



mystudyspace

Academic Policy
Handbook

V1 | October 2023

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Introduction

Welcome to your Academic Policy Handbook - an essential guide designed to navigate the intricacies of academic life within an online, distanced learning qualification. As a dynamic and diverse provider of Online, Digital qualifications we recognise the paramount importance of establishing clear guidelines and expectations. This handbook serves as a compass, directing students, faculty, and staff towards a comprehensive understanding of the policies that underpin our academic, online environment.

In these pages, you will find a collection of policies and supporting principles that govern various aspects of academic life, including content, assessment, conduct, and more. Our commitment to excellence and equity is reflected in these policies, which have been meticulously crafted to ensure an inclusive, stimulating, and respectful educational atmosphere for all students.

Navigating the academic landscape can be both exciting and challenging. By familiarising yourself with the policies outlined in this handbook, you will be empowered to make informed decisions, engage in meaningful academic pursuits, and contribute positively to your personal and career growth.

We encourage all members of our academic community—students, faculty, and staff alike—to use this handbook as a reference, a source of guidance, and a means of promoting a culture of accountability and integrity. As the educational landscape continues to evolve, so too will our policies. Regular updates and revisions to this handbook will reflect our dedication to adapting to new challenges, embracing emerging best practices, and upholding the highest standards of academic excellence in line with Awarding Organisation requirements.

Whether you are embarking on a new academic journey or are returning student to us, the Academic Policy Handbook is here to accompany you. Let us work together to cultivate a vibrant, respectful, and innovative academic environment that empowers everyone to reach their fullest potential.

Welcome to a world of knowledge, growth, and endless possibilities!

Customer Charter

1. Introduction

1.1 We are committed to providing the best online, digital learning experience for all students enrolled on a qualification with us. We deliver high-quality digital qualifications and interactive remote based support to help you achieve your learning and career goals. To ensure we provide you with the best levels of service and engagement, we have developed this Customer Charter outlining our commitments to you:

2. Accessibility and Inclusivity:

2.1 We believe in providing equal access to education for all. We are committed to ensuring that our online, digital learning is accessible to individuals with disabilities and offers a welcoming and inclusive environment for learners from diverse backgrounds.

3. Quality Content and Instruction:

3.1 Working with internationally recognised awarding bodies we are dedicated to delivering high-quality educational content that is up-to-date, relevant, and engaging. Our courses are designed by experienced leading industry educators and subject matter experts, ensuring you gain a comprehensive learning experience. Our tutors are skilled professionals who are passionate about sharing their knowledge and supporting you to gain achievement.

4. Clear Course Information:

4.1 We provide clear and accurate course information, including course descriptions, learning outcomes, prerequisites, and assessments guides. We aim to give you a clear understanding of what you can expect from each course, enabling you to make informed decisions about your learning path whilst studying with us.

5. Technical Support:

5.1 We understand that technical issues can arise while using an online learning platform. Our dedicated student services support team is available to assist you with any issues you may encounter. We strive to resolve your issues promptly, ensuring a smooth and uninterrupted learning experience.

6. Responsive Customer Support:

6.1 We value your feedback and queries. Our Student Services interaction is available to address your concerns, answer your questions, and provide guidance whenever you need assistance. We aim to respond to your inquiries in a timely manner, ensuring that you feel supported throughout your learning journey.

7. Personal Data Protection and Privacy:

7.1 We take your privacy and data protection seriously. We adhere to strict security measures to protect your personal information. We only collect and use your data, in line with GDPR for legitimate purposes related to your learning experience and ensure compliance at every juncture.

8. Continuous Improvement:

8.1 We are committed to continuously improving our online learning platform and services. We regularly gather feedback from our customers and strive to incorporate suggestions and enhancements to enhance your learning experience. Your feedback is valuable to us, and we

encourage you to share your thoughts with us to help us improve the learning experience even further.

9. Fair Pricing and Refund:

9.1 We adhere to the new FCA Duty of Care and aim to offer fair and transparent pricing for our courses, ensuring that you receive value for your investment. We provide clear guidance on refunds, cancellations, and extended support, outlining the circumstances under which refunds and extensions are granted and the process for requesting these.

10. Community and Collaboration:

10.1 We foster a sense of community and collaboration among our learners. We provide opportunities for interaction and discussion through forums, group projects, and other collaborative activities, allowing you to connect with fellow learners and engage in meaningful learning experiences.

11. Learning Support:

11.1 We believe that learning is a lifelong journey. Even after completing a course, we strive to provide ongoing support and resources to help you apply your knowledge and continue growing in your chosen field. We offer additional resources, alumni networks, and further learning opportunities to support your ongoing development.

12. Conclusion

12.1 By adhering to this Customer Charter, we aim to provide you with a positive and enriching online learning experience.

We wish you the very best of luck on this journey with us and look forward to supporting you in achieving your educational and career goals.

Student Charter

1. Introduction

1.1 The Student Charter outlines the rights and responsibilities of students engaging in our online learning environments. The charter is essential to establish a set of guidelines to ensure a positive and productive learning experience for all students. By adhering to this charter, students can maximise their educational opportunities and contribute to a supportive online community.

2. Respect and Inclusivity

2.1. Students will treat all fellow students, tutors and staff with respect and dignity, fostering a welcoming and inclusive learning environment.

2.2. Students will avoid engaging in any form of discrimination, harassment, or bullying based on race, gender, religion, sexual orientation, disability, or any other protected characteristic.

2.3. Students will actively listen to others, value diverse perspectives, and promote open dialogue and constructive discussions where appropriate in an online environment.

3. Academic Integrity

3.1 Students will uphold the highest standards of academic integrity, including avoiding plagiarism, cheating, malpractice, or any form of dishonesty including copying or paraphrasing content from AI generated sources and/or essay writing services.

3.2. Students will submit their own work and properly cite any external sources used in their assignments or contributions.

3.3. Students will not engage in unauthorised collaboration or sharing of assessment materials unless explicitly permitted by the tutor.

4. Active Participation

4.1 Students will actively participate in online discussions, forums, and other interactive activities to enhance the learning experience and contribute meaningfully to the learning community.

4.2 Students will come prepared to each online session, having completed assigned readings, tasks, or assignments, and be ready to engage in meaningful discussions and activities.

4.3 Students will not share their log in details or give access to their learning platform with others.

4.4. Students will ask questions, seek clarification when needed and actively seek assistance from remote based online tutors or peers to overcome any challenges they encounter.

5. Responsible Use of Technology

5.1 Students will use technology responsibly and ethically, adhering to any guidelines provided by the us.

5.2 Students will ensure the security and privacy of their online learning environment, using strong passwords and taking necessary precautions to protect personal information.

5.3 Students will not engage in any activities that may disrupt or compromise the learning experience of others, such as hacking, spreading malware, or engaging in cyberbullying.

