



West London College
of Business & Management Sciences

West London College of Business & Management Sciences

Quality Manual

2017-2018

Mission Statement

“West London College of Business & Management Sciences aims to provide quality education, to maximise the potential of our learners and promote individual achievement at the highest level”

Values

West London College of Business & Management Sciences' (hereafter known as WLCBMS) core values and beliefs are:

- To place the interest of learner at the centre of our activities
- To create a challenging academic environment by dedicated teaching, and state of the art research
- To provide productive internships and intensive career counselling
- To adhere to common ethical and moral standards
- Diversity
- Equality
- Shared governance
- Community Service

Table of Contents

Sections

1. Introduction

- 1.1 Purpose
- 1.2 Process
- 1.3 Aims and Objectives
- 1.4 The Quality Improvement Policy & Procedures
 - 1.4.1 Principles
 - 1.4.2 Context
 - 1.4.3 Roles and Responsibilities
 - 1.4.4 Quality assurance procedures and continuous improvement
 - 1.4.5 Related Documents

2. WLCBMS Structure

- 2.1 Executive Committee
- 2.2 Academic Committee
- 2.3 Teaching Committee
- 2.4 Administrative Committee
- 2.5 Quality Assurance Committee
- 2.6 Examination and Assessment Board
 - 2.6.1 Examination and Assessment Board (EAB)
 - 2.6.2 Examination and Assessment Sub Boards
- 2.7 Student and Academic Staff Liaison Committee
- 2.8 Committee Organisational Structure

3. Quality Assurance Objectives

- 3.1 Quality Assurance Framework
- 3.2 Evaluating the effectiveness of quality assurance procedures
- 3.3 Quality Audit
- 3.4 Academic Feedback
- 3.5 Student Feedback
- 3.6 External Examiners
- 3.7 Module Evaluation
- 3.8 Annual Course Monitoring
- 3.9 Course Review

4. Programme Delivery

- 4.1 Programme Planning and Evaluation
- 4.2 Criteria for the Planning of New Programmes
- 4.3 Programme Approval Procedures
- 4.4 Programme Delivery
 - 4.4.1 Guidelines for Academic Staff
- 4.5 Procedure for the Evaluation of each Programme at regular interval

- 4.5.1 Internal Evaluation (ref: Internal Verification Policy statement)
- 4.5.2 External Evaluation
- 4.6 Distance Learning Quality Assurance Policy statement
- 4.7 Placement Learning Policy statement
- 4.8 Procedures for Evaluating Premises, Equipment and Facilities
 - 4.8.1 Health and Safety Policy statement
 - 4.8.2 Sustainability Policy statement

5. Procedures for the Assessment of Students

- 5.1 Assessment Policy and Procedures statement
 - 5.1.1 Distance Learning and Assessment Policy statement
- 5.2 Standardisation Policy statement
- 5.3 Academic Appeals Policy statement
- 5.4 Academic Misconduct Policy and Procedure statement
 - 5.4.1 Plagiarism Policy and Procedure statement

6. Communications

- 6.1 Communications Policy statement
- 6.2 E-mails
- 6.3 Notice Boards
- 6.4 Meetings
 - 6.4.1 Staff Meetings
 - 6.4.2 Student Academic Staff Liaison Meetings
- 6.5 Class Register

7. Procedures for the selection, appointment, development and appraisal of students

- 7.1 Student Recruitment, Selection and Admissions Policy and Procedures statement
- 7.2 Recognition of Prior Learning Policy and Procedure statement
- 7.3 Student Induction Policy statement
- 7.4 Student Feedback Policy statement
- 7.5 Student Progression Policy statement

8. Equal Opportunities

- 8.1 Equal Opportunities Policy statement
- 8.2 Fitness to Study Policy and Procedure statement
- 8.3 Disability Discrimination Policy statement
- 8.4 Widening Participation Strategy statement

9. Student Engagement

- 9.1 Student Engagement Policy statement
- 9.2 Attendance Policy statement
- 9.3 Student Welfare and Career Guidance Policy statement
- 9.4 Chaplaincy Policy statement
- 9.5 Student Complaints Procedure statement
- 9.6 Student Code of Conduct statement

10. Procedures for the selection, appointment, appraisal and development of staff

- 10.1 Staff recruitment, Selection and Admissions Policy and Procedures statement
- 10.2 Staff Induction Policy statement
- 10.3 Staff Professional Development statement
- 10.4 Staff Appraisal Policy
- 10.5 Staff Grievance Policy and Procedure

11. Teaching and Learning

- 11.1 Teaching and Learning Strategy statement
 - 11.1.1 Introduction
 - 11.1.2 Objectives
- 11.2 Lesson Observation Policy statement
- 11.3 Peer Review Policy statement
- 11.4 Personal Tutoring Policy statement

12. Public Information

- 12.1 Public Information Policy statement
- 12.2 Purpose
- 12.3 Scope

13. Confidentiality

- 13.1 Data Assurance Policy statement
- 13.2 Data Protection Policy statement
- 13.3 IT Acceptable User Policy statement
- 13.4 Information Disclosure Policy statement

14. Prevent

- 14.1 Prevent Strategy statement
 - 14.1.2 External Speaker Policy statement

15. Related Documents

- 15.1 Business Plan
- 15.2 Committees Terms of References
 - 15.2.1 Executive Committee
 - 15.2.2 Academic Committee
 - 15.2.3 Administrative Committee
 - 15.2.4 Teaching Committee
 - 15.2.5 Quality Assurance Committee
 - 15.2.6 Examination and Assessment Board
 - 15.2.7 Examination and Assessment Board Sub Committees
 - 15.2.8 Student and Academic Staff Liaison Committee
- 15.3 WLCBMS Strategic Plan 2015 – 2018

16. Appendix

- 16.1 Policies listings

1. Introduction

1.1 Purpose

This document details WLCBMS's commitment and approach to quality assurance, enhancement and its continuous development over the coming years in line with WLCBMS's Business Plan (ref: 28.1) and its associated objectives. The stated quality strategies represent the latest evolution of the college's quality approach.

1.2 Process

The Quality Manual brings together the College's quality related policies, their strategies and activities in one coherent document that provides a comprehensive overview of systems that will maintain the College as a provider of training and education with a reputation for excellence. The quality strategy will continue to be monitored annually by the Principal and senior management.

1.3 Aims and Objectives

The quality of provision and the maintenance of standards are central to WLCBMS's mission. The College, through its Principal is committed to maintain its position as one of the UK's premier provider of high quality higher education and training. In achieving this, and in meeting the needs of all students, the College commits itself to a rigorous process of self-review and development in which every member of staff understands their role and recognises their individual responsibility for quality improvement and development.

1.4 The Quality Improvement Policy & Procedures (Policy no WLCB 013)

1.4.1 Principles

WLCBMS is committed to provide high quality education and training opportunities to all communities. Through an approach of continuous improvement, it is intended that provision will realise the full potential of students, enabling them to achieve the highest of standards in their programmes of learning. The College aims to equip students with the skills, knowledge and experience to meet both their personal needs and the ever-changing needs of the international and local job markets. The College regards itself as accountable to all its students, clients and those who validate or in other ways participate in its work

1.4.2. Context

This policy will promote the identification of quality standards that are consistent with the regulatory and inspectorate bodies as in the Quality Code against which performance can be measured, evaluated and so improved.

Quality improvement will involve a process of regular self-evaluation by teams and individual employees who are responsible for delivering courses and other services including administration.

It will seek the views and perceptions of learners, employers and other stakeholders for whom the services of the College exist.

This policy will promote quality standards and performance indicators that are consistent with WLCBMS's improvement plan against which performance can be measured, evaluated and so improved.

It will support the processes of review both internally and with external partners including awarding bodies and University partners

This policy will involve all management and staff. Management will collate and monitor assessment reports for students and action plans.

1.4.3 Roles and Responsibilities

Quality Assurance Committee has the overarching responsibility for the policy however ultimately it is the day to day responsibility of the Internal Quality Assurance Manager who will coordinate with the External Quality Assurance Adviser and Deputy Principal.

All employees (managers, teachers and support staff) are responsible for the implementation of this policy.

1.4.4 Quality Assurance procedures and continuous improvement

The College, through its continuous improvement is committed to:

- the involvement of all College staff in the support of the Quality Improvement Policy, utilising their skills and expertise
- the regular review and improvement of quality standards and services
- continuously developing the range and effectiveness of College quality assurance systems and tools to meet internal management information needs and external agency requirements
- the development of staff skills and the quality awareness necessary to deliver a critical and self-evaluative quality reporting format for all programme and student support areas
- ensuring that students are treated fairly, equally as individuals
- students have the opportunity to contribute to the shaping of their learning experience
- students are properly and actively informed at appropriate times of matters relevant to their programmes of study and all policies and processes relating to study and programmes are clear and transparent
- seeking the involvement of all users in the review of performance, the maintenance of high standards and the design of service quality, delivery, ensuring appropriate external involvement exists for the maintenance of academic standards

1.4.5 Related Documents

- WLCBMS Policies (listings)
- QA System (Framework)
- Annual Quality Audit (AQA Reports)
- Annual Programme Monitoring Reports (APMR Reports)

2. WLCBMS Structure

2.1 Executive Committee

Purpose

The Executive committee is responsible for defining the policies, strategies and academic affairs of the college. The committee is comprised of the college directors, senior management and academic staff.

2.2 Academic Committee

Purpose

The Academic Committee advises and reports to the Executive Committee on all matters relating to the teaching of a course, the curriculum, examinations, continuous assessment and course development, student progress and entrance requirements of students.

2.3 Teaching Committee

Purpose

The Teaching committee is responsible to the Academic committee for managing the day-to-day academic quality and standards of provisions and for ensuring effective engagement with students on teaching/learning and programme related matters. The Teaching committee supports the Dean of Teaching in the effective management of teaching and learning (ref: Section 11) and in programme design, approval and implementation (ref: Section 4).

2.4 Administrative Committee

Purpose

The Administrative committee, in conjunction with the Executive committee, is responsible for identifying, designing and implementing policies and strategies in relation to the effective administration of all education and training related matters. The Administrative committee is also responsible for the identification of future strategies and policies in relation to the overall development of WLCBMS.

2.5 Quality Assurance Committee

Purpose

The Quality Assurance committee is made up of representatives of the Academic committee, the Administrative committee, Student Academic Staff Liaison committee and an external quality assurance adviser (EQA). The Quality Assurance committee is responsible for ensuring that the day to day operational aspect of WLCBMS conforms to WLCBMS Quality Improvement Policy ref: 1.4). The Quality Assurance committee is also charged with monitoring all WLCBMS policies and procedures ensuring that they reflect within the national regulatory frameworks.

2.6.1 Examination and Assessment Board (EAB)

Purpose

The Examination and Assessment Board determines the results and academic progress of students and makes recommendations regarding the student's final award.

The Board will make the final decisions on all module marks and the final award. Such decisions being made on the basis of actual performance in the assessments that have been formally identified as contributing to the final award. The decision of the Board is final.

In order to ensure the development of a just and equitable system all members of the Board should declare any personal interest, involvement or relationship with a student before the sitting of the examinations board. This interest should be declared to the Deputy Principal. It may be possible, with the agreement of the other members of the Board, for a particular member to withdraw from a particular case that may have a personal interest.

All decisions made by the Board are of a majority decision. The proceedings and deliberations of the Board are confidential and under no circumstances should any member of the Board disclose to any other person information that has been discussed at a Board meeting, nor, should any member of the Board disclose any decision made by the Board to any other person.

