process of assessment
- undermine the integrity of any qualification or the validity of an exam result or certificate; and/or
- damage the authority, reputation or credibility of the College, awarding body or any officer or employee

The Management team takes seriously any suspected or reported case of academic misconduct or maladministration, which may be the result of a deliberate act, neglect, or failure in a practice or system, or due to actions of individual(s).

The Management Team will undertake an investigation in cases of suspected or reported academic misconduct.

The College will take appropriate disciplinary actions against the alleged/reported academic misconduct staff and the awarding body will be informed if deemed appropriate depending on the seriousness of the matter



## Stratford College London

### Appeals Procedure

#### Stage 1 - Review

Students or staff members may request a review of the decision made following the above process. The review is conducted by a panel consisting of representative(s) of the Academic Board including the Principal. The panel will consider the report made initially on the academic misconduct incident, imposed penalties as well as any new information or evidence subsequently provided by other relevant parties. Following a review, the initial decision may be upheld or overturned, or upheld but with a change to the penalties originally imposed.

#### Stage 2 – Appeal

If the student or staff member does not agree with the outcome of the review, they have the right to take the process to Stage 2, which would involve an independent review of the case. An appeal at Stage 2 will only consider whether the panel set by the College at the review stage applied its procedures consistently, properly and fairly during the original investigation and/or the Stage 1 review and will cover any inconsistencies if noted.

Appeals are heard by a panel chaired by the Principal in the presence of a College Director of Studies with at least one independent member, who is not an employee of the College, an assessor/internal verifier working for Stratford College, or otherwise connected to Stratford College. The appeal panel will have had no involvement with the assessment or the administration of assessments, and have no personal interest in the decisions under consideration.

The appeal panel may uphold the original decision, or overturn it on the grounds that procedures were not properly followed. The appeal panel will not review the original investigation.

The Principal is responsible for ensuring that all parties affected by decisions on academic misconduct or maladministration are informed of the outcome of the above processes.



## Stratford College London

### Reporting to the Awarding Body:

Academic misconduct or attempted acts of academic misconduct that have influenced the assessment outcomes will be immediately reported to the Awarding Body and in cases of academic misconduct to the qualifications regulator if there is evidence that results or certificates may be invalid.

- oversee all investigations into suspected or alleged academic misconduct;
- withhold the issuing of results until the conclusion of the investigation, or permanently, where the outcome of the investigation warrants it;
- apply the sanctions and penalties listed in this document in cases of proven academic misconduct;
- report the matter to the regulators and other awarding bodies in accordance with the regulators' General Conditions of Recognition.
- report the matter to the police if a proven academic misconduct involved committing a criminal act.

The College and the Awarding Body reserve the right, in suspected cases of academic misconduct, to withhold the issuing of results or certificates while an investigation is in progress.

### Completion of Procedures

As required by the OIA, if we are unable to resolve an appeal to the student's satisfaction, and there are no further steps available to the student, we will issue a formal "Completion of Procedures" letter within 28 days of the outcome being determined. This provides formal confirmation that the student has exhausted the internal procedure and is required for their case to be considered by the OIA.

### Office of the Independent Adjudicator

Once the internal academic appeal procedure has been completed, if the student is still not satisfied with the outcome, they may take their case to the Office of the Independent Adjudicator (OIA). The OIA operates externally to the College. It will not normally look at a case unless and until all relevant internal procedures have been exhausted. Further information is available from the OIA website.



## Stratford College London

### **Complaints Policy and Procedure**

#### **AIM**

In order to facilitate and coordinate the reporting of concerns, grievances and dissatisfaction within the college environment, this complaints policy and procedure has been designed to guide the aggrieved and the concerned in matters which fall within the spectrum of operation of this college.

By this procedure, we hope to establish a sound mechanism according to which all complaints and concerns of those who have relations with this college may have access for redress.

This policy and procedure is formulated in three parts. In the event of a complainant not being satisfied at one particular stage he/she may request to proceed to the next stage. The complaints coordinator will facilitate all these processes.