6. Timeliness and Commitment

6.1 Students will aim to submit assignments, participate in discussions, and complete course requirements within the specified deadlines.

6.2 Students will communicate proactively with tutors or student services if unforeseen circumstances arise that may affect their ability to meet deadlines or fully participate in the course.

6.3 Students will engage with regular self-assessment, seeking opportunities for self-improvement, and taking responsibility for their own learning journey.

7. Supportive Environment

7.1 Students will foster a supportive and collaborative environment by offering assistance and support to fellow students whenever applicable.

7.2 Students will respect the privacy and confidentiality of their peers, refraining from sharing personal information or any private discussions outside the designated online learning platform.

7.3 Students will provide constructive feedback to tutors and/or student services on the course content, materials, and delivery methods, with the aim of improving the learning experience for all students.

8. Conclusion

8.1 By adhering to this Student Charter, students commit to the principles herein of respect, academic integrity, active participation, responsible technology use, timeliness, and the creation of a supportive learning environment.

Academic Appeals Policy

1. Introduction

1.1 The purpose of the Student Academic Appeals Policy is to provide a fair and transparent process for students who wish to appeal academic assessment decisions. This policy ensures students have an opportunity to challenge decisions that they believe to be unjust or improperly managed.

2 Scope

2.1 This policy applies to all students enrolled on to our online digital qualifications/course(s).

3 Grounds for Appeal

3.1 Students may appeal academic decisions based on the following grounds:

- a. Procedural Errors: Alleged violations of procedural fairness during the evaluation, marking or grading process.
- b. Error in Evaluation, Marking and/or Grading: Claims that the assessment of academic work was conducted improperly or inaccurately.
- c. Bias or Prejudice: Allegations of bias, prejudice, or unfair treatment that have directly influenced the academic decision. This also includes conflicts of interest and further information held within the Conflicts of Interest Policy.
- d. Mitigating Circumstances: Situations where exceptional circumstances affected the student's academic performance and were not appropriately considered during the original evaluation, marking or grading process.

4. Informal Resolution

4.1 Before initiating a formal appeal, students are encouraged to seek informal resolution by addressing their concerns with the relevant tutor in the first instance or by contacting the Student Services department if they are unable to reach their tutor. This will be forwarded, where possible to the tutor directly or their immediate manager. The purpose of this step is to resolve the issue through mutual understanding and open communication. All informal conversations and subsequent resolution will be logged against a student contact record on our systems.

5. Formal Appeal Procedure

5.1 If an informal resolution is not possible or fails to address a student's concerns satisfactorily, the student may proceed with a formal appeal by following these steps:

- a) Submission: The student must contact Student Services via one of the available contact methods as detailed on the website within 14 days of the decision being communicated to the student to initiate the appeal process.
- b) Grounds and Supporting Evidence: The appeal should clearly state the grounds for the appeal and provide supporting evidence, such as relevant documents or testimonies.
- c) Review Process: Each qualification/course may have the initial review conducted by either an Internal Quality Assurer or Curriculum Coordinator, however students will be made aware as to who is conducting the review. Whilst in review, the student may be required to present supporting information as part of the review process.

d). Decision and Communication: The staff member will decide based on the merits of the case and communicate the outcome to the student in writing within a reasonable timeframe.

e) Reconsideration: If the student remains dissatisfied with the outcome, they may request a reconsideration of the decision by providing additional relevant information or raising concerns about procedural fairness. The appeal will then be reviewed by the curriculum manager in the first instance.

g) Final Appeal: In exceptional circumstances, where the student believes there are substantial grounds for appeal, they may make a final appeal to a higher authority within the Education Services Department. The decision of the final appeal is considered binding.

6. Confidentiality and Impartiality

6.1 All parties involved in the appeal process, shall maintain strict confidentiality and impartiality throughout the proceedings.

7. Timelines

7.1 We will establish specific timelines for each stage of the appeal process to ensure prompt resolution. The timelines will be communicated to the student upon initiation of the formal appeal.

8. Academic Standing

8.1 While an appeal is under review, the student's academic standing and enrolment status will generally remain unchanged. However, the business reserves the right to take appropriate action to protect the academic integrity and its reputation.

9. Records Retention

9.1 We will maintain accurate records of all appeals, including documentation, decisions, and communication, in accordance with GDPR.

10. Right to Seek External Review

10.1 If a student exhausts the internal appeal process and remains dissatisfied with the outcome, they have the right to seek external review through the relevant external bodies or Awarding Organisations. We will work with the external body or Awarding Organisation, where required to seek a resolution to the appeal.

11. Policy Review

11.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Academic Assessment Policy

1. Introduction

1.1 The purpose of this Academic Assessment Policy is to establish a framework for fair and consistent assessment practices across all qualifications and courses. This policy aims to ensure that all students' assessments are evaluated in a transparent and equitable manner, promoting academic integrity, and maintaining standards of excellence.

2. Scope

2.1 This policy will apply to all students, enrolled onto a qualification who are required to submit assessments, coursework or supporting evidence relating to the achievement of a qualification.

3. Assessment Principles

3.1. Validity: Assessments should measure the intended learning outcomes and provide an accurate representation of a student's knowledge, skills, and understanding.

3.2. Reliability: Assessments should be consistent and produce consistent results when applied under similar conditions.

3.3. Fairness: Assessments should be fair to all students, irrespective of their background, race, gender, or any other individual characteristics.

3.4. Transparency: Assessment criteria, methods, and grading schemes should be clearly communicated to students at the beginning of each course or assessment activity.

3.5. Feedback: Students should receive timely and constructive feedback on their assessments to facilitate their learning and development. Further detail on feedback will be outlined in the Academic Feedback Policy.

4. Assessment Methods

4.1 Varied Approaches: Different assessment methods should be used to evaluate diverse learning outcomes, including but not limited to examinations, assignments, projects, presentations, practical assessments, and group work.

4.2 Alignment with Learning Outcomes: Assessment methods should be aligned with the intended learning outcomes of the course or program.

4.3 Formative and Summative Assessment: Both formative and summative assessments should be incorporated into the assessment strategy. Formative assessments provide ongoing feedback and support student learning, while summative assessments evaluate student achievement at the end of a unit, course, or program.

4.4 Authentic Assessment: Whenever possible, assessments should simulate real-world situations and tasks to enhance the relevance and authenticity of the evaluation.

5. Assessment Design and Development

5.1 Clarity of Expectations: Assessment tasks should have clear instructions and expectations regarding the required deliverables, assessment criteria, and deadlines.

5.2 Rubrics and Marking Schemes: Where appropriate, rubrics and marking schemes should be developed to ensure consistency and transparency in the evaluation process.

5.3 Quality Assurance Review and Moderation: Assessment tasks, criteria, and marking schemes should undergo a rigorous quality assurance process and/or moderation process to ensure their quality and fairness.

