THE NORTHERN COLLEGE OF ART

FE POLICIES AND PROCEDURES

2026-2027

Version 1.2, 14.08.2026

@TheNorthernArt

northernart.ac.uk

Contents

1.0 GENERAL INFORMATION ABOUT OUR POLICIES 3
1.1 ADMISSIONS POLICY 4
2.0 ADMISSIONS PROCEDURE 6
3.0 STUDENT ENROLMENT 17
4.0 STUDENT INDUCTION 19
5.0 STUDENT TRANSFER PROCEDURE 21
6.0 STUDENT WITHDRAWAL PROCEDURE 22
7.0 STUDENT ATTENDANCE 22
8.0 CAREERS 27
9.0 EXAMINATIONS 31
10.0 CONFLICT OF INTEREST – EXAMINATIONS 39
11.0 ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING 41
12.0 FEE & REFUND POLICY 45
13.0 LEARNER INVOLVEMENT POLICY 48
14.0 LEARNER JOURNEY POLICY 50
15.0 MATHS AND ENGLISH POLICY 53
16.0 QUALITY POLICY 56
17.0 ACADEMIC APPEALS POLICY 59
18.0 STUDENT ACADEMIC MISCONDUCT POLICY 67
19.0 STUDENT INTELLECTUAL PROPERTY RIGHTS POLICY 71
20.0 STUDENT DISCIPLINARY PROCEDURE 75
21.0 FE STUDENT AI POLICY 86
22.0 STUDENT COMPLAINTS 89
23. FITNESS TO STUDY PROCEDURE 98
24.0 STUDENT EARLY COMPLETION PROCEDURE 110
25. STUDENT CRIMINAL CONVICTION POLICY 112
26.0 STUDENT CRIMINAL CONVICTION PROCEDURE 119
EQUALITY STATEMENT 127
EQUALITY AND DIVERSITY IMPACT ASSESSMENT SCREENING 128
APPROVAL PROCESS 129
APPENDIX: MATHS AND ENGLISH ROLES AND RESPONSIBILITIES 130
APPENDIX: CURRICULUM REVIEWS / DEEP DIVES 132
APPENDIX: ACADEMIC DISHONESTY 133

APPENDIX: STUDENT DISCIPLINARY PANEL INVITE 136
APPENDIX: STUDENT DISCIPLINARY OUTCOME LETTER 139
APPENDIX: Student Formal Complaints Form (Template / Example) 141

1.0 GENERAL INFORMATION ABOUT OUR POLICIES

The Northern College of Art aims to provide clear and up to date information to make navigating our policies, procedures and general rules easy to navigate. All policies and procedures are reviewed and amended where necessary on an annual basis. However, throughout the academic year there are occasional changes and updates which may include systems, procedures, information sharing, resourcing, and staffing. Examples may include:

a) changes in staff roles and/or structures which therefore impact a policy processes. In such an instance the college will naturally seek to guide stakeholders to the staffing now responsible and/or the nearest equivalent post holder(s).
b) The Northern College of Art in Middlesbrough is part of The Northern Art Group. On occasions the college may utilise the support of staff from other members of the group such as The Northern School of Art.

The college will always aim to implement and respond to internal and/or external change with considered timing. Please be mindful that updates to policies and procedures, may change throughout the year. This also applies to various information sharing. As an example the college website will update through the year and as such information could differ to print formats such as the college prospectus.

1.1 ADMISSIONS POLICY

Introduction

1.1 This Admissions Policy governs the recruitment, selection and admissions process to study at The Northern College of Art at post 16 level.

1.2 The college aims to:

i. create a student body that is balanced and diverse in terms of cultural background and experience; and
ii. recruit students who show the potential to successfully complete their chosen course.

1.3 The college will achieve these aims through:

i. encouraging applications from all those with the motivation and academic ability to thrive at the college, whatever their background;
ii. assessing each application on an individual basis;
iii. offering places to applicants who have the potential to successfully complete their course; and
iv. ensuring transparency in the admissions process.

Purpose

1.4 The objective of this policy is to ensure that the college assesses applications and offers places in a manner which is:

i. Fair.
ii. Transparent.
iii. Accessible.
iv. Easily understood by applicants.
v. Consistently applied across all courses.

Definitions

1.5 The following definitions are relevant to this policy:

i. FE Admissions Procedure – the detailed procedure for implementing this policy
ii. Applicant Journey Group – the group chaired by the Head of Marketing & Recruitment, which has oversight of the applicant experience through the marketing, recruitment, and enrolment of students

Responsibilities

1.6 The following responsibilities apply to this policy:

i. The Vice Principal (Further Education) is responsible for day-to-day application of this policy and the procedure for implementation.
ii. The FE Academic Committee is responsible for the development and monitoring of this policy.
iii. The Applicant Journey Group will use this policy to guide its work.
iv. The Head of Marketing & Recruitment and the MIS Manager will ensure that FE recruitment and admissions practice follow this policy.

v. The Head of Marketing & Recruitment will ensure that all outbound publicity material complies with this policy and relevant national regulations.

Standards/Key Performance Indicators

Objective	Related KPI
Encouraging applications from all those with the motivation and academic ability to thrive at the college, whatever their background.	▪ College's publicity material, including online channels, is reviewed per recruitment cycle and updated where necessary to reflect the current policy. ▪ Staff training and guidance given once a year.
Assessing each application on an individual basis.	▪ Application forms processed and approved within 48hrs (during normal workflow patterns) ▪ Interviews usually arranged within a 2/3 week timescale, unless otherwise requested by the applicant. ▪ Applicants assessed via interview and portfolio review by relevant member of staff in line with current policy. ▪ Applicants with additional support needs are identified and their needs discussed to ensure they can be met.
Offering places to applicants who have the potential to successfully complete their course.	▪ Offers given after interview has taken place. ▪ FE Assessment Guidance Form completed for all interviewed applicants. ▪ Staff training given once a year.
Ensuring transparency in the admissions process.	▪ Applicants are kept informed at each stage of the applicant journey. ▪ Transparency monitored in the Applicant Journey Group. ▪ FE Admissions Policy made public on the website. ▪ FE Assessment Guidance Form completed for all interviewed applicants ensuring parity of assessment. ▪ Support for Study Form completed with all applicants to ensure they are aware of support on offer, benefits of disclosing, and implications of not disclosing.

2.0 ADMISSIONS PROCEDURE

Introduction

2.0 This Admissions Procedure is set in the context of the Admissions Policy and aims to assist potential students to study at The Northern College of Art by optimising the recruitment, selection and admissions process.

Entry Qualifications

2.1 It is the policy of the college only to admit students who are able to demonstrate the potential to benefit from, and the ability to successfully complete their course of study. The minimum entry level for each of the FE pathways is set by the FE Academic Committee and reviewed annually by the Vice Principal (Further Education). Recommendations are taken to FE Academic Committee for approval.

2.2 Details of entry requirements for each FE pathway are available on the college website, prospectus and interview correspondence.

2.3 The college welcomes applications from appropriately qualified and/or experienced students offering a variety of FE pathways suitable to the applicant's skills and aspirations. International qualifications will be considered.

2.4 The college offers Arts Award to a limited cohort of 14-16yr olds, delivered as part of its Saturday provision. Applicants follow a similar application process to the FE pathways i.e. a formal application is completed and applicants are invited to interview.

2.5 Arts Award is a recognised qualification for applications to our FE pathways.

English and mathematics

2.6 Teaching and assessment will take place in English and mathematics. Applicants aged 16-18 and aged 19-24 with an EHCP (Educational Health Care Plan) who have not achieved at least GCSE English and mathematics at grade 4 (C) or a recognised equivalent qualification will be advised they will be required to study towards achieving this qualification. Adult applicants aged 19 and over who have not achieved at least GCSE English and mathematics at grade 4 (C) will be given guidance and encouraged to study towards achieving this qualification.

Monitoring

2.7 FE Academic Committee is responsible for the setting of entry criteria for each FE pathway. Decisions on applications are made by course teams. The FE Academic Committee is responsible for:

- Reviewing the Admissions Policy annually to ensure it enables the college to achieve its strategic goals and specific objectives.
- Ensuring compliance with relevant legislation and consistency.
- Monitoring performance against national benchmarks and targets agreed with course teams.

- Ensuring that all those involved in the admissions procedure receive appropriate training and support and enable staff to gain expertise.

2.8 The Admissions Procedure is reviewed and approved annually by the core executive team.

Commitment to consistency, fairness and transparency

2.9 The college website and printed publications shall provide clear information on the entry criteria, both academic and non-academic, for each FE pathway. All applications shall be considered against these criteria. It should be noted that the prospectus is updated annually though the website may have alterations and updates to information throughout the year where necessary so information may differ. The college will always try to avoid significant changes to information that could impact the learner journey.

2.10 Information for applicants includes:

- Information on the website and prospectus
- Information at Open Days, including FE pathway specific talks and tours of the pathway areas by academic staff. The Recruitment Team give talks on the application process from application to confirmation and Student Services Staff cover information on their services.
- Applicants invited to interview receive information on the interview process and what supporting evidence to bring. A 'Support for Study' form is included, which is to be completed and returned at interview.
- Applicants who are made an offer are sent information regarding the entry criteria for that particular FE pathway, contact details and more information on what will happen next. They are asked to confirm their acceptance on the FE pathway.
- All applicants who have been made an offer are invited to an applicant event and sent an Enrolment Pack during the summer.

2.11 The Marketing Team will ensure for all FE pathways, the entry requirements and interview information is correctly listed on the website and will update any changes.

2.12 The Marketing Team will publish literature with the prior approval of the Cluster Leaders and Vice Principal (Further Education).

2.13 The admissions process is managed by the Student Data Team within MIS, ensuring fairness, consistency, and alignment with the college's FE Admissions Procedure. The team is responsible for adhering to the procedures and principles outlined in this document. All applications are reviewed and processed to confirm they are complete, meet the minimum entry requirements, and that all information recorded in the MIS system is accurate and up to date.

2.14 The college will liaise with all applicants on an individual and direct basis. Parents / carers / external agencies may be involved in the application process

where an applicant is under the age of 18 and/or requires additional support. Applicants aged 18 and over, without a requirement of support will be dealt with as adult applications.

Training

2.15 All staff involved in admissions receive regular briefings and training. Training for the Student Data Team is mainly in-house, provided by the MIS Manager, who will produce admissions guidance annually.

2.16 The Head of Marketing & Recruitment will organise annual training sessions to all academic staff involved in interviews.

2.17 It is the responsibility of the MIS Manager to ensure that all Student Data staff understand and support the college's admissions aims, principles and procedures, are competent to make sound and fair judgements, are appropriately trained and have sufficient resources and time to carry out their responsibilities effectively. The Student Data Team and MIS work closely with the Vice Principal (Further Education), Head of Marketing & Recruitment, Course teams, the Student Services Manager and SENDCo.

Processing applications

2.18 In order to ensure consistency and fairness, the general principles and procedures set out in this paper must be followed by all staff.

2.19 All applications are assessed equally against the published minimum entry criteria. Each application is considered on an individual basis, with a range of factors taken into account to evaluate the applicant's potential to succeed on the chosen FE pathway. These factors include:

- Previous academic performance and/or behaviour.
- Predicted qualifications and grades.
- Commitment, motivation, and potential.
- Relevant experience.
- Suitability and alignment with the chosen FE pathway.

Based on this information, the Student Data Team (in consultation with the Cluster Leader where appropriate) will decide whether to consider the application further by inviting the applicant to interview or on rare occasions by contacting the applicant to decline the application.

2.20 Applicants are strongly recommended to attend College Open Days. These take place on specific dates, which are available on the website. Staff are available to give information about the college and its facilities, the FE pathways, advice on pathway choice and application procedures.

Interviews

2.21 Applicants will be invited to an interview by email and letter, usually two weeks before the interview date. The applicants can request to reschedule the

interview by email or telephone. Rescheduling requests will be accommodated whenever possible. The invitation includes information on the interview and advice on types of examples of work to bring, ensuring they are aware of the interview procedure.

2.22 The interview and consequent decision-making will be consistent with the college's equality and diversity policy. Questions related to the race, ethnicity, nationality, gender, sexuality or religion of the applicant must not be raised either at the interview or in subsequent discussion. Questions related to age may need to be discussed to give appropriate IAG on funding. However, applicants are asked to disclose any disability to the college prior to interview to ensure that any necessary adjustments can be made to assist the interview process.

2.23 The Vice Principal (Further Education) must set criteria for measuring a candidate's performance at interview. A standard interview form will be used by all staff to ensure parity. A completed, signed interview form is then returned with the application to the Student Data Team.

2.24 When interviewing, course teams are looking for evidence of suitability for the course discipline applied for, typically evidenced by applicant aspirations, ability, motivation and potential. It is not unusual for staff to make recommendations to consider alternative outcomes / courses based on the interests and abilities demonstrated in the best interests of the applicant. They may ask the applicant to discuss their work or may consider the work outside of the interview situation.

2.25 Where it has been identified that an applicant has additional support needs advice may be sought from the college SENDCo who, where appropriate, may also be invited to the interview. This could cause a delay to usual timings as relevant Student Support staff such as SENDCo will need to be invited at a time convenient to all.

2.26 Applicants who are unable to attend interviews can send their work digitally and be invited for a virtual interview.

2.27 Normally, the college does not require applicants to undergo additional tests. The interviewer may set an additional task, subject to clearly explaining why and how this will be used in assessing the candidate.

Late applications

2.28 There is no set deadline for applications. Applications are accepted throughout the year to the point of the course commencing. Applicants will receive equal consideration regardless of when the application was received by the college. Applications closer to course start date may need to appreciate the course is potentially full, in which case applicants will be informed of alternative

disciplines, and/or be placed on a waiting list and contacted if a space becomes available at the start of the course.

2.29 Applications may be considered after the course start date but will depend on availability and negotiation with course teams to determine the feasibility of an eligible applicant joining after the start date. There is no deadline for applications.

Criteria for assessing applicants

2.30 The Vice Principal (Further Education) must set criteria that supports The Northern College of Art admissions aims and are in accordance with the principles and procedures. Course teams are expected to use the criteria set in deciding whether an offer can be made. The criteria can include academic achievement / potential as well as other non-academic factors such as behaviour and attitude to learning.

2.31 The interview provides an important opportunity to explore indications of ability, motivation and potential, as well as information about personal circumstances. This is recorded carefully on the interview pro forma and considered in reaching a decision. Criteria for assessing may include, for example:

- Demonstrated interest in and commitment to the subject.
- Evidence of clear thinking and understanding.
- Appropriateness of the FE pathway in relation to the candidate's declared interests and career aspirations.
- Non-academic achievement or extra-curricular interests that indicate the likely contribution a candidate will make to the life of the college.

2.32 Allowance may be made for any candidate with verified exceptional circumstances or who has faced difficult challenges (e.g. illness, bereavement, disrupted education) in a positive way, where these are made known to the college. Course teams may decide to offer a place to a candidate whose academic performance appears to have been affected by such circumstances and who might otherwise have been expected to do better.

2.33 Candidates are not discriminated against on the grounds of race, ethnicity, nationality, gender, sexuality, religion, disability or age. No condition of entry shall be imposed which members of a particular group are less likely to be able to satisfy than other applicants not of that group, unless such a condition is justifiable on academic grounds.

2.34 Consideration of applications from students who declare a disability is based on the same criteria and principles as for other candidates. Assistance will be given to disabled applicants through the Student Services Team to ensure that their needs can be met by the college to enable them to successfully complete their chosen FE pathway. The Student Services Team is notified of all applicants who declare a disability by a report. The Student Services Team is also notified if an applicant with a disability is invited to interview and is able to contact them prior to interview to make any necessary arrangements to assist

the applicant. Students are expected to manage their life circumstances and should not accept a place onto a course if they are unable to commit sufficient time to it.

2.35 Applications from students who have non-standard qualifications, or who wish for work or life experience to be taken into account as part of their application, will be considered on an individual basis.

2.36 The college has age requirements for specific FE pathways, these are detailed on the website and in any publications; applicants will be expected to demonstrate a mature approach to the study of their subject which includes demonstrable skills of critical analysis, contextual knowledge and the ability to manage their own time without the external imposition of a full daily timetable.

Right to Refuse Admission

2.37 The Northern College of Art reserves the right to not progress or to withdraw an application where there are substantiated concerns regarding an applicant's previous academic performance, engagement, behaviour, attitude, or overall suitability for their chosen programme of study. This includes applicants who were previously enrolled and subsequently withdrawn or dismissed, as well as those whose prior conduct, attendance, or commitment raises reasonable doubts about their readiness to benefit from or succeed on the course. Admissions decisions will be made with due consideration to the best interests of the applicant and the wider student community. These decisions will be overseen by the Head of Marketing & Recruitment in consultation with relevant academic staff and safeguarding leads where appropriate.

Under-16 Admissions and Elected Home Educated (EHE) Students

2.38 Due to current government funding regulations, The Northern College of Art is not eligible to directly recruit students under the age of 16 (i.e. those aged 15 at the start of the academic year) onto full-time Further Education programmes. This includes students who are Electively Home Educated (EHE).

2.39 In accordance with the DfE's 16 to 19 funding guidance, where an institution recruits an EHE student to a full-time course, they are no longer considered to be home educated, and the institution must meet specific eligibility criteria for direct recruitment of under-16s. The Northern College of Art does not meet these criteria and therefore cannot accept EHE students under 16 onto full-time FE programmes.

2.40 However, the college may deliver education to students under the age of 16 where the following conditions apply:

- The student remains on the roll of a school;
- The school retains funding responsibility for the student;

- The Northern College of Art provides educational provision under a formal service level or invoicing agreement with the college.

2.41 This provision is treated as school-led commissioning and does not constitute direct recruitment by the college. These arrangements are rare and are considered on a case-by-case basis in line with funding guidance and safeguarding responsibilities.

Fraudulent applications

2.42 Any attempt by applicants to provide false, misleading information could lead to their application being cancelled.

2.43 The college may at any time ask the applicant, their parent/carer or their previous/current education provider to provide more information about the application (for example, proof of identity, status, qualifications).

2.44 The discovery that any information disclosed on an application or enrolment form is fraudulent, or the omission of relevant information (for example an unspent criminal conviction) will result in the offer of a place being withdrawn. This includes failure to disclose qualifications of an equivalent or higher level to the award for which the student is enrolled. The college is required to take reasonable steps to ensure applicants have declared any qualifications gained at an equivalent or higher level to the award for which they are applying. This will involve consulting databases from statutory agencies to ascertain any previous qualifications gained.

2.45 Should this information come to light following enrolment, this will normally lead to cancellation of the student's registration on a college FE pathway.

2.46 The college reserves the right to exclude a candidate who is considered on justifiable grounds to be unsuitable for a place on a particular FE pathway or for attendance at the college in general.

Responsibility of applicants in the application process

2.47 It is the responsibility of applicants to provide full and accurate information in an application and to notify the college of any changes or corrections to the original application. By accepting the offer of admission, the applicant agrees to abide by the rules and regulations of the college.

Offers

2.48 The levels of the conditional and unconditional offers made must normally be in line with published entry requirements and may not vary substantially from these.

2.49 Different levels of offer may be made to meet individual circumstances, but these should be approved by the Vice Principal (Further Education).

2.50 After interview, decisions are sent electronically to the student via email, text and a hard copy is posted. Applicants should allow up to 10 days for their application to be processed, however the Student Data Team strives to process all decisions as quickly as possible, and the majority of decisions will be sent within 1 working day of the interview taking place.

2.51 A detailed offer letter is sent to the applicant. This letter states the conditions of offer, FE pathway, and approximate start dates. The applicants are also advised of their obligations if an offer is accepted.

2.52 Applicants who narrowly miss meeting the academic requirements in their conditional offer, may be accepted, with the approval by the Vice Principal (Further Education) who may take into consideration other factors such as, including past academic performance, references, and portfolio submission.

Feedback to unsuccessful applicants

2.53 Unsuccessful applicants will be notified and will have the right to receive feedback.

2.54 Request for feedback must be requested in writing. Applicants should contact the Student Data Team by email or letter. Written feedback will be sent to applicants by the Student Data Team. Applicants should not contact the academic staff.

2.55 Feedback will only be provided to the applicants themselves and at the applicant's own request. Applicants should note that feedback will be in reference to the selection criteria and admissions processes. The provision of feedback is to enable applicants to reflect on their progress through the application process and does not constitute a reconsideration of an application. The decision made by the course team is final.

2.56 Any concerns that the college admissions principles and procedures have been incorrectly implemented may be addressed to the FE Quality Manager.

Requests for withdrawal

2.57 If an applicant wishes to withdraw, they should notify the Student Data Team as soon as possible.

Acceptance of Applicants with Criminal Convictions

2.58 As part of our commitment to safeguarding all learners and staff, applicants are required to disclose any relevant criminal convictions during the application process. Due to the nature of the Further Education environment — where students may be under 18 or considered vulnerable — the college applies the relevant exemptions under the Rehabilitation of Offenders Act 1974. This

means that both unspent and some spent convictions may need to be declared, depending on the nature of the offence. Disclosing a conviction does not automatically exclude an applicant from receiving an offer. Each case will be considered individually, with a focus on ensuring the safety and wellbeing of the college community. Where necessary, further information will be requested and a safeguarding risk assessment will be carried out.

2.59 In some instances, a criminal convictions panel may be convened to consider the application. This panel will be led by the Vice Principal (Further Education) and the Designated Safeguarding Lead, with input from other relevant staff as required. Decisions will take into account a range of factors, including:

- The nature and seriousness of the offence.
- The time elapsed since the offence occurred.
- The number and pattern of any offences.
- The applicant's age and level of maturity at the time of the offence.
- The sentence or outcome of the offence.

2.60 Particular caution will be exercised where the course of study may involve contact with children or vulnerable adults, either as part of the curriculum or through placement or enrichment activities.

2.61 Where a conviction is disclosed, the application may be placed on hold while it is reviewed under the College's Criminal Convictions Procedure by the relevant academic and safeguarding teams. The college reserves the right to withdraw an offer or terminate enrolment if an applicant is later found to have withheld or provided false information in relation to their criminal history.

Non-standard applications

2.62 Applicants who have non-standard qualifications, or who wish for work experience to be taken into account as part of their application, will be considered on an individual basis in line with the general aims and principles of the FE Admissions Procedure.

Changes to courses

2.63 Occasionally it may be necessary to make changes to an FE pathway between the time an offer of a place is made and the enrolment of students onto that FE pathway. If this occurs, the college will ensure that prospective students are informed at the earliest opportunity of any significant changes to a course and will be advised of all options open to them. This may include an offer onto a similar FE pathway in a similar subject area.

2.64 In the event of an FE pathway not running, applicants will be advised. Applicants will be contacted as soon as possible after this decision has been taken not to run a pathway and where possible an alternate course of study will be offered. Applicants who do not wish to be considered for another FE

pathway at The Northern College of Art will be advised to apply to another institution.

Bursaries and support funds

2.65 The college administers various support funds in line with regulations outlined by the Department for Education (DfE). These include bursaries, free meals, subsidised travel, etc.

2.66 Bursaries and support funds are administered separately from applications and are the responsibility of the Student Data Team.

Data Protection

2.67 In accordance with current Data Protection legislation (including the enactment of GDPR) the college must protect the information disclosed on any aspect of an application. In line with this legislation, the college is unable to discuss any aspect of an adult application with a third party without consent. The college is unable to discuss any aspect of a child application with a third party other than with a parent or carer. If the applicant wishes, they can grant permission for a third party to discuss their application by sending confirmation in writing stating details of the pathway applied for, date of birth, details of the person(s) the applicant wishes to allow this privilege and a satisfactory reason why this is required. This does not mean the college will refuse to accept information from a third party with reference to an application but the college will not disclose information without permission.

2.68 The Student Data Team is not in a position to share the applicant's personal details with the requested third party. The details could be the applicant's address or telephone number, date of birth or name of school. If the third party member believes these details are wrong, the Student Data Team will not accept changes from anyone other than the applicant; details must be given in writing.

2.69 By law we are required to send personal information to local authorities to comply with their 'September Guarantee'. The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. We also provide basic data (i.e. name, course applied and application status) if requested, to individual feeder schools to support them in monitoring progress of their own current and previous students. The college issues Data Sharing Agreements to feeder schools and this basic data is password-protected and sent securely to respective school teachers.

Complaints Procedure

2.70 On occasion, a prospective student may feel that they want to make a complaint or raise a concern about the recruitment, selection and admission process.

2.71 To make a complaint or raise a concern, applicants should contact the: The FE Quality Manager, The Northern College of Art, Newport Road, Middlesbrough, TS1 1LA

Standards/Key Performance Indicators

2.72 The Admissions Procedure will be monitored by the Head of Marketing & Recruitment. The annual review will encompass a summary of admissions data, statistical comparisons for the last three years and, where necessary, recommendations for enhancement of the procedure will be included within this. The Applicant Journey Group will consider the application of the policy and procedure as a matter of normal business throughout each application cycle.

3.0 STUDENT ENROLMENT

Introduction

3.1 This procedure outlines the high-level stages of how a potential student is converted to an enrolment and identifies the roles and responsibilities of individuals and departments involved in this procedure.

Purpose

3.2 This procedure identifies the roles and responsibilities of individuals and departments involved in student enrolment.

Responsibilities

3.3 For each annual enrolment cycle the following points will be discussed and agreed at the Applicant Journey Group (AJG).

- Style of Enrolment – Face to Face or Online.
- Dates of enrolment (including Online, Face to Face and late enrolment).
- Order of events.
- Location (if necessary).
- IT requirements.

Enrolment documentation is agreed by the June Applicant Journey Group. This will be reported to Principalship.

3.4 Any physical layout including chairs and desks, IT and electronic equipment and any signage will be agreed in advance and put in place a couple of days before enrolment.

3.5 Update training will be given to all staff involved in guiding and enrolling potential students by the MIS Manager.

3.6 The physical layout and signage for enrolment are organised between the MIS Manager and the Estates team.

3.7 The supply and configuration of computing/electronic equipment is arranged by the IT Manager in agreement with the MIS Manager.

3.8 Prior to commencement of a physical enrolment, a list of potential students expected on the day of enrolment will be available on ProSolution, and a paper backup given to the Recruitment Team. Attendance to the enrolment event will be recorded.