#### **PRINCIPLES**

In order to ensure fairness, impartiality and effectiveness, the following principles shall be adhered to:

- Where possible we shall encourage informal means of resolution
- The procedure shall be accessible
- Shall be publicised within the college community
- Simple to understand by people of all educational levels
- Implemented and followed at the utmost impartial levels
- Resolution of concerns and complaints shall be swift within the established time-limit framework
- All stakeholders shall be kept informed of progress being made
- Where necessary a full investigation by an independent person may be carried out
- Respect for peoples' confidentiality
- All points at issue must be addressed
- An effective response and appropriate redress for all issues at stake.



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### THE FORMAL PROCEDURE

#### Stage 1

Concerns may be raised at this initial stage of the process. Staff should do their utmost best at finding a resolution. Success at this stage is very important because it helps to reduce the number of complaints, which become protracted or move to the formal stages. Where the staff member receiving the complaint feels too compromised to handle the complaint, the coordinator must refer the complaint to another staff member. In addition, where the complainant feels uncomfortable to discuss their concern with a particular member of staff, this would be resolved by assigning that duty to another member of staff. The coordinator should record all the developments at this initial stage.

***Where there are elements of criminality or complaint of a very serious nature the Director of Studies must be informed immediately on the same day. He would then take steps to appoint a Hearing Panel and inform the Academic Board, Social Services and/or the Police, if necessary***

#### Stage 2

Where the complaint is not resolved or complainant is not satisfied with the development at stage one, the issue moves on to Stage 2 within 3 days. At this stage, the complaint goes to the Director of Studies for review and it must be in writing. A complaints form need be completed fully. A sample of the college complaints form is attached. The Director may if he so wishes delegate a staff member to conduct an investigation and report but that does not have any part to play in action to be taken. The person appointed in this case should have no personal interest in the matter, to ensure fairness. Where the complaint is about the Director himself, then it has to be handled by the Academic Board appointed Panel.

#### Stage 3

**This is the Board's Appeal Panel Stage.** Where a party is not satisfied with the outcome of Stage 2 the matter moves on to this Stage within 3 days. The coordinator must facilitate these processes but a person appointed as clerk of the Panel should handle all Panel activities. He/she should be the centre for information and coordination of Panel activities, schedules and documentation.

The Panel should consist of **at least three people**. Only people who were not directly involved in previous consideration of the complaint are eligible to serve on this panel. One of the three members must be independent of the management and running of the school.

Complainant may choose to be accompanied by a person of their choice to the panel hearing if they so wish.

Panel investigates and deliberates on the matter; makes findings and recommendations. The clerk of the Panel should ensure that the complainant, proprietor or Director of Studies and where appropriate, the relevant person complained about are given a copy of the findings and recommendations.

The chair of the Panel (who is appointed by the members) should drive this stage, facilitating the process and giving fair hearing to all parties.



## Stratford College London

### **PANEL DECISION**

Chair of Panel would notify the complainant, the person complained about and the Director of Studies or proprietor, of Panel decision in writing, explaining if there are any rights of appeal and if so where the appeal should be lodged.

### **CONFIDENTIALITY**

All records and correspondence relating to an individual would be kept confidential except where the Secretary of State or a body conducting an inspection under section 163 of the 2002 Act requests access for them.

### **OFFICE OF THE INDEPENDENT ADJUDICATOR (OIA)**

The Higher Education Act 2004 required the appointment of an independent body to run a student complaints scheme in England and Wales and the OIA was chosen to operate this scheme in 2005.