2.6.2 Departmental Examination & Assessment Sub Boards

Purpose

The Departmental Examination & Assessment Sub Boards consider the results and academic progress of students within each department and makes proposed recommendations regarding the student's final award; such proposals being made on the basis of actual performance in the assessments that have been formally identified as contributing to the final award. In order to ensure the development of a just and equitable system all members of the Departmental Examination & Assessment Board should declare any personal interest, involvement or relationship with a student before the sitting of the Board. This interest should be declared to the Deputy Principal. It may be possible, with the agreement of the other members of the Board, for a particular member to withdraw from a particular case that may have a personal interest. All proposals made by the Board are by a majority decision. The proceedings and deliberations of the Board are confidential and under no circumstances should any member of the Board disclose to any other person information that has been discussed at a Board meeting, nor, should any member of the Board disclose any proposals made by the Board to any other person. At the Departmental Examination & Assessment Sub Board meeting a preliminary results list is proposed which will record the total marks or grades awarded to each candidate in each course module. It also indicates whether a candidate should achieve a grade of pass, merit, distinction, or has failed. These proposed recommendations will then be presented to the College Examination & Assessment Board which will make the final decisions on all module marks and the final award.

2.7 Student-Academic Staff Liaison Committee

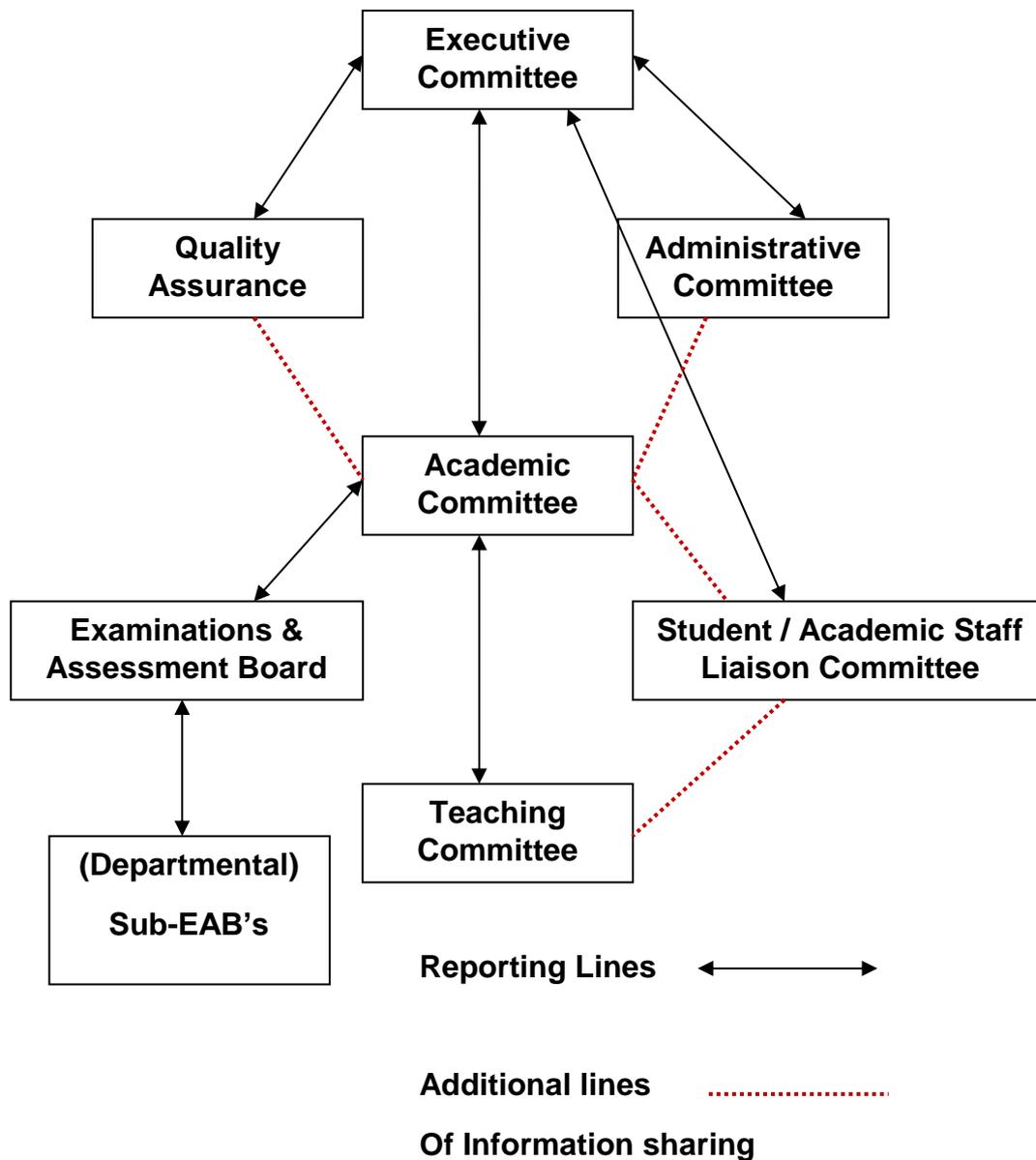
Purpose

The purpose of student-academic staff committees is to ensure that there is an effective channel for formal communication between students and staff in every part of WLCBMS and that the student voice is channelled through the committee structure (Ref: Section 2.8)

Scope

This procedure covers all students, part time and full time, undergraduate and postgraduate.

2.8 Committee Organisational Structure



3. Quality Assurance Objectives

WLCBMS operates an integrated system of quality management which is designed to contribute to the achievement of its mission statement. The quality assurance procedures comply with the quality assurance requirements of the external awarding bodies, for example, Pearson standards. WLCBMS quality assurance procedures are designed to ensure that|:

- All programmes offered by WLCBMS are in line with its aims and objectives
- Programmes are appropriate for the level of award
- Programmes offered are equivalent to those offered nationally
- Quality standards are externally benchmarked in line with awarding bodies and national best practice
- The learning resources provided are sufficient to support students in achieving the award for which they are registered
- The appropriate quality management structure is in place ensuring all aspects of the learning resources are effective and operate in support of student learning
- The quality assurance process and quality management process are such that they allow for the recognition and timely intervention when change is necessary
- Good practice and innovation are recognised and rewarded through Student Awards, Annual Quality Audit, Annual Programme Monitoring Review, Academic Reviews, Staff Professional Development Policy, College Teacher Fund (CTF) and the appraisal mechanisms

3.1 Quality Assurance Framework

The WLCBMS quality assurance framework is structured around management control systems that reviews and evaluates data from:

- Students
- Academic Staff
- External Examiners

WLCBMS Quality Assurance process incorporates the following formal reviews:

- Annual Quality Audit
- Performance Management
- Annual Programme Monitoring Review (APMR)
- Quality Manual
- Self Evaluation

3.2 Evaluating the effectiveness of quality assurance procedures

Quality assurance should be seen as a professional responsibility of the staff delivering programmes. In support of this commitment by staff, WLCBMS is committed to the recognition and reward of quality.

QA systems must be capable of operating independently of the participation of particular individuals. WLCBMS QA procedures understand the importance of external reference points in providing feedback to enable the institution to calibrate both quality and standard.

Continuous improvement implies the establishment of a QA system that is capable of:

- Making judgements on the quality of an operation;
- Forming plans to reinforce good practice and address weaknesses;
- Ensuring that such plans are put into effect
- Measuring the impact of the improvements that have been made. It is this “closed loop” that marks the difference between effective and ineffective QA processes.

The College’s quality audit scheme is designed to accomplish this.

3.3 Quality Audit

The Quality Manager is responsible for delivering an Annual Quality Audit to the Executive Committee. The Quality Audit is an independent examination of the arrangements for ensuring quality, e.g. quality assurance structures, mechanisms and procedures, and of the effectiveness of these arrangements. The Audit itself is a systems check; it is NOT an assessment of the quality of teaching and learning.

- Its purpose is to report to the Executive Committee on the adequacy of the operation of existing quality assurance systems.
- The focus of internal audit is the quality assurance of teaching and learning.
- The systems that assure the quality in the design, approval, monitoring and evaluation of modules and courses;
- The systems that assure the quality of teaching, learning and assessment strategies;
- The systems that assure quality in appointment, development and performance of staff contributing to teaching and learning;
- The systems that assure quality in obtaining and responding to feedback from students, external examiners, professional bodies, employers, graduates and others.

The quality audit involves:

Quality Assurance Reports, External Examiners’ Reports, College Staff Induction programme, Staff Development scheme, Student guides/handbooks, information distributed during the Student Induction/Orientation Programmes, indications of strengths and weaknesses and an indication of how the College intends to enhance its system and, where necessary, to remedy any weaknesses.

3.4 Student Feedback

WLCBMS has a control system whereby all students are encouraged to complete assessment sheets relating to the college (location, facilities, communications, how improvements are conducted etc), programme experience (course, course content etc) and quality of teaching (lecturers, lecturing styles etc). This information is collated by the Teaching committee, evaluated by the Academic committee and an analysis/summary submitted to the Executive Committee

3.5 Academic Feedback

All academic staff are expected to offer feedback in relation to the development of the college, development of current courses, identification of new courses, how to build a better relationship with students.

3.6 External Examiners

WLCBMS recognises the need to have an objective view of its quality assurance procedures. The role of the External Examiner is to ensure WLCBMS administers student assessments in accordance with its quality assurance procedures.

3.7 Module Evaluation

WLCBMS has a system of module evaluation which takes place each time a module is delivered. The review considers data relating to student performance, module information, module content, module delivery, assessment, feedback to students and resources. The module evaluation is completed by each lecturer and submitted to their Head of Department. Each Department Head then submits the module evaluation data to the Dean of Teaching who presents the information to the Teaching committee for discussion.

3.8 Annual Programme Monitoring Review (APMR)

This review process is to monitor the academic quality of the various courses and the performance of students. Teaching committee submits an annual report detailing and commenting on:

- Student performance
- Student enrolments
- Comments from students
- Reports from assessors and external examiners
- Quality assurance issues
- Learning resources
- Course developments
- Reports from lecturers

The annual course review summarises the findings from various reports and evaluates whether the course objectives have been met, exceeded or need to be amended. The report should refer to any discrepancies between the course delivery and the specified objectives and detail all measures taken and/or put in place to address the shortcomings.

3.9 Course Review

Each course should be reviewed on a two year cycle. The review process should provide information that will facilitate the future development of the course, identify how effective the course is, how effective the learning content and the learning environment and the overall satisfaction of the staff and students.

The review process should also enable WLCBMS maintain the course in line with the requirements of the awarding bodies and the demands of the external environment.

4. Programmes

WLCBMS is committed to providing a curriculum which is dedicated to the needs of the student and the business environment. This is consistent with the college's focus on the individuals needs for personal and academic development and the demands of a modern progressive economy for a flexible work force and responsive workforce with the ability to sustain social and economic progress.

WLCBMS is committed to providing academically recognised programmes that cover a range of levels over set periods of time in line with the academic calendar.

WLCBMS is committed to providing educational in line with national best practice, which promotes a positive learning environment. To this end WLCBMS strives to implement:

- Learning system at a time and pace that suits the individual student
- Learning system that recognises the need for different learning styles and responds to the need for these varied styles
- Feedback system to ensure a high quality of teaching is maintained
- Learning system that responds to the needs of the learner, businesses and educational organisations and awarding bodies
- Learning environment that encourages professionalism and identifies and supports entrepreneurship
- Learning environment that is supportive, friendly and conscious of learners needs

4.1 Criteria for planning of new programmes

Course proposals should be consistent with the broad objectives of the College and should be based on evidence of:

- Demand
- The proposed course should provide opportunities for further study
- Adequate resources are available for the successful completion of the course
- The framework within which the programme will operate meets with WLCBMS quality assurance criteria
- The proposed course fulfils the criteria of the awarding body

Academic staff, in conjunction with the Executive committee, are responsible for monitoring changes in government policy, business environment, workforce needs, new technological developments and demographic trends. These changes may or may not lead to the development of new programmes, subjects and modules.

It is the responsibility of the Academic Board, in conjunction with the Executive committee, to ensure the College has sufficient resources to successfully complete any new programme.

4.2 Programme approval procedures

The Executive committee must ensure that the College has the expertise and resources, in relation to the quality of the programme, module or subject, in both academic and managerial terms before giving approval.