3.9 During FE enrolment, the MIS Manager, Exams Officer or suitably trained members of the Student Data Team scrutinise the entry qualifications of the potential students to ensure they have met the relevant entry criteria. Students who do not meet the criteria will be referred to the Vice Principal (Further Education) or to an appropriate course team for interview/enrolment.

3.10 The FE enrolment process begins online. Applicants will be notified and supported through each stage in the enrolment process.

3.11 Students who do not present entry qualifications will be asked if the Student Data Team can print a copy of their qualification held on their Personal Learner Record (PLR) or to complete a form noting their Qualifications on Entry. If these are unavailable the potential student will not be “committed” but will be advised to return with their qualifications.

3.12 Potential students who fail to attend their face to face enrolment session, or have not enrolled online by the agreed date will be followed up by the Recruitment Team.

Standards/Key Performance Indicators

3.13 The Applicant Journey Group will include a post-enrolment wash-up element which will discuss the successes and shortfalls of the whole enrolment process. This will take place usually a month after enrolment to allow gathering of feedback from students and other relevant parties.

4.0 STUDENT INDUCTION

Introduction

4.1 The Northern College of Art ensures that all students undertake a standard induction process. This has been designed to ensure students are aware of the systems, processes and policies of the college. All students have access to the same information, advice, and guidance: on how to access resources, or who to go to if any problems arise requiring either academic or pastoral support. By the end of the induction process (typically within 6 weeks from the first recorded date of lesson attendance) students will complete the online Induction checklist. This checklist ensures that the initial information, advice and guidance process has been fulfilled. These checklists will be collected and stored by the FE Quality department for audit/inspection purposes.

Purpose

4.2 The Induction Process will begin during week one of the course starting though activities will take place during the first 6 weeks of study. Fully attending the student induction period provides the best opportunity for learners to be successful in their studies and informs learners of relevant policies and where to find them. The FE Quality Manager will monitor this process, to ensure compliance and review currency and areas for development.

4.3 Where students are late starters, staff will work to ensure these students gain the same information as swiftly as possible. Students will then complete the Induction Checklist to confirm the understanding of the process and placement of information. The induction process will include the following activities:

- Initial Assessments (Maths and English assessment, and also screening for dyslexia).
- Timetables.
- Health and Safety.
- Induction to workshops.
- Student Services workshops.
- Awareness and access to college policies and awarding body policies / procedures.
- A Level Eduqas complaints and or Malpractice
- OCR and AQA for Maths and English
- Progression Opportunities.
- Course expectations.

Definitions

4.4 The Northern College of Art requires all students to complete the induction process to introduce college services, facilities and policies. This will include:

- Induction to the College.

- Induction to the Course of Study.
- Information on learner rights.
- Information on learner responsibilities.
- Information on learner support and advice and guidance.

Responsibilities

Vice Principal (Further Education)

- Review with the FE Quality Manager, the quality standards and currency of the Induction process.
- Recommend improvements.
- Receive the final report, from the FE Quality Manager

FE Quality Manager – working in conjunction with the Vice Principal (Further Education)

- Monitor and track the completion of the Induction Checklist
- Collect and collate the Induction Checklists
- Analyse responses, investigate unsatisfactory responses and advise on strategies for improvement
- Present analysis to Vice Principal (Further Education).

Cluster Leaders

- Plan the Induction activities, alongside other departments such as Student Services
- Support the students to complete the Induction Checklist
- Collate and send to FE Quality Manager

Lecturers

- Support the delivery of the Induction activities
- Support the students to complete Induction Checklist

Safeguarding Team

- Provide timely information regarding learner safety and welfare.
- Be available to support any learners throughout the induction process.

Standards/Key Performance Indicators

- 100% of students receive an Induction process
- 100% of students confirm they have completed the Induction process, via the Induction Checklist

5.0 STUDENT TRANSFER PROCEDURE

Introduction

5.1 This procedure identifies the roles and responsibilities of individuals and departments when transferring a student to or from an FE course of study.

Purpose

5.2 This procedure is aimed at Cluster Leaders and MIS & Student Data Team members who are processing FE Student Transfers.

Definitions

5.3 Student Transfer - the changing of a student's registered course or learning aim during the course or programme.

Criteria

5.4 The student's reasons for wishing to transfer, and their suitability for the proposed course onto which transfer has been requested, must be discussed between the relevant Cluster Leaders.

5.5 The Cluster Leader receiving the transferring student must formally agree to receive the student.

5.6 The student must meet the normal entry criteria for the course onto which it is proposed that they should transfer.

Responsibilities

5.7 Cluster Leaders must inform their Vice Principal (Further Education) and the Cluster Leaders who will inherit the transferred student prior to raising the electronic request.

5.8 Cluster Leaders raise the electronic transfer request on ProSolution.web and provide as much information as possible regarding the transfer.

5.9 The Student Data Team will action the transfer from ProSolution whilst double-checking all the details. If all the information is not provided or is incorrect, the Student Data Team will reject the transfer. This will send an automated response to the Cluster Leader who will need to re-raise the request.

5.10 Once the transfer is successfully processed the Student Data Team an automated email is sent to the Vice Principal (Further Education), FE Quality Manager, & Cluster Leaders. The enrolment form is updated by the Student Data Team to reflect the transfer.

6.0 STUDENT WITHDRAWAL PROCEDURE

Introduction

6.1 This procedure identifies the roles and responsibilities of individuals and departments when withdrawing a student from a FE course or programme of study.

Purpose

6.2 This procedure is aimed at Cluster Leaders, MIS & Student Data Team members who are processing FE Student Withdrawals.

Definitions

6.3 Withdrawal – At FE this is the leaving of a course or programme without the intention of returning in the current academic year.

Responsibilities

6.4 Cluster Leaders must inform the Vice Principal (Further Education) of the withdrawal prior to raising the electronic request.

6.5 Cluster Leaders raise the electronic withdrawal request on ProSolution.web and provide as much information as possible regarding the withdrawal including destination data.

6.6 The Student Data Team process the withdrawal from ProSolution whilst double-checking all the details. If all the information is not provided or is incorrect, the Student Data Team will reject the withdrawal. This will send an automated response to the Cluster Leader who will need to re-raise the request.

6.7 Once the withdrawal is successfully processed by the Student Data Team an automated email is sent to the Vice Principal (Further Education), FE Quality Manager and Cluster Leader. A copy of their attendance is printed and filed with the enrolment form. The enrolment form is updated by the Student Data Team to reflect the withdrawal. All absent marks prior to the actual end date are changed to a 'W' using the 'Register Mark Update Wizard' (This shows all the register marks that are set to "Not Attended" after their Actual End Date).

6.8 If a student has never attended and therefore there are no attended marks on a register, the status is set as "Cancelled" and the ILR flag removed to ensure these students do not appear in any funding return or count in statistics.

Standards/Key Performance Indicators

6.9 The MIS Manager will monitor the processing of withdrawals. Withdrawals should be made and processed within 4 weeks of the last date of attendance of the learning aim.

7.0 STUDENT ATTENDANCE

Introduction

7.1 The Northern College of Art requires all students to attend all classes punctually according to the signed Learning Agreement and course timetable. This gives

students the best opportunity to be successful in their studies.

7.2 Regular attendance is essential for education, wellbeing and safeguarding. The college recognises that absence, persistent absence, repeated lateness and sudden changes in attendance patterns may indicate that a student is experiencing difficulties aligned with safeguarding concerns. Attendance is therefore considered a safeguarding matter as well as an academic and performance matter.

7.3 The college expectation is that all students will attend 100% of all of their timetabled sessions, on time. The college understands that on occasions there are external factors that may impact attendance, therefore the minimum acceptable level of student attendance is 90%.

Purpose

7.4 The Northern College of Art expects all students to attend all classes punctually and to not knowingly miss class for any reason other than illness or exceptional circumstances.

7.5 Students are expected to be on time for all classes and attend for the full duration of the class. The college believes learners will have greater opportunities to develop in both their academic and social skills through attending and actively participating in tasks and activities.

Definitions

7.6 Absence – not being physically present for planned learning activities on any site (both on and off campus, including remote / online learning).

7.7 Authorised – the relevant staff have appropriate knowledge and agreement of a learner's inability to attend.

7.8 Unauthorised – the relevant staff are not aware of the reasons and/or do not agree with a learner not attending for planned learning sessions.

7.9 Safeguarding Concern – any concern regarding a student's welfare, safety or wellbeing through factors such as unexplained, prolonged, repeated or unusual absence will be treated as a safeguarding concern. Staff will follow the safeguarding procedures.

Responsibilities and actions in the Event of Absence

7.10 If a student needs to miss a class, they or their parent / carer or a member of their family should:

- Inform the college in advance of any unavoidable planned absence.
- Contact the college as soon as possible (the contact details are on the back of the student ID card, if no staff are available an answer machine will respond) by 9am the same morning (or the evening before) to explain the student's unplanned absence. The caller will be asked for the student's personal details and the reason for the absence.

- Obtain a Medical Certificate from their Doctor for any illness lasting more than one week.

Unauthorised Absence

7.11 If a student is absent without authorisation (see the following section for accepted reasons for absence) their absence will be noted by the member of staff who takes their class and the following actions will be taken:

- The student (or if under 18 years of age at the time of enrolment, their parent/carer) will be contacted by a member of the teaching team.
- If the college is unable to find out the reason for the student's absence or make contact with them or their parents, Student Services will be consulted to establish if there are any further concerns related to the student. Staff should consider whether unexplained, prolonged, repeated or unusual absence may indicate a safeguarding concern. Where there are concerns regarding a student's safety, welfare or wellbeing, a safeguarding concern must be raised without delay in accordance with the College Safeguarding Policy. Attendance concerns may themselves constitute a safeguarding concern. Staff must not wait for a student to reach a specific attendance threshold before seeking advice from Student Services, or a Safeguarding Officer where concerns exist.
  If necessary a Safeguarding Officer should be alerted if there are possible concerns around the student's safety and wellbeing. This concern should be raised as soon as possible, on the day of absence, in some circumstances. If there is no safeguarding cause for concern but absences continue or is sporadic the college will invite the student to a special review meeting so that the college can help the student get back to attending classes.
- All attendance-related safeguarding concerns, actions taken and outcomes should be recorded on the student ILP.
- If the college still does not have a positive response from the student after 4 weeks' of absence the college will withdraw the student from their course.
- For students under the age of 18, withdrawal for non-attendance will only be considered following consultation with the DSL or Deputy DSL, review of attendance history, safeguarding records, contact attempts and any known vulnerabilities. The rationale for the decision must be recorded.
- The college may also take other remedial action (including disciplinary action in some cases) if the student's pattern of attendance and/or punctuality is not of an acceptable standard.

Accepted reasons of authorised absence

7.12 The following list gives some examples of situations where an absence may be authorised if they are believed to be genuine and unavoidable:

- A hospital or specialist doctor/dental appointment that can't be arranged outside of teaching hours.
- Compassionate leave, for example, a bereavement and/or attendance at the funeral of a close family member or friend.

- Work placement/experience which is an integral part of a learning programme
- Driving test.
- University open days/interviews.
- The Northern College of Art closures.
- A religious holiday.
- A career related interview.
- Attendance at a probation meeting or court.
- Severe disruption to transport, for example, bus/rail strike.
- Study visits abroad which are a planned part of the learner's learning programme.
- Participating in a significant extra-curricular activity, such as drama, music, sport or volunteering, which has been arranged in advance with the Cluster Leader.

Attendance Support

7.13 The Northern College of Art operates an attendance support procedure. Where students repeatedly undertake unauthorised absences:

- A first unauthorised absence will result in a student receiving an attendance support tutorial. Depending on the outcome Student Services may be asked to support the student.
- Further unauthorised absences will result in staff contacting the parent/carer of students under the age of 18 to share concerns / investigate reasons for absenteeism. Depending upon the outcome and circumstances of parent/carer feedback the Cluster Leader (and any relevant staff e.g. student services) may arrange to meet with the student and/or parent/carer to discuss ongoing concerns and strategies of support. Incidents and interventions will be logged by staff on the students' ILP.
- Where safeguarding concerns exist, advice should be sought from a Safeguarding Officer, Deputy DSL or DSL before sharing information with parents/carers if such contact could increase risk to the student or compromise an investigation.
- Continued unauthorised absence will result in following the college disciplinary procedure.

Cause for Concern

7.14 If the student's general attendance and punctuality give the college cause for concern and the college is worried that the student may not complete their studies successfully, the college will contact the student to talk about the student experience and academic progress. The course team and/or Student Services Team will try to identify any problems or difficulties a student may have. Often this will be through the arrangement of meeting with the student to action plan opportunities to support the student. Parents / carers may also be contacted and invited to attend meetings depending upon the level of concern and support measures necessary.

Standards/Key Performance Indicators

7.15 The Northern College of Art has high expectations and encourages learners to attend all lessons at all times. The college expects a 90% attendance record as a minimum for learners. The college closely monitors attendance on a weekly basis and will use individual learner attendance as a key metric to measure performance.

8.0 CAREERS

Introduction

8.1 The Northern College of Art has a successful history of developing and supporting learners to progress from education into career opportunities. This focus of a career orientated curriculum is at the core of our values as recognised through the current mission of providing an “exceptional education for creative careers”.

8.2 This policy and procedure is directly related to management and academic staff who have direct contact with further education learners, and any others with a remit of Careers Education Information Advice And Guidance (CEIAG) at any stage throughout the ‘learner journey’.

Purpose

8.3 The purpose of this policy is to ensure there is a consistent and clear emphasis on continually developing a careers-focused curriculum that prepares learners with the skills, knowledge and behaviours to progress to successful destinations in the creative industries.

Responsibilities

8.4 The FE Academic Committee is responsible for ensuring the policy is fit for purpose.

8.5 The Vice Principal (Further Education) is responsible for monitoring and reviewing the implementation of the policy.

8.6 The Curriculum Development Group is responsible for ensuring the curriculum offer is current and appropriate to the needs of the creative industries (and any subsidiary sectors).

8.7 Teaching staff will be responsible for ensuring CEIAG is planned and embedded within learning opportunities.

8.8 Business support staff (such as the marketing and recruitment teams) are responsible for ensuring any potential future learners / visitors to the college have an awareness of the scope the college’s provision and how study programmes can lead to career destinations.

Implementation

8.9 The Northern College of Art will ensure that the all learners are supported to make informed decisions regarding their futures whilst developing their skillsets through following the Good Career Guidance document published by Sir John Holman. The college will map and review activities against the eight recognised benchmarks as outlined below.

1. ***A stable careers course:*** The college will utilise and where necessary adapt the learner journey plan to ensure CEIAG is threaded throughout the learner experience. Details of the careers course will be published on the College website.
2. ***Learning from career and labour market information:*** The Northern College of Art will use LMI and industry knowledge to shape and review a curriculum offer

that is robust and responsive to industry demands. Learners will be exposed to careers information and guided with impartial advice to support progression opportunities.

3. ***Addressing the needs of each young person:*** All further education learners at the Northern College of Art will partake in the skills for progression activities to support individual aspirations.
4. ***Linking curriculum learning to careers:*** Curriculum development and planning for learning will ensure that teaching activities will have a strong emphasis upon careers and skills for the workplace.
5. ***Encounters with employers and employees:*** The Northern College of Art will utilise and build upon industrial contacts, alumni and local employers to provide learners with meaningful encounters that will support and shape their career aspirations.
6. ***Experiences of workplaces:*** all courses will work upon developing relationships to create exposure and knowledge of workplaces. It is a recognised challenge throughout the art and design sector to secure external work placements for all learners due to the nature of freelance practitioners and SME's which often do not have the resources to facilitate a placement.
7. ***Encounters with further and higher education:*** The Northern College of Art will continue to provide learners with further information and experiences of their next academic steps at each level of study.
8. ***Personal guidance:*** The Northern College of Art will utilise the expertise of skills and knowledge across the workforce to provide personal support and guidance for all learners. Where additional support may be required the college will continue to utilise independent bodies such as the National Careers Service for additional CEIAG.

Quality Assurance

8.10 The subject of CEIAG is a key aspect of the quality monitoring cycle. Careers guidance and activity will be at the forefront of teaching and learning activities. Such activities and liaison with externals will be shared at each opportunity and discussed during quality activities such as Programme Strategic Meetings and Quality Monitoring Reviews.

Operational Plan

8.11 The Northern College of Art will work to implement the outlined policy through the following activities:

i. Nominated careers lead – Vice Principal (Further Education)
ii. Scheduled meetings to discuss and implement activities.
iii. Network with relevant partners and institutions to broaden careers advice and guidance opportunities.

8.12 Progress will be monitored throughout quality monitoring procedures to inform The college self-assessment report and any identified actions on the quality improvement plan / Gatsby self-assessment.

Standards / Key Performance Indicators

The college will continue to embed work related learning and skills into each individual study course which will be monitored on a termly basis. The college will also align activity with the Gatsby benchmarks, conducting self-assessment reviews on a termly basis.

Provider Access Policy for Careers Guidance

Rationale

8.13 In line with the government's broad intentions for 'academic' and 'technical' routes of education it is important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications. The Northern College of Art supports The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023.

8.14 This will help the College:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support our learners to be able to discover more about opportunities for education and training outside of college before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Requests for Provider Access

8.15 Requests for access should be directed to the nominated Careers Leader.

Grounds for Granting Requests for Access

8.16 Access will be given for providers to attend during Careers or Raising Aspirations events that The Northern College of Art is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with The Northern College of Art.

Details of Premises or Facilities to be provided to a person who is given access:

8.17 The Northern College of Art will provide an appropriate room or space to be agreed. The Careers Leader will work with staff to organise this, liaising closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding protocols will be followed. Providers will be met and supervised by a member of college staff who will facilitate. There will be an expectation that any external provider representation has up to date DBS certification.

Live/Virtual Encounters

8.18 The Northern College of Art will consider live online encounters with providers where requested, and these may be broadcast to cohorts. Technology checks in advance will be required to ensure compatibility of systems.

Parents & Carers

8.19 Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

9.0 EXAMINATIONS

Introduction

9.1 This procedure aims to give clear guidance on how examinations are conducted and the responsibilities of all staff who are involved with the examinations process.

9.2 In implementing this procedure the college seeks to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates.

9.3 The overall objective of this procedure is to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

9.4 It is the responsibility of everyone involved in the Centre's exam processes to read, understand and implement these procedures.

Responsibilities

Exams Officer

9.5 Manage the administration of public and internal exams and analysis of exam results:

- Advise the Cluster Leaders and Lecturers and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Organisations.
- Be responsible for the production and distribution of an annual calendar for all exams to staff and candidates. Communicate regularly with relevant staff concerning imminent deadlines and events.
- Consult with Lecturing Staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provide and confirm detailed data on estimated entries.
- Receive, check and store securely all exam papers and completed scripts.
- Administer access arrangements and make applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations.
- Identify and manage exam timetable clashes.
- Account for income and expenditures relating to all exam costs/charges.
- Line manage the invigilation team; be responsible for their recruitment and training. Monitor the performance of the invigilation team responsible for the conduct of exams.
- Submit candidates' coursework marks, track despatch and store returned coursework and any other material required by the appropriate awarding organisations correctly and on schedule.
- Arrange for dissemination of exam results and certificates to candidates and forward appeals/re-mark requests.

- Maintain systems and processes to support the timely entry of candidates for their exams together with the recording of any achievement.

Cluster Leaders and Course Lecturers

- Ensure that course and exam information is correctly set up and communicated.
- Provide guidance and pastoral oversight to candidates who are unsure about exam entries or amendments to entries.
- Comply with Awarding Organisation and specification requirements.
- Provide direction to candidates on post-results procedures.
- Accurately complete all exams documentation/coursework mark sheets/declaration sheets and adhere to deadlines.
- Inform the Exams Officer of changes to course/entry/levels.
- Check achievement reporting using Results drive, ProSolution or ProAchieve and report any anomalies to Exams officer & MIS.
- Provide details of additions or removals from candidate lists.
- Return completed Exams documentation to the Exams Officer in order to meet the internal deadlines to avoid Awarding Organisation penalty fees.

SENDCO

- SENDCo oversees the identification and testing of candidates' requirements for access arrangements.
- For students requiring exam concessions, gathering information about student's normal way of working and completion of the relevant sections for the Form 8 for all applications. Ensuring all relevant document is collated and available for inspection by the JCQ inspector as required.
- Liaise with Exams Officer to organise exam access arrangements.
- Provide additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to assist candidates in achieving their course aims.

Lead Invigilator/Invigilators

- Check the examination room prior to the arrival of candidates to ensure that:
    - Heating, lighting, ventilation and levels of extraneous noise are acceptable.
    - No display materials that might be helpful to candidates are visible.
    - A reliable clock of readable size is visible to each candidate.
    - Ensure notices are displayed in accordance with JCQ regulations.
    - The seating arrangements prevent candidates, intentionally or otherwise, from overseeing the work of others.
- Be fully aware of the regulations according to "The Instructions for Conducting Examinations".

- Ensure that a signed record is kept of the seating and invigilation arrangements for any examination session in which they participate.
- Carry out checks on the identity of candidates on their arrival.
- Take all reasonable steps to ensure that:
    - The official examination stationery is issued to candidates and that no other stationery, including paper for rough work, is provided.
    - Candidates take into the examination room only those articles, instruments or materials that are expressly permitted.
    - Candidates have all the necessary material provided by the Awarding Organisation to enable them to complete the examination.
- Open the packet of examination papers and issue the papers to candidates.
- Give clear instructions to candidates about the conduct of the examination to ensure that they fully understand what they are required to do.
- Supervise the candidates throughout the whole time the examination is in progress and give complete attention at all times to this duty.
- Complete the Attendance Register during the examination and inform the Exams Office of any absentees.
- Know the actions to be taken in the event of an emergency such as an emergency evacuation.
- At the end of the examination, to collate all scripts in candidate number order and ensure that they are handed to the correct person.
- Collect all unused stationery in the examination room and return it to the Exams Office.
- Ensure that the room is left in a tidy condition.
- Work to promote and apply the college safeguarding policy and procedures.

Candidates

- Check personal exam entries on receipt of timetable by email and inform the Exams Office of any discrepancies.
- Understand coursework regulations and sign the relevant declaration that authenticates the coursework as their own.
- Take responsibility for compliance with Awarding Organisation and JCQ regulations with respect to coursework, controlled assessment, written examinations, and online tests.
- Pay for any re-sits in the specified period.
- Attend all timetabled assessments.

Exam seasons, timetables and clashes

Exam seasons

9.6 External exams are scheduled throughout the academic year, on demand and with the appropriate notice adhered to. The Cluster Leaders must liaise with the Exams Office to oversee and plan the scheduling of exams for their area. This includes decisions on exams series.

Timetables

9.7 The Exams Officer will distribute timetables of all external exams. The Exams Officer will work with the Cluster Leaders to ensure all exams are allocated the appropriate space/rooms to conduct the exams in accordance with the JCQ ICE document.

Registration, Entries, entry details, late entries and re-sits

Registration

9.8 Registrations for Diplomas are made for all students enrolled on that course by the deadline set by the awarding body. The Exams Officer will then populate the results drive with the registered students including their registration number. Cluster Leaders will then advise if any additions or withdrawals need to be made.

Entries

9.9 Normally the Lecturer selects candidates for their exam entries. However, a candidate has the right to request a subject entry, change of level or withdrawal. However, there would be an expectation that this would be following a discussion with their lecturer.

Entry details

9.10 All individual candidate statements of entry will be sent to the candidate along with the relevant JCQ documents for that exam.

9.11 The Exams Officer will accept withdrawals, amendments and changes of tier up to the dates set by the Awarding Organisations. These deadlines are available from the Exams Officer or the Awarding Organisation websites.

Late entries

9.12 Late entries must be authorised by the Vice Principal (Further Education).

9.13 The deadlines for late entries are available from the Exams Officer or the Awarding Organisation websites.

9.14 Under extreme circumstances, very late entries will be accepted but these will be subject to a fee levied by the Awarding Organisation.

Re-sits

9.15 Re-sit decisions are made in consultation with the Course Lecturer, Exams Officer and the candidate.

Exam fees

9.16 Normal registration and exam fees for the first sitting are paid by the Centre.

9.17 Reimbursement of fees will be sought from candidates who do not meet the necessary coursework requirements without medical evidence or proof of other mitigating circumstances. The Exams Officer may charge a standard non-attendance fee (to post-16 students) for any timetabled exam or assessment missed without supporting evidence.

9.18 Late entry or amendment fees are paid by whoever is responsible for the need to make the change.

9.19 The Disability and Equality Act, special needs and access arrangements

Disability and Equality Act

9.20 The Disability and Equality Act 2010 extends the application of the Disability Equality Duty in the DDA to general qualifications. All Exam Centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

Special needs

9.21 The SENDCo will inform Cluster Leaders of candidates with special educational needs. They can then inform individual staff of any special arrangements that candidates may be granted during the course and in the exam.

Access arrangements

9.22 Candidates who may require access arrangements are identified during the admissions process, enrolment and during teaching sessions.

9.23 Course Lecturers identifying candidates who may require access arrangements after the start of the course should contact the SENDCo at the earliest opportunity. It is the Lecturer's responsibility to ensure arrangements are made as soon as possible after the start of the course.

9.24 Applying for access arrangements via the JCQ AAO tool is the responsibility of the Exams Officer.

Managing Invigilators and exam days

Managing Invigilators

9.25 Internal & external Invigilators will be used for all exams apart from some internally assessed components/controlled assessment.

9.26 The recruitment of Invigilators is the responsibility of the Exams Officer.

9.27 Securing the necessary DBS clearance for new Invigilators is the responsibility of the Human Resources department.

9.28 DBS fees for securing such clearance are paid by the college.

9.29 Invigilators are timetabled and briefed by the Exams Officer.

9.30 The college sets invigilators' rates of pay.

Exam days

9.31 The Estates Team and Exams Officer are responsible for setting up the allocated rooms.

9.32 The lead invigilator will start all exams in accordance with JCQ guidelines.

9.33 Exam subject lecturers are not allowed in any Exam room prior or during an exam.

9.34 Exam papers must not be read by invigilators or removed from the exam room before the end of a session. Papers will be distributed to Cluster Leaders 24hrs after the published start time.

Candidates, clash candidates and special consideration

Candidates

9.35 Candidates must provide identification in the form of their student ID card.

9.36 Candidates' personal belongings remain their own responsibility and the Centre accepts no liability for their loss or damage.