6. Academic Integrity

6.1 Plagiarism and Cheating: In line with the Academic Plagiarism policy, there will be a clear statement on the consequences of academic dishonesty, including plagiarism, use of AI, assessment writing provisions, or any other form of misconduct.

6.2 Turnitin or similar tools: The use of plagiarism detection tools may be employed to discourage and identify instances of academic dishonesty.

6.3 Education and Awareness: Customers, clients and Students should be educated about academic integrity principles, the consequences of misconduct, and the importance of ethical behaviour.

7. Grading and Feedback

7.1 Grading and Assessment Criteria: Clear grading and assessment criteria should be established, communicated, and applied consistently.

7.2 Timely Feedback: Students should receive timely and constructive feedback on their assessments to facilitate learning and development. Please refer to the Academic Feedback Policy for further guidance and information.

7.3 Review of Grades: Students should have the opportunity to request a review of their grades in accordance with established procedures.

8. Assessment Records and Privacy

8.1 Record Keeping: Assessment records should be accurately maintained, securely stored, and kept confidential in accordance with relevant privacy laws and GDPR policies.

8.2 Data Protection/GDPR: Student assessment data should be protected in compliance with applicable data protection And GDPR regulations.

9. Policy Review

9.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Note: This is a general template for students It is important to refer to the student handbook of each qualification a student is enrolled on to as there may be amendments or additions based on the qualification and requirements of the Awarding Organisation.

Academic Examination Policy

1. Introduction and Scope

1.1 The purpose of this Academic Examination Policy is to establish a fair, consistent, and transparent framework for facilitating and undertaking examinations as part of the qualifications students are enrolled on to. This policy aims to ensure academic integrity, promote a conducive testing environment, and provide guidelines for both students and faculty members involved in the examination process.

2. Examination Types

2.1 The policy covers various types of examinations, including but not limited to:

- a) Written examinations.
- b) Practical examinations.
- c) Oral examinations.
- d) Online, digital examinations.

3. Examination Scheduling/Booking

3.1 Examination schedules/diets shall be communicated well in advance to students. All available examination diets will be detailed within your course, on mystudyspace. Such details as the date, time, duration, and venue (or online platform) for each examination will be readily available.

4. Examination Security and Integrity

4.1 Supervision: Examinations shall be conducted under the supervision of invigilators or proctors to ensure the integrity of the process.

4.2 ID Verification: Students must present valid photographic identification before entering the examination venue or accessing an online examination.

4.3 Prohibited Items: Students are prohibited from bringing unauthorised materials, devices or communication into the examination.

4.4 Plagiarism and Cheating: Any form of plagiarism, cheating, or academic misconduct during an examination will result in disciplinary actions.

5. Examination Administration

5.1 Exam Papers are set and marked by the Awarding Organisation. All exam questions or activities will be relative to the Qualification Syllabus/Specification and are designed to show a student's understanding of the learning content that has been taught/studied.

5.2 Question / Exam Paper Security: Question papers shall remain confidential until the start of the examination for security purposes.

5.3 Distribution of Question / Exam Papers: Question papers shall be distributed to students at the beginning of the examination, either in print or digitally.

6. Examination Procedures

6.1 Seating Arrangement: Students shall be seated with appropriate spacing to discourage cheating and ensure a distraction-free environment.

6.2 Examination Duration: The duration of each examination shall be clearly indicated on the question paper. No student shall be allowed to leave the examination hall before the stipulated time has passed.

6.3 Submission of Answer Sheets: Students must submit their answer sheets or responses within the specified time. Late submissions may result in penalties.

7. Special Considerations

7.1 Students with documented disabilities or special requirements/considerations that require reasonable adjustments shall be considered, so long as the requirement/consideration has been evidenced and meets the Awarding Organisation's Reasonable Adjustment & Special Consideration Policy.

8. Grading and Assessment

8.1. Marking / Grading: We and/or the Awarding Organisation shall provide clear guidelines on how answers will be evaluated and graded. Faculty members responsible for grading shall adhere to these guidelines.

8.2 Anonymity: To ensure impartial grading, student identities may be anonymised during the grading process.

8.3 Results Publication: Examination results shall be published in a timely manner, ensuring that students have access to their grades and feedback either from us as the exam centre or the Awarding Organisation.

9. Appeals Process

9.1 Students shall have the right to appeal their examination results if they believe there has been an error in grading or an unfair assessment. The centres Academic Appeals Process along with the appeals process of the Awarding organisation should be referred to for further guidance.

10. Policy Review

10.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Academic Feedback Policy

1. Introduction

1.1 This policy outlines the guidelines and procedures for providing feedback on academic assessments. It aims to ensure fairness, transparency, and effectiveness in the feedback process, fostering student learning and development.

2 Scope

2.1 This policy applies to all students on all study programmes and covers all work and feedback given to and submitted by all students. Any feedback, regardless of the form it is given in, be it written, spoken or otherwise falls under the remit of this policy. Each individual programme will follow its own guidelines and further detail documented within the individual qualification/course handbook.

3. Timeliness

3.1 We believe feedback should be provided in a timely manner to maximise its impact on student learning. Based on the qualification/course a student is undertaking, there will be a varied service level agreement noted within the qualification/course handbook to outline the maximum time permitted to provide feedback on a student's academic work.

4. Constructive and Specific Feedback

4.1 Feedback should be constructive, encouraging, and provide actionable suggestions for improvement. It should address both strengths and areas needing improvement. To ensure clarity, the feedback should be specific, highlighting examples and providing explanations or reasoning.

5. Clear Assessment Criteria

5.1 Clear assessment criteria, learning outcomes and grading rubrics should be provided to students. This helps students understand the expectations and enables them to self-assess their work. The feedback should refer to these criteria to provide context and align with the learning objectives.

6. Individualised Feedback

6.1 Wherever possible, feedback should be tailored to individual students to address their specific needs and challenges. It should consider the student's prior performance, learning style, and progress. Personalised feedback demonstrates a commitment to student development and helps students recognise their unique strengths and areas for improvement in order to achieve their qualification.

7. Feedback Channels

7.1 Feedback can be provided through various channels, including written comments, audio recordings, or via online platforms. Offering multiple feedback channels allows for flexibility and accommodates different learning preferences. The various channels available will be dependent upon the qualification/course and further detail will be documented within the qualification/course handbook.

8. Opportunities for Dialogue

8.1 Feedback should not be a one-way communication process. Students should be encouraged to seek clarification, ask questions, and engage in a dialogue about their work. Students are encouraged to connect with their tutor or academic support staff through the online messaging function to seek further open dialogue for feedback and support.

9. Feedback Monitoring and Quality Assurance

9.1 Periodic monitoring and quality assurance procedures should be in place to ensure consistency and effectiveness of feedback across all qualifications and courses. This may include peer review, feedback audits, or standardisation workshops on effective feedback practices. Such measures help maintain the overall quality and continuous improvement of the feedback process.