Where a student has exhausted the internal college complaints mechanisms and still feels that the outcomes are not satisfactory, there is opportunity to submit a formal complaint to the OIA. College will guide students on how to make use of the OIA. Further information on the OIA can be accessed at: (<https://www.oiahe.org.uk/making-a-complaint-to-the-oia/online-complaint-form.aspx>)

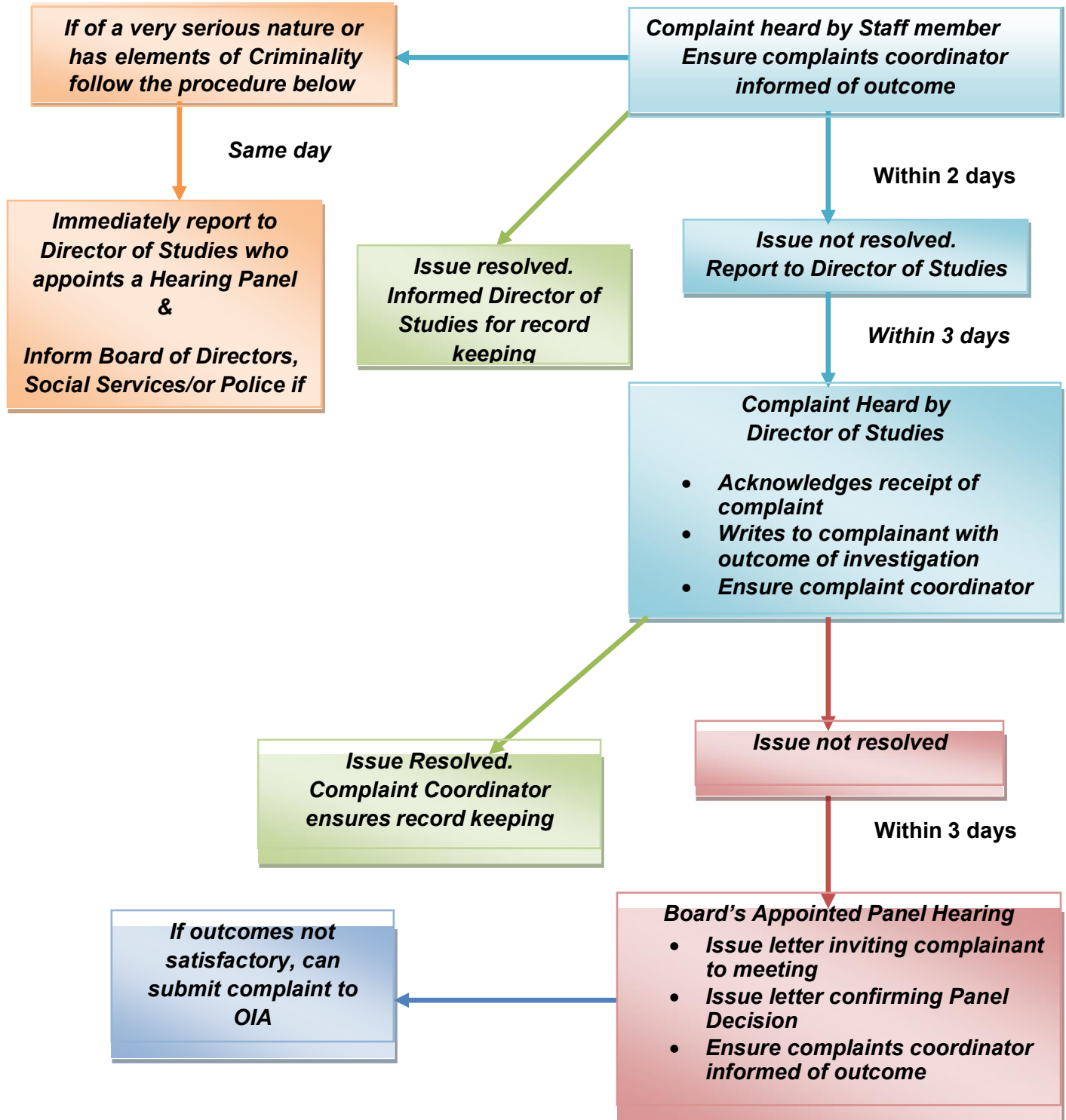
Their role is to review individual complaints by students against higher education providers. The OIA has no regulatory powers over providers and cannot punish or fine them.



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## COLLEGE COMPLAINTS PROCEDURE Flowchart

### Summary of Dealing with complaints







## Stratford College London

### **RECORDING, MONITORING AND EVALUATING INFORMAL STUDENT COMPLAINTS**

#### **Background**

The College has a well-established complaints procedure, within which students can escalate their concerns internally and, if there is no satisfactory resolution, have recourse to the Office of the Independent Adjudicator.