9.37 Candidates will not be allowed to leave the exam room until the published finishing time.

9.38 The Exams Officer and exams subject staff will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

Clash candidates

9.39 The supervision of candidates between exams is the responsibility of the Exams Officer. In cases of overnight supervision candidates need to complete the appropriate documentation in accordance with JCQ regulations.

Special consideration

9.40 Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, then it is the candidate's responsibility to alert the college, Exams Officer or the Exam Invigilator, to that effect.

9.41 The candidate must support any special consideration claim with appropriate evidence within seven days of the exam, for example a letter from the candidate's doctor.

9.42 If the college supports the application the Exams Officer will then forward a completed special consideration form to the relevant Awarding Organisation within the JCQ's recommended deadlines.

Coursework and appeals against internal assessments

Coursework

9.43 Candidates who have to prepare coursework should do so by the required date.

9.44 The Cluster Leaders will ensure all coursework is marked/internally verified in line with Awarding Organisation requirements. The Cluster Leaders have the responsibility to ensure that appropriate quality assurance procedures are followed to include internal verification of assessed work. Cluster Leaders will ensure that all internal verification is completed by the college's internal deadlines. The Exams Officer will ensure that the work is despatched at the correct time and that a record of what has been sent, when and to whom is maintained.

9.45 The Lecturer provides marks for all internally assessed work to the Exams Officer. The Exams Officer should receive these in order to meet the internal and external Deadlines.

Appeals against internal assessments

9.46 The Centre is obliged to publish a separate policy on this subject, which is available from the Exams Officer, Quality Manager, Moodle and on the Intranet

9.47 The main points are:

- Appeals can only be made in relation to the process leading to an assessment. There is no appeal against the assessment decision i.e. the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- In the first instance, the student should raise any concerns about the assessment process with the lecturer.
- If the student remains concerned having spoken to their lecturer they should contact a nominated person
- The lecturer or nominated person will ask the student to make a written appeal, which will be submitted to the Vice Principal (Further Education). The grounds for the appeal must be clearly stated.
- The findings will be notified in writing, copied to the Head of Centre and recorded for Awarding Organisation inspection.

Results, enquiries about results (EARs) and access to scripts (ATS)

Results

9.48 All individual candidate statements of results for General Qualifications received during the course will be emailed to the students' college email account, personal email account and can be collected in person.

Enquiries about Results

9.49 EARs for General Qualifications may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The Awarding Organisation's fee is payable by either the candidate or the curriculum area depending on who has requested the EAR.

Access to Scripts (applicable to General Qualifications only)

9.50 After the release of results of General Qualifications, candidates may request the return of papers within the Awarding Organisations' stated deadlines.

9.51 Where an Awarding Organisation supplies the requested script electronically, the Exams Officer will send the document to the candidate's college email account.

9.52 If a result is queried, the Exams Officer in conjunction with Lecturing staff or Vice Principal (Further Education) will investigate the feasibility of asking for a re-mark at the curriculum areas' expense. Otherwise, the candidate will pay for the remark themselves. If there is a change in unit grade, the candidate will receive a refund from the Exams Officer. Cluster Leaders/Lecturers may also request scripts for investigation or for teaching purposes.

9.53 For the latter, the consent of candidates must be obtained.

Certificates

9.54 Certificates are collected in person or posted (by recorded delivery where stipulated by the Awarding Organisation), if a candidate requests this.

9.55 Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised in writing to do so, and provide their own identification.

9.56 The college retains certificates for three years.

10.0 CONFLICT OF INTEREST – EXAMINATIONS

Introduction

10.1 This policy is to provide guidance to staff and any other relevant individuals on handling possible conflicts of interest that may arise as a result of their roles as teachers, invigilators, and assessment/exam-related administrators. This policy applies to all staff or other individuals whenever they interact or potentially interact with any of the college assessment/exam related functions.

Purpose

10.2 The purpose of this policy is to protect the college's integrity as a business and the integrity of the qualifications offered. The policy is also designed to protect staff by providing guidance on handling possible conflicts of interest that may arise as a result of the college's role in delivering courses.

10.3 This policy:

- Defines what is meant by conflict of interest
- Describes the role of conflict of interest in the context of working for the college in an assessment/exam related function
- Sets out which conflicts can be managed and how they should be managed, and those which are considered unmanageable and therefore cannot be allowed.

Scope of policy

10.4 This policy applies to all staff and other individuals who interact or potentially interact with the work of the awarding organisation. This includes individuals involved with any aspects of the creation, marketing, sales, distribution, marking or any other activity connected with qualifications, tests and assessments, and supporting resources and services.

10.5 The individuals falling within the scope of this policy include all staff employed by the college on a full time, part time or casual basis.

Definition of conflict of interest

10.6 A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.

10.7 Conflicts of interest can arise in a variety of circumstances for example:

- When an individual has a position of authority in one organisation that conflicts with their interests in another organisation.
- When an individual has interest's that conflict with his or her professional position.
- Where someone works for or carries out work on the college's behalf but may have personal interests – paid or unpaid – in another business.

- Where someone works for or carries out work on the college's behalf, who has friends or relatives taking assessments or examinations.

10.8 The Joint Council for Qualifications (JCQ) has specific requirements regarding potential conflicts of interest relating to examinations: The awarding bodies are required by the qualification regulators to ensure that any Conflict of Interest in relation to the design, delivery and awarding of examinations/assessments is identified, recorded and managed effectively. In turn, centres are required to take all reasonable steps to ensure that the awarding bodies are able to comply with this regulatory condition.

Example: What is a Conflict of Interest?

10.9 In this context, a Conflict of Interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to a close friend or relative entered for an examination/assessment at a centre. The term 'Related People' is used to cover close friends or relatives. A Conflict of Interest also occurs if any member of a centre's staff is entered for an examination/assessment.

Who are 'Related People'?

10.10 Related People' are those with whom the member of staff has a close relationship. It would certainly include spouses, children and siblings, but would also include close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., would count if the contact with that person was close and frequent.

Principles

10.11

- The college will, review its processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved.
- Ensure that the contractual arrangements clearly set out any obligations on them to declare and manage conflicts of interest arising from other activities that they undertake.
- Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content.
- Ensure that all members of staff declare any interest for friends or family sitting examinations.

11.0 ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

Introduction

11.1 This policy applies to all staff teaching on Further Education units/awards and students undertaking a Further Education units/award with The Northern College of Art.

11.2 The college recognises learning wherever it may take place and that knowledge and skills can be acquired from a whole range of learning experiences, both formal and informal. We, therefore, encourage credit transfer and AP(E)L as a means of entry to, or credit within, all our courses. Such recognition will take place within the context of the college's policy and procedures and within the specific requirements of the awarding body.

11.3 The college policy is to operate a system for the Accreditation of Prior (Experiential) Learning (APL/AP(E)L) in all awards where it is acceptable to national awarding bodies.

11.4 The policy aims to enable individuals to:

- obtain qualifications without necessarily undertaking formal training and/or sitting examinations;
- identify their own training and development needs and be in control of their progress;
- demonstrate their knowledge and skills against national standards to achieve qualifications;
- meet employer's needs to ensure the accreditation and flexibility of their workforce.

11.5 The college recognises that many prospective students may have acquired prior knowledge and skills for success on a course through previous educational achievement, work or other life experiences, but have not achieved commensurate academic qualifications. This learning can be used either as entry to courses or to exempt students from modules/units of learning.

11.6 The college's provision for APL/AP(E)L seeks to ensure that applicants are admitted to the highest level of award for which they are qualified, are able to benefit from and for which they wish to apply, and that they are awarded the maximum amount of relevant credit to which they are entitled by virtue of their prior learning achievements. These principles apply equally to pre-entry, post-entry or credit transfer applications.

11.7 Credit may only be given in line with the limits imposed by individual awarding bodies in recognising the proportion of learning eligible through the accreditation process. In addition, the college will ensure that for each awarding body the implications for progression, award of interim qualifications and classification or grading of the final result are clear and transparent to staff and applicants.

11.8 Learning from planned experience as part of the course of study relating to an award, where the learning may be more structured and systematised, is to be distinguished from learning from prior experience in terms of credit transfer.

11.9 Individual applicants will receive clear guidance on the rationale for their evidence of learning and advice on its compilation and desired overall structure. Submission and

assessment procedures will be clearly stated, and will include provision for discussion of a draft before formal submission.

Purpose

11.10 The purpose of this policy is to ensure that the FE AP(E)L policy and procedures are implemented consistently across the college and that the requirements of awarding bodies are met.

11.11 The Northern College of Art adopts the following principles, namely that:

- decisions regarding APL/AP(E)L are a matter of academic judgment
- the decision-making process and outcomes will be transparent demonstrably rigorous and fair
- processes will ensure that APL/AP(E)L is embedded in award specifications and handbooks/guidance material
- information and guidance will clearly outline the process for making an
- APL/AP(E)L claim, including terminology, scope and boundaries, and fees (if required)
- the range and nature of the evidence required to support the claim, and any time limits applied to the currency of evidence are supplied
- the progress of APL/AP(E)L students will be tracked and kept to monitor the effectiveness of the APL/AP(E)L process.

Process Overview

11.12 The chart below summarises the APL/AP(E)L process:

Stage 1 Information and individual advice on APL/AP(E)L
Stage 2 Guidance on planning an APL/AP(E)L claim
Stage 3 Producing a claim
Stage 4 Assessing claim – submission to an appropriate representative of the awarding body

11.13 Applicants will be advised in each case as to what would comprise adequate evidence of prior learning. A submission should include:

- A statement of claim for credit.
- A summary of the learning claimed.
- Reflection on the learning claimed in relation to the target course.
- A summary of evidence against each element of learning, cross-referenced against the full evidence.
- Full evidence as appropriate.

11.14 Evidence may include:

- Practice-based documents.
- Reports on observations of practice.

- Video/audio tapes, with commentary and analysis related to the achievement of learning outcomes.
- Analytic and evaluative description of practice.
- Statements from supervisors in relation to aspects of practice.

Responsibilities

11.15 All-Academic staff, Exams Officer, FE Quality Manager and Vice Principal (Further Education), must be aware of the APEL guidance and any updates form Awarding bodies.

11.16 Assessment may require, in addition to the submission of a portfolio, the production of artefacts, a project, performance, oral examination, and/or one or more traditional examination(s). Whatever the form of evidence, the assessment process must identify the scope and responsibilities for those making and verifying decision and evaluate a submission in terms of:

- Acceptability - is the evidence valid and reliable?
- Sufficiency - is the achievement of the claimed learning fully demonstrated?
- Authenticity - is the evidence clearly the achievement of the applicant?
- Currency - is the learning current, or if not, is there evidence of updating?

11.17 Most importantly, evidence must be presented to demonstrate that the applicant is familiar with the appropriate knowledge base of the level of the qualification of the learning claimed.

11.18 The amount and level of credit awarded through AP(E)L will be measured against the identified learning outcomes of the target course. Where general AP(E)L credit awards do not precisely match the learning outcomes but are related or comparable, professional and academic judgment will be used to determine a credit award with consistency and fairness in relation to other credit award decisions and course learning outcomes. The following key elements will be identified within the guidelines:

- Assessment methods will be appropriate to the evidence provided and the assessment methods must be clearly stated.
- The assessment of learning for APL/AP(E)L claims will be subject to internal and external quality assurance procedures as normal.
- Assessment deadlines will be provided, together with an indication of when the assessment results will be available.
- Applicants will be supported by effective, timely and appropriate feedback.
- Staff, and external verifiers, who are associated with the support, guidance and assessment of APL/AP(E)L claims will be adequately informed, appropriately trained and supported to undertake their role(s).
- Recognition of credit awarded for APL/AP(E)L and other learning that has been accredited by other FE providers will be included on student transcripts.

Staff development and training

11.19 The college requires that all staff associated with the accreditation of prior learning should have their roles and responsibilities clearly and explicitly defined. Full details of all roles and responsibilities will be available to all associated staff and applicants.

11.20 All staff associated with the support, guidance, and assessment of claims will be given appropriate training and development and meet the requirements of the awarding body.

Regulatory requirements of awarding and professional bodies

11.21 The college requires that all staff are aware of and operate under the specific regulatory requirements of its awarding bodies and, where appropriate, professional bodies. The college has developed appropriate internal policies and procedures that cover major requirements.

12.0 FEE & REFUND POLICY

Introduction

12.1 The FE fee recovery and refund policy has been developed to provide clarity on the college's position on the recovery of fees, the measures taken to recover fees, and the limited circumstances in which refunds of fees will be considered.

Scope

12.2 The fee recovery and refund policy applies to all fees.

Aims of the Policy

12.3 The aims of this policy are to:

- enable staff and students to understand the limited circumstances where a refund of fees paid, or cancellation of fees due will be considered.
- ensure that policies in relation to fee recovery and refunds are applied consistently across the college;
- provide clarity on the calculation of any refunds due;
- provide clarity on college policy on the recovery of fees due.

Cancellation – Online and Telephone Enrolments

12.4 For enrolments that are wholly completed on-line or via telephone the distance selling regulations apply. The college complies in full with the Consumer Contracts (Information, Cancellation and Additional Charges) Regulations 2013 and will provide a full refund of any fees paid if a cancellation is received within fourteen days of the initial enrolment, and before the first taught session.

12.5 In circumstances where the course starts within the fourteen-day cancellation period, the refund given will be adjusted to reflect the proportion of the course delivered at the point of cancellation.

12.6 Once the fourteen-day cancellation period has elapsed the college standard refund and fee recovery policies as set out in the refunds section of this policy.

Refunds

Withdrawal

12.7 Students who withdraw from a full time course within the first four teaching weeks of the start date of the course will be entitled to a full refund of the course fees, less an administration fee of 10% of the full course fee. Where fees paid in advance are less than 50% of the course fee, the balance will remain payable.

12.8 Students who withdraw from a course after four weeks following the start date of the course, will not be entitled to any refund, and any fees outstanding will remain payable.

12.9 Students who withdraw from a short course (duration of course 1 term or less) will not be entitled to any refund.

12.10 Although the college is entitled to draw down pro-rata funding after the first two weeks for students who are funded through an Advanced Learner Loan, the college will give four weeks from the start date before processing the loan attendance.

12.11 All withdrawals should be notified in writing to MIS. The effective date for calculation of any refund is the date of receipt by the college.

Course cancellation

12.12 If the college cancels a course, or the course does not start due to a lack of support, every effort will be made to offer an alternative. If no suitable alternative is available, a full refund will be given.

Course rescheduling

12.13 If the college reschedules a course for a different time or day and this is not convenient for the student, a full refund will be given.

Requests for credits or refunds relating to illness

12.14 If a student becomes ill during the period of a course, they may apply for a refund if the condition is permanent and prevents them from continuing. If the condition is temporary then they may apply for a credit, which will permit them to re-enrol at a later date (credits are valid for 2 years). The refund or credit will be calculated on a pro-rata basis from the date of the last class attended. Medical evidence will be required in the form of a doctor's note or equivalent.

12.15 Under no circumstances can a credit be converted to a refund.

Requests for refunds relating to general absence

12.16 The college is unable to make refunds for absence due to changes in work commitments, personal or financial circumstances or any other reasons for not being able to attend the course. Any outstanding fees in these circumstances will remain payable.

Requests for refunds relating to withdrawal at college discretion

12.17 Where failure by a student to adhere to college policies (e.g. attendance, behaviour, health and safety, discipline etc.) results in the withdrawal of a student by the college, no refund will be given and any fees outstanding in these circumstances remain payable.

Requests for refunds due to quality issues

12.18 If a student is dissatisfied with the course and the tutor/ Vice Principal (Further Education) cannot resolve the issues then a complaint should be submitted, in accordance with the college Complaints Procedure. The college must be given an opportunity to address any issues that have arisen, however a refund will be issued if considered appropriate and at the sole discretion of the college.

Refund Procedure

12.19 If the above criteria for a refund has been met, please complete a refund request form and return to the MIS department with all relevant paperwork. Please note that refunds may take up to 4 weeks to process.

Fees and Loan Funding

12.20 Where a student has applied for loan funding to cover the cost of tuition fees (e.g. for Higher Education or Advanced Learning Loans payable by Student Finance England), payment of tuition fees may be deferred while the loan is processed.

12.21 In the event that the loan application is not successful, the full amount of outstanding fees will become due, and the standard college payment options will be available.

12.22 In the event that student loan funding received by the college is insufficient to meet the balance of outstanding fees (e.g. where loan payments cease following withdrawal, or the full amount of the fee is not covered by the loan), the full amount of remaining fees will become due.

Recovery of Fees

12.23 The recovery of fees is fundamental in ensuring the future viability of the college, and course provision. As such, the college will take all reasonable measures to recover all outstanding fees due.

12.24 In the event that fees are not paid within agreed timescales or instalment plans, the college will first send a written reminder. Students in financial difficulty should contact the college Finance Team at the earliest opportunity to make arrangements.

12.25 The college reserves the right to make use of debt recovery specialists to support the recovery of outstanding fees, and to include the reasonable costs of recovery as part of the overall debt.

12.26 Where necessary the college will undertake recovery procedures through the civil courts.

13.0 LEARNER INVOLVEMENT POLICY

Introduction

13.1 Colleges are increasingly being encouraged to collect, listen to, and act upon learners' views to improve the educational experience; ensuring that the teaching and learning they receive is personalised, continually improving, and relevant, as well as ensuring that the wider college experience is excellent.

13.2 Involving learners in the processes associated with managing their learning experience also provides valuable opportunities for developing their commitment to the college, self-confidence and other skills, which will help our learners become lifelong learners and effective members in the wider community.

13.3 In endorsing this Policy, the college understands that it must commit the appropriate level of resources to facilitate the procedures associated with it, including staffing, accommodation, and activity.

13.4 The outcome of the policy for students is an involvement in the leadership of the organisation enabling them to have an impact on the quality of services they receive as well the development of their personal skills.

13.5 For The Northern College of Art, the benefits reflect the recognition that its self-assessment is informed by the views of the students and the wider support that the students can provide for the community the college serves.

Purpose

13.6 All staff directly and indirectly associated with the wider learning experience need to fully understand the principles associated with this policy.

13.7 All activity associated with a course including the monitoring of performance must involve learners as appropriate, to maximise the impact of their feedback, ideas, and suggestions.

13.8 All staff associated with the support functions within The Northern College of Art should consider the views of students wherever appropriate.

13.9 The college should seek to build positive relationships with external agencies, partners and stakeholders in order to provide the best experience for all learners.

Policy Statement

13.10 By involving learners, the college is able to gather perceptions/views of their current experiences or identify emerging issues and act appropriately. This feedback on their learning experiences is important in enabling the college to help meet learner needs in a timely and effective manner.

13.11 For learners, the benefits are in developing personal communication and leadership skills and to develop empathy supporting a positive contribution to the college community.

13.12 The Northern College of Art commits to involving learners in its strategic decision-making and operational management processes. It believes that embracing learner views and offering opportunities for learners to have direct involvement in assessing and shaping their own learning experience will have a significant impact on the

college's success. This will be undertaken via various mechanisms such as student surveys, course assemblies, student forums and student representation on college boards and committees.

Responsibilities

13.13 The FE Academic Committee has the responsibility for the promotion and resourcing of this policy.

13.14 The FE Quality Manager has responsibility for the development and maintenance of this policy and for the management of the action associated with it. This includes responsibility for the management of the formal quality improvement processes conducted across the college that capture the learners' voice.

13.15 The Cluster Leaders have responsibility for facilitating the Course Representative system, by organising an election to identify the representatives.

13.16 Cluster Leaders will record, respond to student voice and communicate appropriately to the FE Quality Manager. This will include Student Assemblies, which will be recorded and sent to the FE Quality Manager prior to a Student Experience Meeting / Forum.

13.17 All college staff have the responsibility to respond where applicable and act appropriately to feedback.

13.18 The Student Engagement Manager has responsibility for the training of all student representatives.

13.19 The FE Quality Manager is responsible for publicising the outcomes and successes associated with this policy. Records of activity will be made within the Course Performance Management meetings.

Monitoring and evaluation

13.20 Each learner involvement activity will be monitored for its effectiveness on an on-going basis. A review of effectiveness and activity will be made within Programme Strategic Meetings and Quality Monitoring processes.

13.21 The FE Quality Manager will report to Academic Committee and Corporation as appropriate on activity associated with the Policy.

Standards/Key Performance Indicators

- Induction Survey (first term)
- Student Forum (Autumn and Spring)
- Student Experience Meetings (Termly)
- Student Representative Meetings (monthly)
- On course and Exit surveys

14.0 LEARNER JOURNEY POLICY

Introduction

14.1 The Northern College of Art is committed to providing a rigorous and stimulating education in creative pathways which will challenge and engage students, and also offer continuity and progression. It will strive to foster a life-long interest in learning and provide our students with a secure foundation on which to continue into Higher Education and/or into the careers of their choice.

14.2 The curriculum offering will reflect and implement the institution's mission, vision and strategic objectives. These overriding principles will inform this policy and therefore seek and ensure that all learners who attend the institution have an equal right of access to a wide range of educational opportunities.

14.3 The Northern College of Art recognises that there is an obligation on those staff who manage, support and deliver the curriculum to provide these opportunities with equity and integrity. In seeking to ensure the delivery of these opportunities, the institution acknowledges that an extremely important attribute of the curriculum is that it is learner-centred.

Purpose

This policy applies to all staff and future and existing students. The implementation of this policy is supported by the wider policy framework and links with other policies such as the Student Induction Policy and Careers Policy.

Policy Statements

14.4 In order to be learner centred the institution will seek wherever possible to focus the curriculum to meet individual needs whilst providing challenges to enable each student to fulfil their potential. This will be achieved through a number of avenues such as offering effective and impartial advice and careers guidance to its learners at pre-entry, learning and exit stages of their courses/courses. The college will be proactive in encouraging all groups of students.

14.5 The initial interviews, discussions and other forms of diagnostic evaluation will be deployed by the institution to inform judgements that enable best match between learners' aspirations, abilities and potential, and the course/course offered. This will inform the level, pathway and kind of support the student may need to complete their course/course of study successfully. All initial assessment activities will inform the planning of effective teaching and learning to meet individual learners' needs.

14.6 Academic guidance will be provided in the form of regular meetings between the learner and members of the academic team. Guidance and individual learner progress will be updated on the student ILP through the creation of negotiated academic and personal development targets which will be monitored and reviewed regularly. The student will review these negotiated targets and once agreed sign them off.

14.7 Pastoral support will be offered at regular intervals during the learners' journey. This may be with academic staff and/or with student services staff at the request of the

student. Sensitive information exchanged should not be placed onto the ILP. Instead staff should make a note for reference that information has been disclosed. Discussion should then take place between academic and student service staff over how best to support the student. Where information is deemed private the decision to disclose will be made by the Student Services Manager. Dependant on the nature of a disclosure it may be necessary to follow safeguarding procedures.

14.8 Through flexibility and adaptability, The Northern College of Art will support the breadth of provision in relation to a variety of appropriate teaching and learning strategies, assessment techniques and learning environments. The institution will support a balanced use of innovative teaching and learning strategies to support the strategic objectives.

14.9 Assessment is an essential part of the learning process. It is a joint staff and student responsibility to ensure that academic outcomes are discussed as part of each unit. All units should be available on the course VLE / MS Teams site. A wide range of assessment processes are used to measure the students' levels of attainment and are invaluable in informing future planning. The individual needs of learners will be considered in order to address any issues surrounding equality and confidentiality. Observations made of student work and activity in a variety of environments and learning situations will ensure that an accurate recording of individual achievement is made against qualification outcomes.

14.10 Courses are designed to add value to the learner experience. Activities will be incorporated that will enrich and enhance the curriculum with an emphasis on the integration of good practice that enables individual learner's needs to be met and that prepares them for their future destination choice.

14.11 The acquisition of relevant skills enables learner progression into further education, higher education, apprenticeships or employment opportunities. Integrated progression pathways are vital components of the course of study. Links with employers, other educational institutions and local businesses enable partnerships at strategic and operational levels. Employability and entrepreneurial skills support the transition enhance the development in students of a strong sense of self-esteem and future financial stability.

Responsibilities

14.12 The Vice Principal (Further Education) and FE Quality Manager will review the academic year and curriculum planning activities with wider staff (Cluster Leaders, Student Services etc) to map activities that will enrich the learner journey. Such plans may be presented as the learner journey map and/or a curriculum planner with key activities.

14.13 All staff within the college are integral to the success of the learner journey. Whilst there are many support staff that do not have a direct relationship with the current and existing learners they perform tasks on a daily basis to ensure the learning experience we provide is the most supportive possible.

14.14 Teaching staff and those that have a direct relationship with the learners have a responsibility to ensure each learner; settles into the college environment, sets ambitious and achievable targets.

Standards/Key Performance Indicators

14.15 The Northern College of Art captures and analyses the learner journey from a number of perspectives at varying stages within the academic year. Such metrics include:

- In year KPI reporting (e.g. retention, pass and achievement rates).
- Weekly attendance reporting.
- Learner satisfaction surveys and meetings (study course level and college level).
- Termly Quality Monitoring Reviews with Cluster Leaders.
- External examiner reporting.
- Intended and actual Destination Data.
- Team and committee meetings scheduled throughout the year.

15.0 MATHS AND ENGLISH POLICY

Introduction

15.1 The Northern College of Art is committed to improving the Maths and English skills of students; these are the vital skills of reading, writing and spoken English and Maths skills. These are central to all aspects of life, and are highly valued by employers, and entry criteria for progression into Higher Education.

15.2 All students at The Northern College of Art who do not hold a GCSE Grade 4 / Grade C have an entitlement to Maths and English skills to enable them to succeed. This policy describes the key points of how the needs of students will be met in studying for Maths and English.

Purpose

15.3 The overall aim of this policy is to promote and enhance the development of maths and English skills across the college, raising levels of achievement and encouraging the drive towards improving literacy, numeracy and other linguistic and maths-related skills.

Principles on which the policy is based

15.4 Several principles should be applied to Maths and English delivery at the college. They are:

i. Applicants aged 16-18 and aged 19-24 with an EHCP (Educational Health Care Plan) who have not achieved at least GCSE English and mathematics at grade 4 (C) or a recognised equivalent qualification will be advised they will be required to study towards achieving this qualification.

ii. Adult applicants aged 19 and over who have not achieved at least GCSE English and mathematics at grade 4 (C) will be given guidance and encouraged to study towards achieving this qualification.

iii. The provision of Maths and English skills should wherever possible be explicitly reinforced within the student's main qualification;

iv. The provision of Maths and English skills should be planned and structured to ensure the learner has the maximum opportunity to achieve.