9.2 All assessments marked are subject to Internal Quality Assurance. Each qualification will be supported by a varying method of Internal Quality Assurance, guided by the requirements of the awarding organisation, however, measures are in place to ensure any assessment marked, and requiring submission to the awarding organisation is vetted and Internal Quality checks to ensure continued accuracy of assessment.

10. Feedback on Final Grades

10.1 In addition to providing feedback on individual assessments, an explanation of final grades should be communicated to students. This can be done through a summary comment, an overall assessment rubric, or a grade breakdown. The explanation should outline the basis for the evaluation and provide an opportunity for students to seek further clarification or appeal if necessary. Please refer to the Academic Appeals Policy if an appeal is required.

11. Confidentiality and Data Protection

11.1. To protect student privacy, feedback should be provided in a secure and confidential manner. Our Virtual Learning Environment (VLE) will host both a student's learning content, qualification resources and the assessment and feedback documentation. The VLE and supporting systems that may accompany the VLE will comply with all relevant data protection regulations, ensuring that students' personal information is safeguarded.

12. Policy Review

12.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Note: This academic assessment feedback policy is provided as a general framework across all qualifications and courses. There may be variances to such elements as Service Level Agreements and Internal Quality Assurance but will be documented within the qualification/course handbook.

Academic Plagiarism Policy

1. Introduction

1.1 We recognise the importance of maintaining academic integrity and ensuring that all students, and staff adhere to ethical standards in their scholarly activities. Plagiarism is a serious offence that undermines the values of honesty, originality, professionalism, and intellectual rigor, upon which the qualifications and courses provided by us aim to adhere to. This policy outlines the definition of plagiarism, its consequences, and provides guidelines to prevent plagiarism, including addressing the use of Artificial Intelligence (AI) technologies and essay writing services.

2. Scope

2.1 This policy applies to all qualifications offered by us and covers all submitted assessments and coursework required to achieve a student's qualification.

3. Definition of Plagiarism

3.1 Plagiarism is defined as the act of presenting someone else's work, ideas, or intellectual property as one's own without proper attribution or authorisation. This includes, but is not limited to:

- a. Copying and pasting text from any source, including books, articles, websites, or other students' work, without citation, reference, or acknowledgement.
- b. Paraphrasing or summarising another person's work without giving appropriate credit.
- c. Using images, graphs, tables, or any visual representation without proper citation, reference, or authorisation.
- d. Collaborating with others and submitting the joint work as an individual effort.
- e. Submitting work purchased or acquired from commercial websites.
- f. Using AI-generated content without proper citation, reference, or acknowledgment.

4. Consequences of Plagiarism

4.1 Any act of plagiarism, intentional or unintentional, is considered a violation of academic integrity and will be dealt with seriously. The consequences for plagiarism may include, but are not limited to:

- a. Disciplinary actions as per the policy, which may range from a warning to academic probation, suspension, or expulsion, depending on the severity of the offense.
- b. Loss of academic credit for the assignment or course in question.
- c. A notation on the student's academic record, indicating the violation of academic integrity.
- d. Damage to the student's academic reputation, which may impact future educational or employment opportunities.
- e. Removal from course where appropriate.

5. Preventing Plagiarism

5.1 We have a shared responsibility to promote and uphold academic integrity. To prevent plagiarism, the following guidelines should be followed:

- a. Educate students, and staff about the concept of plagiarism, its consequences, and the importance of academic integrity.
- b. Provide clear instructions on proper citation and referencing techniques, including specific reference styles.
- c. Encourage students to develop their critical thinking, research, and writing skills to avoid the temptation to plagiarise.
- d. Use plagiarism detection tools, including AI-powered software, to identify instances of potential plagiarism.
- e. Promote an environment of honesty, where collaboration and the exchange of ideas are encouraged, but proper attribution and acknowledgement are always required.

6. Addressing the Use of AI Technologies

6.1 With the rise of AI technologies, it is essential to address their potential impact on plagiarism. The following guidelines should be followed when using AI tools:

- a. Students should be aware of the policies regarding the use of AI-generated content in their assignments. If AI-generated content is used, it must be appropriately cited and acknowledged.
- b. Staff should exercise caution when utilising AI tools for content creation or evaluation, ensuring that AI-generated content is thoroughly reviewed for originality and proper citation or referencing.
- c. There are clear guidelines on the responsible and ethical use of AI technologies, emphasising the importance of critical evaluation, proper attribution, and adherence to academic integrity standards.

7. Policy Review

7.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Note: This Academic Plagiarism policy is provided as a general framework across all qualifications and courses provided by us. There may be variances to such elements of the policy based on the qualification/course in line with external bodies and Awarding Organisation but these variances will be documented within the qualification/course handbook and or resource section within.

Academic Reasonable Adjustment and Special Consideration Policy

1. Introduction and Scope

1.1 This policy outlines the principles and process for providing reasonable adjustments and special considerations to students with disabilities, medical conditions, or exceptional circumstances, to ensure equitable access to educational opportunities and a fair assessment process. The policy applies to all enrolled students and covers both academic and assessment-related matters.

2. Definitions

2.1 Reasonable Adjustment: Modifications or accommodations made to teaching, learning, and assessment methods, processes, or environments to enable students with disabilities or medical conditions to participate on an equal basis with their peers.

2.2 Special Consideration: Provision of additional support, leniency, or extensions to students who experience unforeseen or exceptional circumstances that affect their ability to complete assessments or meet academic requirements.

3. Principles

3.1 Equity: All students should have equal access to education and assessment opportunities, irrespective of their disabilities, medical conditions, or exceptional circumstances.

3.2 Inclusivity: We are committed to fostering an inclusive environment that accommodates diverse needs and promotes academic success.

3.3 Transparency: Students should be aware of their rights and responsibilities regarding reasonable adjustments and special considerations. The process should be clear and accessible.

3.4 Flexibility: Individualised solutions will be explored and implemented to address the unique needs of each student, where possible.

4. Reasonable Adjustment

4.1 Students with disabilities or medical conditions are encouraged to disclose their needs to initial course advisor during enrolment or to the Curriculum Coordinator upon commencement of the qualification, at the earliest opportunity.

4.2 We will engage in an interactive process to determine appropriate reasonable adjustments based on the student's individual circumstances, ensuring academic integrity, and learning outcomes are maintained whilst maintaining the requirements of the awarding organisation.

4.3 Reasonable adjustments may include, as an example, but not limited to:

- extended time for assessments,
- alternative assessment formats,

- use of assistive technologies or,
- modification of course materials.

All efforts to support students with a reasonable adjustment will be discussed prior to approval.

5. Special Consideration

5.1 Students experiencing unforeseen or exceptional circumstances (e.g., illness, bereavement, personal crisis) that impact their ability to meet academic requirements should promptly notify the relevant faculty or department.

A written application for special consideration, along with supporting documentation, should be submitted within a specified timeframe, to ensure application of the required Special Consideration.