When an informal complaint is made, the system for recording, monitoring and evaluating it, is less well developed. It is the aim of this new Policy to provide such a framework.

#### **The nature of the complaint**

The focus of a complaint may be any aspect of College provision. It may be raised as a concern on the part of a group or an individual. It may relate to the learning and teaching, to assessment, or to resources and planning. In any event, it represents a genuine concern on the part of the learner.

The learner is likely to raise the issue with any member of staff that they feel they have a relationship with. This is far more likely to be a module tutor or course tutor, than an identified manager. This raises a number of issues:

- All staff must be aware of their responsibilities in this context and the points of reference for actions.
- Informal complaints represent an important aspect of student feedback and should be treated as such.
- Individual complaints should be recorded and collated and used to enhance the provision.

#### **A new approach**

All academic and/or administrative staff receiving a verbal complaint, however small, will record it in the Informal Complaints Booklet.

The template in the Informal Complaints Booklet is structured to accommodate detailed information on the student's concern. It is easy to complete. The completed template must be passed on to the college complaints coordinator for review, action and filing.

On a weekly basis, all informal complaints must be summarised and passed onto management for consideration.

This recording will be made clear to the learner initiating the complaint, who will be fully informed of any action(s) taken to resolve the issue.



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All staff will receive training on the new recording strategy and given information on the various reference points that may represent a follow-up action.

No more than 5 minutes should suffice in most cases. Completed forms must be passed to the College Complaints Coordinator for review and action.

An analysis of the issues will be part of the College Annual Monitoring and Evaluation Report. It will provide the College with opportunities to enhance the provision in the identification of pro-active measures to enhance the student experience.

This new Policy will be reviewed annually to assess its effectiveness.



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## **Academic Appeals Policy and Procedure**

### **Academic Appeal Policy Definitions**

#### **Academic Appeal**

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

#### **Appeals against academic misconduct:**

Students are hereby informed that appeals against academic misconduct shall follow the procedure presented in the Academic Misconduct Policy.

#### **Appeals against admission decision:**

Applicants and prospective students who may have concerns against the College admission procedure and outcomes may use the College Complaints Procedure.

### **The right to appeal**

Students have the right to appeal to the Academic Appeals Committee against the following **final** decisions of an Assessment Board charged with making decisions on assessment, progression and awards:

- (a) The conditions imposed and/or the requirement to take reassessment(s) to progress to the next stage of a taught course.
- (b) A decision to terminate a student's current programme of study. This includes students whose programme of study is terminated but who are offered a transfer to another taught course.
- (d) A decision not to award the qualification for which a student is registered. This relates to decisions made at the end of a student's taught course; and includes appeals against decisions not to award any qualification or to award a lower qualification.
- (f) The outcome of an Extenuating Circumstances claim.

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### Grounds for appeal

It is for the student to establish the case and only claims of at least one of the following circumstances will be considered as grounds for appeal:

- i. That parts of the documented assessment procedure were not applied and that this **procedural irregularity** which has disadvantaged the student was significant enough to have materially affected the decision/recommendation made, rendering it unsound.
- ii. That prejudice or bias on the part of one or more of the Examiners took place and can be proven or there are reasonable grounds to support the perception of prejudice or bias.
- iii. That the decision making body took a **decision which no reasonable person would find comprehensible**. Disagreement with the decision does not make it manifestly unreasonable. To apply this ground you must provide substantive argumentation as to why no reasonable person could have arrived at the decision that was made.
- iv. That there were circumstances that materially affected the student's performance, for which supporting evidence exists, and these were not known to the Assessment Board at the time the decision was made and the student, for good reason, could not have made them known to their Department before the decision.