4.3 Programme delivery

The Teaching committee has overall responsibility for the quality delivery of the academic programmes and that students are well informed of their progress and that their progress is

being monitored (ref: Sections 2, 3, 4). The Dean of Teaching through the Teaching committee and liaison with the academic staff is responsible for ensuring that an effective work balance is offered to the students and that this work balance is maintained and for ensuring that assessments are fair, appropriate, consistent and in line with course learning criteria. The Teaching committee is also responsible for ensuring that respective courses are constantly monitored thus ensuring the delivery mechanism is effective in relation to course content and teaching and learning objectives (ref: Sections 11.1.2)

WLCBMS courses are delivered using traditional classroom methods supported by a variety of learning resources, including; on line learning, library facilities and on-site visits.

WLCBMS recognises that student involvement/participation is essential to successful learning. The success of any programme is contingent on the development of the right classroom atmosphere. This is done by encouraging open discussion and debating issues in an environment that is conducive to learning. It is recognised that this approach increases student learning, motivation, commitment and improves long term memory retention. WLCBMS also recognises that the delivery mechanisms vary with the course, the course objectives and the students.

4.3.1 Guidelines for Academic Staff

WLCBMS recognises the role of the academic staff in the success of student learning. WLCBMS encourages its academic staff to express themselves and develop their own unique approach to imparting knowledge. Developing a policy in relation to the actual imparting of knowledge and the creation of open discussion can be problematic, WLCBMS has developed a number of guidelines that can be used to improve the learning process:

- Present and illustrate content concisely in clear terms
- Define technical terms
- Avoid jargon
- Organise and structure content appropriate to the level of the course
- Begin each class session by motivating learners, outlining expectations and objectives
- Be enthusiastic
- Vary methods of presentations and teaching styles
- Only use audio visual aids when appropriate to the content
- Encourage discussion
- Accept questions
- Encourage feedback
- Use practical examples as much as possible
- Observe students for feedback in relation to understanding of content and/or lack of understanding

4.5 Procedure for the evaluation of each programme at regular intervals

The purpose of the periodic review process is to assure quality and identify opportunities for improvement. This ensures that programmes are updated and take into account all new developments in a discipline and remain relevant to the learner needs. This review process takes place every 2 years or more often if the Executive committee deems this necessary.

The periodic evaluation is made up of an internal assessment presented by the Department Head and an external assessment presented by an External Subject Specialist Adviser (ESSA). The periodic review is part of the:

4.5.1 Internal Evaluation

The internal-evaluation is put together by all the academic staff involved in delivering the programme, student representatives and others involved in the provision of support services for the program:

- This assessment is evaluated using data from the ongoing evaluation reports
- The internal-evaluation attempts to assess the learner's level of satisfaction with the quality of teaching by examining the data from the Student Questionnaires
- It examines the rates of student attrition, retention, and progression, the level, distribution of awards, the continuing validity of course content and the effectiveness of learner support services

The Academic committee and the Executive committee receive a copy of this report for review. The Department Head is required to respond to this report addressing any issues it raises. It is the responsibility of the Academic committee to agree a schedule for self-assessment by each Department.

4.5.2 External Evaluation

An external expert(s) is appointed by the awarding body to produce an external evaluation report. This report should:

- Identify the strengths and weaknesses of the program
- Identify and opportunities for improving the offering
- Evaluate the Internal Evaluation Report

The external expert meet with the key staff in the organisation and staff involved in the teaching and delivery of the course modules. In addition, the Panel has the opportunity to interview current and past students of the College.

This report is presented to the Academic committee. College staff are given the opportunity to comment on the report and these comments are then appended to the final text.

4.5.3 Procedures for the evaluating services related to academic programmes of WLCBMS

The services related to programmes offered by WLCBMS that are evaluated as part of the quality assurance procedures include:

- Library Services
- Learner Support Services
- Administration Services

4.6 Distance Learning Quality Assurance Policy statement (Policy no. WLCB 038)

The College promotes inclusive and flexible learning provision in order to respond to student diversity and to the needs of practising professionals.

Distance learning contributes to a student's independent learning thereby improving their career prospects.

The College aims to secure the high quality and standard of units, programmes and awards taught and supported on a distance learning basis ensuring comparability with programmes delivered on campus of a similar nature.

Distance learning programmes are delivered through a virtual learning environment. Units and programmes of study designed and approved by the College and leading to an award but taught and/or supported at a distance.

The purpose of the policy is to set out mechanisms for the quality assurance of distance learning.

4.7 Placement Learning Policy statement (Policy no. WLCB 028)

WLCBMS recognises the importance of work-placement and its potential future impact on the way in which students learn.

Placement Learning may take a number of different forms but it will be considered as an important part of programme design.

The College's relationship with the provider is integral to the success of the placement for both business and student.

WLCBMS recognises the importance of business providers being involved in negotiating the structure or nature of the placement learning.

The contribution that Placement Learning makes to the programme learning outcomes is made explicit in the programmes and student handbook specification.

The policy is intended to be a general policy which gives guidance on the requirements prior to the commencement of a placement.

The policy applies to placements as defined by in the QAA Code of Practice for Placement Learning (QAA Sept 2012):

'Placement learning is a planned period of learning, normally outside the institution at which the student is enrolled, where the learning outcomes are an intended part of a programme of study. It includes those circumstances where students have arranged their own learning opportunity with a placement provider, with the approval of the institution.' (QAA 2012)

4.8 Procedures for Evaluating Premises, Equipment and Facilities

A programme can only be properly implemented if adequate facilities, including offices, classroom space and laboratories, are provided. It is the responsibility of the Deputy Principal to ensure that the physical resources available are sufficient for the successful delivery of the course(s) to the students.

The libraries resources must contain subject-related and non-subject-related literature. Computer facilities for students and staff must be adequate to

4.8.1 Health and Safety Policy statement (Policy no. WLCB 007) allows and encourages their use during their studies

- Our statement of general policy is:
- To provide adequate control of the health and safety risks arising from our work activities;
- To consult with our employees on matters affecting their health and safety;
- To provide adequate information, instruction and training to enable staff and students to carry out their work activities in a healthy and safe manner, and to enable them to contribute positively to their own health and safety and that of others;
- To ensure all employees are competent to do their tasks;
- To prevent accidents and cases of work-related ill health;
- To make arrangements for the reporting of serious accidents to the HSE where required;
- To make positive arrangements for fire evacuation, first-aid and other emergency situations;
- To provide and maintain safe and healthy college buildings with safe access, paying particular attention to the structure of the buildings, the electrical installation, fire escape routes and security arrangements;
- To ensure so far as is reasonably practicable, the health and safety of visitors to the college and any other persons who may be affected by the acts or omissions of members of staff or students whilst taking part in college activities;
- To review and revise the policy (consulting with the landlord) as necessary at regular intervals.

4.8.2 Sustainability Policy statement (Policy no WLCB 021)

WLCBMS is committed to the principles of sustainability and minimising the adverse impact of its activities on the environment. The sustainability policy has been produced to endorse this commitment, guide College staff and students of required environmental practice and promote this commitment to sustainability to all stakeholders.

WLCBMS recognises that its operations have an effect on the local, regional and global environment and that it can contribute towards the conservation and protection of the environment. As a consequence, the College is committed to continuous improvements in environmental performance and the minimisation of waste and pollution. Environmental regulations, laws and codes of practice will be regarded as setting the minimum standards of environmental performance.

Its key aims are, through leadership:

- To promote and support sustainable development principles in all aspects of the individual leaders' roles and across the organisation
- To incorporate sustainable development as a key theme of CPD for all staff through curriculum
- To promote sustainable citizenship and ecological awareness through sustainable development education within the College curriculum

- To develop workforce skills to help create a low carbon economy through community
- To maintain, develop and share responsible initiatives in the community
- To encourage learners and providers to undertake volunteering activity as part of a community commitment to sustainable development.

5. Procedures for the Assessment of Students

5.1 Assessment Policy and Procedures statement (Policy no. WLCB 002)

Assessment is a vital part of the teaching and learning process (Ref: Section 11). In addition to providing a measure of the students' achievement on qualification based programmes, it also provides diagnostic information that assists both staff and students in the ongoing improvement of the learning and teaching process.

Student progression is a core element of the College's assessment strategy and allows the staff to reflect and evaluate their own teaching (Ref: Section 7.5). Both formative and summative assessments are central to the College's self evaluation (SED).

Key standards

To contribute usefully it is essential that assessment:

- Is fair and ensures parity of treatment and comparable assessment demands in subjects of equal level.
- Is reliable, ensuring that assessment decisions are made consistently throughout the College is valid and conducted rigorously and accurately and in accordance with the awarding body's published criteria and standards.
- Is transparent in that it is clear to students, staff and external auditors. Assessment materials must be presented in clear and unambiguous language and must differentiate only on the basis of a student's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.
- provides each student with feedback that is consistent with marking
- Is relevant to the intended outcomes of the subject(s) studied
- methods by which students' work is marked recognises and respects equality and diversity

To achieve these key standards the College has a programme of standardisation /moderation (ref: 5.2)

Assessment feedback to students is inclusive of the key standards and a standard format of reporting is employed by the College (ref: 7.4)

The method of assessment is appropriate to the conditions specified in accordance with the QAA external reference points QAA UK Quality Code, Chapter A6: Assessment of Intended Learning Outcomes, which requires higher education providers to meet the following expectation:

In addition, the College assessment policy is in accordance with the QAA UK Quality Code, Chapter B6: Assessment of students and Accreditation of Prior Learning

The Assessment Policy and Procedures are reviewed annually by the Academic Committee.

5.1.1 Distance Learning and Assessment Policy statement (Policy no. WLCB 045)

The policy covers education provision leading to an award or part of an award which is delivered, supported and assessed through means which generally do not require the student to attend particular classes or events at particular times and particular locations. This includes teaching practices of distance learning and blended learning. The College should ensure students have access to:

- Information that sets out the respective responsibilities of the College for the delivery of the programme, module, or element of study;
- Module descriptors, to show the intended learning outcomes and teaching, learning and assessment methods of the module(s);
- A clear schedule for the delivery of their study materials and for assessment of their work;
- A comprehensive induction process.

College should ensure that students can be confident that study materials, whether delivered by staff in a programme presentation context or through web based or other distribution channels, meet the expectations of the College in respect of the quality of teaching and learning – support material for a programme or element of study;

The provision is subject to Annual Monitoring Review (AMR), part of the College quality assurance system and commitment to quality assurance of academic standards.

College policy has been written in accordance with the requirements of the QAA UK Quality Code for higher education. Particular attention has been focused on Chap B Parts 3, 6, 8)

5.2 Standardisation Policy statement (Policy no. WLCB 032)

The policy sets out the College's approach to standardisation of assessment tasks and the standardisation of the moderation of marking. Standardisation and moderation are key processes by which the College maintains academic standards by assuring the appropriateness of assessment and the accuracy of marking and grading decisions within the context of the internal and external verification processes.

Standardisation ensures that the form and content of assessment tasks and briefs are in accordance with College assessment and Internal Verification Policy i.e. are fair and valid in terms of standards, will effectively assess the achievement of learning outcomes and present an appropriate level of challenge to students.

Standardisation activities are employed to ensure the consistency of marking in modules where there are multiple markers.

Moderation is employed to ensure that academic standards are appropriate, that marking is regulated within agreed norms or against predetermined marking criteria across a module/programme. It also ensures that the assessment outcomes for students are fair and reliable e.g. reviewing a sample of student work, or by second marking. Second marking results in a single, agreed mark.

5.3 Academic Appeals Policy statement (Policy no WLCB 001)

The College is committed to providing high quality teaching, learning and assessment that meet the required academic and awarding body standards. All assessments are carried out according to the principles of openness, validity, reliability, access and transparency. An appeal is a request for a review of a decision on student progression, assessment and awards.

Appeals against a decision of Examination and Assessment Board must be made on at least one of the following grounds:

- Procedural irregularities in the assessment process
- Inadequate assessment, prejudice or bias on the part of the examiners
- You were adversely affected by illness or other relevant factors, of which you were previously unaware, or which for a good reason you were unable to disclose to the examiners in advance

There is no right of appeal against the academic judgement of examiners on an assessment outcome or the level of award recommended or granted, when this judgement has been applied according to established procedures.