5.2 Special Considerations may include, as an example, but not limited to:

- An extension of the submission deadline where a written piece of work is required to be submitted.
- Extra time in a written examination.
- Additional course support time.
- A possible different assessment where the occurrence of the unexpected situation has resulted in the learner not being able to fulfil the expectations of the original assessment as set.
- Depending on the Awarding Organisation there may be some review of the marking or there may be discretion used regarding capping or paying for a resit.

6. Assessment Integrity

6.1 Reasonable adjustments and special considerations will be implemented without compromising the academic standards and learning outcomes of the program.

7. Confidentiality

7.1 All information regarding a student's disability, medical condition, or exceptional circumstances will be treated confidentially and shared only with relevant personnel involved in implementing reasonable adjustments or considering special considerations.

8. Appeals and Grievances

8.1 Students have the right to appeal decisions related to reasonable adjustments or special consideration outcomes. In cases where a request is turned down the learner has the right to request a review of the decision. We will be guided by the individual Awarding Organisations procedures for appeals in such scenarios.

9. Policy Review

9.1. This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Cancellation Policy

1. Purpose

1.1 This Qualification Cancellation Policy outlines the terms and conditions governing the cancellation of qualifications and courses offered by us. It is essential for both the company and the student to understand the cancellation procedure to ensure a fair and transparent process. The terms and conditions issued at enrolment should also be referred to in conjunction with this policy.

2. Definitions

2.1 Student: An individual registered or enrolled in a qualification program offered by us.

2.2 Third Party Payer: someone who other than a student who pays for the Online Learning Package.

2.3 Qualification: Any course, training, or program offered by the Company that leads to the attainment of a specific qualification or certification.

2.4 Material: The learning and training materials comprising all information, data, records, and materials whether in electronic format or as hard copies (and including any Software) provided by us relating to an Online Learning Package and will include any replacement learning and training materials if you transfer Online Learning Packages.

2.5 Cancellation: The act of terminating or discontinuing participation in a qualification program by the Qualification Candidate.

2.6 Refund: The process of reimbursing any fees paid by the student or third party payer in the event of a cancellation, as per the terms outlined in this Policy.

2.7 Cooling off Period: A 14-day cooling-off period refers to a legally mandated timeframe during which a consumer who has entered into a contract or made a purchase, can cancel or withdraw from the agreement without incurring any penalties or obligations.

3. Your Right to Cancel

3.1 You have the right to cancel this Agreement within fourteen (14) days from the day after receipt by you of your 'mystudyspace' login details or physical materials, whichever is later. If you do exercise your right to cancel as described, you will receive a full refund of the price paid in accordance with our refunds policy set out below.

3.2.1 Cancellation must be made by letter, fax, or e-mail. You may not cancel by telephone. If you do cancel, you must:

3.2.2 state your name, address, student registration number and the reason for cancellation when you write to us.

3.2.3 return any Materials that have been provided to you in hard copy form. These must be returned as soon as reasonably practicable and at your cost and risk, to: ICS Learn, 7 West Nile Street, Glasgow G1 2PR.

3.2.4 If you are returning materials to us, we recommend that you get a free proof of postage

certificate from the Post Office or send any parcel by Recorded Delivery. We regret that we cannot be responsible for items which never reach us or are damaged in transit. Please note that any postage & packaging charges made to us cannot be refunded unless the Materials are faulty or damaged.

- 3.2.5 You will not have the right to cancel this Agreement under Condition 3.1 if any Software is returned by you with the security seal broken or any third-party materials that are provided online have been accessed by you.
- 3.2.6 The extent of any refund you are entitled to will depend upon the time you cancel the Agreement, and whether you have paid the cost of the Online Learning Package up front or have agreed a Payment Plan with us for the cost of the Online Learning Package.

4. Refund

4.1 If you cancel this Agreement within the fourteen-day cooling-off period, the following will apply:

- 4.1.1 we will process the refund due to you as soon as possible and, in any case, within thirty (30) days of the day you have given notice of cancellation. In this case, we will refund the payment made by you in full under deduction of the payment made for postage and packaging.
- 4.1.2 you will return any hard copy Materials us in accordance with Condition 7.2 and you will be responsible for any costs associated with this; and
- 4.1.3 you will no longer be able to access any on-line elements of the Online Learning Package, or any e-books provided as part of the Materials.

4.2 If you cancel this Agreement after the expiry of the fourteen-day cooling off period and you have paid for the whole Online Learning Package in advance:

- 4.2.1 you will not be entitled to any refund of the Fees paid.
- 4.2.2 from the date we receive your cancellation notice, we will be entitled to remove your access to any e-books provided as part of the Materials; and
- 4.2.3 from the date we receive your cancellation notice, you will no longer be entitled to access any on-line elements of the Online Learning Package.

4.3 If you cancel this Agreement after the expiry of the fourteen-day cooling off period and you have paid part of the Fees under a Payment Plan:

- 4.3.1 you will not be entitled to any refund of Fees paid to that date.
- 4.3.2 all outstanding Fees payable due by you to us, up to the point of cancellation, become payable.
- 4.3.3 you will be required to pay an amount calculated based on your open balance. For balances less than £500 you will be required to pay a £50 cancellation fee. For balances greater than £500 you will be required to pay us 10% of your open balance in addition to the £50 cancellation fee.
- 4.3.4 from the date we receive your cancellation notice, you will no longer be entitled to access any on-line elements of the Online Learning Package.

4.4 Where we make a refund to you, we will do so using the same method originally used by you to pay for the purchase.

4.5 If you cancel this Agreement after the expiry of the fourteen-day cooling off period and we have processed your registration or membership with the Awarding Body:

4.5.1 you will not be entitled to any refund of the Fees paid to date for registration and you will be required to pay any outstanding Fees due.

4.5.2 you will be required to pay any outstanding Fees for the membership if you have activated this with the Awarding Body.

5. Course transfer facility

5.1 We will allow you to transfer to a different course within 30 days of your original enrolment, except where a course is non-transferable. Reasons for non-transfer will be explained upon request for transfer.

5.2 To transfer a course, you must:

5.2.1 return any textbooks in a resaleable condition.

5.2.2 return any software that is yet to be activated. If you have activated the software additional fees to cover the cost of the software will be applied.

5.2.3 not have accessed the online eBooks. If you have accessed the eBooks, then additional fees to cover the cost of the books will be applied.

5.3 A course is nontransferable if:

5.3.1 the request is made after 30 days from enrolment date: or

5.3.2 the course is provided by a Third-Party Seller.

6. Company's right to Cancellation

6.1 The Company reserves the right to cancel a qualification and or course at any time, for any reason. In such cases, the Company will make efforts to notify affected students and provide an explanation as to the reason for cancellation.

6.2 Any fees associated or to be paid because of the company cancelling the qualification/course will be reviewed and discussed with the student prior to cancellation.