Responsibilities

Student Responsibilities

15.5 Successful teaching and learning of Maths and English skills is a two-way process which also places responsibilities on the students. Student success is most likely to be achieved when students:

i. Make a positive commitment and contribution to their own development and learning.

ii. Attend all Maths and English skills lessons as required, in accordance with the attendance policy and their timetable in a punctual manner.

iii. Work hard and make the best use of time inside and outside the classroom, including timely completion of work, preparation for tests and working to achieve personal learning targets.

iv. Pay careful attention to advice and feedback on progress and what needs to be improved.

v. Make a positive contribution in class.

vi. Co-operate with the teaching staff and peers.

vii. Comply with the assessment regulations for the award.

viii. Use learning resources and equipment effectively and responsibly.

Staff Responsibilities

15.6 Staff should ensure that:

i. All staff have a positive attitude towards Maths and English.

ii. For the delivery of Maths and English skills there are clearly articulated teaching and learning strategies agreed and understood by all those involved.

iii. Teaching and learning strategies should address how students will be supported to achieve Maths and English skills qualifications.

iv. Staff are clear about their contribution to the delivery and assessment of maths and English skills.

v. The assessment of Maths and English skills is an integral part of the learning process. Formative assessment should be a stimulating and positive experience for the learner.

vi. Feedback to students on assessed work is timely and constructive and checked for accuracy in spelling, punctuation and grammar.

vii. All students attend and have prompt starts to Maths and English sessions.

viii. All teaching and assessing staff involved in maths and English skills must meet the requirements of internal and external moderation.

ix. All teaching and assessing staff should have knowledge of the current practice/standards regarding Maths and English skills and access appropriate CPD.

x. Teaching and assessing staff are responsible for rigorously pursuing all students to ensure the full completion of Maths and English skills.

xi. To liaise with SEND Co-Ordinator / Support Staff to meet the needs of those students with Additional Needs.

College Management Responsibilities

15.7 College management should ensure that:

i. Staff are fully conversant with this policy and the demands it places on them.

ii. Staff are competent to undertake their roles and responsibilities for the delivery and assessment of Maths and English skills.

iii. All newly appointed teaching staff have, as part of their induction, training and development opportunities identified to meet the requirements of this policy.

iv. All teaching and assessing staff receive training and development which enhances competence and skills in delivering and supporting Maths and English skills and promotes and shares best practice.

v. Vice Principal (Further Education) and FE Quality Manager, through Cluster Leaders, is responsible for the Maths and English skills provision in their relevant curriculum areas, including quality assurance, attendance and success rates.

vi. There is a robust quality assurance system in place that all staff operate within and are familiar with the process.

For further details on roles and responsibilities see Appendix: Maths and English Roles and Responsibilities.

Monitoring, review and evaluation

15.8 Achievement rates for Maths and English skills should meet college targets. These are identified in course performance management meetings which are frequently reviewed.

15.9 Student feedback, including questionnaire responses, should show high levels of satisfaction with the quality of Maths and English skills delivery and support arrangements.

15.10 Staff feedback on the quality of support provided by the college should be used to enhance competence and skill in delivering and sharing best practice of Maths and English skills.

16.0 QUALITY POLICY

Introduction

16.1 The Northern College of Art is committed to ensuring that all education, training and support services provided by the college are delivered within a quality framework, which encourages high standards and promotes individual student achievement.

16.2 All aspects of the further education provision are annually monitored and reviewed through a cycle of quality assurance and audit, leading to the production of a Self-Assessment Report and Quality Improvement Plan.

Purpose

16.3 The purpose of the FE Quality policy is to:

i. ensure that the quality of service that the college provides to all key stakeholders continues to improve.

ii. ensure that new developments identified in the college's strategic plan are implemented to the same high standards as an existing provision.

iii. ensure that suitable mechanisms are in place to understand and respond to the needs of key stakeholders such as learners and employers ensure that the college continues to meet the quality targets set by relevant funding organisations, awarding bodies, and inspectorates.

iv. review all aspects of college activity to provide relevant information for self-assessment reports.

v. ensure feedback from all stakeholders is considered in order to make improvements across the college.

vi. produce quality improvement plans in the light of self-assessment activities to address areas for improvement and reinforce existing strengths.

vii. monitor the implementation of quality improvement plans, reporting progress and any resulting action taken to ensure continuous improvement, reported to the FE Academic Committee, principalship team and governors.

viii. ensure that all complaints are viewed as an opportunity for improving quality and are dealt with by the appropriate policy and procedure.

ix. audit procedures systematically, give feedback to staff on their performance and correct any non-compliance.

x. ensure that all lapses in performance are addressed.

xi. ensure that the college adopts a professional approach in all aspects of its work

xii. provide assurance that students have access to courses that are relevant to the needs of students, industry and higher education.

xiii. ensure students receive appropriate and effective: advice and guidance; teaching/learning and assessment; resources; guidance and support; that are delivered to an agreed high standard that lead to achievement at the highest possible level.

xiv. ensure that appropriate targets, for both courses and students (FE), are set and achieved to foster continuous improvement.

xv. ensure that courses are delivered to and meet standards laid down by validating bodies and that the college complies with the quality assurance requirements of these bodies.

Definitions

16.4 A student includes any current student of the college, those on work experience or engaged in work-related learning, or on an approved leave of absence, and any student undertaking a period of academic intermission to redeem outstanding failures or assessment that has been deferred.

16.5 Staff refers to all members of staff responsible for the academic progress of the student(s), including, cluster leaders, lecturers, and learning support staff.

16.6 Stakeholders/customers includes learners, parents, higher education institutions and employers.

16.7 Awarding Bodies include, but are not limited to, University Arts London Awarding Body (UAL Awarding Body), Oxford Cambridge and RSA (OCR), Edexcel; Funding Agencies such as Department for Education (DfE); Inspectorates such as the Office for Standards in Education (Ofsted).

Responsibilities

16.8 Cluster Leaders will:

i. Provide an update on agreed targets and action plan with regards to improvements to their course termly times throughout the academic year at the Programme Strategic Meetings (PSM) / Quality Monitoring Reviews (QMR's).
ii. Produce an Annual Course Review at the end of the academic year aligned to a standardised college format provided by the FE Quality Manager and Vice Principal (Further Education) which will include a course-specific quality improvement plan (QIP).
iii. Continue to be proactive in evaluating their course within their Course Quality Monitoring Review and monthly Planning and Action Meetings (PAM) identifying and monitoring any areas for improvements via the relevant mechanisms, all documented in the FE Curriculum Drive.

16.9 The FE Quality Team will:

i. Ensure that all Cluster Leaders and academic staff are adequately briefed and are aware of their responsibilities for carrying out review and evaluation processes on time.
ii. Plan and conduct assessment activities in line with current Ofsted Education Inspection Framework (EIF) practices such as curriculum reviews or 'deep dives' to gather evidence of learner progress from multiple sources (see Appendix: Curriculum Reviews / Deep Dives).
iii. Review PAM and QMR minutes and monitor progress against action points. Monitor performance against agreed targets and plans to address shortfalls against targets.
iv. Take the necessary action to address any shortcomings in individuals/course's performance relating to quality assurance responsibilities and if necessary involve a scrutiny panel.
v. Monitor punctuality and attendance within each curriculum area and manage in line with the Student Attendance Policy.
vi. Negotiate required amendments to quality standards and present it to the relevant committees for approval.
vii. Work with other departments within the college (such as student services) to review the student experience.
viii. Review Quality Assurance procedures and recommend improvements.
ix. Receive reports from college managers as appropriate.
x. Use performance and national benchmarking data in assessing performance and producing and implementing an action plan to correct deficiencies.
xi. Working with the Vice Principal (Further Education), agree with the format of the annual course reviews. Receive and approve course reviews and quality improvement plans for each course. Collate annual reviews to produce the overall college Self-assessment Report and Quality Improvement Plan. Present this to the FE Academic Committee and Corporation for approval.
xii. Agree the content of the customer satisfaction questionnaires. Co-ordinate their issuing and completion.
xiii. Analyse responses from all evaluations, investigate unsatisfactory responses and advise on strategies for improvement. Present statistics to relevant committees and Governors as appropriate.
xiv. Identify staff development needs from internal quality processes and reports and liaise with the Vice Principal (Further Education), and HR Manager Manager / Advisor to negotiate CPD requirements and priorities.
xv. Review Quality Standards appropriate to college activities and make standards that the college could adopt. Review the currency of any standards annually.
xvi. Prepare college for inspection, accreditation and audit as appropriate.
xvii. Respond to any complaints following the relevant policy and procedure and record all complaints on the complaints log.
xviii. Monitor retention throughout the year and co-ordinate initiative to address any issues.

17.0 ACADEMIC APPEALS POLICY

Introduction

17.1 The FE Student Academic Appeals Policy and Procedure applies to all students studying for FE awards that are subject to an internal college assessment process.

Applicability

17.2 In some awards, final agreement on summative decision-making in relation to assessment is made by a body external to the college. Where an assessment decision is made by an external body, any appeal must be made using the appeals mechanism laid down by the awarding body. Please note, some Awarding Bodies may require a fee for an Appeal.

Purpose

17.3 The Student Academic Appeals Policy and Procedure details the method by which a student may appeal against an internal assessment decision at The Northern College of Art.

17.4 Under JCQ Regs we need to:

i. have a published appeals procedure relating to internal assessment decisions that contribute to summative assessment

ii. make this document available and accessible to candidates

Responsibilities

17.5 Student Responsibilities

1. To know where to find the Appeals Policy and familiarising themselves with the document. This will be made available during Induction and students will complete a form to confirm they have had access to the document, via an Induction Checklist. This will remain on the courses MS Teams Tile all year. It is also available on Moodle.
2. To follow college procedures for assessment arrangements
3. To make sure all support needs have been documented on the Study Support Form, and that this is updated if circumstances change. To make sure any relevant evidence is shared with the college, such as Medical Certificates, EHCP or SEND needs.
4. To make sure teaching staff aware of any special considerations that may be occurring during a final assessment such as UAL Awarding Body final project, or Maths and English concessions at the appropriate time.
5. To complete work to the best of their ability

6. To take responsibility for their learning, such as handing work for assessment in a timely manner, and communicating with staff effectively.
7. To complete and submit an Internal Appeals Form.

17.6 Staff Responsibilities

1. Students have access to all policies at all times, via MS Teams and Moodle.

2. At fixed times during the year, all policies and including the appeals policy are highlighted to students, such as Induction. However, the appeals policy will also be highlighted to students prior to an externally assessed or externally moderated project.

3. They are aware of the differences between Reasonable Adjustments and Special Considerations and know how to apply both, or how to get support to use the policies.

4. Students are not treated less favourably following a submission of their academic appeals.

5. They try to resolve informal appeals prior to invoking the formal Appeals policy

17.7 Assessment Process

The college's policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. To this end the college will ensure that:

1. The candidate will have produced work for internal assessment that has been authenticated as original work according to the Awarding Body and documented appropriately such as, signing the Candidate Authenticity Form.

2. During Induction, all candidates are informed about the production of internally assessed work that contributes to summative assessment and deadlines to be met. Information about the appeals procedure will be given in the same advice, including where to find the policies, such on Moodle and the individual Course's Teams area.

3. All candidates are given adequate and appropriate time to produce the required work.

4. Internal assessments are conducted by staff who have the appropriate knowledge, understanding, and skills.

5. The consistency of the internal assessment is secured via a mark scheme or marking criteria and internal standardisation activities as necessary.

6. Each Awarding Body specifies detailed criteria for the internal assessment of the work and staff responsible for internal standardisation will attend any training sessions given by the Awarding Bodies.

7. The Awarding Body must moderate the assessed coursework and the final mark awarded is that of the Awarding Body. This mark is outside the control of the college and is not covered by this procedure.

17.8 The outcomes of Assessment Boards will include the following decisions:

1. Whether a student has or has not reached the academic/professional standard required by the awarding body.

2. Whether a student will, or will not benefit academically from further study on the award.

3. Whether a student is demonstrating achievement at an appropriate level to successfully complete internal/external assessment.

4. The Assessment board should consider all previous reported circumstances that may have significantly affected the student's performance. Students are reminded that such circumstances must be recorded with evidence at the time they arise.

17.9 Assessment takes a variety of forms, which enable students to demonstrate achievement. Awarding bodies often stipulate the form that this assessment must take. Issues relating to external moderation/verification should be addressed directly with the awarding body. Where deemed appropriate by the Vice Principal (Further Education), the college may appeal on behalf of a student or group of students where the results of the student(s) are at serious variance with the expectations of the teaching team. Such decisions are the responsibility of the Vice Principal (Further Education) and their decision is final.

Performance & Progression Process

17.10 The college encourages students to make use of the day-to-day informal communications with teaching staff or through the performance and progression review process. This should include queries on academic decisions and academic judgement. Students must ensure that any circumstance which they feel will adversely affect their performance is recorded either through the performance and

progression review process, on their ILP or by discussions with an appropriate member of staff. Students cannot complete the formal academic appeals Proforma (Academic Appeals Application) without having first gone through this stage.

Grounds for Appeal

17.11 The grounds for appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgements themselves.

17.12 Therefore, in essence this procedure relates to appeals against assessment results or decisions of an Assessment Board arising from mitigating circumstances, which may have had an impact on the outcome.

17.13 Students can only appeal against an assessment result or decision of an Assessment Board for the following reasons:

1. The student's performance in an assessment suffered through illness or other compelling circumstance which could not have been reasonably reported at the time of the assessment. Students who appeal on this basis will be expected to show why the circumstance could not have been reported earlier.

2. The Assessment Board did not consider all previous reported circumstances, which may have significantly affected the student's performance. Students are reminded that such circumstances must be recorded at the time they arise.

3. The Assessment Board process was not followed correctly.

Making an Appeal

17.14 In the first instance the student should raise any concerns about their assessment decision with the Lecturer.

17.15 If the student remains concerned having spoken to their lecturer they should contact their Cluster Leader or Student Support Advisor.

17.16 The Cluster Leader or Student Support Advisor will ask the student to complete and submit the Student Academic Appeal Application to the FE Quality Manager. The Application must set out clearly the grounds for appeal and include relevant supporting evidence.

17.17 Such an appeal must be received within **2 working days** of the date on which the student was informed of the assessment decision/result. Whilst this timeframe is relatively short if there is grounds for appeal the college needs to work within the set timelines from the awarding bodies. As an example; UAL Awarding Body stipulate some appeals need to be received by them within 10 working days of the student receiving their results in order to be considered.

17.18 On receipt of the written appeal, the FE Quality Manager will advise the student on the timescale for the investigation and acknowledge receipt of the appeal.

17.19 The FE Quality Manager will lead an inquiry to investigate the stated concerns. The enquiry will be completed within **5 working days** of receipt of the formal appeal. On completion, the written findings will be sent to the student.

17.20 The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.

17.21 The FE Quality Manager may collect written evidence from relevant members of staff as appropriate.

17.22 If, after the above consultation, the FE Quality Manager establishes that the appeal is not properly based upon one of the acceptable grounds set out above, they will notify the student of the decision and indicate the reason/s why. Both the appeal and the notification of the decision will be recorded on the student's ILP.

17.23 If it is established that the student does have grounds for appeal then the FE Quality Manager will consult with the Vice Principal (Further Education) and agree what action, if any, should be taken to address the matters referred to in the appeal. The FE Quality Manager will then notify the student of the decision and indicate the remedy to the appeal. Both the appeal and the decision will be recorded on the student's ILP.

17.24 **If the appeal is successful**, the student will be notified. The college will support the appeal and submit an application to the awarding body.

17.25 **If the appeal is unsuccessful**, the student will still be informed. While the college will not support the application to the awarding body, the student may still choose to proceed with it unsupported by the college. The Quality Manager will still contact the Awarding Body and proceed with guidelines set down by each individual Awarding Body.

17.26 If the student is still unhappy with the process, they will be guided to the complaints process.

Responsibilities

Student

i. Awareness of policy.
ii. Speak to someone on course team or student services
iii. If appropriate make a written appeal to the FE Quality Manager

Student Support Advisor

i. To support the learner through the process.
i. To attend any appeal meetings if an appropriate with the student.

Cluster Leader/Lecturers

ii. To make all students aware of the policy.

iii. To support students through the policy.

FE Quality Manager

i. To implement the policy.

ii. Manage and update the policy.

iii. Lead an inquiry to investigate the stated concerns.

iv. Communicate with the Vice Principal (Further Education) and FE Examinations Officer regarding any actions or recommendations if there are any grounds for appeal.

Vice Principal (Further Education)

i. Receive and action student final appeal notifications.

Internal Checklist (for the college only)

Quality Process

Student Action	Yes	No	Contributed to changing outcome
Was aware of the Appeals Policy			
Was aware of the Reasonable Adjustment Policy			
Was aware of the Special Considerations Policy			
Signed the Study Support Form			
Completed the Induction Checklist/Second Year Checklist			
Followed Assessment Arrangements			
Ensured all staff were aware of any special considerations during the Final Project/Assessment			
Completed work to the best of their ability			
Took responsibility for their own learning, such as handing in work for assessment on time			
Communicated with staff			
Completed and submitted their Appeal in writing			
Course Team Actions	Yes	No	Contributed to changing outcome
Ensured students had access to all policies at all times via Teams and Moodle			

Highlighted the policies, especially the Appeals Policy, to students before assessment points			
Ensured students understood the difference between Reasonable Adjustments and Special Considerations			
Offered all learners the opportunity to complete a Study Support Form at interview			
Updated the Course Tracker regularly			
Were fully aware of support needs (EHCP, SEND, etc.) and reflected these in the Tracker and ILP			
Completed Reasonable Adjustments for individual students on the Tracker, where appropriate			
Ensured all learners completed the Induction Checklist/Second Year Checklist			
Ensured Student Authenticity Forms were signed by all students			
Ensured Assignment Briefs were fit for purpose and aligned with the Assessment Plan			
Provided accurate submission information to students			
Allowed 10 days for students to submit referral work			
Regularly updated the ILP			
Followed all Quality Processes (e.g., IV of Briefs, Internal Verification, Standardisation, Ranking)			
Uploaded all portfolios and assessment paperwork appropriately			
Uploaded individual criteria on the Tracker for the Assessment Board			
Attempted to resolve informal appeals before invoking the Formal Appeals Policy			
Assessment Board Actions	Yes	No	Contributed to changing outcome
Determined whether the student had reached the professional standard required by the awarding body			
Determined whether the student would benefit academically from further study on the award			

Evaluated whether the student demonstrated achievement at an appropriate level to complete internal assessment			
Considered all previously reported circumstances that may have significantly affected the student's performance			
Accurately documented all grades reported for students			
Other Considerations – Potentially raised by student	Yes	No	Contributed to changing outcome
Notes			

18.0 STUDENT ACADEMIC MISCONDUCT POLICY

Introduction

18.1 The Academic Misconduct Policy, in conjunction with Appendix: Academic Dishonesty, defines areas of academic misconduct. It sets out the student's responsibilities in relation to this.

18.2 The college regards any action by a student which may result in an unfair advantage, such as cheating, collusion, falsification, ghosting, personation and plagiarism, as a serious academic offence. A list of academic malpractice definitions is available at Appendix: Academic Dishonesty but this is not exhaustive.

Purpose

18.3 The purpose of this policy and its guidelines is to ensure that:

i. Students are aware of the seriousness of academic dishonesty and are informed as to the scope of what academic dishonesty covers.

ii. Students are clear as to the college's non-acceptance of academic dishonesty and are assured that all suspected instances of academic dishonesty will be dealt with seriously.

iii. The college's assessment process and grades awarded are credible due to the authenticity of work being submitted for assessment.

iv. Students are informed of and obtain clear guidance throughout their learning course of all requirements stipulated by any relevant Awarding Organisations.

v. All students have the opportunity to report academic dishonesty.

vi. There is clarity for academic staff with regard to the parameters and responsibilities associated with academic dishonesty.

vii. There is a process in place to monitor and evaluate the effectiveness of the academic dishonesty policy and guidelines, and to reflect on the outcomes of the policy and guidelines and make enhancement where necessary.

Definitions

18.4 A student includes any current student of the college, including those on work experience or engaged in work-related learning, or on an approved leave of absence, and any student undertaking a period of academic intermission in order to redeem outstanding failures, or assessment that has been deferred.

18.5 Academic staff refers to members of staff responsible for the academic progress of the student(s), including, learning support staff, technicians, lecturers, Cluster Leaders and the Vice Principal (Further Education).

18.6 The two concepts of academic misconduct relevant to this policy are cheating and plagiarism. These are defined below and in Appendix: Academic Dishonesty

18.7 "Academic Misconduct: Cheating" is defined by the college as engaging in any action with the intent of gaining an unfair advantage over other students taking the same assessment. This includes the utilisation of available services such as Artificial

Intelligence and generative (AI). Students should document and signpost the use of such services within their work, making it clear how it has been utilised.

18.8 "Academic Misconduct: Plagiarism" is recognised internationally as the deliberate or mistaken use of somebody else's textual or visual work in your own, and is defined by the college as the deliberate or mistaken incorporation of another's work in an assessment without proper acknowledgement. Proper acknowledgement means that when copying from another source, that section must appear in quotation marks with an acknowledgement of the source by the provision of a detailed reference and page number. Where students are reproducing someone's ideas, but in their own words to a greater or lesser extent (or paraphrasing), they must cite the original source. If students are using the visual work of another in any process leading up to a final design or series of designs, reference to the work of others must be included where necessary.

18.9 Detailed examples of acts of academic misconduct can be found in Appendix: Academic Dishonesty.

Responsibilities

18.10 Academic staff are responsible for:

i. Ensuring students are made aware of the academic misconduct policy as part of their induction to the college and their course of study.
ii. Acting promptly in response to any concerns or complaints of academic misconduct following the relevant procedures.
iii. Where appropriate completing and maintaining relevant documentation in line with Awarding Organisations recording requirements for instances of academic misconduct.
iv. Giving students specific instructions on when, how and in what form they should submit any assessment.
v. Informing students where an element of group work is an appropriate part of the assessment methodology and ensuring the assessment instructions clearly state the nature, content and extent of such group-based activity.
vi. Monitoring the authenticity of students work submitted for assessment.

18.11 Students are responsible for:

i. Ensuring that any essays, dissertations or other assessed work submitted is their own work and any passages quoted, paraphrased or opinions relied upon are properly attributed.
ii. Ensuring the use of images, designs, plans, diagrams, computer code, etc. which has been originated by someone else is acknowledged and referenced in the appropriate manner, as defined within the course handbook.
iii. Maintaining academic integrity throughout their period of study at the college. This means that they must respect other members of the academic community, both within and outside the college, and uphold the ethical values of that community when producing work. This extends beyond ensuring that work presented is one's own and may include the reporting of any instances of malpractice of which they become aware.

iv. Ensuring that any work presented for assessment is their own, and that any work (e.g. collaboration) or opinions of others are appropriately acknowledged. The roles of any other people who might have been involved in the production of collaborative work, whether they are fellow students or not, must be recognised appropriately.

v. Taking great care not to submit for assessment any coursework which has been previously submitted for another assessment.

18.12 Cluster Leaders are responsible for:

i. Monitoring external requirements and regulations with regards to academic misconduct and ensuring staff and learners are informed of any changes.

ii. Ensuring Awarding Organisations are informed of any instances of academic misconduct, following their recording and communication requirements.

iii. Informing the FE Quality Manager of any such external changes that may require the academic misconduct policy to be reviewed and amended.

iv. Ensuring academic staff within the individual course teams receive appropriate training and support to identify instances of academic dishonesty.

18.13 The Vice Principal (Further Education) is responsible for ensuring that:

i. There is a regular review of the Student Academic Misconduct Policy, which should evaluate the effectiveness of the policy, reflect on the outcomes and make enhancements where necessary.

ii. Academic staff are provided with the appropriate information, including any changes to the academic misconduct policy, in order that the policy can be effectively implemented.

iii. Reported instances of academic misconduct are responded to and addressed in line with the relevant college procedure.

iv. An internal log of cases of academic misconduct is maintained.

Suspected Academic Misconduct and the consequences.

18.14 Where there are instances of suspected academic misconduct in the first instance the teaching team should raise and discuss the concern with the Quality Team. Depending upon the nature and potential complexity of the issue the Quality Team may consult with the FE Examinations Officer or the E Learning team to establish a route of investigation in accordance with awarding body regulations and rules. Where the suspicion of misconduct is expected to be a mistake the student/s will be informed with a note logged on their ILP for their duration of their studies in the hope that their actions serve as a reminder to avoid repetition.

Where instances of deliberate academic dishonesty are suspected, the situation will be dealt with in accordance with the student disciplinary procedure / alongside the awarding body centre regulations. There are varying levels of intentional academic dishonesty meaning each instance needs individual consideration. The Student Disciplinary Procedure also has varying levels of misconduct classification. Students must be made aware that they could be at risk of failing their course of study under

the rules and regulations of an awarding body, despite the views and potential sanctions of the college.

19.0 STUDENT INTELLECTUAL PROPERTY RIGHTS POLICY

Introduction

19.1 This policy describes the college approach to ownership and exploitation of intellectual property generated by students whilst studying at the college.

19.2 All students at the college should be aware of this policy, and its implications for their work.

Purpose

19.3 This policy defines how the college deals with Intellectual Property Rights in a number of circumstances - assessed work, live projects, commercial sponsorship, and student collaborations.

Definitions

What is Intellectual Property (IP)?

19.4 Intellectual Property (IP) is the output of creative endeavour which has value and originality. It is created through the development of new ideas, innovative new products, artworks, designs, processes, publications, creative content or output. Thus the creative work undertaken by students as part of their studies might be IP.

19.5 IP can be protected, for example, by registering patents, trademarks and designs. Copyright is an automatic right that does not need registering. 'Intellectual Property Rights' (IPR) refers to rights of ownership of Intellectual Property.

19.6 All students should read this policy carefully so that they are aware of the implications of the college's policy, and are best placed to exploit any IP they generate.