The policy applies to all qualifications, at all levels, offered by WLCBMS

This policy should be read in conjunction with the College Assessment Policy and Procedure (Ref: 5.1)

5.4 Academic Misconduct Policy and Procedure statement

WLCBMS believes strongly in the importance of academic integrity and supports the development of good academic practice amongst its students and staff. As such it takes breaches of academic conduct very seriously and all allegations of academic misconduct will be investigated according to the College academic Misconduct policy. These are applied with full regard to the principles of equity and fairness.

The policy should be read in conjunction with the Assessment policy and procedure (Ref: Section 5.1) and Plagiarism policy and procedure (Ref: Section 5.4.1)

The procedure is applicable to all students and staff and applies to all internal assessments, and internal and external examinations.

5.4.1 Plagiarism Policy and Procedure statement (Policy no WLCB 011)

WLCBMS is committed to academic integrity and to proactively educating and supporting students to prevent breaches of academic integrity from occurring. Breaches of academic integrity will be dealt with severely. Plagiarism is a serious matter under WLCBMS Discipline Regulations. College Policy addresses student related considerations of plagiarism and details identification, classification, reporting, record keeping and the appeals process. It also includes information and advice to students regarding the detection and avoidance of plagiarism.

These principles on academic integrity apply to all students and staff at WLCBMS. All students and staff are expected to adhere to the highest standards of academic behaviour.

6. Communications

6.1 Communications Policy statement (Policy no. WLCB 023)

WLCBMS supports the implementation of the Communications Process within the college. It is recognized that communications play a vital role in developing motivation and commitment of staff and students. WLCBMS is committed to providing the necessary communications channels that allows for easier transfer of information, data, message set between staff members, students and staff members to students and vice versa.

WLCBMS will provide the following communication systems to students:

6.2 Email

The college will provide students with access to an email facility. This will be protected by individual passwords and a firewall system.

6.3 Notice boards

Notice boards will be located in staff rooms, receptions area and student room. There will also be a separate notice board for the display of academic information and examination results. It is the responsibility of the Examinations Officer to post the examination/assignment results once the external examination process has been completed.

It is the responsibility of each staff member using the notice board to ensure that out of date notices are removed.

6.4 Meetings

6.4.1 Staff Meetings

There will be a general staff meeting once a year to be held at the end of July. The meeting will be chaired by the college Principal in conjunction with the Executive committee. The meeting will be used to inform staff, in a formal setting, of the past years events. The organising of this meeting will be conducted by the Administration Office.

It is the responsibility of the Dean of Teaching to establish monthly meeting between Departmental Heads and academic/administrative staff. The purpose of these meetings is to engage in discussion of operational issues, implementation of new procedures, identify problem areas, brainstorm etc. The timing of these meetings is left to the respective staff. All meetings should be documented.

6.4.2 Student/Academic Staff Liaison Committee

It is the responsibility of the Deputy Principal to ensure that every effort is made to engage the students on an ongoing basis. It is also the responsibility of the Deputy Principal to encourage new groups to elect a class representative. Once this has been achieved, the Deputy Principal can establish a meeting with each representative. All meetings will be recorded particularly if a student and/or lecturer requests a meeting to discuss continuous assessment, various aspects of class work and/or other issues relating to the programme of study or a difficulty with a module.

6.5 Class Register

It is the responsibility of the Vice Principal Student Services, in conjunction with the Administrative Office, to ensure that each lecturer has a class register. It is the responsibility

of the lecturer to ensure that each student has marked on the attendance register. In certain situations, a head count of all students attending class should be taken and the number compared to the number on the class register. If they do not match, another attendance should be taken.

7. Procedures for the selection, appointment, development and appraisal of students

7.1 Student Recruitment, Selection and Admissions (RSA) Policy statement (Policy no WLCB 015)

The recruitment, selection and admission of students apply to all students (Home and EU) and include all undergraduate, postgraduate and professional applicants, full and part-time (including Distance Learners). The policy aims to be clear and transparent in its procedures so that the student applicant understands each stage of the process.

The College recognises that its success depends on its ability to appeal to wide range of potential students, and to give these potential students an equal opportunity to study (Ref: Section 8)

The College also recognises that potential students will come from a wide variety of educational backgrounds, and will not necessarily hold 'traditional' qualifications. The College is therefore committed to ensuring that our procedures and practices for the marketing, recruitment, selection and admission of students to all of available programmes are of the highest standard and, that the College is able to provide open, fair and consistent levels of access to all potential students. (Ref: RSA Policy 10.3) All applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen course within the framework set by relevant external bodies and regulatory requirements. The Quality Code (B2) sets out the following expectation about marketing, recruitment, selection and admission which higher education providers are required to meet.

Recruitment, selection and admission policies and procedures adhere to the principles of fair admission and are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes.

To this extent the College policy:

- supports the Academic Department in the selection of students who have the necessary requirements to complete their relative programme(s) particularly the standards for programme entry set by the awarding bodies
- is inclusive giving all students opportunities to access their intended programmes providing they meet the open and fair criteria set
- explains the general expectations set for English Language competence

The Policy also adheres to the Equal Opportunities Act. All applicants are considered individually, regardless of disability, ethnic origin, gender, religion, sexual orientation or any other aspect which is socially discriminatory.

WLCBMS is committed to ensuring that standards of recruitment and services are up to mark.

7.2 Recognition of Prior Learning (RPL) Policy statement (Policy no. WLCB 014)

Recognition of Prior Learning (RPL) Policy statement is the generic term used for the award of credits on the basis of demonstrated learning that has occurred at some time in the past, prior to the current programme of study. Prior learning may have been gained in a number of ways, for example:

- in paid work
- in unpaid work
- as a result of courses attended in educational establishments or at work
- through self-directed study
- through leisure pursuits

It has two components RPCL and RPEL that are defined below.

RPCL denotes the Recognition of Prior Certificated Learning which is learning that has been previously assessed e.g. learning arising from professional awards, Higher National Diplomas, Foundation Degrees and other courses at an appropriate level.

RPEL denotes the Recognition of Prior Experiential Learning which is non-certificated (not previously assessed) however it is of equal standing to that awarded through the RPCL.

All students are offered the opportunity to demonstrate learning through an RPL process which is embedded in the College student recruitment, selection and admissions processes (Ref: Section 7.1) RPL is also be embedded in the College's Assessment Policy (Ref: Section 5.1)

7.3 Student Induction Policy statement

WLCBMS aims to ensure that all the recruited students receive proper guidance on the policies and procedures of the College, their health & safety at the premises, information on their courses and timetables and importantly to meet with the academic staff so as to have the opportunity to engage on a 1-2-1 at the earliest point.

The policy serves to assist the College in double checking the applicant's suitability for the course and their intentions behind their application. It is a College policy to ensure that the student's admission is withdrawn if the student is found unsuitable for the proposed course of study upon arrival.

During induction, staff ensure the following:

- All students are welcomed by the College and the College's major policy and procedures are explained
- Give guidance on the student's Induction Programme includes; qualifications; registrations; examinations & assessments
- Health and Safety briefing is properly given to the students
- Tour of the College and explanation of administrative functions has taken place
- Explanation of student welfare/facilities and life in the UK. E.g. Banking, GP, etc has been explained
- Safe use of College computers/internet and other resources has been clarified
- Information on College library, online library / student portal is explained
- Issue of Student handbooks and access to College procedures has taken place
- Fees & other financial obligations have been explained to student

7.4 Student Feedback Policy statement (Policy no WLCB 034)

The aim of the policy is to help improve student learning. It does this by setting out the obligations on staff to provide effective feedback and the encouragement and opportunities given to students to partake in providing their own personal and cohort feedback. It emphasises the responsibilities on taught and distance learning students to give, engage with and utilise the range of feedback they receive. It recognises the crucial role that feedback has in the learning process and seeks to ensure that a shared view of academic feedback is developed across the College.

The policy recognises that effective feedback is a core element of teaching, learning and assessment and that it takes both time and resources to be effective. Departments need to take a holistic approach to assessment, to ensure that there is alignment between teaching, learning and assessment and that the volume and balance of assessment within taught programmes is appropriate. The policy further recognises that students need to use the range of feedback they receive to help improve their learning and academic performance and to be supported in this process.

7.5 Student Progression Policy statement (Policy no. WLCB 029)

The policy outlines the basic principles governing student progression through an enrolled course at WLCBMS.

Students registered on a programme of study are required to make satisfactory academic progress in their studies and fulfil their academic commitments. Making satisfactory progress involves completing work assignments and attending classes.

From the start of a students' academic career at WLCBMS the College staff explain, during the induction stage, its standards for student progression. (Ref: Section 7.3)

The College offers conditional places to current students to set them an inspirational target for progression to the next level of study.

The policy considers students who have a learning difficulty or disability that has delayed their educational progress. The College has created an entitlement for all students regardless of their cultural background or special educational needs to progress to the next academic level or an alternative course within the College.

The QAA external reference points are embedded in the College academic framework and quality mark the College Progression Policy.

8. Equal opportunities

8.1 Equal Opportunities Policy statement (Policy no WLCB 006)

WLCBMS is committed to treating all students, employees and applicants equally regardless of race, colour, ethnic or national origin, religion, sex, sexual orientation or marital status, disability or age and ensuring that all students, employees and applicants have equality of opportunity. The policy applies to the advertisement of jobs, recruitment and appointment to them, promotion, training, conditions of work, pay and to every other aspect of employment. The policy also applies to the treatment and service provided to students. Recruitment,

selection and developmental decisions will be made solely on the basis of the suitability of the individual's skills and experience and ability to best do the job (Ref: Section 8.2).

The selection of students for recruitment shall be based on objective criteria related to the course requirements. The criteria used in selection shall be only those that are necessary and justifiable for the effective performance of the course and they shall be applied consistently to all applicants, i.e. the competence standards. Applicants shall not be rejected on the basis of criteria which are merely convenient as opposed to being essential for the course, as this may constitute indirect discrimination.

8.2 Fitness to Study Policy statement (Policy no WLCB 041)

The purpose of the policy is to provide a suitable and co-ordinated response by academic and support staff in circumstances where:

- the situation is deemed to be urgent; and
- other internal procedures such as the progress rules or the Student Disciplinary Regulations are not appropriate; and
- all other avenues within departments have been exhausted.

The policy should be used when a student's fitness to study is a cause for concern and all other procedures or options have been considered or exhausted. A student's fitness to study may be a cause for concern as a result of a wide range of circumstances, including (but not restricted to) the following:

- behaviour which would usually be dealt with as a disciplinary matter, which may be known to be or suspected to be the result of an underlying physical or mental health difficulty.
- a student's health difficulties are adversely affecting the health, safety or wellbeing of themselves or others.
- the student's academic performance or personal conduct is not acceptable and may be known to be or suspected to be the result of an underlying physical or mental health problem.

8.3 Disability Discrimination Policy statement (Policy no. WLCB 006)

In the context of its aim to value all staff and student treat them equitably and fairly, and as part of its aim to achieve a more diverse workforce, the College welcomes applications from people with disabilities, values the contribution of existing staff and students with disabilities, and will treat staff fairly should they become disabled.

The overall purpose of the policy is to develop and maintain a working environment, and to offer terms and conditions of service, which will enable suitably qualified persons with a disability to seek and maintain employment and students to study with the College wherever practicable. The policy aims to comply with the requirements of the Disability Discrimination Act 1995 and the wider expectations of the College Equality and Diversity Policy.

8.4 WLCBMS Widening Participation Strategy Statement 2015 -2018 (Ref: WLCB 044)

The College acknowledges the educational benefits that flow from a diverse student body and recognises the need to increase and widen participation in higher education so that the most able students and staff from any background are able to access and enjoy the best

possible experience within our institution in order to succeed in graduate employment. The College also believes that it is part of our social responsibility to support community groups and raise aspirations and improve attainment among potential students and staff in order to sustain the industrial, commercial, and professional life of the country and thus make a long-term commitment to the future prosperity of our nation.