7. Fair Pricing

7.1 We adhere to the new FCA Duty of Care and aim to offer fair and transparent pricing for our courses, ensuring that you receive value for your investment. We provide clear guidance on refunds, cancellations, and further available support, outlining the circumstances under which cancellations and subsequent refunds may apply.

8. Policy Review

8.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Complaints Policy

1. Introduction

1.1 We strive to provide excellent products and educational services and maintain a high level of customer satisfaction. However, we understand that occasionally issues may arise, which we are committed to resolving promptly and fairly. This Complaints Policy outlines the procedures and guidelines for making and handling complaints.

2.1 Scope

2.2 This policy applies to all customers, clients, or students who have a legitimate reason to file a complaint regarding our products, services, or any other aspect of our operations.

3. Definitions

3.1 Complaint: An expression of dissatisfaction or concern about our products, people, engagement, or any other aspect of our services.

3.2 Complainant: The individual or entity filing a complaint.

3.3 Responsible Party: The person or department designated to address and resolve complaints.

3.4 Resolution: The action taken to address and resolve the complaint to the satisfaction of the complainant and the organisation.

4. Complaints Procedure

4.1 *Initial Discussion*- We always aim to resolve a student's query at first point of contact; therefore, we aim to discuss the query with the student initially to seek a resolution, however if a resolution cannot be sought, we welcome students to submit a formal complaint.

4.2 *Filing a Complaint* - Students who wish to file a complaint should follow these steps:

a. Contact our Student Service Department: Complainants should first attempt to resolve the issue by contacting our designated student service department through the provided communication channels (phone, email, or webchat).

b. Provide Necessary Information: The complainant should clearly describe the nature of the complaint, providing relevant details such as dates, times, names of individuals involved, and any supporting documentation.

c. Complaint Acknowledgment: Upon receipt of the complaint, we will promptly acknowledge its receipt and log against it against your contact record for future correspondence.

4.3 *Complaint Handling*

a. Investigation: The responsible party will initiate an investigation into the complaint, gathering all relevant information and evidence to understand the nature and extent of the issue.

b. Timely Response: We aim to provide a substantive response to the complainant within a reasonable timeframe (10 business days). If a resolution cannot be reached within this timeframe, we will provide regular updates on the progress of the investigation and an estimated timeline for resolution.

c. Fair and Impartial Handling: We will handle all complaints objectively, fairly, and without bias. All relevant information will be taken into consideration during the investigation and resolution process.

d. Privacy and Confidentiality: We will treat all complaints and related information with the utmost confidentiality, sharing them only with individuals involved in the investigation and resolution process.

4.4 Resolution and Communication

- a. Resolving the Complaint: Once the investigation is complete, we will determine an appropriate course of action to resolve the complaint.
- b. Communication: We will communicate the resolution to the complainant in writing by email or via telephone in a clear, concise, and easily understandable manner. We will also provide information on any actions taken to prevent similar issues in the future.
- c. Escalation: If the complainant is not satisfied with the initial resolution, they may request a further review. In such cases, the complaint will be escalated to a higher level of senior management. If upon escalation the decision is upheld, the customer, client or student should consult directly with the awarding organisation.

5. Monitoring and Continuous Improvement

5.1 We are committed to continuously improving our products, services, and complaint handling processes. We will monitor and analyse complaints, identify recurring issues, and take appropriate actions to address them. This policy will be reviewed periodically to ensure its effectiveness and compliance with applicable regulations.

5.2 We value feedback from our students as feedback plays an essential role in helping us improve our operations. We encourage all individuals with legitimate concerns to come forward, as we are dedicated to responding promptly, fairly, and in a manner that meets the expectations of our customers and clients.

Please note: The Complaints Policy is intended as a general guideline. Specific details and processes may vary depending on the nature of your complaint along with the qualifications a customer, client or student is enrolled on to in line with the requirements of the Awarding Organisation.

6. Policy Review

6.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Course Extension Policy

1. Introduction

1.1 The Course Extension Policy outlines the guidelines and procedures for students of who require additional time to complete their studies beyond the original qualification/course support period. The purpose of this policy is to ensure fairness and flexibility for students while maintaining academic standards.

2. Scope

2.1 This policy applies to all customers, clients and students enrolled on an online, digital distance learning qualification/course with us.

3. Eligibility for Course Extension

3.1 Students may request a course extension if they encounter unforeseen circumstances or exceptional situations that prevent them from completing their qualification within the initial support period or require extra time to complete their chosen course.

3.2 Students must submit a formal request for a course extension before the original course end date. Late requests may be considered, but approval is subject to the discretion of senior management of the Student Services department.

3.3 Course extensions are granted on a case-by-case basis and are not guaranteed. Each request will be evaluated based on its merits and on receipt of any supporting documentation requested by us to support your request.

3.4 Course/Qualification End Date will be considered prior to extension request decisions being made.

4. Grounds for Course Extension

4.1 Grounds for requesting a course extension may include but are not limited to:

- a. Medical or health-related issues.
- b. Personal or family emergencies.
- c. Unforeseen or extenuating circumstances beyond the student's control.
- d. Documented conflicts with other academic or professional commitments.

4.2. Students may be required to provide appropriate documentation to support their request for a course extension if requested by Student Services. Examples of acceptable documentation may include medical certificates, police reports, or official letters.

5. Requesting a Course Extension

5.1 Students must formally request a course extension by contacting the Student Services Team via one of the available contact channels (telephone, email, or webchat) The request should include the following details:

- a. Student's full name and student number

- b. Qualification/Course title for the course you wish to extend.
- c. Reason for the extension request.
- d. Proposed new deadline for course completion.
- e. Any additional relevant information.

6. Evaluation and Approval

6.1 Student Services will evaluate each course extension request based on its merits and any supporting documentation provided by the student.

6.2 The decision to grant or deny a course extension is at our discretion. Where possible we will support students with their request to extend and the decision will be communicated to the student within a reasonable time.

6.3 If approved, Student Services will provide the student with any costs to extend the support period. Each qualification/course will have a varying cost and depends on the length of extension requested. Any cost will be discussed with the student and an extension will be applied on receipt of any payment required.

6.4 Student Services will confirm the new deadline for course completion. The student will be notified of the revised deadline in writing by email or through official communication channels.

6.5 Any fees paid to extend are non-refundable.

7. Course Extension Conditions

7.1 Upon the extension being approved, the student will revert to the original conditions and requirements set out within their initial contract.

7.2 Failure to comply with the course extension conditions and initial contract may result in the cancellation of the extension and subsequent academic consequences as determined by us.

8. Limitations

8.1 Course extensions are granted for a specific period determined by us. Further extensions may be considered in exceptional circumstances but are subject to additional evaluation and discussion with the Student Services team.

8.2 Course extensions do not guarantee a change in grading standards or exemption from any missed coursework, assignments, or examinations. Students are responsible for completing all required course components to achieve their qualification.