Ownership of IP

19.7 The originator of IP is identified as the 'inventor' or 'creator'. However, this must be distinguished from "ownership", which is the right to use or exploit IP.

19.8 The student originator of IP will always be identified as its inventor, including in legal documentation such as a patent application.

Policy - General

19.9 The intellectual property rights of any work produced by any student in the course of their study rests with the student. However, it is important that students note the provisions under the sections concerning Commercial Sponsorship and Collaboration below.

19.10 The college retains the right to use, reproduce, modify and distribute student work for the purposes of marketing, publicity and otherwise enhancing the reputation of the college, without commercial gain.

19.11 Where a student creates work outside the course of their study, ie where the work does not comprise part of the required learning for a course, or where the work is not submitted for or in support of assessment, the ownership rests solely with the student.

The exception is where this work was the result of sponsorship or collaboration (see relevant sections below).

Protecting and exploiting IP

19.12 Some guidelines about Intellectual Property are provided on the intranet and on the Intellectual Property Office's website. Students are strongly advised to read these guidelines to inform themselves about the legal and practical implications.

19.13 As the owner of the intellectual property, the student has a responsibility to identify, protect and manage his / her Intellectual Property effectively. However, the college wishes to support students, and may be best placed to help a student to exploit any IP that has been created. A student who believes that they may have produced any new IP which has value and originality should in the first instance contact a member of their course team.

19.14 If staff have been involved in the project and may have some claim over the IP generated, it is important to read the section below on collaboration.

19.15 If it appears that new IP might have been generated, the student will be invited to discuss the work with a specialist, who can identify the potential for commercial exploitation. A decision whether or not to discuss the work with the college is at the student's sole discretion, but students should note that failure to protect IP at the earliest opportunity can result in it being lost, and/or exploited by others.

19.16 Where appropriate, the college may agree to provide legal and financial support for a project, as well as ensuring that the IP is protected (for example, through applying for a patent or trademark).

19.17 Where the college agrees to support a project, this may be subject to conditions. These conditions may include the negotiation of a cost-recovery agreement, and where appropriate, an agreement on profit-sharing. Profit sharing arrangements will be negotiated on an individual basis with each student, but in general the inventor will be expected to receive up to 90% of the first £10,000 profit generated.

19.18 There may be occasions where a spin-off company would be the chosen route for exploitation of IP. In these instances, the college would normally claim an equity share in the company in return for detailed support for the company. The arrangements for companies will be negotiated on an individual basis.

19.19 It is worth noting that applications for patents in the UK cost £1,000 - £2,500, and international applications cost from £3,000 - £80,000 depending on the number of countries filed in.

19.20 If, following discussion, the college decides not to support the student in exploiting the IP, it will state this clearly in writing. The college may, at its discretion, offer some advice and support, but this will be on a case by case basis and cannot be guaranteed.

Commercial Sponsorship (including live projects/briefs)

19.21 There may be occasions where a third party may wish to own the Intellectual Property generated through student work. This could occur where, for example, a commercial organisation sponsors a research project, or offers a live brief. In such cases the college will normally seek to reach an agreement whereby the student can retain the

IP, but agrees to give the sponsor a licence to exploit the rights on a commercial or other negotiated basis. On occasions, retention of the rights in IP may not be feasible or commercially acceptable to the sponsor. Agreement with the sponsors clearly setting out the position will be negotiated before the start of the work in order to avoid subsequent disputes.

19.22 Commercial organisations may also require participating students to agree to a confidentiality clause, especially if their work is potentially commercially sensitive. Students must ensure they are clear about the terms which govern any work they do with or for a commercial organisation, including on work experience or any other form of work-related learning.

Collaboration

19.23 Where work which generates IP is the product of collaboration between students, the student inventors should agree the way in which their status should be recorded, and any profits shared. The college will not seek to impose any specific structure (but students should note that failure to confirm these details can lead to legal difficulties in the event that the IP is exploited). Advice can be sought from the college.

19.24 In the event of collaboration between staff and students leading to work which generates IP, it will normally be for the collaborating group to determine the attribution of rights, and revenue-sharing arrangements. These arrangements should reflect the nature of the collaboration, and the significance of each input.

19.25 The college is conscious of the need to ensure that all those genuinely involved in a collaboration should have their work recognised and acknowledged. It wishes to ensure that no partner controls the assignment of rights and revenue by virtue simply of seniority.

19.26 In the event of disputes between the collaborating partners, representation should be made to the FE Quality Manager, who will establish a panel to determine the most appropriate assignment of rights. The panel will be chaired by a member of the Extended Executive Team, and will include at least one staff member who is more senior than any involved in the dispute.

Staff IP Policy

19.27 All students should note that there are separate arrangements for staff, and should not presume that the arrangements are identical.

19.28 Where a member of staff is also registered as a student, the staff arrangements will apply unless it can be demonstrated clearly that the work which generates IP was undertaken as part of the course of study.

Disputes

19.29 Any dispute about any aspect of IP as covered by this policy should be referred to the Academic Registrar. In the event of a dispute which cannot be resolved through reference and implementation of this policy, or where one or more parties considers this outcome to be unjust, the college will establish a panel to review the case and reach a judgement. The panel will be chaired by a Vice Principal, and will include two further independent members of the Extended Executive Team. If the dispute also

involves a student, the student engagement manager and/or a member of student services staff will be invited to join the panel as an observer. The decision of the panel will be final, and there is no appeal within the college.

20.0 STUDENT DISCIPLINARY PROCEDURE

Introduction

20.1 This policy seeks to ensure that FE student disciplinary matters are dealt with fairly and promptly at the appropriate level by those with clear authority from the college. The policy is in place to support the safety of students, staff and any other stakeholders associated with the college and activities we operate.

Purpose

20.2 The Northern College of Art is committed to operating a fair, consistent and non-discriminatory disciplinary procedure in relation to all its students. The college also recognises its obligations under the Equality Act 2010 and will comply with these obligations in the operation of this Student Disciplinary Procedure.

20.3 The behaviour described in minor misconduct and serious misconduct of this document shall constitute a breach of this Student Disciplinary Procedure if it took place on The Northern College of Art property or premises elsewhere if the student was involved with a college activity, was representing college, was present at that place by virtue of their status as a student of The Northern College of Art, or if the behaviour affected other members of the college community or members of the general public in a way which may damage the standing and/or reputation of The Northern College of Art.

20.4 Exclusion or non-progression as a result of unsatisfactory levels of academic achievement, is not covered by this Student Disciplinary Procedure. However, academic dishonesty is included in the Student Disciplinary Procedure.

20.5 For students under the age of 18 years old, or vulnerable adults, parents / carers will be kept informed at all stages of the disciplinary proceedings.

20.6 The Vice Principal (Further Education) should ensure that all relevant departments of the college are kept up-to-date at all appropriate stages of the disciplinary procedure including MIS, the student's course team, student services and the SENDCo (if appropriate).

Definitions

Minor Misconduct

20.7 The following list gives typical examples of minor misconduct; it is indicative, and is not intended to be exhaustive. Examples may include:

i. poor punctuality.
ii. poor attendance.
iii. persistent failure to meet submission deadlines.
iv. disruptive behaviour to learning for themselves and/or which materially impacts on others.
v. not following rules and guidance.
vi. failure to participate in learning activities (e.g. group, remote, homework etc).
vii. academic dishonesty / deliberate academic misconduct.

viii. minor damage to college property, or negligence in its care
ix. disregarding instructions from college staff
x. showing a lack of respect to any members of The Northern College of Art community, including contractors and visitors.
xi. incidents of disturbance in the local community liable to bring The Northern College of Art into disrepute (NOTE: this may be classed as serious misconduct depending on the severity of the disturbance).
xii. any other behaviour deemed as inappropriate.

20.8 Staff with direct contact with students should address all incidents of unacceptable behaviour in an effort to promote a harmonious and pleasant learning environment on a day-to-day basis. Any allegation(s) of minor misconduct should be logged on the ILP and notified to the Cluster Leader. The allegation(s) should be sent by email, and should clearly state the alleged misconduct (including dates and times). If the Cluster Leader has identified the misconduct they should record this in writing on the Students' ILP. The Cluster Leader will then meet with the student(s) and determine whether or not further action should be taken.

20.9 The options to the Cluster Leader are:

i. To find that there is no case to answer, and that the case is dismissed. A note of the meeting will be made on the ILP.
ii. To give a verbal or written warning, which will be recorded on the student ILP.
iii. To consider that this is a matter of misconduct which may warrant a penalty more serious than a warning, and refer the matter to the Vice Principal (Further Education) under the serious misconduct process.

Serious Misconduct

20.10 Examples of Serious Misconduct may include (but are not limited to):

i. breach of The Northern College of Art's equalities policies, including unlawful discrimination.
ii. breach of the Health and Safety Policy.
iii. breach of the IT Acceptable Use Policy.
iv. bullying or any type of harassment (including online activity).
v. displaying misogynistic attitudes and behaviours that may constitute harassment and contribute to an intimidating, hostile, degrading, humiliating or offensive environment (including online) for others.
vi. theft.
vii. damage to property.
viii. threatening behaviour.
ix. physical violence.
x. possession of an offensive weapon (including replica / toy / cosplay etc) / item which has no purpose to learning activities and could cause injury.
xi. substance abuse and/or possession of any associated paraphernalia (examples include alcohol, illegal drugs, prescription drugs, solvents etc).
xii. Vandalism / damage to property within the college community and any offsite learning activities whilst representing the college.

xiii. continuous disruptive behaviour and unwillingness to co-operate with reasonable instructions from staff.
xiv. academic dishonesty / deliberate academic misconduct.
xv. smoking (including the use of electronic cigarettes) within The Northern College of Art buildings or prohibited places including off site trips and visits.
xvi. a repeated instance of minor misconduct.
xvii. failure to abide by the outcomes of a previous misconduct process (whether minor or serious).
xviii. any behaviour (on or off campus) liable to bring The Northern College of Art into disrepute.
xix. being coercive / encouraging the unacceptable behaviour of others leading towards any of the examples in this list
xx. any other behaviour deemed as inappropriate

20.11 Any allegation(s) of serious misconduct should be brought to the attention of the Vice Principal (Further Education). The allegation(s) should be sent via email, and should clearly state the alleged misconduct (including dates and times). If the Vice Principal (Further Education) has identified the misconduct, they should record this on the curriculum drive under the complaints and disciplinaries section. The Vice Principal (Further Education) will then determine whether or not the allegation(s) properly falls under the criteria for serious misconduct. If they consider that it does not, they will refer the matter back to the Cluster Leader for consideration through the procedure for minor misconduct.

20.12 If the allegation(s) does/do fall within the criteria for serious misconduct, the Vice Principal (Further Education) will:

i. Meet with the student(s) as reasonably as possible to determine the facts and if they are disputed. For students under the age of 18 years old, or who are vulnerable adults, parents / carers will be informed this meeting has taken place or needs to happen depending upon the timing and nature of the concern. This meeting will include an accompanying member of relevant academic staff (e.g. Cluster Leader / Lecturer / Quality Manager) and where appropriate a member of staff from student services. The Vice Principal (Further Education) will outline the disciplinary process and remind/introduce the student(s) to the disciplinary policy. Where a student has broken the law such as committing a criminal offence, or has possession of an illegal substance/prohibited item the Police may be involved.

It may be necessary to send the student(s) home. In which case parents/carers will be contacted to make arrangements to collect their young person or for permission to send their young person home on their own, where appropriate. Where this is not possible for safety concerns the student will remain on campus in student services until normal home time or deemed safe to leave.

Depending on the nature of the misconduct The Vice Principal (Further Education) may suspend the student(s) from attending the college to minimise any risks and provide a period of ‘cooling off time’ for those involved, or whilst

further investigations take place. This will be considered on an individual basis.

In a situation where a meeting cannot be quickly arranged to discuss the allegation, and it is considered that the students' attendance at the college provides a risk, the Vice Principal (Further Education) may inform the student(s) that they should not attend the college until a meeting has taken place. Every effort should be made to ensure that this meeting takes place as soon as possible, typically within one or two working days.

Depending on findings the Vice Principal (Further Education) may request the student(s) provide an electronic statement and any accompanying evidence for consideration if they have not done so already.

Where possible, the Vice Principal (Further Education) will make a decision during the meeting and let the student(s) know the outcome from the table in the following section (outcome A/B/C). This is not always possible as The Vice Principal (Further Education) may require further time to consider all information available.

ii. Following the meeting(s) and assessment of the information available such as witness statements from other students / staff, meeting with other students, reviewing CCTV footage, digital information etc the Vice Principal (Further Education) will decide on one of the outcomes from the table below. The Vice Principal (Further Education) will also consider previous behaviours and commitment to learning at the college whilst making a decision. This may include information from the Student Services department.

The student(s) will be informed of the outcome by either the Vice Principal (Further Education), or a relevant member of the academic teaching team such as a Cluster Leader. Typically, this will be a phone call.

Outcome	**Accompanying Information.**
A. No further action is necessary.	The Vice Principal (Further Education) will make a note on the student(s) ILP to record the date, time and nature of the meeting that took place and the student(s) will be able to continue their studies.
B. A formal written warning should be issued	The formal written warning will act as a record of the meeting and will be saved on the student(s) ILP for the remainder of their time studying on the campus. It will: 1. Summarise the findings of the meeting(s),

	2. Set agreeable conditions and behaviours that the student(s) are expected to meet, 3. Outline available support mechanisms. Some of these may be mandatory a condition, depending on the nature of the misconduct. 4. Outline the potential outcomes if these conditions are not adhered to. The Vice Principal (Further Education), a relevant member of the academic staff (typically Cluster Leader) and where necessary a representative of student services will meet with the student(s) to discuss the outcome and conditions of the formal warning. It should be noted that where a student breaches any of the set conditions within the formal warning or is found to further demonstrate activities of minor or serious misconduct the Vice Principal (Further Education) will review all activity and may take the decision for the student(s) to complete their studies by alternative measures or exclude the student(s) without the progression to a Student Disciplinary Panel.
C. The matter should progress to a Student Disciplinary Panel meeting.	The Vice Principal (Further Education) will decide if the nature of the misconduct should be progressed to a Student Disciplinary Panel for further consideration. In doing so, the Vice Principal (Further Education) will: 1. Determine if the student(s) should be suspended from attending the college until a Student Disciplinary Panel meeting is arranged and remind the student of the disciplinary policy. 2. Refer the case to an appropriate member of the core executive team who has not had prior involvement in the case (but not the Principal). 3. Provide the chair of the panel with an investigatory report which considers all available information and an account of the investigatory meeting(s). This report should

	also provide a summary of the student(s) overall learner profile including any previous behaviours and commitment to learning. All information including student statements will be sent to the chair of the panel who will then share all information with the panel members. 4. Ask student services to provide any necessary information which may contribute towards the student(s) behaviour. This information could be sensitive. No confidential information will be shared with the student(s).

Responsibilities

Student Disciplinary Panel

20.13 The panel will in all cases comprise:

i. Chair - A member of the Core Executive Team who has had no previous involvement with the case
ii. An independent member of The Northern Art Group staff who is not from the subject area in which the student is based and who is not the Principal or a member of the Core Executive Team.
iii. A member of the Extended Executive Team who is not from the subject area in which the student is based and who is not the Principal or a member of the Core Executive Team.

20.14 The Chair will nominate a Secretary to the Student Disciplinary Panel. Notes will be taken of all meetings of the Student Disciplinary Panel.

20.15 The student(s) will be given at least 5 working days' notice of the date of the meeting of the Student Disciplinary Panel. This should be given in writing (by the Chair) and clearly state the allegations made against the student(s) including the investigatory report compiled by the Vice Principal (Further Education). The letter will be sent to the registered term time home address of the student(s), though the chair may also email the student with all information to the email address available on the students' ILP in an effort to provide as much notification time as possible. An example of the Student Disciplinary Invite letter can be found in APPENDIX: STUDENT DISCIPLINARY PANEL INVITE. The student should also be given the opportunity to submit written evidence in advance of the meeting.

20.16 The student(s) may be accompanied at the part of the meeting of the Student Disciplinary Panel at which they are entitled to present their case by a family member, friend or another member of the college community if they wish but not by a legal representative. The person accompanying the student has a right to address the meeting but not to answer questions on behalf of the student. Reasonable adjustments will be made for students with a disability as appropriate.

Outcome of the Student Disciplinary Panel

20.17 The Student Disciplinary Panel will decide on the evidence on the balance of probability whether or not the allegation(s) is/are upheld and will determine the appropriate course of action. The range of outcomes (of which one or more may be imposed for each allegation of misconduct upheld) available for serious misconduct include:

i. Permanent exclusion from The Northern College of Art.
ii. Temporary exclusion from the college for a period of time determined by the Student Disciplinary Panel.
iii. Temporary withdrawal of access to specified services.
iv. Formal reprimand.
v. Apology and restitution to third parties.
vi. An agreed action plan with the consequences of breaching conditions clearly set out.
vii. A formal written warning with the consequences of breaching conditions clearly set out. This will remain on record for the duration of studies at the college.

20.18 In addition, a student will normally be required to reimburse The Northern College of Art for the cost of any damage to property as a result of their actions.

20.19 The Chair of the Student Disciplinary Panel will send its written decision to the Vice Principal (Further Education) within 48 hours and to the student (including their parent / carer) who should be informed in writing within 5 working days of the Student Disciplinary Panel reaching its decision. An example of the Student Disciplinary Outcome letter can be found in APPENDIX: STUDENT DISCIPLINARY OUTCOME LETTER. At the same time, the student shall be told that they have the right to appeal to the Principal in accordance with section 22.20 of the Student Disciplinary Procedure. The written notification shall be sent to the student's term-time correspondence address unless otherwise notified by the student.

Appeal to the Principal

20.20 If the student is dissatisfied with the decision of the Student Disciplinary Panel, they may appeal in writing to the Principal. The letter of appeal must be lodged with the Principal's Office within ten working days of the date of notification of the decision of the Student Disciplinary Panel.

20.21 A student may appeal on the following grounds:

i. That due process was not followed, and that this had a material bearing on the outcome of the hearing; and/or
ii. That the penalty imposed is inconsistent with the severity of offence; and/or
iii. That new evidence has since become available which is pertinent to the case, but was not available at the time of the hearing; and/or
iv. That the decision of the Student Disciplinary Panel was perverse, taking into account all the evidence presented.

20.22 The Principal will conduct a full review of the documentation relating to the case, including all documentation considered by the panel, and its decision. They will not normally meet with the parties concerned, but may request a meeting with the Chair of the panel to request clarification of any points raised by the student in their appeal, or to discuss the impact of any new evidence. The Principal will reach a judgment on the balance of the evidence, and will either:

i. Confirm the decision of the Student Disciplinary Panel.
ii. Uphold the appeal, and impose a lesser penalty.
iii. Uphold the appeal, and dismiss the case.

20.23 The Principal will write to the student and the Vice Principal that chaired the Student Disciplinary Panel to confirm their decision. This will normally be within 10 working days of receipt of the letter of appeal although, as this authority cannot be delegated, there may be occasions where a longer time period is required, and in these cases the Principal's Office will contact the relevant parties to explain the circumstances. The Principal's letter of decision will also be copied to the Vice Principal (Further Education) to enable the record of decisions to be updated.

20.24 There is no further process of appeal within The Northern College of Art.

Misconduct that is also a criminal offence

20.25 Notwithstanding The Northern College of Art Procedure outlined above, if there is an incident of such a serious nature that people are in danger, anyone in the vicinity of the incident should request emergency Police assistance as their first action.

20.26 The following procedures apply where the alleged breach of this Student Disciplinary Procedure would also constitute an offence under criminal law if proved in a Court of Law:

i. Where the offence under the criminal law is considered not to be serious and a criminal prosecution is unlikely, action under this Student Disciplinary Procedure may continue but will normally be deferred pending any police investigation or prosecution.
ii. In the case of all other offences under the criminal law, no action other than suspension or exclusion may be taken under this Student Disciplinary Procedure

unless the matter has been reported to the Police and either resulted in prosecution or a decision not to prosecute. The Vice Principal (Further Education) may then recommend to the Principal whether disciplinary action under this Student Disciplinary Procedure should continue to be taken.

iii. Where a finding of misconduct is made under this Student Disciplinary Procedure and the student has been sentenced by a Court of Law in respect of the same facts, the Court's penalty shall be taken into account in determining the penalty under this Student Disciplinary Procedure.

iv. Where a student is subject to a custodial sentence, they will be suspended from The Northern College of Art, and all proceedings under this Student Disciplinary Procedure likewise suspended, until the term of the custodial sentence has been served. In the event that the student re-enrols with the college, this Student Disciplinary Procedure will be reactivated, and the matter will be referred to the Vice Principal (Further Education) for decision as under bullet 2 above.

20.27 Students so charged may be suspended without prejudice until the case is concluded; this will be at the sole discretion of the Principal, taking advice from the Vice Principal (Further Education). This is not a judgment about guilt or innocence or the strength of the case presented but only about the seriousness of the allegations.

20.28 Following the conclusion of legal action, The Northern College of Art will review the case, and will determine whether or not to resume internal proceedings. This will be without prejudice; as both the nature of offences, and the standard of proof required, is different, The Northern College of Art reserves the right both to discontinue cases which have been upheld through the legal process, and to pursue cases which have not led to a conviction.

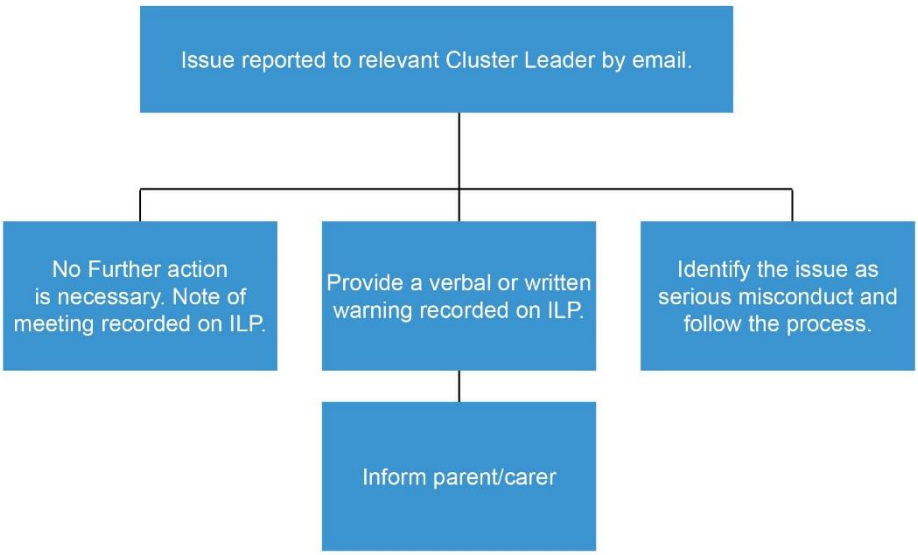
20.29 Students have an obligation to inform the college if they are subject to any criminal convictions, irrespective of the penalty. Notification should be made to the Cluster Leader and Designated Safeguarding Lead. Information will normally be kept confidential unless there are over-riding reasons for this information to be shared with other senior staff.

Standards/Key Performance Indicators

20.30 The Student Disciplinary Procedure will be monitored by the Vice Principal (Further Education).

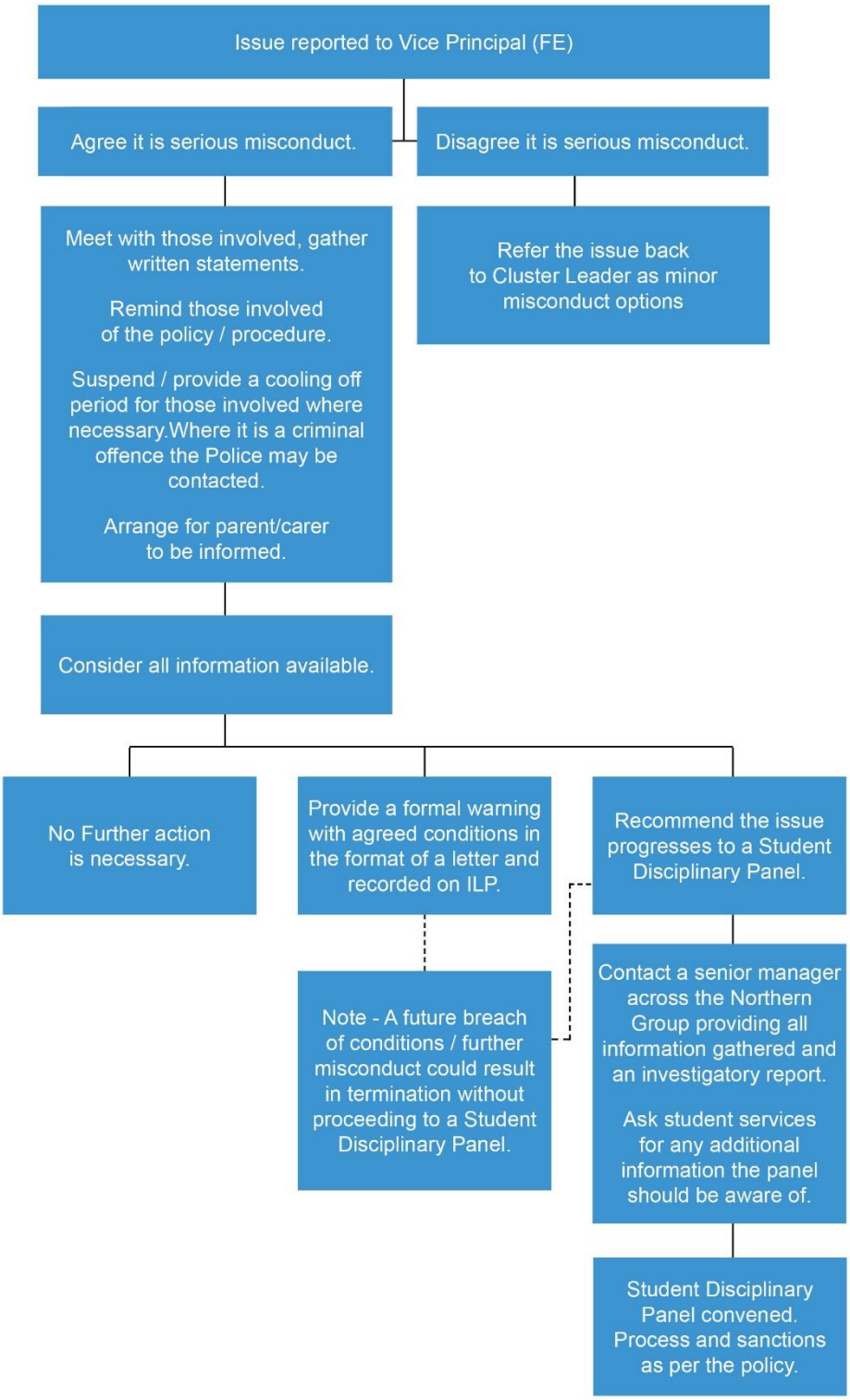
Minor Misconduct Process Summary (refer to policy for details).