The strategy also takes national considerations into widening participation which aims to:

- promote the principles of fair access and ensure that able students from any background are able to access this College without facing any institutional barriers to progression
- promote the enhancement of the overall student experience so that all students from any background enjoy the best possible experience within our institution, are successfully retained, and ultimately take up graduate employment
- develop robust measures of success to help determine current and future priorities for widening participation
- Strengthen coordination between current activities such as the services provided by the college student support network, and activities undertaken as a result of its learning, teaching and widening participation initiatives
- Ensure dissemination of best practice
- Facilitate the development of collaborative initiatives

Broaden participation activity at WLCBMS concentrating on five main themes:

- Recruitment & Retention
- Progression
- Widening access
- Employability

9. Student Engagement

9.1 Student Engagement Policy statement (Policy no WLCB 019)

WLCBMS positively and proactively seeks to engage its whole student body within its quality review processes. The variety of methods available to students to provide feedback (both formal and informal) will ensure that all students have an opportunity to engage with and contribute to reviews of all aspects of the College, including curriculum, resources, support services and college leadership and management.

Not only can it help students to enhance the learning journey and student experience, it can also offer a great opportunity to build individual skills and employability.

The Quality Code sets out the following Expectation about student engagement, which the College endeavours to meet:

“Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience”

(Quality Code Chapt. B5)

To this extent WLCBMS is committed to:

- foster active student participation in quality systems, including using individual and collective feedback from students
- implement transparent mechanisms, agreed with students, for the nomination and election of Student Representatives
- ensuring that each College committee, apart from the Examinations & Assessment Board, has student representation at each meeting
- monitor, review and enhance the effectiveness of their policies and processes for engaging students in quality processes.

9.2 Attendance Policy statement (Policy no WLCB 003)

WLCBMS recognises the investment that students make in choosing to pursue a programme of higher education study and understands it has a duty to follow-up promptly on matters of non-attendance so that students can be supported and given every opportunity to succeed.

WLCBMS also recognises that attendance has a direct correlation with success and achievement rates

College staff recognise that fostering good attendance is necessary in helping to:

- enhance educational development within the area of study
- receive information about the programme
- prepare for all assessments
- undertake any practical work or group work (including working with others in seminars, presentations)

9.3 Student Welfare and Career Guidance Policy statement (Policy no. WLCB 042)

Student Welfare provides Careers Education, Information, Advice & Guidance (CEIAG) service to all students throughout their time at WLCBMS. If a student is unhappy or worried, there is always someone who will listen and give support. The College aims to ensure that a students' time at WLCBMS are happy, fulfilling and successful.

9.3.1 Medical Services

The College does not provide health care on campus but local services are available.

There is a list available of healthcare local services available from the Student Welfare officer.

9.3.2 Medical Certificate

If a student is ill for more than a week, the doctor will issue a Medical Certificate. If less than a week, the student must write a note explaining the nature of the illness and give it to the Administration team.

9.3.3 Council Tax

Students living off-campus (not at home with parents), studying a course of at least one year's duration, may be exempt from paying Council Tax.

A Council Tax Discount letter may be obtained from the Administrative Department.

Student welfare can also help with the following:

- Obtaining student travel card (Oyster Card)
- Obtaining a Medical Card and Registering with your local doctor
- Opening a Bank Account and dealing with money matters
- Registering for Council Tax and obtaining a student discount
- Finding accommodation
- Help regarding attendance and non attendance at College
- Locating suitable places for lunch in close proximity to the College
- Knowing where to seek help and advice within College
- Chaplaincy (Ref: Section 9.4)
- Provision of Extra-Curricular Activities

The College prides itself on being a strong academic College where a large part of the focus is on academic success. There are however, opportunities to engage in a variety of extra-curricular activities during students' time here. Students are provided with information on extra-curricular activities during their induction and encouraged to participate by the student welfare team and the College staff.

During the year, specific College activities are organised within and outside College to encourage students to socialise, communicate and enjoy a sense of participation within a community.

The students are encouraged to participate in a Student Council which identifies students' interests and requests the provision of activities and facilities. Students are also encouraged to elect their student representatives.

9.4 Chaplaincy Policy statement (Policy no. WLCB 039)

The policy sets out the nature and protocols of the College Chaplaincy Service. The Chaplain will provide confidential pastoral support to the College students and staff. He/she will work with individuals to resolve any emotional, spiritual, religious or work related issues. The Chaplain has particular experience in areas such as bereavement, relationships, families and crises of faith. He/she may also be used in tutorial programmes where teachers can draw on their experience and personal aptitudes/skills in helping to deliver programmes. The Chaplaincy works independently but alongside the Welfare Services provided by the College.

9.5 Student Complaints Policy and Procedure statement (Policy no. WLCB 018)

As part of our commitment to providing a quality service, we listen to, record, act on information received and provide appropriate feedback. Through this process, we seek to ensure that all student concerns/ comments are dealt with professionally and we aim to resolve any complaints as soon as possible. The policy has been developed to incorporate the following principles:

- Proportionality: to address all the points raised and provide an effective response
- Accessibility: to be accessible and understood by students and staff
- Timeliness: to allow speedy handling within reasonable time limits
- Fairness: to ensure a full and fair investigation
- Communicative: to keep people informed of progress

- Confidentiality: to respect people's confidentiality
- Improving the student experience: to capture learning to ensure that decisions are made consistently; decisions are made at the appropriate level; Information gathered is used to improve services
- Clarity: Is easy to understand and gives clear information about time limits within a staged process

WLCBMS takes all suggestions and complaints seriously.

What the policy deals with:

- the policy deals with recruitment and admissions, teaching, learning and methods of assessment, equipment and accommodation issues, standards of service and general course-related problems.

What the policy does not deal with:

- appeals against assessment decisions. Appeals against assessment decisions are dealt with through a separate Appeals Procedure (Ref: www.wlcb.co.uk - Policies) and should be raised with the appropriate Head of Department in the first instance.
- an act or omission by the College. (For complaints related to an act or omission by the College itself the student must raise this with the OIA - refer Section 3).

For discrimination and bullying, students should contact the Student Welfare Officer. In determining what is unacceptable actions or behaviour by a student the College refers to the 'Office of Independent Adjudicators' for Higher Education "OIA" - Unacceptable Behaviour Policy (Ref: www.oiahe.org)

Neither will the College or the OIA deal with a student who has acted aggressively, offensively, or abusively, or unreasonably persistently, or has made unreasonable demands or has misled both the College and the OIA in his or her conduct of the complaint.

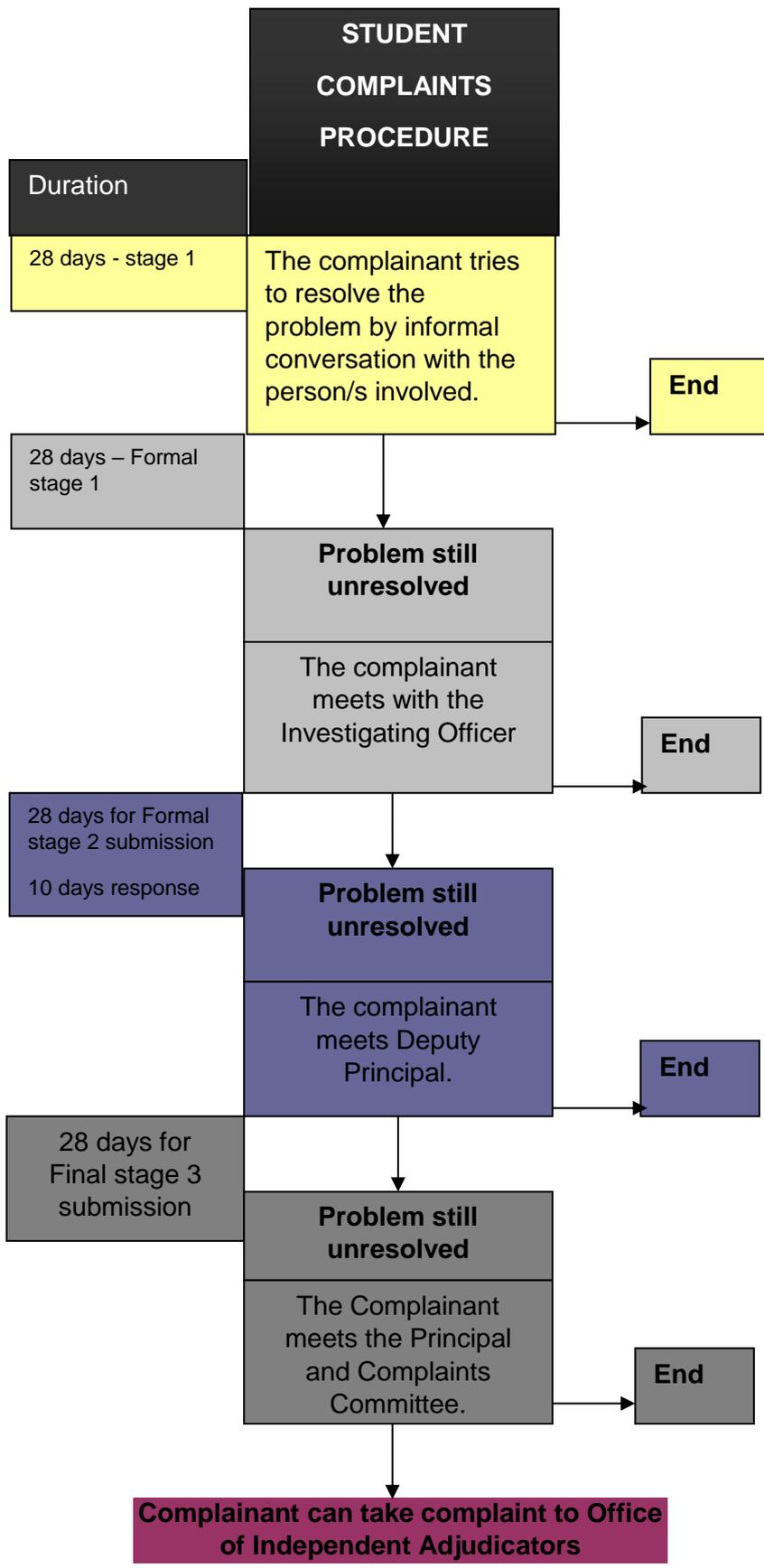
External compliance

WLCBMS are members of the Office of the Independent Adjudicator for Higher Education ("the OIA"). College complaints procedure complies with the principles and rules of the OIA which incorporate new EU regulations and timescales for complaints.

New timeline restrictions effective from July 2015 now apply to complaints to the OIA

Equal opportunities

This policy has been reviewed in line with the Equality Act 2010 which recognises the following categories of an individual's Protected Characteristics: age, gender, race, religion and belief, sexual orientation and disability. The College will continue to monitor the policy and to ensure that it promotes equal access and does not discriminate against anyone; especially any person's listed under any protected characteristic.



9.6 Student Code of Conduct statement (Policy no. WLCB 042)

Student Code of Conduct is built on the principle that all students are expected to maintain a standard of conduct which supports the College's commitment to excellence in education and scholarship and promotes good order and the good name and reputation of the College. The College aims to support the recreational and social needs of its students. It is a community which embraces diversity and requires consideration, acceptance and courtesy in all behaviour. The College expects all staff and students to show respect for one another in all aspects of their contact. Any breach of the Code of Conduct will be taken seriously and where necessary dealt with through the Disciplinary Procedure embedded in the policy (WLCB 042).