The following circumstances **will not** be considered grounds for appeal:

- a) Perceived **shortcomings** in tuition, supervision or support. Concerns relating to the quality of teaching or supervision, or other circumstances that relate to the delivery of a programme of study should be raised under the Student Complaints procedure before the point of assessment. Cases where complaints are upheld and there has been a clear impact on an academic outcome may lead to an academic conclusion e.g. allow a student a further attempt at an assessment.
- b) Matters of **academic judgement** of Assessment Board or individual. The student will not be permitted to argue the academic merits of his/her work. The student's assertion that the result unfairly reflects the merit of their work or their ability is not a ground for appeal.
- c) Disagreement with the **actual mark awarded** for a piece of assessed work. If a student wishes to have clarification about a mark received for an individual assessment or module they are advised to contact their assessor or directly. Errors in calculating or recording marks on the basis of which the original decision was made cannot be submitted as grounds for appeal, unless these errors have been brought to the College's attention but not accepted by the College.
- d) Appeals against provisional marks.



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## Principles of the Policy

- The decisions made will be reasonable and, where required, provide appropriate redress.
- Appeals submitted outside the timescales prescribed in the procedure will only be considered in the most exceptional circumstances and where there is good reason, supported by evidence, for the late submission.
- Appeals will be treated seriously and students will not suffer any disadvantage or recrimination as a result of making an appeal in good faith.
- It is expected that students or people communicating on behalf of a student will conduct themselves responsibly and treat the process and those members of the College involved in the process with respect at all times.
- The procedures are fair and transparent.
- The process is evidence-based.
- Appeals form part of the College's process of quality review and improvement and are considered as providing valuable feedback rather than criticism. We will widely publicise information about procedures to students and staff.
- Students will be notified early in the process if the remedy sought within the appeal is beyond what the College can reasonably provide or what is in its power to provide.
- It is important for students to note that the Office of the Independent Adjudicator cannot consider matters which are or which have been the subject of court proceedings. Similarly, the College reserves the right to decline, suspend or to discontinue an appeal made under the Academic Appeal Procedure, in the event that legal proceedings are commenced and the claim concerns the same subject matter as the appeal.



## Recording and monitoring of academic appeals

It is important that appeals are monitored in order to improve the student experience. The Complaints and Conduct Team will record and provide reports to indicate the nature of appeals and outcomes. Such reports will:

- Feed into the monitoring and evaluation procedure at various Levels;
- Feed directly into appropriate College-wide committees;
- Assist in identifying problems and trends across the College;
- Form the basis of positive publicity, in demonstrating that identified issues have been resolved;
- Be made available to the Students Representative Council.

## General principles

We aim to operate an appeals system which:

- is conducted fairly and reasonably
- follows clear straightforward written procedures
- is evidence-based
- comes to a clear conclusion without unnecessary delay
- gives reasons
- provides appropriate redress
- provides an opportunity for review if the above standards have not been met.

Appeals will be treated seriously and students will not suffer any disadvantage or recrimination as a result of making an appeal in good faith. Appeals made frivolously, vexatious or with malice will not be investigated.

## Core considerations

Before initiating the Academic Appeals procedure, students must verify that they have both the right to appeal and grounds for appeal, in accordance with the terms of the policy.

Before deciding whether to make an appeal, students should talk the matter through with their tutor in the College. It may be that following such discussions concerns about the result/decision might be clearer and more understandable (e.g. how a mark for an examination/piece of work was arrived at or how the classification has been calculated) and the matter can be resolved informally.



## **Appeals Procedure**

### **Procedure Stage 1 – Informal Assessors Appeal**

The appeals procedure involves a review of the appeal by the Assessor(s). The Assessor(s) will make enquiries based on the nature of the appeal and on this evidence decide if any further work relating to the appeal should be authorised. For the majority of cases the appeal can be resolved at this stage. The Student must complete and present the appeals application form within seven working days after receiving the assessment results from an assignment. The Assessors will communicate the outcome of their decision to the Student either immediately or no later than seven working days. The Assessor will consider the appeal and will subsequently:

- provide the Student with a clear explanation/reiteration of the assessment decision following re-evaluation of the evidence;
- amend the Student's assessment record, if appropriate;
- give feedback to the Student on the outcome of the decision. In cases where the Student remains dissatisfied after notification of the outcome of Stage 1, the Student may progress to Stage 2 by submitting a written request to the Internal Verifier within seven working days of receipt of the outcome of Stage 1.