Figure 1



Serious Misconduct Process Summary (refer to policy for details).

Figure 2



21.0 FE STUDENT AI POLICY

Introduction

21.1 Artificial Intelligence (AI) can be used to enhance educational experiences and is becoming a standard integration within education and the workplace. This policy considers both Large language models (LLM's) and Generative AI (Gen AI) usage for FE Students. LLMs are a type of AI that can process and generate human like text, whilst Gen AI is a broader category which includes creating various types of content including text, images, audio and code based on patterns from data using prompts.

Purpose

21.2 The purpose of this policy and its guidelines is to establish guidance on how FE students can use Gen AI responsibly whilst enrolled and studying at The Northern College of Art, including those who attend temporarily such as visiting students from other institutions and Saturday Club.

This should ensure that students who may choose to use Gen AI to support their studies, do so ethically, transparently and in line with the relevant exam board criteria and current age restrictions for software. It will also consider wider best practice and the college's institutional values.

Institutional Approved Tools

21.3 Students may only use institutionally approved Gen AI tools and platforms due to issues surrounding privacy, compliance and data governance which are not guaranteed with using public or free AI tools. The list of approved AI tools will be reviewed throughout the year, and students may submit requests to use other Gen AI tools. These requests will be reviewed periodically with advice sought from different departments before a decision is reached by the FE AI Working Group and agreed.

Use of any non-approved Gen AI tool for students must be supported prior to use by a completed Data Protection Impact Assessment (DPIA), clear pedagogic use case and approval stated above.

Currently the approved tools are Microsoft Copilot and Adobe. When signed in to the college servers, Copilot will show a green shield highlighting data protection is covered within the college's tenancy, ensuring that institutional data is handled securely and protected within Microsoft's environment. This is also applied to Adobe accounts subject to logging in with college's credentials. Students will be advised what tools and to what extent they may use this for within their studies and for assessed criteria.

Data Protection

21.4 Students must comply with GDPR and instructional data policies covered by other college policies such as but not limited to; the acceptable use policy, student academic misconduct policy, and information security policy. Students must only use preapproved platforms, and care must be taken to avoid sharing identifiable or sensitive information.

Acceptable Use

21.5 The Northern College of Art consider the usage of AI to be an enhancement to support learning rather than a replacement for critical thinking and skills development. Students must ensure that their usage of Gen AI does not contradict guidance provided by exam boards and their course teams. Advice may be subject specific, due to differing exam board criteria and students are encouraged to familiarise themselves with these restrictions for their respective course of study.

Below is a non-exhaustive list of what Students must not use AI tools to;

- Submit AI generated work as their own (plagiarism).
- Submit AI generated content (when applicable) without keeping the correct and relevant documentation and referencing correctly.
- Generate full documents or content without seeking prior approval from course teams.
- Misuse AI to generate or create inappropriate or harmful content.
- Upload copyrighted Intellectual Property to a Gen AI tool without obtaining prior permission.
- Input sensitive or personal information.
- Circumvent institutional policies or procedures.

If there are any queries about the usage of Gen AI in the first instance students should follow guidance previously supplied and contact the Learning Technologist and their course team. Where necessary these queries will be relayed to the AI working Group where decisions will be made on access, usage and pedagogical impact stated earlier in this document.

Transparency & Disclosure

21.6 When Gen AI content is used within assessed work, it must be acknowledged, documented and the course team should be informed immediately. This is to ensure that accurate guidance and direction is given based on current exam board advice. Students are encouraged to model ethical use of AI and consider the wider environmental impact of using these tools.

Training & Support

21.7 Students should familiarise themselves with guidance provided for their course, based on exam board information. Students will be provided with updated guidance in the first term of the academic year by Academic Staff & the Digital Learning Team.

All students will be required to attend a mandatory AI session which will cover the college's approach to Gen AI delivered by the Digital Learning Team. Other training opportunities will be provided to students alongside guidance documentation and approved tools which will be made available based on age restrictions following a completed Data Protection Impact Assessment (DPIA) process.

Academic Misconduct

21.8 The Northern College of Art's policies and detection methods for plagiarism cover all forms of academic misconduct which includes Generative AI misuse. Students could jeopardise the attainment of their qualification/s by failing to adhere to the guidance provided. We retain the right to utilise Turnitin to aid AI detection within some written work, however human oversight will also be used in conjunction with this.

If you have any queries relating to the use of Generative AI, please get in touch the Learning Technologist in the first instance.

22.0 STUDENT COMPLAINTS

Introduction

22.1. The Northern College of Art is committed to delivering a high-quality educational experience and cultivating a supportive, inclusive, and respectful learning environment. We recognise that, at times, a student or group of students may feel dissatisfied with certain aspects of their learning experience.

22.2. This procedure details the process for raising and resolving student complaints in a fair, transparent, and timely way reflecting the college's commitment to ongoing improvement and student engagement.

Purpose and Scope

22.3. This procedure applies to all FE students currently enrolled at the college. It also applies to former students, provided the complaint is submitted within three months following the end of their registration period. The procedure covers individual and group complaints, and complaints involving third-party service providers or partner institutions. It does not apply to applicants, assessment, student progression and awards, complaints from members of the public, or staff, which are dealt with under separate procedures. Where there is a concern about an academic decision, refer to the academic appeals policy.

22.4. Issues may be raised through this procedure by any student, group of students or, in the case of a student under the age of 18, by their parent or carer. In exceptional cases issues may be raised by a parent or guardian for students over 18 (for example, where the student is considered a vulnerable adult), however they will only be accepted and acted upon if they are raised with the student's permission.

Definitions

22.5. The term **'student'** refers to an individual or group of students who are enrolled on a Further Education programme of study at the college. This includes those who are:

- currently enrolled,
- on an interruption of study,
- temporarily withdrawn,
- excluded, or suspended.

22.6. It also includes those who have recently left the college, up to 3 months after formally withdrawing from or completing their programme of study.

22.7. While the term 'student', singular, is used in the procedure, it is recognised that a group of students may wish to make a complaint.

22.8. A **'complaint'** is defined as "an expression of dissatisfaction by an individual or group of students about an act, omission, or standard of service provided by or on behalf of the college." This may typically include concerns about:

- the quality of teaching,
- the adequacy of facilities,
- administrative processes,

- or the conduct of staff or students[1].

Complaints may also relate to services delivered by third parties on behalf of the college or partner institutions.

Principles

22.9. The processes outlined in this procedure aim to achieve standards in; accessibility, clarity, fairness, independence, confidentiality, and proportionality. We aim to resolve issues as early and informally as possible, while ensuring that all students are supported throughout the process.

22.10. The college is committed to fostering a culture of openness and reassurance. All complaints will be handled without prejudice, and a student will not suffer any disadvantage as a result of raising a concern in good faith. We aim to ensure that all students feel safe, respected, and supported when raising concerns.

22.11. Investigations will be conducted by individuals independent of the situation to avoid any perception of bias. Where necessary, the college may refer the matter to its staff or student disciplinary procedures or other relevant processes.

22.12. Reasonable adjustments will be made to ensure that a disabled student is not disadvantaged in accessing or participating in the process.

Overview

22.13. In making a complaint, a student needs to set out their concerns clearly and succinctly providing any evidence to substantiate the issues, and outline what resolution they are seeking. An example of a student complaints form is in the appendix, but any complaint must be word processed and include:

- Your full name
- Your full address including postcode
- Your telephone contact numbers
- Your course and which year you are in (1st / 2nd etc)
- Your complaint which is concise with any supporting evidence including dates, times, witnesses, emails, etc.
- Details of any attempts informal attempts to resolve the complaint, and the outcome(s)
- The resolution you are seeking
- If printed please sign and provide to the FE Quality Manager, if digital (e.g. email / MS teams this will act as your digital signature).

22.14. Anonymous complaints, where a student prefers not to have their identities revealed, will only be considered in exceptional cases and must be supported by evidence. A student may request to keep their complaint anonymous, but they should be aware that this might limit the ability to fully investigate the issues raised and make a proper judgment. A student needs to understand that the aim of a complaint is to resolve issues or ensure they do not happen again. If they do not want anyone to know about their complaint, it may be very challenging to address and improve the situation.

22.15. All participants in the complaints process are expected to behave respectfully and

[1] Student may make a complaint regarding another student. However, this may be addressed more appropriately through another procedure such as the Behaviour policy and/or FE Student Disciplinary Procedure depending on the nature, complexity or seriousness of the case.

reasonably. The college reserves the right to act in line with the Student Disciplinary Procedure, where a student's behaviour is abusive, harassing, persistently unreasonable, or otherwise unacceptable (e.g. frivolous, vexatious, or repetitious complaints).

22.16. Where a complaint is raised relating to a member of staff, the complaints process may run alongside another procedure, for example the Staff Disciplinary Procedure.

Support and Representation

22.17. The college recognises that a student may find it challenging to raise concerns or navigate formal procedures, particularly if they are unfamiliar with further education processes or are experiencing personal difficulties. We are committed to ensuring that all students have access to appropriate support throughout the complaints process.

22.18. A student is encouraged to seek advice and guidance before and during the process. Support is available through tutors and Student Services. This support may include help with preparing written submissions, attending meetings, or understanding the process and possible outcomes. A student can also be signposted to relevant internal and external services, including mental health and wellbeing support, and financial advice.

22.19. A student may be supported, accompanied, or represented by a third party, such as a friend, family member, or adviser. However, legal representation will not normally be permitted, as the college's internal complaints procedure does not have the same level of formality as a court of law. The college will consider requests for legal representation on a case-by-case basis.

Group Complaints

22.20. Where a group of students is affected by the same issue, a group complaint may be submitted. A student representative should be nominated to liaise with the college on behalf of the group. The college will ensure that all students in the group have given their consent to be included and will consider the individual impacts where appropriate. Remedies may be extended to other affected students, even if they did not participate in the original complaint.

Multiple or Complex Issues

22.21. Some student concerns may not fit neatly into the complaints process or may involve issues that span several procedures. The college will take a flexible, case-by-case approach to determine the most appropriate way to handle such matters.

22.22. Where a student raises multiple or complex issues, the college will:

- Assess which process (or combination of processes) is most appropriate.
- Consider whether a single investigation can address all concerns efficiently.
- Prioritise urgent or time-sensitive matters, such as those affecting safeguarding, progression or wellbeing.
- Avoid unnecessary duplication by coordinating evidence and communication across processes (e.g., a student will not be required to submit the same evidence multiple times).

22.23. A student will be informed of which issues are being considered under which procedures, and any implications of using more than one process (e.g. if one process is paused while another is completed). Where appropriate, the college may vary its

procedures to streamline the process, provided this is fair and clearly explained.

22.24. If concerns arise about how a process is handled (e.g., delays or procedural issues), these will be considered within the existing process where possible, rather than requiring a separate complaint.

Criminal Investigations

22.25. The college will not normally investigate in parallel a matter that is also the subject of an external criminal investigation until that investigation is concluded, but the college reserves the right to conduct an internal investigation at any point when it is deemed appropriate to do so (e.g., the need to safeguard or harm being caused to other members of the community, or to avoid disruption to day-to-day activities of the college).

Timelines and Deadlines

22.26. Complaints should be raised as soon as possible after the issue arises or a student becomes aware of it, normally within 30 calendar days. However, the college may apply this timeframe flexibly and consider accepting complaints submitted after this period where there is a valid reason for the delay.

22.27. The college aims to respond to all complaints in a timely manner and will provide regular updates throughout the process. While we aim to complete the entire complaints procedure within 90 calendar days of receiving the formal submission, there may be inevitable delays. Such reasons may include, but are not limited to, holiday periods, health issues, personal circumstances, or a lack of awareness of the issue at the time, particularly in cases involving disability or other protected characteristics.

22.28. The college will aim to follow these indicative timeframes:

- Early (Informal) Resolution: within 14 calendar days of the complaint being raised.
- Formal Stage: investigation and outcome within 30 calendar days of receiving the formal complaint.
- Review Stage: decision within 30 calendar days of receiving the request for review.

22.29. If delays occur, the student will be informed in writing with an explanation and a revised timeline. A student is also expected to respond to requests for information or documentation by the stated deadlines unless an extension has been granted.

The Process

22.30. The complaints process comprises three stages:

- opportunity for **early resolution** at an informal level
- a **formal stage** for the investigation and determination of complaints
- a **review stage**.

Stage 1 - Early (Informal) Resolution

22.31. Stage 1 - Early resolution is designed to address straightforward concerns quickly and informally. Depending on the context and nature of a complaint (e.g. timetable

issue, missed feedback deadline), the college strongly encourages students to seek early, informal resolution of concerns where appropriate.

22.32. A student can seek advice and guidance regarding informal complaints from:

- Teaching staff and the relevant Cluster Leader.
- Student Services at StudentServices@northernart.ac.uk for support in initiating an informal resolution of a complaint.

Identifying the Concern

22.33. A student who experiences dissatisfaction with an aspect of their learning experience, the conduct of others, or a service provided by or on behalf of the college is encouraged to raise the issue promptly. Complaints may relate to teaching, feedback, communication, facilities, support services, or interactions with staff or students.

Raising the Concern Informally

22.34. A student should raise their complaint informally with the most appropriate point of contact. This may include the teaching team, Cluster Leader or Student Services. A student is not required to submit a formal written complaint at this stage, but may be asked to clarify the issue and explain the resolution they are seeking.

Listening and Clarifying the Issue

22.35. The staff member receiving the complaint will engage with the student in a respectful and non-judgmental manner. They will listen carefully, ask clarifying questions where needed, and ensure a full understanding of the issue and the student's desired outcome. The focus will be on understanding the concern and exploring whether it can be resolved promptly and fairly.

Exploring Possible Solutions

22.36. The staff member and student will work collaboratively to identify an appropriate and realistic solution. Where appropriate, informal mediation may be offered as a means to facilitate open and constructive dialogue. Informal mediation is voluntary, confidential, and non-adversarial, and may be particularly beneficial where there has been a breakdown in communication or a misunderstanding between parties. For more information about how informal mediation might help, you can contact Student Services.

Taking Action and Communicating the Outcome

22.37. Where a resolution is agreed, steps should be taken to implement it as promptly as possible. The student will be kept informed throughout, and, where appropriate, a summary of the outcome may be provided in writing (e.g., through a tutorial record or an email to the student). If the issue cannot be resolved or expectations cannot be met, the reasons for this will be communicated to students.

22.38. If a complaint concerns a staff member or another student, it may be subject to a separate procedure depending on the context and nature, such as the staff or student disciplinary procedure.

Closing the Informal Process

22.39. Engaging in early resolution does not prevent a student from submitting a formal complaint at a later stage if they believe the issue has not been adequately addressed.

22.40. If a student is satisfied with the resolution, the matter will be considered closed. If a student remains dissatisfied, or if the nature of the issue means it cannot reasonably be addressed through informal means, they may proceed to Stage 2 – Formal Resolution.

Stage 2 – Formal Resolution

22.41. A complaint will be progressed to Stage 2 – Formal Resolution if a student has not been able to resolve the complaint informally or is not satisfied with the outcome of mediation or discussions, or where early resolution is not possible due to the nature, complexity or seriousness of the case.

Submission

22.42. A student must complete the formal complaint form available on the college VLE and submit it to the FE Quality Manager Amanda.Smith@northernart.ac.uk.

22.43. The student must set out the nature of the complaint, the specific grounds (e.g. service provided, quality of teaching, administrative or procedural error, unfair treatment or discrimination, health and safety, etc.), timeframes, locations, impact of the event, individuals involved, details of informal attempts to resolve the complaint, the resolution the student is seeking, and any relevant supporting evidence such as emails.

22.44. The formal complaint should normally be submitted within 60 calendar days of the issue or event in question. Where this timeframe is exceeded, the FE Quality Manager will consider whether there is a valid reason for the delay.

Acknowledgement

22.45. The FE Quality Manager will acknowledge receipt of the submission in writing within 7 calendar days.

22.46. If the submission is incomplete or requires clarification, the FE Quality Manager will ask the student to provide additional information within a reasonable timeframe (typically 7–14 calendar days).

Initial Assessment

22.47. The FE Quality Manager will conduct an initial assessment to determine:

- Whether the complaint falls within the scope of this procedure and whether it presents valid grounds to proceed.
- Advise if the issue would be more appropriately addressed through a different procedure (e.g. student disciplinary or bullying and harassment procedures).
- If the case is not accepted, a written explanation will be provided, along with guidance on how to request a review of this decision if appropriate.

Investigation

22.48. If the case proceeds, the FE Quality Manager will appoint an Investigating Officer not previously involved in the case to carry out a detailed review.

22.49. The Investigating Officer will gather relevant documentation, consult with staff or other parties involved, and may invite the student and other parties to an investigative meeting to clarify any points.

22.50. The student is entitled to be accompanied to any meeting by a friend, family member, or adviser, although legal representation will only be considered in exceptional circumstances.

22.51. Reasonable adjustments will be made to support a student with disabilities or additional needs throughout the process.

Outcome

22.52. Following the investigation, the Investigating Officer will issue a written outcome and may meet with the student, normally within 30 calendar days of the case being deemed ready for investigation.

22.53. The outcome letter will include a summary of the concerns raised, the evidence considered, the decision (whether the complaint is upheld in full, in part, or not upheld), the rationale for the decision, and any actions or remedies to be implemented.

22.54. If delays occur, the student will be kept informed of progress and revised timelines.

Right to Review

22.55. The outcome letter will also explain the student's right to request a Stage 3 review if they are dissatisfied with the decision. This includes details about the acceptable grounds for review, such as procedural flaws, new material evidence, or the reasonableness of the outcome, and sets out the timeframe for submitting a request, which is normally within 14 calendar days of receiving the outcome.

Stage 3 - Review

22.56. If a student is dissatisfied with the outcome of their formal complaint, they may request a Stage 3 - Review. This stage does not involve reinvestigating the case but considers whether the process was fair, the decision was reasonable, and whether new evidence has emerged.

Submission

22.57. A request for review must be submitted in writing to the FE Quality Manager within 14 calendar days of receiving the Stage 2 – Formal Resolution outcome.

22.58. A student must identify the grounds on which they are requesting a review, which are as follows:

- **Procedural irregularity:** The college's procedures were not followed correctly at Stage 2 – Formal Resolution, and this had a material impact on the outcome.
- **Unreasonable outcome:** The decision at Stage 2 – Formal Resolution was not supported by the evidence, or the outcome was disproportionate to the findings.

- **New material evidence:** Significant new information has become available which could not reasonably have been provided earlier and which may affect the outcome.

22.59. A student should provide any new evidence or documentation relevant to the review, along with a clear explanation of why it was not submitted previously.

Acknowledgement and Screening

22.60. The college will acknowledge receipt within 7 calendar days and assess whether the request meets the criteria for review. If needed, the student may be asked to clarify or supplement their request.

Review

22.61. If the grounds for requesting that the student complaint be progressed to Stage 3 are valid, the Quality Manager will forward all related documentation to the Principal, or nominee from the core executive team who has not previously been involved in the complaint, who will review it and make one of the following decisions:

- The student complaint is not upheld,
- The student complaint is upheld. In this instance, the Principal, or nominee, will recommend the action that should now be taken by the college, or its representatives, to redress the student complaint. In making this judgement consideration will be given to the student's or students' own preferred resolution and may, if appropriate, overturn the outcome of the Formal Stage.
- There are outstanding issues for further investigation. In this instance, the Principal, or nominee, will refer the outstanding issues to the Investigating Officer who investigated the Formal Complaint. The Investigating Officer will provide the Principal, or nominee, with a report detailing the outcome of their additional investigations within 5 working days. A copy of this report will also be issued to the student(s) concerned. A decision will then be made by the Principal, or nominee, to uphold or not uphold the complaint as detailed above.

Outcome

22.62. The Principal, or nominee, will inform the student(s) in writing of the outcome of the review within 10 working days of receiving the complaint documentation or the Investigating Officer's additional report, if required.

22.63. In all cases, the decision of the Principal, or nominee, is the final stage of The Northern College of Art Student Complaint Procedure and the student(s) will receive a final Completion of Procedures Letter to confirm this.

Completion of Procedures Letter

22.64. If the review concludes the college's internal process, the student will receive a Completion of Procedures Letter, explaining the college has now internally completed the investigation of their complaint. If still dissatisfied with the complaint / handling of the complaint, the college may write to the Head of Governance within 10 working days to express their concerns.

Confidentiality and Data Protection

22.65. In handling complaints, the college may need to share relevant evidence with other individuals directly involved in the matter to ensure a fair and transparent process. This is done under the principles of the UK General Data Protection Regulation (UK GDPR). Only information that is necessary and proportionate will be shared, and where appropriate, personal data may be redacted to protect the identity of third parties. A student may request that certain information, such as medical evidence or witness statements, remain confidential; however, this may limit the college's ability to fully investigate or respond to the concerns raised. The college will inform all parties of how their information will be used, ensure it is handled lawfully and securely, and provide appropriate support throughout the process.

Record-Keeping and Learning

22.66. All outcomes and supporting documentation will be securely stored by the FE Quality Manager.

22.67. The college views complaints as an opportunity to learn and improve. All formal and review-stage cases will be recorded and analysed to identify trends and areas for enhancement.

23. FITNESS TO STUDY PROCEDURE

Introduction

23.1. This procedure outlines the college's approach to supporting students who may be experiencing difficulties with their studies or college life due to health issues. It has been developed in response to an increasing occurrence of ill health (including mental health difficulties, psychological, personality or emotional disorders) experienced by students in educational institutions.

23.2. Occasionally, physical or mental ill health and/or a disability may impact upon their own, or others, ability to fulfil that potential and/or lead to a student behaving in a way which has an adverse impact on the health, safety, wellbeing or academic progress of the student, or of others. There may be occasions where a student's behaviour may give cause for concern but the Student Disciplinary Procedure may not be the most appropriate way of resolution. Guidelines as to the types of behaviour that could give rise to a concern can be found at the end of this policy.

23.3. This procedure is intended to provide an effective framework and a clear and transparent process to ensure that issues can be dealt with and students supported in a clear and transparent fashion. It should be clearly noted that the college will always act in the best interests of the student's health and wellbeing. Some decisions may be disappointing / upsetting to the student (e.g. suspension or withdrawal from studies). Such outcomes are a conclusion to best support the student in an effort to recover / become fit to study and progress. The health and wellbeing of the student must be the priority.

23.4. There are occasions where a student who is experiencing mental ill health may behave in such a way as to invoke the Student Disciplinary Procedure. In such cases, they will not necessarily be exempt from investigation and potential disciplinary action. Each case will be considered on its own merits, with due regard given to issues relating to mental ill health.

Scope

23.5. This procedure applies to all students and all aspects of life at the college.

23.6. This procedure is to be applied where the attendance, wellbeing, behaviour or attitude of a student is giving cause for concern and where it is believed this may be caused by an underlying physical or mental health condition and that the use of the Student Disciplinary Procedure would be inappropriate or counter-productive.

23.7. This procedure can be used by anyone who has a sufficient level of concern about a student's health, safety and wellbeing. This includes all staff members and also students. Where students raise a concern they will not be expected to manage these situations and should always report their concern to a member of staff.

23.8. This procedure is not intended to give guidance on wider matters relating to students with physical or mental health issues but is intended to ensure a

consistent approach to managing situations in which a student's wellbeing, behaviours or attitude is giving cause for significant concern.

23.9. Use of the Fitness to Study Procedure should be considered in the following range of circumstances:

- the student raises concerns about their own wellbeing and the impact this is having on their studies;
- a student's behaviour and/or attitude are impacting adversely on the health, safety or wellbeing of other students and/or staff and it is thought this behaviour may stem from ill-health or disability;
- unacceptable behaviour which would normally be regarded as a disciplinary matter is considered to be due to an underlying health issue or disability.

23.10. This procedure is designed to be a supportive way of assisting the small number of students whose wellbeing, behaviours or attitude gives cause for concern. It offers an alternative to disciplinary action when a student's behaviour may be affected by health conditions or disabilities. However, the college has a duty to ensure that members of the college community are not subjected to unacceptable behaviour and therefore any allegations of inappropriate behaviour may still be investigated and action taken under the Student Disciplinary Procedure.

Definitions

23.11. Reasonable Adjustments – Adjustments that can be made to a programme or course, mode of study, or learning environment that support a student in continuing to study without having a negative impact on course competencies, course outcomes.

General Principles

23.12. The college is committed to equality of opportunity, welcomes a diverse range of students and is supportive of all students throughout the course of their studies. This includes students who may have temporary or long term physical or mental health conditions which may have a negative impact on their ability to study or fully participate in college life.

23.13. The college aims to facilitate and promote positive mental health and well-being through the recognition and understanding of all disabilities and is committed to making all reasonable adjustments to enable students to continue their studies wherever possible.

23.14. The college encourages all students to contact the appropriate service at the earliest possible opportunity in order that they are provided with the support they need to realise their full potential and complete their course of study.

23.15. At all times the college aims to support individual students and allow them to make their own decisions as to when to engage with their studies. However, the college has a 'duty of care' to all members of the college community to ensure the health, safety and well-being of all its students, staff and visitors.

23.16. Students are responsible for the management of their own wellbeing wherever possible and the aim of staff is to support students in a collaborative manner. However, where a student is unable or unwilling to cooperate in the management of their wellbeing, there is provision for proceeding without input from the student.

23.17. Where there is a question over fitness to study for a student under the age of 18, parents or carers will be invited to any meetings or discussions with the student. For students over the age of 18 that are considered vulnerable, parents are also welcome to attend with the student's consent.

23.18. In exceptional cases, the college's duty of care may require the removal of a student from the college if that student presents a risk to themselves or to other members of the community.