9. Confidentiality

9.1 All information related to course extension requests and supporting documentation will be treated as confidential and handled in accordance with GDPR as noted within the initial student contract.

10. Policy Review

10.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Course Postponement Policy

1. Introduction

1.1 This policy outlines the guidelines and procedures for requesting and granting academic course postponements. If agreed, a course postponement will allow students to postpone their studies and resume later, upon agreement with us. This policy aims to provide flexibility to students while ensuring academic integrity and continuity.

2. Eligibility for Postponement

2.1 Students may be eligible for a course postponement in the following examples but not limited to:

- a. medical reasons: Students with a documented medical condition that significantly impacts their ability to commit to the requirements of the qualification.
- b. Personal circumstances: Students facing exceptional personal circumstances, such as bereavement, family emergencies, or significant life events.
- c. Other- All other reasons submitted by a student will be considered and discussed with the requirement to submit supporting evidence for course postponement.

3. Postponement Request Process

3.1 Students seeking a course postponement must submit a formal request to the Student Services department by one of the available channels (telephone, email or webchat) .

3.2 The request should include a detailed explanation of the reason for the postponement, supporting documentation and the initial return date to study.

3.3 Requests should be submitted as far in advance as possible from when the course support date ends to facilitate a timely postponement and reassign or reevaluate already previously agreed course/qualification internal and external provisions, e.g., exam bookings.

4. Evaluation and Decision

4.1 Each request for a course postponement will be evaluated on a case-by-case basis with a maximum postponement period of 6 months.

4.2 The Student Services team will review the request, considering the student's circumstances, the impact on the student's academic progress, and the availability of the course/qualification based on initial return to study date.

4.3 Course/Qualification End Date will be considered prior to any postponement decision.

4.4 The decision regarding the course postponement will be communicated to the student in writing by email, stating whether the request has been approved or denied. If denied, the reasons for the denial will be provided.

5. Conditions and Limitations

5.1 Approved course postponements are subject to the availability of the course/qualification upon initial return to study.

5.2 A postponed course must be completed within a specified time frame to ensure completion, otherwise discussions about transferring to a new version of a course/qualification may be discussed.

5.3 If a course postponement is granted students will be afforded the ability to continue to pay for their course, as agreed at enrolment or defer payment for a maximum of 6 months.

5.4 Students granted a course postponement or transfer may be required to pay an administrative/transfer fee, which will be communicated to the student upon approval, if applicable.

6. Academic Advising and Support

6.1 Students considering a course postponement are encouraged to consult with the Student Services Department to discuss the potential implications and explore alternatives.

6.2 We will continue to provide updates to course content and resources, where required throughout the course postponement process, to ensure students have up to date information upon their return.

7. Appeals Process

7.1 If a student's request for a course postponement is denied, they have the right to appeal the decision. The appeals process will be managed by Senior Management upon which the decision of Senior Management is final.

8. Policy Review

8.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders will be solicited and considered during the review process to ensure ongoing improvement.

Malpractice Policy

1. Introduction

1.1 This Malpractice Policy is established to maintain the integrity of our qualifications while promoting a fair and equitable environment for all candidates. It outlines the principles, procedures, and consequences related to malpractice and serves as a guide for all stakeholders, including students, faculty, staff, and administrators.

2. Definitions

2.1 Academic Malpractice. Any action or behaviour that compromises the fairness, validity, or security of the qualification or certification process.

2.2 Exam Malpractice: Any unauthorized action or behaviour that undermines the fairness, validity, or security of an examination.

3. Principles

3.1 We are committed to upholding the highest standards of integrity and fairness in our qualification and examination processes.

3.2 Every candidate has the right to a fair and unbiased assessment.

3.3. Qualification and exam malpractice is a breach of trust and can result in severe consequences.

3.4 This policy applies to all candidates, including students, staff, and any external individuals participating in our qualifications and examinations.

4. Types of Malpractice

4.1 The following list outlines varying type of malpractice as defined by the centre, but the list is not exhaustive. Where the centre believes that Malpractice has occurred, the student will be notified if the reason of Malpractice does not follow below:

a) Plagiarism: Submitting work that is not the candidate's original creation without proper citation.

b) Cheating: Unauthorised use of notes, electronic devices, or other materials during an examination.

c) Utilisation of AI or Assessment writing services: Use of these services to complete an assessment, exam, or any other piece of required work to achieve required elements of the qualification.

d) Impersonation: A student allowing someone else to take an exam on their behalf or taking an exam for someone else.

e) Unauthorised collaboration: Collaborating with others on exams or assignments when it is not permitted.

f) Possession or use of unauthorized materials: Bringing unauthorized materials into the examination room or using them during an exam.

g) Unauthorised communication: Communicating with others during an examination.

- h) Misrepresentation: Providing false information to gain an unfair advantage.
- i) Tampering with exam/assessment materials: Altering or accessing assessment/examination materials without authorization.
- j) Any other act that undermines the fairness, validity, or security of our qualifications and examinations.

5. Reporting of Malpractice

5.1 Anyone who becomes aware of an assessment or exam malpractice incident is encouraged to report it promptly to the appropriate Curriculum Coordinator of the qualification.

5.2 Reports should include details of the incident, names of individuals involved, and any evidence available.

6. Investigation and Consequences

6.1 Upon receiving a report of malpractice, we will initiate a thorough investigation.

6.2 If an individual is found to have engaged in malpractice, they may face disciplinary actions, which can include but are not limited to:

- a) Revocation of qualification or certification.
- b) Academic penalties. - Temporary or permanent suspension from the qualification.
- c) Legal action, if necessary.

6.3 Consequences will be determined based on the severity of the malpractice and may vary case by case.

6.4 The centre will also initiate correspondence with the awarding organisation of the policy as part of the investigation to seek their review of the incident.

7. Appeals Process

7.1 Individuals who have been penalised for malpractice have the right to appeal the decision.

7.2 Appeals should be submitted in writing to the institution's designated appeals committee.

8. Preventative Measures

8.1 We will promote awareness and education regarding assessment and exam malpractice.

8.2 Exam procedures and security measures will be continually reviewed and improved.

8.3 Adequate training will be provided to staff and faculty to recognise and prevent malpractice.

9. Policy Review

9.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, and relevant stakeholders should be solicited and considered during the review process to ensure ongoing improvement.

Maternity Policy

1. Introduction

1.1 This policy provides advice and guidance for prospective students who are already pregnant when they enrol, enrolled students who become pregnant during the support period for their chosen course, and enrolled students whose partners are pregnant or have recently become parents, for example, through adoption or surrogacy etc.

2. Policy Statement

2.1 We are committed to ensuring fair and equal process in all activity undertaken by a prospective and enrolled student. In line with the following policy detail below, we aim to outline their commitment to show as much support and flexibility to facilitate the completion of a student's studies. We aim to ensure academic standards are not compromised and any student who is pregnant, becomes pregnant during studies or caring for a child following pregnancy is not disadvantaged and are afforded the opportunity to complete their studies. This policy will also aim to support a student or partner of a pregnancy in the unfortunate event of a miscarriage, still birth or neo-natal death.