### **Stage 2: Internal Verifier Appeal**

Stage 2 of the appeals procedure permits the Student to present the case to the Internal Verifier. The Internal Verifier will consider an appeal for Stage 2 provided that:

- The appeal application is submitted by the assessor and recorded on the College appeals application form;
- The appeal is submitted within the time limit of seven working days of receipt of the outcome of Stage 1;
- The assessor's Stage 1 appeal process has been exhausted.



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The internal Verifier will consider the appeal by evaluating:

- The Student evidence and associated records;
- The Assessor's rationale for the decision;
- The opinion of another Assessor;
- The opinion of the Student.

The Internal Verifier will communicate the outcome of the decision to the Assessor within seven working days. A report of the decision and outcome will be sent to the Student within ten working days from receipt of the appeals application form.

### **Stage 3: Senior Management Panel**

In the event of Stages 1 and 2 being exhausted without a satisfactory resolution, Stage 3 of the appeals procedure may be invoked. The Student must make their appeal in writing to the Principal within 7 working days from receipt of the outcome in Stage 2. The Principal will nominate a senior member of staff and another experienced member of teaching staff to lead the enquiry provided that they have played no part in the original assessment process. The investigation will take into account the written submission from the applicant and will include a check on the awarding body procedures that were followed in arriving at the assessment decision, and whether those procedures were compliant with the Code of Practice and applied fairly. The procedures which are open to investigation include the full range of processes involved in, and leading to, the award of grades. The appeals process is not directly concerned with making judgements about the quality of students' work since this is the responsibility of the Assessor and Internal Verifier. An appeal investigation does not generally involve a further review of the Student's work, but such action may be authorised. The Internal Verifier involved in Stage 2 must forward relevant details to the appeals panel and these should include:

- Appeal Application Form;
- Assessment and evidence records;
- All correspondence and feedback given to the Student at Stages 1 and 2.





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After the investigation the appeal will either be rejected (disallowed) or upheld (allowed). If the appeal is upheld (allowed) any necessary further work on the Student's scripts or results will be undertaken. Any such work will always be carried out in full compliance with the Pearson agreed procedures. The outcome of the appeal will be formally reported back to the Student and Internal Verifier in writing within 7 working days of the appeal being received at Stage 3.

### **Stage 4 – Academic Board Appeals Panel**

If the Student is dissatisfied with the outcome of stage 3 they have the right to forward their case to the Academic Board Appeals Panel. If the Student wishes to proceed to the formal hearing they must inform the College in writing within seven working days of receiving the outcome letter in Stage 3. Following receipt of notification to proceed to a formal hearing the College will convene a panel within ten working days. The panel will comprise of at least three individuals who have not previously been involved in the case; a member of the senior leadership team, the Quality Nominee and an independent person. The independent person might be a member of the Academic Board and/or an experienced member of the assessment and verification team. Both the Assessor and the Student will be given an opportunity to hear each other's submissions to the panel. The panel's findings will be formally reported back to the student within five working days of the hearing. The letter will include the outcome of the appeal and the rationale behind the decision made. The decision of the Appeals Panel will be the final internal decision; however a student can refer a decision to the awarding body. All records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept in a confidential file, held by the Examinations Officer. The College will notify the relevant awarding body of any outcome of an appeal if it has implications for the awarding body.



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## Appeals to the Awarding Body How to appeal

Where the internal appeals process has been exhausted and yet the learner feels dissatisfied, the Centre will facilitate and support the learner to appeal to the Awarding body. This must be in writing giving all the necessary information and submitted to Pearson. The learner/appellant submitting the appeal must set out as clearly as possible the nature of the concern.