23.19. From time to time there may be a situation where a student finds themselves severely incapacitated, e.g. through injury or critical illness. In such a situation, where it would be unreasonable to expect a student to submit an application for an interruption of study, it would be reasonable to act in accordance with instructions/requests from the student's duly authorised representative, e.g. parent/carer, partner, to interrupt that student's studies.

23.20. The college is governed by the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) and will treat all personal information (including sensitive personal information relating to students' mental and physical health) as confidential.

23.21. Personal information about a student obtained under this procedure will only be shared amongst those members of staff who need to know that information in order to offer the student with appropriate support or to enable the operation of this procedure.

23.22. Students may be asked for their agreement to share their personal information obtained under this procedure with relevant professionals outside The Northern College of Art in order to offer the student appropriate support or to enable the operation of this procedure. Personal information about a student will not normally be shared without their agreement, but may do so in the following cases:

- someone has been injured and information needs to be shared quickly to help them, for example to the emergency services;
- a student or another person is at risk of harm;
- there is a safeguarding concern;
- there is a legal requirement to do so.

Procedure

23.23. In most situations it will be appropriate to start at stage 1 of the procedure. However, there will be some occasions when the level of risk requires a move straight to stage 2 or 3. The level of risk must be judged based on the risk to others as well as the student concerned. It is recognised that these situations can be difficult to deal with and that the level of risk is often hard to determine. Student Services staff are available to provide support and advice. If any staff

member is unsure about whether to invoke this procedure they are encouraged to seek advice from Student Services.

23.24. In a situation where it is believed that a student's behaviour presents an immediate risk to themselves or others, the Emergency Services should be contacted by dialling 999. Reception staff should be notified so that they can contact appropriate members of staff (First Aiders, Mental Health First Aiders, Student Services Manager/deputy). This should be followed up later by notifying the Student Services Manager of the details of the incident and action taken. The person witnessing the student's behaviour should not leave the scene until they have briefed the emergency services.

Stage 1- Emerging Concerns

23.25. Concerns may either be raised by a member of staff, the student themselves, or another student. The concerns should be recorded on the appropriate form Record of Concern for a Student's Health and Wellbeing (example at the end of this policy).

23.26. Concerns should be acted upon promptly. Early intervention in issues and recommendations for support can avoid crisis situations from occurring.

23.27. Concerns should be illustrated with either evidence that there has been a decline in the student's health and wellbeing over a period of time, or a legitimate reason for believing that the student is at risk of harm to self or others. Evidence may include reports from staff members or other students about situations which have arisen.

23.28. When reviewing the perceived level of risk to a student's health and wellbeing, a decision needs to be made as to whether the student is likely, with support, to be able to continue with studies or whether the risk to themselves and / or others is so great that a suspension of studies needs to take place straight away, in which case the procedure should be followed from Stage 3.

23.29. If a student has concerns about a fellow student, they should discuss these with a member of staff they feel most comfortable with. They will not be expected to deal with the situation themselves. The member of staff will take the details and make a referral to the appropriate member of staff, which may be the student's tutor in the first instance, the Programme/Cluster Leader or a member of Student Services.

23.30. If concerns have been identified by a member of staff, either directly, or brought to their attention by another member of staff or another student this should be recorded by the member of staff identifying/receiving the concern. Where possible, the record should include specific incidents and dates and may relate to individual or isolated incidents, or a series of issues.

23.31. The student should be invited to meet with an appropriate member of staff within that student's department (e.g. Cluster leader) to discuss the concerns. If, however there is a known support need and existing involvement with Student Services, a discussion should take place with Student Services as to who may be the person placed to conduct this initial meeting or whether it would be beneficial to have a joint meeting. Support can be provided by Student Services, if required.

23.32. At the initial meeting it should be made clear to the student that whilst the college has a duty of care it is their responsibility to be fit for study and that concern has been raised about this.

23.33. The explicit causes/instances for concern should be explained, with clear examples provided.

23.34. The student should be offered the opportunity to disclose any underlying physical or mental health condition (if not already known) and, if appropriate, the student should be provided with information about sources of professional support and advice available within the college that they can access or external services such as the student's GP.

23.35. The student should be given some clear actions to undertake, expectations around improved behaviour and a realistic timescale given based on the nature of the behaviours and the actions to be taken. Timescales need to take into account the level of risk to the student and / or others and whilst balancing the need to be able to improve their behaviour and / or wellbeing.

23.36. The student should be informed that a continuation of concerns or any additional causes of concern may result in their fitness to study being considered under Stage 2 or 3 of these procedures. The student should be provided with notes of the discussion and any agreed actions which will be made accessible on the students ILP.

Stage 2 – Continued Concerns

23.37. If the concerns have not been resolved by the actions in Stage 1, or if the member of staff identifying a concern feels that the case is too serious to be dealt with under Stage 1, the member of staff should inform Student Services of the concerns and any steps already taken to address the situation.

23.38. The Student Services Manager will review the information provided to them in relation to the student and discuss the issues with the relevant Cluster. The student will be invited to a meeting with the Student Services Manager, and if required, the relevant Cluster Leader to discuss the concerns further with them.

23.39. An appropriate professional (such as the college counsellor) may also be invited into the process at this stage, if required.

23.40. **Stage 2 Meeting** - The student will be advised beforehand of the purpose of the meeting and who will be present. They will be advised of any documents they may be required to bring. The student may be accompanied by someone to this meeting – for example, a member of college staff acting in a supportive capacity, or a close family member. Disabled students may also be accompanied by a support worker (e.g. sign language interpreter or mental health worker).

23.41. The student will also be informed that engaging with Stage 2 of the procedure is mandatory and refusal to engage may result in further escalation to stage 3. Communication can be undertaken verbally but will be reinforced in writing.

23.42. The purpose of the meeting will be to ascertain the student's perception of the issues that have been identified, including the impact which their ill-health and/or behaviour are having upon themselves and/or the college community.

23.43. The student will be reminded of the college's duty of care to every member of its community and inform the student that action may be taken in accordance with this procedure if it believes that the student may be putting themselves or others at risk.

23.44. During the meeting a mutually agreed action plan will be devised to put in place support for the student and formally agree expectations for the student to observe. Examples may include:

- requiring the student to attend weekly appointments with a nominated member of staff for regular monitoring; and
- requiring the student to seek help from support services within the college or from external professionals, such as the student's GP or other appropriate organisation.

23.45. In cases where academic adjustments are required, the Faculty Leader or the Vice Principal - FE and Exams Officer must be consulted prior to these adjustments being confirmed with the student.

23.46. The action plan will have a specific review date, and the consequences of not keeping to the agreed action plan must be clearly outlined to the student.

23.47. If an action plan cannot be agreed at Stage 2, then the case must move to Stage 3.

23.48. A report of the meeting and its outcomes will be recorded and reviewed by the Student Services Manager. A copy of the agreed Action Plan will be submitted to the student's Cluster Leader who will disseminate to relevant staff in the college where appropriate and upload a copy to the ILP.

Stage 3 – Acute Concern

23.49. If concerns about a student have not been resolved by the actions in Stage 2 of this procedure, or a student's behaviour raises serious and immediate concern, the member of staff identifying the concerns should inform the Student Services Manager or relevant Vice Principal as soon as possible.

23.50. A risk assessment will then be carried out to identify formally the level of risk to the student and / or others and to consider whether continued study may put the student and / or others at unacceptable risk or exacerbate the student's difficulties. In addition to the student's course-related activities, their level of engagement with their studies and the quality of social interactions, consideration should also be given to the student's domestic situation. All relevant staff will be invited to contribute to the assessment, in addition to healthcare professionals where appropriate. All available evidence should be included in the risk assessment.

23.51. The risk assessment will result in one of two possible outcomes:

- The level of risk to the student and / or others currently posed by the student is within acceptable levels. In this case, Stage 2 of these procedures should (continue to) be followed.
- The level of risk to the student and / or others currently posed by the student is unacceptable. In this case, Stage 3 of these procedures will continue to be followed.

23.52. If the level of risk is deemed unacceptable the following options can be considered in relation to the student - additional support strategies (enhanced action plan), suspension from study or a recommendation that the student be withdrawn from the college.

23.53. The student will be invited to discuss the outcome with the Vice Principal or a nominated representative to receive and discuss the recommended actions. The student will be invited to bring along a person to support them at the meeting.

Suspension of studies

23.54. Where the student wishes to voluntarily interrupt the course at this stage, this should be favourably considered with the provision for a review of the health and wellbeing of the student at the end of the interruption period and any potential impact due to the timeframe of suspension from studies e.g. any additional stresses to catch up on studies necessary to achieve.

23.55. Suspension of studies will only be recommended when all avenues of support have been exhausted, or the student has not taken up such support. The suspension is intended to give the student time away from studies to address health and wellbeing issues, in order wherever possible to return to the college and resume study.

23.56. In cases deemed to be urgent, particularly if the safety of others is perceived to be at risk, a student may be suspended with immediate effect, and before being given the opportunity to make representations. In this instance the student or their representative will be permitted to put forward representations at the earliest possible opportunity after the suspension.

23.57. The student will also be informed in writing of the general procedure for return to study below and any arrangements specific to their case.

23.58. Upon suspension provision may be made to provide the student with the necessary resources to continue their studies from home (e.g. access to resources, Moodle, and other educational support mechanisms).

23.59. A student who is suspended may be wholly or partly prohibited from entering college premises and from participating in college activities, including working at the college, or exercising their functions or duties of any office or committee membership in the college (e.g. course representative or Students' Union membership).

23.60. A suspended student should seek guidance from their Course/Programme on how they might best continue their studies if it is agreed that this is an option.

23.61. Written reasons for the decision to suspend and the terms of suspension will be recorded and made available to the student and also recorded on their ILP.

23.62. In cases of suspension of study, the following must be informed:

- MIS department.
- Cluster Leaders to advise on academic status and any current module registrations
- Relevant Colleagues (e.g. Student Services Manager, Library Manager and I.T Systems Manager)

Return to Study

23.63. Following any period of suspension under this procedure, it may be appropriate for the student to return to resume their studies.

23.64. Each student's case depends on specific circumstances but in all cases, return to study will be conditional upon satisfactory medical evidence of fitness to study. Medical evidence should be from a GP or relevant health professional who has enough knowledge of the student's circumstances to be able to make an informed statement about the student's fitness to study.

23.65. The decision to permit a student to return to study will be made by the Student Services Manager in conjunction with the relevant Vice Principal and Cluster Leader, who may impose such conditions as they deem appropriate to the relevant case (such as a return to study plan or a requirement for the student to attend regular review meetings).

23.66. The college will make every effort to allow the student to continue with their studies, within the limits set by Academic Regulations. This may include repeating periods of study. The ability to repeat or return to study will depend upon the feasibility and reasonableness of such a proposal, and will be decided on a case by case basis.

Appeal / Complaint

23.67. Students have the right to appeal against any decision taken under Stage 3 of these procedures. Appeals will only be accepted if there is evidence of procedural irregularity, bias or failure to reach a reasonable decision, or if the student submits further material circumstances which could not reasonably have been expected to have been submitted for consideration at the Stage 3 case conference.

23.68. Appeals against suspension or withdrawal must be made in writing to the Student Services Manager within 10 working days of notification of the suspension clearing outlining the grounds for request.

23.69. The Student Services Manager will process and record the appeal and forward onto the Principal for consideration.

23.70. The Principal may overturn the decision to suspend a student if they believe it appropriate. The Principal's decision will be final.

23.71. If a student is not satisfied with any decision made by the college or a member of staff in relation to any stage of this procedure, the student should follow the Student Complaints Procedure.

Responsibilities

23.72. Members of staff are responsible for acting within the framework of this procedure and the accompanying procedure where a student's behaviours or attitude gives them cause for significant concern.

23.73. Students are responsible for being fit for study and for highlighting concerns to an appropriate member of staff.

Guidelines for Concerns Under the Fitness to Study Procedure

The following is a non-exhaustive list of examples of behaviour that would raise concerns regarding the student's fitness to study:

- mood swings or unusual behaviour (e.g. aggressive, withdrawn, distressed, irritable)
- significant non-attendance or engagement
- a sudden deterioration in academic performance or motivation
- changes in appearance or obvious signs of ill health (e.g. dramatic weight loss or gain, on-going lack of personal hygiene and care)
- inappropriate behaviour (e.g. inappropriate touching, invading personal space, excessive, unexpected and prolonged laughter, uncharacteristically bad language such as swearing)
- withdrawal from social, cultural or sporting activities once considered important
- lethargy or signs of lack of sleep
- obvious signs of substance/ alcohol misuse
- information about specific episodes (e.g. self-harm/suicidal thoughts or attempts)
- changes in behaviour or health that make the student's use of equipment, etc., dangerous to themselves and/or to others.

Record of Concern for a Student's Health and Wellbeing

Student's name:	
Date of birth:	
Contact number:	
Course:	
Concern raised by:	
Brief outline of concern:	
Feedback following meeting with student:	
Agreed action points (with review dates)	

Student Declaration:

I understand the nature of the concern(s) raised above, as explained to me and outlined in this document and the possible impact/consequences that this/these concern(s) may have upon my own fitness to study.

I also understand the impact that this/these concern(s) may have upon the community of staff and fellow students who are working and studying at The Northern College of Art and to which I belong.

I have agreed to work towards the action plan outlined above, which has been developed to support me.

I understand that if I am unable or unwilling to carry out the action plan, the college will need to consider taking appropriate or remedial actions, or referral as my situation will require.

I understand and consent to information surrounding my fitness to study being shared with other relevant services within the college. A copy of this action plan will therefore disseminated to relevant staff on my course. I am aware that this report and its outcomes will also be recorded by Student Services.

I realise that any non-attendance can be reported to the appropriate service and acted upon.

Whilst I understand that the college has a duty of care to support me, ultimately I am responsible for my own health and wellbeing and it is my responsibility to be fit to study.

Student's name: _____ Signature: _____

Staff member: _____ Signature: _____

24.0 STUDENT EARLY COMPLETION PROCEDURE

Introduction

24.1 This procedure identifies the roles and responsibilities of individuals and departments when completing a student early from a FE course or programme of study.

Purpose

24.2 This procedure is aimed at Cluster Leaders, MIS & Student Data Team members who are processing FE Student Early Completions.

24.3 This excludes the completion of November Resit GCSEs where a student gains a grade 4 or above. Level 3 students - Student Data **will** reduce the Planned Learning Hours for students by the number of hours left to complete on the GCSE(s) or for Level 2 students ensure that SDS is timetabled where the GCSE(s) was. This will ensure the level of funding stays the same.

Definitions

24.4 Early Completion – At FE this is the completing of a course or programme of study earlier than the course end date. As this will mean the students planned hours will possibly need to be reduced. (as per the ILR funding rules)

Responsibilities

24.5 Cluster Leaders must inform the Vice Principal (Further Education) of the Early completion prior to completing the physical “early completion” form.

24.6 Teaching staff complete the physical “early completion” form with the Cluster Leader and student and provide as much information as possible regarding the reason, including the intended or actual destination. If a student is completing GCSEs, they understand they will need to attend, and complete the examinations. If they do not attend, the student will be changed for the entry(ies). The Actual end date will be the last date of physical attendance on a register.

24.7 The Student Data Team process the Early completion on ProSolution whilst double-checking all the details. If all the information is not provided or is incorrect, the Student Data Team will reject the Early completion and go back to the staff member for extra information.

24.8 Once the early completion is successfully processed by the Student Data Team, a scan of the form is made and sent to the Vice Principal (Further Education), FE Quality Manager and Cluster Leader, as well as GCSE English or maths tutors. The completed form and a copy of their attendance is printed and filed with the enrolment form. If necessary, the Planned Learning Hours and Planned EEP hours will be changed on the students record, this may reduced the funding associated with the student.

24.9 All marks prior to the actual end date are changed to a ‘C’ using the ‘Register Mark Update Wizard’ (This shows all the register marks that are set to “Not Attended” after their Actual End Date).

Standards/Key Performance Indicators

24.10 The MIS Manager will monitor the processing of Early completions. Early completions should be made as soon as identified and processed within 4 weeks.

25. STUDENT CRIMINAL CONVICTION POLICY

Introduction

25.1 The Northern College of Art is committed to providing, creating and maintaining an atmosphere which is conducive to the academic and social wellbeing of the whole School community.

25.2 The college has a duty of care to staff, students, visitors and clients. In order to fulfil this duty, it is necessary for the college to consider the impact of any criminal convictions relating to students.

25.3 The college does not wish to debar individuals with criminal records from taking advantage of the opportunities offered and actively promotes equality of opportunity for all with the right mix of talent, skills, and potential. This includes welcoming applications from a wide range of applicants, including those with a criminal conviction record. A criminal record may not be an obstacle to studying at the college or participating in extra-curricular activities, but we must balance our responsibilities to provide a safe and secure environment for our staff, students, visitors and others.

25.4 In order to do this, the college will consider the nature of the course or programme and the circumstances and background of the offence(s) related to any unspent conviction as outlined in this Policy.

25.5 The college acknowledges that some applicants may have a criminal conviction, or convictions, or be subject to police investigation prior to making an application to the college. Equally students may be subject to a criminal investigation, charged with an offence or convicted of a criminal offence during their time at college.

25.6 The Policy and related procedures apply to all potential students (applicants) and current students (students).

25.7 The Policy and related procedure consider the relevant statutory legislation, such as the Rehabilitation of Offenders Act 1974.

General Principles

25.8 The college defines relevant and unspent convictions in line with the Rehabilitation of Offenders Act 1974, details of which are included in the Guidance on the Rehabilitation of Offenders Act1974.

25.9 Relevant criminal convictions are only those convictions for offences that are unspent, as defined by the Rehabilitation of Offenders Act 1974 and include convictions, cautions, admonitions, reprimands, final warnings, bind over orders or similar involving one or more of the following:

Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm;

Offences listed in the Sex Offences Act 2003;
The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking;
Offences involving firearms;
Offences involving arson; and
Offences listed in the Terrorism Act 2006.

25.10 If a conviction involves an offence similar to those set out above but was made by a court outside of Great Britain, and that conviction would not be considered as spent under the Rehabilitation of Offenders Act 1974, it should be declared and dealt with as any other spent conviction.

25.11 Spent convictions are not subject to the Policy and related procedures. Any applications containing spent convictions should be subject to the same process as an application that contains no criminal convictions. If an applicant discloses a spent conviction the college is legally obliged to disregard it as courses that are exempt from the Rehabilitation of Offenders Act are not currently offered within the college.

25.12 There is a requirement for all applicants and students to declare relevant police investigations and current/unspent criminal convictions to the college throughout the duration of the application process and the duration of the course or programme. The student or applicant must inform the college in a timely way in order that it can introduce any appropriate safeguards for the security of other members of the college community as well as supporting the student against any likelihood of reoffending. The college will be duly supportive of a student's desire for rehabilitation, especially if the conviction has been obtained before the commencement of the period of study.

25.13 Failure to declare any unspent criminal convictions will result in the application of the relevant Student Disciplinary Procedure and may lead to expulsion from the college.

25.14 All information provided to the college as part of this process will be considered objectively and assessed against any potential risk to college staff, students, visitors and clients.

25.15 All disclosures of criminal records by students or applicants will be treated as 'sensitive and confidential data' in line with the college policy and in accordance with the Data Protection Act 1998. They will therefore be handled with a high degree of discretion and will not be disclosed to other members of college staff unnecessarily.

25.16 Information relating to convictions will be considered separately from academic achievements by appointed college staff.

25.17 Where necessary third parties may be asked for additional information to inform a decision. This will not be done without the applicant's / student's permission.

25.18 When considering a criminal conviction, a number of factors will be taken into account. These will include:

The nature of the offence(s);
The time that has passed since the offence was committed;

Any additional information provided by other sources, such as the Probation Service, Social Services or senior prison officers, in the form of independent references or reports;
If more than one offence was committed, whether each was a separate offence or part of a series of similar offences; and
The potential impact on fellow students, staff and others with whom the student or applicant will have contact.

25.19 The decision on whether to accept an applicant who has declared a criminal conviction will involve consideration of the college's duty of care to staff, students, visitors and clients and also its commitment to individual human rights, right to an education and the right not to be discriminated against as protected under the Rehabilitation of Offenders Act 1974. All cases will be considered on an individual basis and all applicants will be treated in a fair and equitable manner. Decisions will be based on the risk posed to staff and students and the well-being of the college.

25.20 Conduct which may constitute a criminal offence may also amount to misconduct under the college's Student Disciplinary Policy and Procedure. Therefore, in addition to any criminal process, the student may be subject to disciplinary action by the college: however fair and proportionate steps will be taken not to place unnecessary additional penalties on a student who has already received a criminal sanction for their behaviour.

The Rehabilitation of Offenders Act 1974 outlaws' discrimination against ex-offenders and was amended by Section 139 of the Legal Aid Sentencing and Punishment of Offenders Act 2012 which came into force on 10th March 2014. The Act is intended to help people with few and/or minor convictions. People with many or serious convictions will probably not benefit from the Act because their rehabilitation period will usually be longer.

For most purposes the 1974 Act treats a rehabilitated person as if he or she had never committed, or been charged with charged or prosecuted for or convicted of or sentenced for the offence and, as such, they are not required to declare their spent caution(s) or conviction(s), for example, when applying for most jobs or insurance, some educational courses and housing applications.

How long is it before convictions are spent?

Certain criminal convictions are 'spent' or forgotten, after a rehabilitation period. This period varies according to the offence, the length of the sentence imposed and the age of the person when convicted.
There are two types of rehabilitation period:

1. Sentences with a buffer period – start from the date of conviction and are made up of the original sentence, plus an additional buffer period
2. Sentences with no buffer period – start from the date of conviction.

Buffer periods for people aged over 18 when convicted, from the end of the sentence, including licence period are:

- community orders – one year
- prison sentence of six months or less – two years
- prison sentence of over six months up to and including 30 months – four years
- prison sentence of over 30 months and up to 48 months – seven years
- prison sentence of over 48 months or a public protection sentence – never 'spent'.

Some buffer periods are halved if you were under 18 when convicted.
After this rehabilitation period, with certain exceptions, an ex-offender is not normally obliged to disclose their conviction.

Further information can be obtained from the Government's Guidance on the Rehabilitation of Offenders Act 1974, which is available at:
https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974

Rehabilitation periods for specific sentences
Sentences with a buffer period

Sentence		Time it takes to become spent	
		Adult (18+) at conviction / disposal	Young person (U18) at conviction / disposal
Prison (including suspended prison sentences)	Over 4 years or a public protection sentence	Never spent	Never spent
	More than 30 months and less than (or equal to) 4 years	Sentence + 7 years*	Sentence +3 ½ years*
	More than 6 months and less than (or equal to) 30 months	Sentence +4 years*	Sentence +2years*
	Less than (or equal to) 6 months	Sentence +2 years*	Sentence +18 months*
Community order / youth rehabilitation order		Length of the order + 1 year	Length of the order + 6 months

* Sentence length includes time spent on licence

If there is already an unspent conviction and a further conviction is imposed before the earlier one is spent, then neither conviction will become spent until the longest of them does.

If the further conviction results in a prison sentence of more than 4 years, then neither the second nor the first conviction will ever become spent.

Sentences with no buffer period

Sentence/Disposal	Time it takes to become spent	
	Adult (18+) at conviction/disposal	Young person (U18) at conviction/disposal
Fine	1 year	
Conditional discharge	Length of the order	
Absolute discharge	None – spent immediately	
Conditional caution / conditional youth caution	3 months (or when it ends, if earlier)	3 months
Simple caution / youth caution	None – spent immediately	

Sentence/Disposal	Time it takes to become spent	
	Adult (18+) at conviction/disposal	Young person (U18) at conviction/disposal
Supervision order	N/A	The period of the order, or a minimum of 12 months (whichever is longer)
Compensation order	Once it is paid in full	
Attendance centre order	Period of the order	Period of the order
Hospital order	Period of the order	Period of the order
Referral order	Not available to adults	Period of the order
Reparation order	None – spent immediately	

Motoring endorsement imposed by a court	5 years	2 ½ years
Motoring penalty points imposed by a court	3 years	
Motoring disqualification imposed by a court	At the end of the disqualification	

26.0 STUDENT CRIMINAL CONVICTION PROCEDURE

Disclosure Within the Application Process

All applications require declaration of relevant criminal convictions for any applicant applying to Further Education courses.

Further Education applications

26.1 Applicants applying directly to the college for a Further Education course who have a ***relevant*** criminal conviction (as defined above) or who are serving a prison sentence for a ***relevant*** criminal conviction must tick the box on the application form to indicate this.

26.2 The Admissions staff will highlight on the application form those applicants who have declared a relevant criminal conviction.

Receipt of an Application Which Includes a Declaration of a Criminal Conviction

26.3 The Admissions staff process the application form on academic merit alone in the first instance to ensure that the application meets the entry requirements. If there are no academic grounds for making an offer then the application should be rejected in the normal way.

26.4 If the entry requirements have been met and further information is required of the declared conviction (that is, it has not been supplied) a Declaration of Criminal Conviction Form will be sent from Admissions staff asking for further information and explaining that the application cannot progress until this is received. A deadline date will be stated for receipt of the additional information and explanation of the outcome if there is no response by that date. Should no response be received by the deadline date, then the application will be withdrawn.

26.5 Only when the college has all the information it needs regarding the conviction will the application be processed. Admissions staff will record the details of the applicant in order to ensure an offer is not made without the criminal conviction being taken into account. The application information will be forwarded to the course staff conducting the interview in the normal way, however if the details of the conviction are included on the form they will be detached by the Admissions staff and forwarded to the Head of Marketing and Recruitment for decision, in consultation with the Designated Safeguarding Lead (DSL) if required.

26.6 The course staff conducting the interview will therefore be aware that the applicant has ticked the criminal convictions box on the form but will not have any details relating to the nature of the conviction(s). In this way the college will be able to ensure that criminal convictions are not taken into account when academic decisions are made regarding the outcome of interviews.

26.7 If it is decided to make an offer according to the normal stated entry requirements the application should be returned to the Admissions department who will then forward it to the Head of Marketing and Recruitment.

26.8 If the information received states that the applicant has an unspent minor offence (convictions that do not carry a custodial sentence) then the decision to admit the applicant can be taken by the Head of Marketing and Recruitment and the offer can be processed in the normal way. Any relevant documentation should be forwarded to the DSL for secure storage on the student's file.