10. Procedures for recruitment, selection, appointment, appraisal and development of staff (Policy no WLCB 046)

10.1 Staff Recruitment, Selection and Admissions Policy and Procedures statement

The staff recruitment selection process is of paramount importance to the College in order for it to recruit staff with the necessary skills and to fulfil its aims and objectives of recruiting highly skilled competent staff. The Staff Recruitment Policy and Procedure aim to provide clear guidance to relevant managers in relation to both the selection and appointment of staff. This policy promotes and supports good practice for those with responsibility for recruitment. The policy and procedures aim to achieve the following objectives:

- To recruit staff with the appropriate skills, both technical and interpersonal, in order to meet the College's current and future needs
- To ensure that staff appointed to posts involving teaching responsibilities are qualified to carry out such duties or are working towards an appropriate qualification
- To work to a fair and effective recruitment procedure, which is consistent with employment legislation and the College's equal opportunities policies and practices
- To develop and enhance the image of the College, both as an employer and as a quality provider of education

10.2 Staff Induction Policy and Procedure statement (Policy no WLCB 030)

To enable all staff to become effective and efficient in their role as quickly as possible, it is essential that all new staff receive a timely induction. WLCMBS places importance on thorough induction procedures which make new staff feel welcome, valued and settled in their new role. This then forms the basis from which staff can quickly get up to speed, perform their duties effectively and begin to make a contribution to the College. Induction enables the newly appointed academic staff members to:

- consolidate their understanding of the duties and responsibilities of the role
- understand the expectations of them in the form of standards, objectives or a work portfolio, set with their line manager
- understand how their work performance will be monitored (including probation and performance review processes)

- discover the information and support that is available to them, including mentoring and key contacts
- highlight areas where training and development would be appropriate
- apply their skills and knowledge to performing the job and demonstrate that they successfully meet probation requirements

10.3 Staff Professional Development statement (Policy no. WLCB 031)

The Professional Development of staff is an integral part of the College's overall processes to provide a means whereby individual and institutional roles and expectations can be clarified and reinforced. All staff in the College should have the opportunity to engage in discussion about their development needs and support requirements in the context of a relevant job description and clarity about the grading position.

The main purpose of professional development is to identify and discuss issues concerned with the development of individual members of staff. This will include training needs and any other assistance required for staff to carry out their role more effectively. Advice may be given regarding development needs in the context of promotion. The Programme will help individuals clarify career expectations and recognise and highlight areas for future development. It will assist staff to clarify their roles and grading expectations. It will help staff make realistic assessments of the opportunities for development both within their own departments as well as across the College as a whole.

10.4 Staff Appraisal statement (Policy no WLCB 036)

The Staff Appraisal Programme is an integral part of the College's overall processes to assist with the forward development of staff. It provides a means whereby individual and institutional roles and expectations can be clarified and reinforced. All staff in the College has the opportunity to engage in discussion about their development needs and support requirements.

The main purpose of the Staff Appraisal Programme is to identify, through confidential and frank discussion, issues concerned with the continuous professional development of individual members of staff.

10.5 Staff Grievance Policy statement (Policy no WLCB 043)

Notwithstanding the fact that each staff member of WLCBMS has a contract of employment, and that each contract has a Grievance Procedure attached, it is the responsibility of WLCBMS to ensure that staff have access to such a procedure should circumstances warrant.

The aim of the College's Academic Staff Grievance Procedure is to provide a fair process for individual employees to obtain a speedy resolution to problems relating to their employment and to ensure continuity of service for students and staff. This includes problems or concerns about work, management, working conditions, working relationships with colleagues, health and safety, new working practices, organisational change and equal opportunities.

One of the key aims of the policy is to enable the College to provide a working environment in which all employees feel comfortable and in which everyone is treated with respect and dignity, regardless of gender, sexual orientation, transgender status, marital or family status, colour, race, nationality, ethnic or national origins, creed, culture, religion or belief, age, disability or any other personal factor or quality.

This procedure also applies to cases of alleged bullying and harassment, i.e. where an individual feels that they has been subjected to unwelcome and unwarranted treatment thereby causing him/her a detrimental effect or where an individual wishes to complain of behaviour directed at others that they find offensive.

Grievances can damage working relations and/or cause low morale or ill health, therefore both employees and managers have a responsibility to raise and deal with grievances as speedily as possible. The information disclosed should be treated in strict confidence as far as it is possible to do so.

11. Teaching and Learning

11.1 Teaching and Learning Strategy statement (Ref. WLCB 022)

11.1.1 Introduction

Teaching has always been at the heart of WLCBMS. The College offers its members the opportunity for personal growth, so that they can be helped to attain their potential and lead productive and fulfilling lives in employment and in the service of society.

The College's Teaching & Learning Strategy establishes some key definitions and principles that have for many years been implicit in what we do, and that are set out in order to emphasise their central importance and to ensure that they are fully included in all that the College does to support students' learning.

At WLCBMS we seek to be inclusive, ensuring that the excellence that the College has to offer is available to all, irrespective of their social and economic background. Central to this is the idea that our students should be active in shaping their own intellectual and personal growth. They should become increasingly able to work independently, taking their own decisions with a sound base of values and an understanding of others. Most importantly, we believe that learning requires a shared endeavour between staff and students, working together to prepare students for advanced professional as well as personal lives. Assessment is an integral part of the learning process and we will continue to ensure that it is fair and transparent and encourages learning, by engaging students appropriately in the assessment process and by offering them feedback that enables them to improve their work further.

Our academic and support staff play a vital role in teaching and supporting student learning. We seek to enhance learning by continually monitoring, reviewing and improving what we do, identifying and sharing highly effective teaching and learning practice from within and beyond the College.

11.1.2 Objectives

The principles of the College's mission are linked to key Teaching and Learning Strategy objectives:

11.1.2.1 Recruiting and retaining talented appropriately qualified academic and support staff with industry as well as educational experience

We should have equally clear expectations of applicants' commitment to and capabilities in both teaching and learning and in research. Staff who teach should either have a good track record or demonstrate competence and enthusiasm for teaching and the abilities to communicate effectively and to work successfully with a population of learners who are diverse in age, nationality, culture and experience. Where there are training needs, they should be addressed promptly (Ref: Strategy Progress & Targets table - Area 2)

11.1.2.2 Encouraging personal development amongst teachers, particularly in the area of teaching qualifications

We should provide inspiring professional development support which is appropriate to individual and departmental needs. Departments should use feedback on teaching, peer observation and other approaches to identify members of staff who could benefit from support and further development as teachers and those whose outstanding skills should be recognised and shared (Ref: Strategy Progress & Targets table - Area 3)

11.1.2.3 Recognising and rewarding excellent teaching and support for learning and teaching

Teachers should be appropriately recognised and rewarded for excellence in teaching and in the support for learning and teaching. There should be clear career pathways for those whose contribution is principally in the sphere of teaching and learning.

11.1.2.4 Implementing efficient and effective methods for reviewing the quality of the student learning experience and for taking appropriate actions to address concerns and opportunities that may arise

Feedback from learners should be considered systematically and students fully engaged in curriculum review and development. Quality improvement should reside principally at department and programme level supported by centrally provided expertise. There should be lighter touch internal scrutiny for those programmes which have demonstrated high quality and standards and the ability to improve.

11.1.2.5 Promoting the sharing of good practice and supporting innovation

The College should promote the sharing of good teaching practice between and within departments and engage with national developments and networks where appropriate. There should be funds, pedagogic and technical support for innovations such as the Virtual Learning Environment and other technology-assisted learning, distance learning, use of multimedia, collaborative and problem-based learning approaches.

11.1.2.6 Ensuring that opportunities are continually explored to enhance the range and relevance of programmes and their economic viability

This includes both existing and new programmes, exploring innovative curriculum development, different modes of learning and pedagogy to inform the design and breadth of a portfolio which includes short courses, Higher Nationals, degree programmes, initial and continuing professional development and learning for pleasure. There should also be an institutional commitment to support the careful growth of distance learning. Funding to support the development of large significant new programmes of strategic importance and for major refreshing of programmes should be established.

11.1.2.7 Supporting effective and independent learning and personal development

We should respond to changing student expectations, developments in compulsory education and our Widening Participation Strategy (Ref: Section 8.4) by helping students to make effective transitions into higher education and by continuing to develop academic and independent learning skills throughout their programme.

11.1.2.8 Ensuring that the teaching, learning, assessment and feedback elements of every programme are coherent and provide a progressive, challenging experience for students

We should further improve the design and range of teaching and assessment methods and the quality of feedback, to ensure that they are integrated effectively into programme structures, contribute directly to students' learning and skills development, are fair and inclusive, and provide an appropriate level of intellectual challenge.

11.1.2.9 Encouraging employer engagement and the acquisition of a range of transferable skills

This includes building sustainable and mutually beneficial partnerships with employers, and embedding the development of enterprise, employability and team working skills in the curriculum.

11.1.2.10 Providing library resources and administrative infrastructure to allow staff to create stimulating learning environments

College should provide appropriate, flexible, well-equipped teaching and learning spaces which reflect and, where possible, anticipate developments in pedagogy and changes in the way students learn, increases in student numbers and group sizes. College should also continue to invest in virtual learning resources for all students, whether on distance-learning or campus-based programmes, and in information resources and their wise use by teachers to optimise student learning. Management should organise effective timetables which reflect the needs of students and staff and should provide a modern, well-equipped physical environment particularly suited to teaching and learning at the Higher Education levels.

11.1.2.11 Supporting departments in sustaining small group teaching and engagement with students at a personal level

College should ensure that resources are managed efficiently and allocated in order to allow small group teaching where appropriate and the maintenance of a student-centred tutorial system. College should also encourage more use of the College to support learning (as well as their welfare and social roles).

11.1.2.12 Ensuring that information on learning and teaching is communicated clearly and effectively to staff and students

Staff should provide information for each programme including the rationale for its structure, content and modes of teaching, learning and assessment; the expectations regarding student workloads and contact time with staff, and the nature and availability of support and advice.

11.1.2.13 Ensuring that we have in place excellent professional support for developments in teaching and learning

Management should provide appropriate support to enable and encourage curriculum development and innovation. This includes enhancing teaching and learning through the use of technology such as the VLE, AV, multimedia, lecture capture and podcasts, with a clear understanding of the underlying pedagogy, and ensuring that new modes of learning and teaching can be introduced with appropriate assurances of quality. Management should encourage staff to participate in external networks (including those of the Higher Education Academy) appropriate to their work.

11.1.2.14 Ensuring that the College's Prevent Strategy is fully understood by all staff and informs teaching and support for students

Management should provide support and training for all staff in order to meet the College's Prevent Strategy objectives (Ref: Section 14.1), especially by establishing

guidelines and actions to be taken through the College's operation to ensure that British values are understood by all and are integral to the College's culture.

11.2 Lesson Observation Policy statement (Policy no. WLCB 027)

Classroom observation is a necessary part of College life and can take several forms; formal, informal, focused, paired or peer.

The aims of the policy are to:

- Create a College where there are the highest standards of teaching and learning
- Monitor the quality of teaching and learning within the College
- Provide quality feedback to all staff about the delivery of their lesson
- Contribute to CPD by providing an opportunity for teachers to reflect on their own practice and effectiveness and to develop their own skills
- Promote a culture of sharing professional expertise
- Disseminate good practice throughout the College
- Identify areas for development
- Provide individual and whole College training where appropriate
- Provide evidence for performance management, threshold and internal reviewing procedures and system

To achieve these aims the College:

- Arrange appropriate training for staff in all aspects of lesson observation.
- Secure whole College agreement on standards of teaching and learning.
- Ensure that all staff are seen teaching at least once each year.
- Ensure consistency of observation by using an agreed lesson observation sheet.
- Focus on positive elements of teaching whilst providing advice on improvement.
- Recognise that Lesson Observation is an integral part of the Teaching & Learning strategy and is a professional dialogue between one professional to another.
- Ensure that good quality teaching is to be recognised and praised and good practice shared throughout the College.

11. 3 Peer Review Policy statement (Policy no. WLCB 009)

The aim of peer review is to foster discussion and dissemination of best practice amongst teaching and support staff so as help ensure that the College is providing a high quality educational experience for its students. Its main objective is to encourage all staff to reflect on the effectiveness of their own teaching in order to:

- enhance the importance attached to the quality of teaching
- help inform both personal and departmental staff development planning

WLBMS staff understand that peer observation is a developmental exercise and is meant to be non-intrusive but a collective and shared experience

11. 4 Personal Tutoring Policy statement (Policy no. WLCB 010)

WLCBMS is committed to support each individual learner to achieve his/her potential in a challenging and motivating environment.