Learners will not be able to appeal to Pearson unless they have first gone through the appeals process at the College. The appeal must be emailed to Pearson at [vocationalqualitystandards@pearson.com](mailto:vocationalqualitystandards@pearson.com) within 14 calendar days of being told outcome of the College's appeals process. All cases will be reviewed by Pearson's assessment experts who have responsibility for the matter being appealed. Pearson will:

- Acknowledge the enquiry application within 3 days
- Respond to the enquiry within 30 days of receiving it. If the learner is not happy with the outcome of the enquiry they have 14 days in which to request that a Preliminary Appeal Review is undertaken. Full details on the awarding body appeals procedure will be given to the Learner on request.

### Completion of Procedures

As required by the OIA, if we are unable to resolve an appeal to the student's satisfaction, and there are no further steps available to the student, we will issue a formal "Completion of Procedures" letter within 28 days of the outcome being determined. This provides formal confirmation that the student has exhausted the internal procedure and is required for their case to be considered by the OIA.

### Office of the Independent Adjudicator

Once the internal academic appeal procedure has been completed, if the student is still not satisfied with the outcome, they may take their case to the Office of the Independent Adjudicator (OIA). The OIA operates externally to the College. It will not normally look at a case unless and until all relevant internal procedures have been exhausted. Further information is available from the OIA website.



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All students on the BTEC HN Programmes will be given a copy of the Programme Specification which guides students on the details of the programme in terms of units, delivery and assessment and learning outcomes. The specification clearly outlines the aims and objectives and what learner's shall have achieved at the end of the programme to qualify for certification.

In addition to information provided in the HND Programme Specification, students will be supplied with a copy of the college HN Regulations.. These are key documents to guide you in your learning journey.

### Pearson BTEC CET Programme Specification

All students on the BTEC Certificate in Education & Training Programme will be given a copy of the Programme Specification which guides students on the details of the programme in terms of units, delivery and assessment and learning outcomes. The specification clearly outlines the aims and objectives and what learner's shall have achieved at the end of the programme to qualify for certification.

In addition to information provided in the CET Programme Specification, students will be supplied with a copy of the college HN Regulations. These are key documents to guide you in your learning journey.

#### How you are Assessed

The BTEC HND level 5 programmes and Certificate in Education & Training are assessed through coursework. To enhance supportfor students, assessments will be in two forms:

- Formative
- and
- Summative

Key details of formative and summative assessments can be found in the college HN Regulations

### HND IN BUSINESS MODULES – 2 Years Program

#### FIRST YEAR

HNC in Business Level – 4 (RQF)

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## Stratford College London

1 - Business & the Business Environment – Core
2 – Marketing Processes & Planning – Core
3 – Human Resource Management – Core
4 – Leadership & Management – Core
5 – Accounting Principles – Core
6 – Managing a Successful Project – Pearson Set – Core
7 – Business Law – Optional
15 – Operations Management - Optional

### SECOND YEAR

HND in Business Level – 5 (RQF)
19 – Research Project – Pearson Set – Core
20 – Organisational Behaviour – Core
22 – Management Accounting – Optional
25 – Global Business Environment – Optional
43 – Business Strategy - Optional
49 – Sales Management – Optional
29 – Managing and Running a Small Business - Optional

### CERTIFICATE IN EDUCATION & TRAINING

#### Modules:

#### Mandatory Units

Level	Credit value	Unit Title and Reference Number
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## Stratford College London

<b>4</b>	<b>3</b>	<b>Understanding Roles, Responsibilities and Relationships in Education and Training (H/505/0053)</b>
<b>4</b>	<b>3</b>	<b>Planning to Meet the Needs of Learners in Education and Training (A/505/1189)</b>
<b>4</b>	<b>6</b>	<b>Delivering Education and Training (M/505/0122)</b>
<b>4</b>	<b>6</b>	<b>Assessing Learners in Education and Training (F/505/0125)</b>
<b>4</b>	<b>3</b>	<b>Using Resources for Education and Training (L/505/0127)</b>

### **Optional Units:**

#### **In choosing the optional units, learners have an opportunity to focus**

more on their own specialist area of teaching and/or any areas of teaching and assessing that they have a particular interest in. Learners may choose to take any of the optional units as long as these are in accordance with the qualification 'Rules of Combination'.

Optional credit requires 15.