26.9 If the conviction resulted in a major offence, however, this should be placed before a Criminal Convictions Panel.

26.10 Once the Panel has met and a decision reached, the applicant will be notified in the normal way.

Action to be Taken for an Undeclared Criminal Conviction Identified During Interview

26.11 If the declaration of a criminal conviction is made at interview, the information must be taken during the interview in as much detail as possible by the member(s) of staff conducting the interview. This information should then be passed on to the Head of Marketing and Recruitment . If the conviction is an unspent minor offence the Student Recruitment Manager, in consultation with the Vice Principal (Further Education), can make the decision regarding any offer.

26.12 If the conviction is an unspent major offence, this should be forwarded to the Criminal Convictions Panel.

Action to be taken if the declaration of a criminal conviction takes place while a student is enrolled on a course or programme of study

26.13 All convictions are required to be declared by students to ensure that appropriate risk assessments can be carried out and that the college is not being 'brought into disrepute'.

26.14 If, at any time during a course or programme of study, a student is arrested by the police and charged with a criminal offence, the student is required to report this immediately to the Student Services Manager, who will record as much information as possible and carry out a thorough risk assessment based on the information received. Where required, other staff can provide support in this risk assessment. The Vice Principal (Further Education) will also be informed, as appropriate to whether the student is enrolled.

26.15 If the student is sent to trial, the college must also be kept informed at all stages either by the student or by his or her legal representative. If the student is convicted, then this must also be reported along with details of any sentence imposed.

26.16 The Vice Principal (Further Education) will decide based on all the appropriate information as to the students' continuation on the course or programme. Depending on the seriousness of the conviction, this could be referred to a Criminal Convictions Panel.

26.17 If at any time during a student's course or programme of study at the college it is made known that the student has a previously unspent criminal conviction

that they failed to disclose at the point of application or notify the college of in a timely manner, then they will be subject to the relevant Student Disciplinary Procedure and possible expulsion. The same will apply if the student obtains a criminal conviction during their course/programme of study which they fail to disclose in a timely manner.

26.18 It is deemed a disciplinary offence not to have disclosed any unspent conviction(s) at the point of application, regardless of whether the conviction is subsequently spent at the time of actual disclosure or when such information is made known to the college.

Recording information relating to criminal convictions

26.19 All correspondence and documentation relating to the declaration of criminal convictions by an applicant or student will be held confidentially by the college's Designated Safeguarding Lead in a secure location within Student Services.

26.20 A note will be made on the applicant's or student's file and will be carried through to the students' record and flagged on Pro-solution if accepted, to the effect that a criminal record has been disclosed and that further information, if needed, can be obtained from the DSL.

26.21 At all stages, staff should ensure that all necessary steps are taken to restrict access to information relating to an applicant's or student's criminal record to a strictly "need to know" basis.

Criminal Convictions Panel

26.22 Where it has been decided that it is necessary for a case to go to the Criminal Convictions Panel for decision, the Head of Marketing and Recruitment or the Vice Principal (Further Education) will present the information that they have been provided with.

26.23 The Criminal Convictions Panel will consist of:

- MIS Manager
- Head of Marketing and Recruitment
- Vice Principal (Further Education)
- Student Services Manager (Designated Safeguarding Lead)
- Health and Safety Adviser

26.24 The Panel will be able to take the following actions:

- Refuse an application/withdraw a student on the basis that the risk posed to the student community and its staff is too great. In this case, the applicant/student will be contacted in the normal way to inform them of the decision as normal, along with the appeals procedure (see Appeals section).
- Defer a decision where it is felt that more information is required to conclude the decision-making process, whether from the applicant/student or other sources (such as probation officer, for example). Where this is the case, the DSL will be tasked with gathering all the required information to present when the Panel re-convenes.

- Permit an offer to be made or allow the student to continue with no further conditions. In this case, the offer is transmitted in the normal way. Consideration will be given as to whether a risk assessment is required.
- Permit an offer to be made or allow the student to continue but with particular conditions, for example, specific support for the applicant, restriction to certain external projects, etc. In this case a risk assessment will be undertaken with relevant staff, for example the Vice Principal (Further Education) as appropriate, the DSL and the Health and Safety Adviser. The applicant/student will be notified in writing of the conditions and will be required to accept the conditions prior to an offer being made or being allowed to return to study on the course or programme. They will also be informed of any other members of staff that will have to be involved if needed to enforce any of the conditions (for example, Estates and Facilities Team). The risk assessment will be shared with relevant staff on a "need to know" basis, along with any information on specific actions to take in case of any breach or emergency.

26.25 Throughout the process, all members of the Panel will endeavour to keep any delay to a reasonable minimum.

26.26 If the Panel permits an offer to be made or allows the student to continue with certain conditions in place and those conditions are not adhered to, then the student will be deemed to have committed an act of gross misconduct and their studies will be terminated following the relevant Student Disciplinary Procedure.

Appeals

26.27 An applicant may appeal against the decision of the Criminal Convictions Panel as follows:

- Where an application has been rejected or student asked to withdraw because of a criminal conviction
- Where an offer has been made or student allowed to continue subject to a condition and the applicant/student feels that the condition is unfair or disproportionate
- The applicant/student should appeal in writing against the decision within 10 working days of receipt of the Panel's decision. The applicant/student should establish the grounds of their appeal and provide any further evidence that they wish to be considered.

Stage 1 – First Stage Appeal Panel

26.28 At this stage the Appeal Panel will constitute the original Criminal Convictions Panel, which will have an opportunity to reconsider its decision in the light of further information. The Panel will have several options available to it:

- To overturn the original decision and make an offer;
- To overturn the original decision and make an offer subject to certain conditions;
- To reduce or amend conditions; or
- To uphold the original decision.

26.29 The applicant/student will be notified of the Panel's decision in writing a soon as possible. In cases other than when the original decision has been overturned, applicants/students should also be made aware of the second stage of the appeal procedure.

Stage 2 – Final Stage Appeal Panel

26.30 Applicants/students will have the opportunity to pursue a second and final stage of appeal. This Final Stage Appeal Panel will comprise of appropriate senior members of staff who have not previously been involved in the original decision-making process, including the principal.

26.31 The applicant/student will be invited to attend a meeting giving them an opportunity to make their appeal in person. The applicant/student will have the opportunity to be accompanied by a family member or friend, but not a legal representative. The applicant/student should provide details of this companion to the Chair of the Panel no less than 5 working days before the date of the meeting. Where the applicant/student does not wish to attend they may provide written representation. Written representations and further evidence should be provided no less than 5 working days before the meeting date.

26.32 The findings of the First Stage Appeal Panel and the original decision of the Criminal Convictions Panel will be presented to the Final Stage Appeal Panel by the Student Services Manager. The Chair of the Panel will notify the applicant/student in writing within 5 working days of the decision of the Final Stage Appeals Panel.

Declaration of a Criminal Conviction

We welcome applications from a wide range of applicants but must balance this with our duty of care to all of our students in order to provide a safe and secure environment in which to study. Having a criminal conviction does not necessarily exclude you from attending a programme of study at The Northern College of Art. This will depend upon the nature of the programme/course you are applying for and the circumstances and background to the offence.

As you have indicated on your application that you have an unspent criminal conviction, we will need to ask for some further details regarding this conviction in order to progress your application. Any information you provide will be treated in the strictest confidence and on a 'need to know' basis. This information will not form part of your interview and portfolio assessment, but any offer of a place may be put on hold until the application has been considered by the Admissions Team in line with our Admissions Policy and Criminal Conviction Procedure.

Please note: the college has the right to reject any application or later terminate registration from an individual who is subsequently found to have omitted or falsified information in relation to his/her application.

Please complete the form below and return to the Head of Marketing and Recruitment , Liam Bradley at liam.bradley@northernart.ac.uk

Full Name	
Course Applied for	
Date of Birth	
Home Address	
Postcode	
Contact telephone number	
Email Address*	

*We will use the email address given to communicate the progress of your declaration and any subsequent decision

Please provide details below about the offence

Nature of offence	
Date of offence	
What age were you at the time of the offence?	
What punishment was given?	
The date of receiving the conviction or caution?	
Please state: if any conditions were applied and the date these conditions ended (or are due to end)?	
What punishment was given?	
Number of offences (including this one)	
Please state if this conviction is **'spent'** or **'unspent'**	

What is meant by an “unspent” conviction?

An unspent conviction is a criminal conviction that is still in the bounds of the rehabilitation period. In other words, not enough time has elapsed for the offence to be considered spent.

What is meant by a “spent” conviction?

A spent conviction is a criminal offense that has completed the required rehabilitation period. Spent conviction details remain on your criminal record on the police national computer (PNC).

I confirm that the information supplied on this form is true to the best of my knowledge

Signature	

Office use only

Date Declaration Received	
Date Declaration Reviewed	
Further review needed	Y / N
Progress Application	Y / N
Signed off by	

EQUALITY STATEMENT

The Northern College of Art is committed to providing an inclusive learning and working environment that recognises the value of every individual regardless of their background or personal characteristics and aims to ensure that all employees and Institution users are treated fairly and equally. It aims to do this by encouraging a culture which actively welcomes, respects, promotes and embraces diversity; employs fairness in all aspects of employment and teaching and thereby creating and sustaining a positive and supportive environment for all members of its community.

All information put into the public domain should be fully accessible to all, regardless of any disability. Wherever possible the font Arial should be used with minimum font size 12, and essential text should never be embedded within graphics. All public information should include a statement that it is available in large format, with the name, email and telephone number of the marketing department who can arrange it, e.g. “This information is available in large format print. If users need it in a different format please contact the college with your request.

EQUALITY AND DIVERSITY IMPACT ASSESSMENT SCREENING

Under the Equality Act, there are nine protected characteristics:		
▪ gender reassignment ▪ marriage and civil partnership ▪ pregnancy and maternity	▪ race ▪ religion or belief ▪ age	▪ sex ▪ sexual orientation ▪ disability

Assessment:

Is this policy/procedure relevant in terms of equality related to the protected characteristics above? Yes ☐ No ☐ If no, please state why not:	
This is general policy relating to all students.	
Is there potential for any negative or positive impact on people with protected characteristics? Yes ☐ No ☐ If yes, Please provide details:	
Positive	Negative
Could this policy or procedure discriminate or unfairly disadvantage people with protected characteristics? Yes ☐ No ☐ If yes, please provide details:	
The Policy has an inclusive approach to students from all backgrounds.	
Conclusion:	
☐ No barriers identified	
☐ Adaptions or changes to the policy or procedure to eliminate bias	
☐ Barriers and impact identified, however, having considered all available options there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore, proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.	

Completed by:

Name:		Job Title:	
Name:		Job Title:	

APPROVAL PROCESS

This document was APPROVED by Principalship on:	09/09/25
Principalship member with primary responsibility:	Vice Principal (Further Education)
Other staff consulted by primary Principalship member:	Student Services Manager
	IT Manager
	MIS Manager
	Head of Marketing & Recruitment
	Learning Technologist
	Examinations Officer
	FE Quality Manager

Elements of this document have been reviewed and approved by college committees:

Section	Committee	Approval Date
Request to key staff to update sections relevant to their job role / department.	FE Academic Committee – June 2025	September 2025 (principalship meeting).

APPENDIX: MATHS AND ENGLISH ROLES AND RESPONSIBILITIES

Vice Principal (Further Education)

1. Review and update maths and English policy with FE Quality Manager / MIS manager and Principalship
2. Ensure all courses implement appropriate requirement for functional skills (standardisation across each curriculum area)
3. Develop plans to integrate maths and English as a whole organisational approach
4. Develop CPD plan to ensure that all staff are competent and confident to teach, reinforce or support Maths and English
5. Oversee the Quality Assurance process
6. Ensure Maths and English is embedded in college self- assessment
7. Review and monitor cross college data on attendance, retention and achievement for maths and English

FE Quality Manager

1. Implement Maths and English policy
2. Work with the SEND Co-ordinator to complete an initial assessment and enter results onto ILPs (Promonitor)
3. Manage the effectiveness of maths and English staff
4. Support Maths, English and Vocational Staff to effectively use initial and diagnostic assessment
5. Develop links with stakeholders, including employers, parents, students, and teachers to develop appropriate courses in Maths and English
6. Support staff in curriculum areas to reinforce the development of Maths and English skills
7. Ensure Maths and English classes/staff are timetabled to enable efficient and effective use of resources to ensure student success
8. Monitor staff to ensure timely registration, entry to examinations and certification to meet students' needs
9. Monitor performance of curriculum Maths and English staff and set targets at appraisal
10. Ensure that lesson observations and appraisals for Maths and English staff are supported and aim to be excellent in their outcomes
11. Manage the oversight of moderation
12. Assist with Self-Assessment activities and monitoring of targets

Vice Principal (Further Education)

1. Work to ensure a holistic approach for Maths and English across college (and its localities) is in place and effective
2. Monitor attendance, retention and achievement for Maths and English in curriculum areas to ensure action is taken to improve performance

3. Contribute towards the self- assessment process and action planning for the areas
4. Develop links with stakeholders, including employers, parents, students, and teachers to develop appropriate courses in the Maths and English curriculum

Cluster Leaders

1. Arrange additional support with SEND Co-Ordinator where required
2. Monitor attendance, punctuality, retention of Maths and English classes and follow up were necessary
3. Day to day management of Maths and English in the main curriculum
4. Liaise with the Vice Principal (Further Education) to track data and progress of students in Maths and English courses
5. Contribute to the self-assessment and action planning for Maths and English in their vocational area
6. Ensure effective communication takes place between Maths and English staff and curriculum teams
7. Monitor performance at course of study level

Vocational Teachers

1. Administer initial and diagnostic assessment for groups of students and enter results onto ILPs (Pro-monitor)
2. Set and record realistic but challenging SMART targets in line with initial assessment outcomes at review
3. Actively promote the importance of the skills of maths, English, Literacy and Numeracy with students
4. Work with Maths and English staff to plan opportunities to reinforce skills in Maths and English
5. Reinforce relevant Maths and English in their lessons and include in their schemes of work and lesson plans
6. Share good practice with Maths and English staff at regular meetings
7. Ask for support with their own, Maths and English skills if required/needed

APPENDIX: CURRICULUM REVIEWS / DEEP DIVES

Purpose

Curriculum Reviews / Deep Dives are opportunities for staff with a responsibility for overseeing the quality of education to observe, analyse and report upon the learner experience as part of the college's quality monitoring processes.

Responsibilities

The Vice Principal (Further Education), assisted by the FE Quality Manager has the responsibility to plan and review the processes of conducting curriculum reviews throughout the academic year.

Cluster leaders have a responsibility for ensuing the quality of provision under their management is monitored throughout the year.

Activities

Activities may include; lesson visits, scrutiny of learner work, discussions with key stakeholders such as lecturers, students, parents, employers and considerations of any additional material indicative of learner progress e.g planning for learning paperwork, ILP reviews.

Timing

Curriculum Reviews can be conducted at any point during the academic year. The quality team may wish to give advance notice of the review in line with common Ofsted practice but this is not mandatory. Multiple performance factors will be considered when planning the timing and implementation of a curriculum review including; course data, learner feedback, quality monitoring reviews. This list is not exhaustive.

Curriculum Review / Deep Dive Team

The college will conduct curriculum review activities internally as a team to ensure a level of rigour and continuity. The team may include; Vice Principal (Further Education), FE Quality Manager, FE Quality Teaching Learning and Assessment Coordinator, and accompanying members which may include roles such as: FE Cluster Leaders, lecturers, Academic Services Manager, depending upon the focus of the curriculum review. The college may also source external partners for support in conducting curriculum reviews and CPD activities such as sharing best practice.

APPENDIX: ACADEMIC DISHONESTY

Definitions and Examples

1.0 These definitions are only illustrative to provide guidance to the community. They do not provide an exhaustive list of conduct that the college could define as Plagiarism or Cheating.

1.1 Plagiarism is defined by the as:

> "The deliberate incorporation of another's work in an assessment without proper acknowledgement."

1.2 Examples of plagiarism are:

i. The inclusion in a student's work of more than a single phrase from another's work without the acknowledgement of the sources;

ii. The summarising of another's work by simply changing a few words or altering the order of presentation without acknowledgement;

iii. Reproducing another person's work or ideas in your own words, or in design work without acknowledgement;

iv. The deliberate and unauthorised use of the ideas of another person without acknowledgement of the source;

v. Copying the work of another student, with or without the student's knowledge or agreement;

vi. Submitting an essay, dissertation or report which has been bought or specially commissioned, either from the internet or from a third party.

1.3 Proper acknowledgement means that when copying from another source, that section must appear with an acknowledgement of the source by the provision of a detailed reference. Where students are reproducing someone's ideas in written work, but in their own words to a greater or lesser extent (or paraphrasing), they must cite the original source. When students are reproducing someone else's ideas in their design work, they must reference the inclusion of that person's work or ideas, and then only when the inclusion has been agreed by a lecturer. If students are in any doubt as to how to reference material, they should consult their lecturer. Advice is also available from The Library.

1.4 Cheating is defined by the college as:

> "Engaging in any action with the intent of gaining an unfair advantage over other students taking the same assessment."

1.5 Cheating includes:

i. Communicating with or copying from any other students during an examination except where the regulations specifically allow such communication;

ii. Communicating during an examination with any person other than an authorised member of the staff of the college;

iii. Taking any written, printed materials or electronically stored information into the examination room, unless expressly permitted by the examination or course regulations;

iv. Gaining access to an unauthorised material relating to an examination during or before the examination;

v. Obtaining a copy of an "unseen" examination question paper in advance of the date and time for its authorised release;

vi. Any other dishonest practice which the college considers to be cheating.

Common Forms of Unfair Advantage

Collusion

1.6 Collusion exists where a student:

i. Submits as entirely their own, with intention to gain unfair advantage, work done in collaboration with another;

ii. Collaborates with another student in the completion of work which is intended to be submitted as that other student's own unaided work;

iii. Permits another student to copy all or part of their work and submit it as that student's own unaided work.

Falsifying Data

1.7 Falsifying data is the presentation of data or information based on work falsely purported to have been carried out by the student, or obtained by unfair means.

Personation

1.8 "Personation" is the legal term for what is usually referred to as "impersonation". Personation is thus the assumption by one person of the identity of another person with intent to deceive or to gain unfair advantage. It may exist where:

i. One person assumes the identity of a student, with the intention of gaining unfair advantage for that student;

ii. The student is knowingly and willingly impersonated

Dishonest Practice

1.9 Dishonest practice is the use of any practice by a student which the college feels was adopted by the student to intentionally gain an unfair advantage over their fellow students.

Theft of Materials

1.10 Where another person's work has been stolen and effectively used without their permission, or some part of a piece of work has been stolen, then this may be dealt with more severely.

Guidelines for Students

1.11 The college accepts that your work will be inspired by what you have read, but you must not copy or para paraphrase whole sentences, paragraphs or parts of someone else's work without proper acknowledgement, or similarly copy the visual work of another. Proper acknowledgement means that when you are copying from another source, that section must appear with an acknowledgement of the source by the provision of a detailed reference. Where you are reproducing someone's ideas, but in your own words to a greater or lesser extent (or paraphrasing), you must cite the original source. If you are intending to use the visual work of another in your own, then laws of copyright apply and you must gain the relevant permissions from the owners of that copyright (the college is not responsible for any action taken by an outside agency should copyright laws be broken). If you are in any doubt as to how to reference material, consult your tutor. Advice is also available from The Library.

1.12 Academic malpractice and how to denote ownership of written passages, ideas, images, sound or performance which are not your own will be explained to you during induction and within each unit. Students will be asked each year to sign a statement confirming that all work produced will be their own. In addition, when students submit coursework they will be asked to sign a further declaration, that this work is your own, and does not contain unacknowledged work from other sources. Obviously, you do obtain ideas from other sources during your research and will adapt these ideas to meet your own requirements. The distinction between this and academic malpractice is often quite difficult to define, and this is why research/sketch books and files are so important, because these show the development of your individual ideas and sources of inspiration, and it allows your tutors to trace your train of thought.

APPENDIX: STUDENT DISCIPLINARY PANEL INVITE

Strictly Private & Confidential - Addressee Only

NAME & ADDRESS OF STUDENT

DATE

Dear Student

Re Meeting of Student Disciplinary Panel

I am writing to you in connection with the incidents that took place on XYZ in relation to accusations of:

- EXAMPLE MISCONDUCT

After a further review of the allegations I am satisfied that your case should be heard under the Student Disciplinary Procedure for Serious Misconduct and therefore you are invited to attend a meeting of the Student Disciplinary Panel on **XYZ at time in the Newport Road Campus Board Room**.

In connection with this Panel meeting please note the following:

1. You are invited to attend the Panel meeting in order to hear the case and the evidence presented on behalf of the College. Please note that if you choose not to attend, the Panel meeting will be held in your absence. Please notify the Panel Secretary (email address of secretary) whether you will be in attendance.
2. If you do choose to attend you should arrive at the College at least 10 minutes before the Panel meeting time.
3. On arrival please report to the Main Reception at Newport Road, Middlesbrough.
4. Please note that in accordance with the Student Disciplinary Procedure you may be accompanied by a friend, relative or member of the college community, the names of whom shall be notified in writing to the Panel Secretary (email address of secretary) at least two clear days in advance of the Panel meeting.
5. The college has enclosed the written evidence to be relied on during the

Panel meeting.

6. You are also given the opportunity to submit written evidence (including a written statement of defence) in advance. Any written evidence to be submitted must be done so to the Panel Secretary (email address of secretary) at least 2 clear working days prior to the Panel meeting.
7. You are also entitled to call witnesses, the names of whom shall be notified in writing to the Panel Secretary (email address of secretary) at least 2 clear working days prior to the Panel meeting. Witnesses whose names have not been submitted in accordance with the condition will not be permitted to give evidence. I can Inform you that the college will not be calling any witnesses.

Pending the disciplinary hearing you remain suspended from the college and I would remind you that you can only enter the college campus with my express permission.

As noted above you may be accompanied at the part of the meeting of the Student Disciplinary Panel at which you are entitled to present your case by a family member, friend, or another member of the college community if you wish but not by a legal representative. The person accompanying you has a right to address the meeting but not to answer questions on your behalf. The Vice Principal (Further Education) will present the case on behalf of the college and may ask questions of you and any witnesses called by yourself.

Members of the Student Disciplinary Panel may ask you and any witnesses called questions as part of the discussion. It is your responsibility to ensure that your witnesses are able to attend the meeting of the Student Disciplinary Panel.

The proposed order of the meeting will be:

- Introductions to all attending members
- Presentation of the case by the Vice Principal (Further Education)
- Questions from attending members.
- Presentation of your defence, this may include any statements you want to make or the presentation of witness statements.
- Questions from attending members.
- Any final statement or address to the panel by you.

The panel will then convene in private, and you are free to leave.

The Chair of the Student Disciplinary Panel will send their decision in writing to the Vice Principal (Further Education) within 48 hours and to the student (including your parent / carer) who should be informed in writing within 5 working days of the Student Disciplinary Panel reaching its decision. If agreed by the student this communication may be sent via email. If you have any questions arising from this letter or any other matter connected with the allegation you may contact me on telephone number.

Yours sincerely

Job title

Enc: Evidence to be presented by the college

APPENDIX: STUDENT DISCIPLINARY OUTCOME LETTER

Strictly Private & Confidential - Addressee Only

NAME & ADDRESS OF STUDENT

DATE

Dear Student,

Re Meeting of Student Disciplinary Panel – DATE & TIME

I am writing further to the Student Disciplinary Panel detailed above to confirm the decision made.

The Panel hearing concerned the events which led to:

- MISCONDUCT

The Panel took into consideration the severity of the offences, the apology and regret shown by you and your acknowledgment of your responsibility for your actions during the Disciplinary Panel meeting. The takes its responsibility for the safety of all its students, its supervisory capacity and the potential risk of reputational damage very seriously, therefore.

The decision of the Panel is:

- OUTCOME & CONDITION(s)

In conclusion I would draw your attention to the Student Disciplinary Procedure which detail the circumstances under which you may lodge an appeal to the Principal against the Student Disciplinary Panel's decision.

Yours sincerely

Job title

APPENDIX: Student Formal Complaints Form (Template / Example)

Prior to competing this form consideration should be given as to whether the issue could be resolved informally at a department level by talking to appropriate members of staff or discussing at tutorials or raising at Student feedback forums such as Student Assemblies and Course Boards.

- This form should only be used to lodge a formal complaint against the college.
- Please complete all sections in full and submit this form to the Quality Manager

The college will respond to a complaint upon receipt of the completed form.

Your name		
Your full correspondence address	Postcode	
Your telephone number		Mobile
Your course		Year

Please summarise your complaint below.

Your complaint must be specific and, where possible, supported by documentary evidence.

Please detail any informal attempts to resolve the complaint and the outcome:

Please outline the resolution you are seeking:

Student's signature	Date

Initial action taken:

Staff signature	Date
Staff Position	

Details of staff investigating complaint:

Staff name:	
Staff Position:	
Staff Signature:	Date complaint received:

Outcome of investigation:

	Resolved		Progressed to review stage

To be completed for complaints progressed to stage 3 (Review)

Outcome of review stage:	
Signed:	Vice Principal (or nominee)
Date:	

Early Completion Form

			Student Ref:<data:Student Ref>
Forenames	**<data:Forename or known as>**	**Surname**	**<data:surname>**
About your courses:			
Courses	<cmd.repeatstart:offeringID> <data:Course Code> - <data:Course name> <cmd.repeatend:offeringID>		

Reason for Early Completion (including Intended or Actual destination)

Last Date of Attendance _____

STUDENT - DECLARATION

I understand that if I am completing GCSE(s) in English and / or Maths I am expected to attend and complete the examinations to the best of my ability. If I do not attend, I give the school permission to charge me the Awarding Body entry fees.

Signed…….. Date…… (Student)

Signed…….. Date…… (Teaching staff)

Signed…….. Date…… (Cluster Leader)

ONCE COMPLETED PLEASE SEND TO STUDENT DATA

PTO

Student Data Team Only

☐ Planned Hours reduced to _____ EEP Hours reduced to _____

☐ Total Planned Hours ____

☐ Has this affected funding? Y / N

☐ ProSolution updated
☐ Enrolment pack updated
☐ Scan sent to Cluster Leader, Head of Quality and GCSE delivery staff

Date:_____

Initials:_____