- Successful tutoring is vital to the individual learner maximising their achievement at College
- Learners should be encouraged to take responsibility for their own learning through Academic and Personal Tutoring
- Tutorials are seen as part of the College academic support system
- Close liaison is expected between personal tutors, subject lecturers and students
- Valuing diversity and respecting individual differences is integral to Personal Tutoring

Tutorials will be operated in accordance to College standards, observed in accordance with:

- College monitoring procedures observations and appraisals
- Awarding Body criteria

Reviewed and evaluated through quality assurance procedures ie Quality Audit.

Tutoring is instrumental in supporting student progression. Tutorials are designed to play a key role in motivating learners to maximise their potential and achieve success.

Main objectives of tutorials are:

- supporting student progression
- offering guidance to the student with their course assessment tasks
- helping students maintain focus on their ILP's
- sharing decision making and responsibilities
- presenting them with an opportunity to discuss issues with a personal/contact tutor
- giving individual attention and guidance to a students learning
- developing learners' confidence and smoothing out any misconceptions in their learning
- setting personal and academic targets
- contributing to a learners' employability skills development and career guidance
- opportunities to discuss progress to further study, training or employment

In relation to good practice for personal tutorials, the College have written the policy to align with the main principles of the QAA UK Quality Code for Higher Education – Chapter B3: Learning and teaching highlights the following:

“Effective feedback for learning also takes into account the need to build confidence as well as to communicate where and how improvements can be made.”

As part of the College Annual Quality Audit (AQA) the Personal Tutoring policy is reviewed annually.

12. Public Information

12.1 Public Information Policy statement (Policy no. WLCB 012)

The policy supports WLCBMS strategic directions for oversight, control and review over all public domain information about the College which is produced and distributed by the College.

The policy aims to ensure that the provision of public information about WLCBMS is accurate, fair, reasonable and timely, and is intended:

- to enable external audiences to form an accurate impression of WLCBMS
- to allow students and other stakeholders to make appropriately informed decisions
- to enable clear and effective communication about and within the organisation
- to meet any applicable legal obligations e.g. in relation to copyright, data protection etc

The policy applies to all WLCBMS operations and covers information in printed, electronic or broadcast format which is intended to be made public and which refers to academic programmes, services, corporate strategies or policies of WLCBMS.

13. Confidentiality

13.1 Data Assurance Policy statement

WLCBMS is fully committed to a high standard of Data Assurance, including working to the best practices. The College accepts its duty to ensure, as far as is reasonably practicable, the accuracy and completeness of all data involved in the full range of the College's undertakings. High quality data is essential to the production of robust management information, which both enables decision making and informs planning.

The College recognises its responsibilities regarding the management of data within the requirements of the Data Protection Act (1998), the Freedom of Information Act (2000) and the HEFCE Code of Practice.

The College will measure the quality of its data against the following key characteristics:

- Accuracy
- Validity
- Reliability
- Timeliness
- Relevance
- Completeness

It is the responsibility of every member of College staff to ensure that all data within their areas of responsibility is accurate and complete, appropriately coded in compliance with College requirements and properly managed and maintained.

Data Quality Objectives:

The College aims to:

- Clearly define responsibility for data quality
- Ensure that staff recognise the need for good quality data, and understand how they contribute towards achieving this
- Put in place appropriate policies and procedures throughout the College
- Implement systems and processes to secure good quality data
- Ensure that staff have the relevant knowledge and competencies for their roles in relation to data quality
- Subject data to appropriate internal control and verification

13.2 Data Protection Policy statement (Policy no. WLCB 004)

WLCBMS is committed to preserving the privacy of its learners and employees and to complying with the Data Protection Act 1998. To achieve this commitment information about our learners, employees and other clients and contacts must be collected and used fairly, stored safely and not unlawfully disclosed to any other person.

Information that is already in the public domain is exempt from the Data Protection Act 1998 and 2000. It is College policy to make as much information public as possible.

The College, its staff and others who process or use any personal information must ensure that they follow the data protection principles set out in the Data Protection Act 1998. This personal data shall:

- Be obtained and processed fairly and lawfully
- Be obtained for a specified and lawful purpose and shall not be processed in any manner incompatible with that purpose
- Be adequate, relevant and not excessive for those purposes
- Be accurate and kept up to date
- Not be kept longer than is necessary for that purpose
- Be processed in accordance with the data subject rights
- Be kept safe from unauthorised access, accidental loss or destruction
- Not be transferred to a country outside the European Economic area, unless that country has equivalent levels of protection for personal data

The College will not release staff or learner data to third parties except to relevant statutory bodies. In all other circumstances the College will obtain the consent of the individuals concerned before releasing personal data.

13.3 ICT Acceptable User Policy statement (Policy no. WLCB 026)

WLCBMS ICT facilities are provided in support of the College's teaching, learning, research, enterprise and administrative activities. Use of these facilities is subject to conditions which are designed to keep computing equipment operating, the accommodation in good order and to generate an academic and administrative environment that is productive, ethical, legal, secure and effective.

The College provides users with a VLE account (i.e. valid ISD usernames and passwords) that permits use of its computing resources and facilities within the policies, regulations and guidelines established by the College.

Users must respect the integrity of computing resources and facilities, respect the rights of other users and comply with all relevant legislation for example; the Data Protection Act 1998; the Copyright, Designs & Patents Act 1988; the Computer Misuse Act 1990. Using the College's ICT facilities should be a privilege and requires that all members of the College community will use these resources and facilities in accordance with the College policy and use them responsibly.

In order to ensure that the ICT facilities function in a secure, efficient and effective manner, the College reserves the right to inspect and validate any items of its owned computer equipment connected to the network and to access all information held on its information and communications facilities to monitor or intercept any system logs, web pages, E-mail messages, network accounts or any other data on any computer system owned by the College. This will be for the purposes of preventing, detecting or investigating misuse, ascertaining compliance with regulatory standards and College policies, or to secure effective system operation.

In line with current security and internet monitoring requirements for colleges in the UK, WLCBMS have implemented a robust system of monitoring and reporting of internet access by both staff and students. Primarily to comply with PREVENT strategies, this system allows the IT department to closely monitor and ensure correct use of internet facilities within the College and provide the Executive Board with clear data detailing browsing and access trends.

In order to ensure the awareness of the new systems, individual e-mail notification will be forwarded to all current staff and students. This system was initiated in June 2016.

The College reserves the right to limit, restrict or deny computing privileges and access to its information resources for those who violate its policies and regulations.

13.4 Information Disclosure Policy statement (Policy no. WLCB 025)

WLCBMS is committed to high standards of openness, probity and accountability. It seeks to conduct its affairs in a responsible manner, taking into account the requirements of the funding bodies and the standards in public life set out in the reports of the Nolan Committee. The Public Interest Disclosure Act 1998 introduced legal protection to 'workers' against being dismissed or penalised as a result of disclosing to their employers certain serious

concerns. Where an individual discovers information which s/he believes raises serious concerns (outlined paragraph 2 of policy), this information should be disclosed without fear of reprisal, and may be made independently of line management.

Although the Act applies only to 'workers' (staff and those who contract personally to provide services to the College) the College believes that it is important that the policy and its procedures should apply to all persons officially connected with the College, including students and independent members serving on the College's committees. The objective of the policy is to ensure that where a member becomes aware of information covered by the policy and wishes to voice her/his concern about it, the College has a proper internal mechanism for reporting and dealing with the matter, safeguarding the interests of both the individual making the disclosure and the College.

The policy is intended to cover concerns of a serious nature and which may (at least initially) be investigated through the policy, but which may lead to other procedures (e.g. disciplinary procedures) being invoked. Matters which can be raised under the policy that could potentially be considered as a protected disclosure are:

- Financial malpractice
- Failure to comply with a legal obligation
- Health and safety
- Damage to the environment;
- Criminal activity

The policy is designed to offer protection to those workers and other members of the College who disclose such concerns, provided that in the reasonable belief of the person making the disclosure the disclosure is made in the public interest.

14. Prevent

14.1 Prevent Strategy statement

This Policy is to comply with the Counter Terrorism Act (CTA2015). WLCBMS will ensure that it has in place appropriate arrangements to discharge the specific statutory duty set out in Section 26 (1) CTA 2015:

“To have due regard to the need to prevent people from being drawn into terrorism.”

The College have particular regard to other statutory duties to (a) ensure freedom of speech (The Education (No.2) Act 1986); and (b) have particular regard to the importance to academic freedom (Education Reform Act 1988).

14.1.2 External Speaker Policy statement

WLCBMS welcomes visiting speakers from different sectors and around the world to its campuses. Such speakers bring great diversity of experience, insight and opinion, enriching our events and activities and sparking discussion and debate among our students, staff and visitors alike.

The purpose of the policy is to set in place a governing framework for visiting speakers to ensure that this proud heritage, where debate, challenge and dissent are not only permitted but expected, can continue for current and future generations.

As an institution of higher education, providing an environment where intellectual and scholarly freedom can thrive is essential to our teaching and to the experience we offer our students. As a matter of law, all Higher Education institutions in England and Wales, have a statutory duty to secure both freedom of speech and academic freedom on their campuses, enabling new ideas to be advanced and encouraging and free debate.

External speakers play an important role at WLCBMS, not least as part of the regular academic experience, allowing students and staff to be exposed to a range of different ideas, beliefs and opinions. They also play a significant part in our public engagement programme of activity and within our students' own events and activities organised through the Students Representatives.

Although most speakers are uncontroversial, some will express contentious, even inflammatory or offensive views. In some cases their presence on campus may be divisive.

However, whilst the law promotes and protects freedom of speech and debate, the law also places limits on those freedoms. Crucially the protection of freedom of speech does not extend to allow a speaker to break the law or breach the lawful rights of others e.g. using threatening, abusive or insulting words or behaviour, particularly with a view to incite hatred or draw others into terrorism.

Therefore, the External Speaker Policy exists in order to protect the rights and freedoms of our students, staff and visitors and to ensure that the WLCBMS balances this with its legal requirement to secure freedom of speech.

15. Related Documents

15.1 Business Plan

Business Continuity Plan (Incorporating Disaster Recovery) 2016– 2018

Document Purpose Statement

This document sets out the Business Continuity Plan (incorporating Disaster Recovery) of WLCBMS.

Application

The objective of this document is to co-ordinate the response of all departments within WLCBMS during a major incident and to ensure business critical functions are reinstated as soon as possible following an emergency, while full restoration of all services is planned and implemented on a concurrent basis.

All staff should be aware of this policy.

Interpretation

Further guidance on the use or interpretation of this policy may be obtained from the Deputy Principal

Legal Requirements/Issues

Compliance with relevant Health and Safety legislation.

Links with Other Policies/Documents

College Risk Management Plan, College Insurance Policies.

Reference Code:	
Author:	Dr M Natt
Version:	7
Changes:	Main changes with respect to new structure and detail of action plan
Issue Date;	April2016
Review Date:	October2018
Postholder Responsible for Review:	Deputy Principal
Ratified/Authorised by:	Executive Board

Introduction

'A major incident may occur at any time and cause significant loss with prolonged interruption to the business of the College. This procedure sets out a series of responsive measures aimed at:

- Preventing or limiting the loss of life or injury
- Safeguarding all students, staff and others on College site
- Minimising or limiting the damage to buildings and assets
- Returning to full operational activities as soon as possible

The objective of this document is to co-ordinate the response of all departments within WLCBMS in the event of a major incident and to ensure business critical functions are reinstated as soon as possible, while full restoration of all services is planned and implemented on a concurrent basis.