3. Scope of the Policy

3.1 Eligibility for consideration under the maternity policy is as follows:

- Prospective students who are already pregnant when they enrol as a student and subsequently commence studying with us.
- Any student who becomes pregnant during the support period for their chosen course.
- Any student who is about to become a parent because their partner (including same sex partner) is pregnant, and who expects to be responsible for the child.
- Any student who has recently become a parent e.g., through adoption, surrogacy etc.
- Any student who was pregnant but has suffered a miscarriage, still birth and neo-natal death.

4. Notification of Pregnancy

4.1 Should any student wish to declare their pregnancy to be considered for a postponement of studies whilst on they are on maternity leave, we ask they contact our Student Services team via one of the available contact methods as advertised on the website. As part of the notification of pregnancy we may ask for supporting medical documentation such as a MATB1 healthcare document or other regional, country specific healthcare documents.

4.2 Early notification will allow for better planning and coordination of study leave, payments and intended date of return. If a student wishes to return to studying earlier than intended, please contact our Student Services team 10 business days before.

5 Maternity Leave

5.1 Duration:

- a) Students are entitled to take a maternity/paternity leave for a period of 6 months.
- b) The specific duration of maternity leave may vary depending on medical advice and individual circumstances.
- c) Students may request an extension of maternity leave beyond the specified duration, subject to agreement by the Student Services Team on a case-by-case basis.

5.2 Commencement:

- a) Maternity leave may begin at any point during the pregnancy, as determined by the student in consultation with their healthcare professional.
- b) In cases where medical circumstances require the student to commence leave earlier than planned, reasonable accommodations will be made.
- c) Where a student was pregnant/partner of a pregnancy and there has been an experience of a miscarriage, still birth or neo-natal death, we aim to firstly support the student and offer to discuss, if required by the student, further leave.

5.3 Return to Studies:

- a) Students are expected to resume their studies at the end of the maternity leave/exceptional leave.
- b) If a student wishes to return to their studies earlier than planned, please contact Student Services to reactivate all requires access to the course.

5.4. Payments:

- a) When postponing studies, students will be able to postpone their studies up to a maximum period of 6 months along with the ability to either continue paying for their course, as agreed at enrolment or if students prefer to postpone both studies and payment, we ask they contact Student Service to discuss.
- b) If students wish to reinstate their payment but continue with the postponement of their studies at any point during the 6-month postponement we ask they contact student services to discuss.

6. Confidentiality

6.1 All information related to a student's pregnancy and maternity leave will be treated confidentially and shared only on a need-to-know basis. Privacy and confidentiality will be maintained in accordance with applicable laws and regulations.

7. Complaints

7.1 If any student is unhappy with the information provide or their treatment under this policy, please refer to the Complaints Policy where a complaint should be raised and will be investigated in line with the Complaints Policy.

8. Policy Review

8.1 This maternity policy will be reviewed periodically, in line with the Academic Policy Handbook to ensure its effectiveness and may be amended as necessary. Students will be notified of any updates or changes to the policy within their Handbook, held within the virtual learning environment.

*Please note that this maternity policy is provided as a general guideline, and we will consult with relevant stakeholders, legal advisors, and internal policies before implementing a maternity policy and subsequent changes of any policy for students.

Recognition of Prior Academic Learning Policy

1.Introduction

1.1 The Recognition of Prior Academic Learning (RPAL) policy is designed to acknowledge and value the existing educational achievements of students looking to enrol on a qualification/course. This policy outlines the guidelines and procedures for assessing and granting credit for prior academic learning, thereby enabling students to support their educational journey while maintaining academic standards.

2.Purpose and Scope

2.1 The RPL policy aims to support and guide all students enrolling on a course with us by looking to:

- a) Facilitate the seamless transition of students with previous academic achievements on to their chosen qualification/course.
- b) Recognise and honour the knowledge, skills, and competencies acquired through prior learning experiences.
- c) Enhance flexibility and personalise learning pathways for students, if required.
- d) Uphold the quality and integrity of education by ensuring that prior learning aligns with the Awarding Organisation requirements and standards.

2.2 Learners can claim exemptions, credit transfers and RPL using evidence of prior learning and/or certified achievement. Differences on how and when these will be applied to a learner's academic achievement with ICS Learn will depend on the policies and procedures of the relevant Awarding Organisation.

3.Eligibility

3.1 Students seeking recognition of prior academic learning must fulfil the following criteria:

3.2 Evidence of enrolment on a qualification with another provider/institution.

3.3 Provide evidence of prior academic achievements, such as transcripts, certificates, and course outlines.

3.4 Demonstrate that the prior learning is relevant to the program of study and meets the necessary learning outcomes.

4. Decision Process

4.1 The assessment of prior academic learning, which is predominantly overseen by the relevant Curriculum Coordinator, will ensure that all applications for RPL are processed efficiently and correctly. This involves the following steps:

- a. Documentation Submission: Applicants provide transcripts, certificates, and other relevant documents to support their claim for recognition of prior learning.

b. Review: The Curriculum Coordinator or designated member of staff assigned by the curriculum coordinator will evaluate the submitted documents against the qualifications learning outcomes. The review process ensures that the prior learning is at a level of academic rigor consistent with us and the awarding organisation.

c. Fees (if applicable): Students are responsible for paying the relevant Awarding Organisation fees as part of their application where a fee is required. We do not take any responsibility or provide support in paying these fees on behalf of students.

5. Credit Transfer and Application

5.1 Accepted credits/ RPL will be transferred to the student's academic record and can be applied toward the completion of their chosen qualification.

6. Appeals

6.1 Appeals can be submitted to the Awarding Organisation, however any application for RPL, exemption or credit transfer is subject to the policy and procedural requirements of the Awarding Organisation. We take no responsibility for the refusal to grant any such privilege by the Awarding Organisation. Students must be made aware that all decisions made by any Awarding Organisation are final and we have authority to alter the decision.

7. Limitations

7.1 Any limitations as to how many exemptions or credits can be transferred are defined by the relevant awarding organisation. We do not have a say in or have influence over the outcomes of any awarded exemptions credits or RPL. All decisions are made and granted by the relevant awarding organisation.

8. Conclusion

8.1 The Recognition of Prior Academic Learning policy embodies our commitment to supporting student learning and achievement while maintaining the highest academic standards. By recognising and honouring prior academic achievements, we empower students to build upon their existing knowledge, expedite their academic journey, and achieve their educational goals.

9. Policy Review

9.1 This policy will be periodically reviewed and evaluated to assess its effectiveness and address any emerging issues. Feedback from students, staff members, relevant stakeholders and awarding organisations should be solicited and considered during the review process to ensure ongoing improvement.