The decision to implement the Business Continuity Plan must be made by the Principal or another member of the College Executive Team (CET). The plan sets out guidelines to enable College staff to respond quickly and cope effectively with the situation. The Business Continuity Plan will be implemented either in whole or in part depending upon the severity of the incident.

Definition

'An event – or events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.'

Aims of the Policy to:

1. Create awareness of the need for planned arrangements.
2. Provide a management framework for responding to a major incident.

3. Establish an Emergency Response Team that manages strategies and allocates resources to ensure a major incident has minimal impact on the operation of the College.
4. Ensure that College safeguarding and child protection policies are adhered to at all times during any incidents that might occur
5. To co-ordinate the full reinstatement of College services as soon as possible.
6. Provide re-assurance of the practical help available at short notice.
7. Pass on advice based upon previous experiences.
8. Give guidance on source of information and help.

The plan should be discussed with the Link College to ensure that they are aware of our procedures. This is in particular with regard evacuation of the Link College or when their students are attending WLCBMS for activities.

Scope of the plan

The plan will be invoked when:

Access to any College building, in part or total, is denied due to an incident. The College's business systems are interrupted.

A Health & Safety incident affects staff, students and/or the local community and/or environment.

When an incident is likely to, or will affect the business operations of the College. Members of the Emergency Response Team will be placed on amber alert and be ready to react should the incident require a red alert response.

The Plan may also be activated during an externally occurring incident that impacts the College's personnel or business operations.

15.2 Committees Terms of References

15.2.1 Executive Committee

Terms of Reference

1. To evaluate and enhance the quality of students' learning opportunities and learning experiences
2. To consider and decide major management and strategic planning issues and any other matters which may affect the College as a whole.
3. To ensure that the appropriate courses of action to implement such decisions are agreed and carried through.
4. To create College wide awareness of major initiatives which impact on the operations, relationships, image or funding of the College as a whole.
5. To ensure that major strategic and operational decisions are communicated to all staff.

6. To receive monthly reports on the operation of the College administration.

Reviewed July 2017

15.2.2 Academic Committee

Terms of reference

1. To maintain and enhance the academic quality of the College academic provision and to assure academic standards for all of its awards, in keeping with the College strategic goals.
2. To award diplomas, certificates and other academic distinctions in accordance with the prescriptions of the College's quality policies and procedures.
3. To approve award titles, programmes of study and research programmes leading to an award.
4. To make recommendations to the Executive committee on any matters referred to the Academic committee by the Executive committee or on any other matter relating to academic quality and standards assurance or institution-wide academic policy and strategy; thereby providing the Executive committee with access to the opinions of students and academic staff in such matters.
5. To establish standing committees as are appropriate for the expedient execution of business, clearly stating limits of delegated authority, responsibility and reporting arrangements in each case.
6. To evaluate the effectiveness of CPD in relation to teaching standards.
7. To regulate academic misconduct and student discipline.
8. To add, amend and revoke regulations and to manage its delegated responsibilities.
9. To conduct other functions when directed by the Executive committee

The Chairperson of the Academic committee has the responsibility and the authority for all academic matters in relation to academic regulation, resourcing, and the planning and development of programmes.

Reviewed July 2017

15.2.3 Teaching Committee

Terms of reference

1. Responsibility for the quality delivery of the academic programmes and to ensure students are well informed of their progress and that their progress is being monitored.
2. To consider the on-going development, content and delivery of teaching and learning to ensure robust academic quality, standards and student learning experience.

3. To ensure that teaching and learning and programmes are operating in accordance with the College academic policy and regulatory framework.
4. Annual Programme Evaluation:
 - To endorse the Annual Programme Monitoring Review (AMPR) for submission to the Examination and Assessment committee
 - To ensure the effective implementation of programme related actions and to escalate broader issues with departmental management.
 - To track progress on all actions as a standing agenda item
 - To update the action plan as issues arise during the year, including those from Student Academic-Staff Liaison committee
 - To ensure effective communication on actions with the student body
5. To report on teaching and peer observation activities ensuring, for example, delivery mechanism is effective in relation to course content and teaching/learning objectives set within the context of Teaching and Learning Strategy.
6. To develop and monitor CPD programmes for the continuous improvement of teaching standards.
7. To consider all student feedback arising through Student-Academic Staff Liaison committees, surveys and module evaluations and ensure that appropriate actions are in place and recorded or escalated where necessary.
8. To keep under review the student profile, recruitment and market for the programme.
9. To respond to any Academic committee or Examination and Assessment committee request for input to College consultations on academic policy and regulation ensuring that assessments are fair, appropriate, consistent and in line with course learning criteria.
10. To consider external examiners reports and to provide draft responses to the Examination and Assessment committee.
11. To consider special schemes of study for individual students for approval by the Academic committee, as part of reserved business.
12. To conduct other functions when directed by the Executive committee

Reviewed July 2017

15.2.4 Administrative Committee

Terms of Reference

1. To regularly review the College administrative structure, processes and resourcing and identify and make recommendations for improvements.
2. To oversee the development of online processes and central information stores

3. To develop and make recommendations pertaining to College communication strategies
4. To oversee College infrastructure projects.
5. To develop policies to ensure a best practice, client focused culture in the College
6. To consider issues related to human resources.
7. To receive reports from sub committees and groups e.g. web steering group and administration review team.
8. To ensure the committee aligns its activities with the College Business Plan.
9. To report regularly to the Executive committee on progress and advise on related policy and operational issues.
10. To conduct other functions when directed by the Executive committee

Reviewed July 2017

15.2.5 Quality Assurance Committee

Terms of Reference:

1. To develop and advise the College on the implementation of codes of practice and procedures relating to quality assurance and audit of quality.
2. To develop and advise the College on the implementation of arrangements as may be necessary to ensure compliance with national standards and codes of practice on matters relating to quality assurance and procedures of the Quality Assurance Agency for Higher Education.
3. To advise Departments on matters relating to quality of provision, including preparation for assessment of quality and programme review.
4. To consider proposed changes to the academic regulations and make recommendations to the Executive committee.
5. To maintain an overview of the statistics on completion rates, withdrawals, examination irregularities (including cases of plagiarism), student, appeals and disciplinary and report annually to the Executive committee.
6. To monitor course standards on behalf of the Executive committee.
7. To conduct other functions when directed by the Executive committee.

Reviewed July 2017

15.2.6 Examination and Assessment Board

Terms of Reference:

1. To consider recommendations from examinations and assessments to approve awards to candidates on behalf of Academic committee;

2. To consider recommendations relating to the termination of registration for individual students from the programme and / or College in line with the regulations and procedure relating to the termination of registration due to academic failure;
3. To consider the applications for consideration of mitigating circumstances by candidates, and to report to Academic committee on the consistency of this treatment;
4. To review reports from Teaching committee on numbers of candidates permitted to undertake reassessment and numbers required to re-take modules;
5. To consider responses to reports from External Examiners, requesting any further consideration or referring matters to other bodies as appropriate.
6. To consider any other matters referred by Academic committee.

Reviewed July 2017

15.2.7 Examination and Assessment Sub Boards

Terms of Reference

1. To scrutinise relevant departmental recommendations from examiners and assessors on awards to candidates for final consideration by the College Assessment & Examinations Board.
2. To scrutinise relevant departmental recommendations relating to the proposed termination of registration of individual students from the programme and / or College in line with the regulations and procedures relating to the termination of registration due to academic failure for final consideration by the College Assessment & Examinations Board
3. To scrutinise the relevant departmental applications for consideration of mitigating circumstances by candidates and to present the findings to the College Examination & Assessment Board for final consideration.
4. To scrutinise relevant departmental reports from the Teaching Committee on numbers of candidates permitted to undertake reassessment and numbers required to re-take modules and to present the findings to the College Examination & Assessment Board for final consideration.
5. To scrutinise responses to relevant departmental reports from External Examiners, requesting any further consideration or referring matters to other bodies as appropriate and to present the findings to the College Examination & Assessment Board for final consideration.
6. To consider any other relevant departmental matters referred by the College Examination & Assessment Board.

Reviewed July 2017

15.2.8 Student / Academic Staff Liaison committee

Terms of Reference:

The Student-Academic Staff Liaison committee is advisory to the Principal with following terms of reference.

To consider and discuss matters relating to:

1. The content and organisation of programmes of study and any proposed changes;
2. The provision of academic facilities and general College facilities;
3. College social activities;
4. Provision for student welfare including the operation of the personal tutor system;
5. Arrangements for induction and study skills provision;
6. Local monitoring of academic standards through, for example, consideration of annual programme reviews, external examiners' reports, first destination statistics and results of student evaluation questionnaires;
7. Election of student representatives to College Boards and WLCBMS committees with assistance from the Student Welfare office;
8. Any other matters on which the SSLC wishes to express a view;
9. To consider any other matters referred to by the other committees (with the exclusion of the EAB).
10. Where detailed discussion of the teaching of a particular module takes place, the SSLC may choose to exclude the identity of the teacher concerned from the minutes.

16. Appendix

16.1 Policies listings

WLCBMS Policies & Procedures

Pol. No.	Policy Name	Review committee	Review month
Wlcb001	Academic Appeal Policy & Procedure	Academic	January
Wlcb002	Assessment Policy & Procedures	Academic	January
Wlcb003	Attendance Policy	Admin	January
Wlcb004	Data Protection Policy	Academic / Admin	February
Wlcb005	Disability Discrimination Policy	Academic	February
Wlcb006	Equal Opportunities Policy	Academic	February
Wlcb007	Health & Safety Policy	Academic	March
Wlcb008	Academic Misconduct Policy & Procedure	Academic	March
Wlcb009	Peer Review Policy	Academic	March

Wlcb010	Personal Tutoring Policy	Programmes	April
Wlcb011	Plagiarism Policy& Procedure	Academic	April
Wlcb012	Public Information Policy	Executive	April
Wlcb013	Quality Improvement Policy& Procedures	Quality Assurance	May
Wlcb014	Recognition of Prior Learning Policy and Procedures	Academic	May
Wlcb015	Recruitment, Selection & Admissions Policy & Procedures (inc. Marketing Policy)	Admin	May
Wlcb016	Refund Policy (Title changed to 'Tuition & Refund Policy)	Admin	June
Wlcb017	Safeguarding Policy	Academic	June
Wlcb018	Student Complaints Policy& Procedures	Academic	June
Wlcb019	Student Engagement Policy	Academic	July
Wlcb020	Student Welfare & Career Guidance Policy	Staff/Student Liaison	July
Wlcb021	Sustainability Policy	Quality Assurance	July
Wlcb022	Teaching & Learning Strategy	Academic	August
Wlcb023	Communications Policy	Executive	August
Wlcb024	Conflict of Interest Policy	Executive	August
Wlcb025	Information Disclosure Policy	Executive	September
Wlcb026	IT Acceptable Use Policy	Academic	September
Wlcb027	Lesson Observation Policy	Quality Assurance	September
Wlcb028	Placement Learning Policy & Framework	Programmes	October
Wlcb029	Progression Policy	Programmes	October
Wlcb030	Staff Induction Policy	Quality Assurance	October
Wlcb031	Staff Professional Development Policy	Quality Assurance	November
Wlcb032	Standardisation Policy	Programmes	November
Wlcb034	Student Feedback Policy	Academic	December
Wlcb035	Internal Verification Policy	Academic	December
Wlcb036	Appraisal Policy	Quality Assurance	December
Wlcb037	External Speaker Policy	Executive	January
Wlcb038	Distance Learning Quality Assurance Policy	Academic	January
Wlcb039	Chaplaincy Policy	Executive	February
Wlcb040	Harassment & Bullying Policy	Executive	February
Wlcb041	Fitness to Study Policy& Procedure	Academic	March
Wlcb042	Code of Conduct Policy	Executive	March

Wlcb043	Staff Grievance Policy & Procedure	Executive	April
Wlcb044	Widening Participation Strategy	Academic	April
Wlcb045	Distance Learning & Assessment Policy	Academic	May
Wlcb046	Staff Recruitment Policy and Procedure	Academic	May
Wlcb047	Data Assurance Policy & Procedure	Executive	June