



# **Student Handbook**

London College of Business

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## Contents

Welcome from the Registrar.....	4
Your responsibilities as a student .....	5
Feedback .....	5
Student Representation.....	5
Student Welfare Officer .....	6
Your Programme Specification .....	6
College Policies and Procedures .....	7
Academic Regulations.....	7
Academic Review .....	10
Admissions Policy.....	12
Student Data Policy.....	16
Appeals and Complaints Policy .....	17
Assessment and Examinations Policy .....	21
Cancellation, Refunds and Charges Policy .....	30
Dissertation Supervision Policy.....	31
Environmental Policy .....	34
Equal Opportunities Policy.....	35
Health and Safety Policy .....	37
Marketing Policy .....	38
Marketing Agent Code of Conduct .....	40
Personal Information Policy.....	41
Retention of Examination Data Policy .....	42
Student Attendance and Participation Policy .....	43
Student Welfare Policy .....	45
Learning and Teaching Policy.....	49
Terms of Study .....	56
Unfair Practice Procedure.....	59
Useful Links to Help You in and Around London .....	61
Awarding Bodies: .....	61
Accommodation:.....	61
Eating Out .....	61
Health and sports.....	61
London Boroughs .....	61

London attractions.....	61
Shopping .....	61
Travel.....	61
College Address.....	62

## **Welcome from the Head of Centre**

We are honoured and delighted to include you as a student member of London College of Business (LCB).

The London College of Business was founded in 2005. The mission of LCB is to “provide affordable, excellent academic and professional education underpinned by creative work, scholarship and ethical values extending to:

- High quality undergraduate and postgraduate education
- Promote critical and ethical thinking
- Appeal to different learning styles
- Affordable education to all deserving and meritorious students”

We believe that the quality, integrity and critical nature of the British higher education system can benefit the whole world, if it is made available. Hence, it is our goal to offer the highest quality education possible, though affordable for the world’s students, whether in Britain or elsewhere. We believe that learning should be an intimate educational experience, such that student engagement is at the centre of what we aim to achieve. Our college must remain responsive to student needs and be free to evolve its curricula naturally as the field of knowledge expands. Our independence allows us to embody these values.

For our staff education is a career, not a business.

Our aims as an educational institution emphasize the following concepts:

- Access to education,
- Respect for the needs and interests of individual students,
- Quality, critical thinking, and academic rigor,
- Affordable education to students of varying background, experience, age, and citizenship,
- Our staff make a lifelong investment in education, such that education is their career, not their business,
- For the London College of Business to be a path to the fulfilment of the lifelong goals of our students.

I welcome you again as you play an important role in creating and developing the future of London College of Business.

**Dr S Basha**  
**Head of Centre**

## Your responsibilities as a student

Whilst at the college it is expected that students are 'good citizens,' so they behave in a mature responsible manner showing respect to all, students, visitors and staff alike.

The college's adopted policies and procedures that effect student experience are contained within this handbook and also on the college website [www.lcbuk.org](http://www.lcbuk.org) . Please read them carefully, paying particular attention to what is expected of you in terms of attendance, participation, assessment and financial matters. Some bureaucracy cannot be avoided, so it is essential that you stay on top of meeting your obligations with regards to coursework deadlines, timetables, fee payments and responding to college communications. In this regard, you should check emails daily and college notice boards (in college and online) weekly.

Examinations are arranged to occur at the end of the semester/trimester. The timetable will be given to the students several weeks before the exams, and will be placed on the notice board and also be available on the website. Re-sit examination dates will also be given with advance notice. You must make sure that you are able to attend at the examination times, as absence may result in a mark of 0%. Checking the examination timetable is very important.

Mitigating factors and extenuating circumstances are unforeseen matters that effect a student's ability to perform or meet expectations. All such factors will be considered by the college, as long as they are presented to the college at the earliest opportunity. Such factors presented late, without good explanation for their lateness, may be rejected without further consideration.

If you find yourself in any difficulties meeting up to expectations, then it is important that you contact the college early, so that appropriate options and courses of action can be discussed. Any information that you supply to the college about yourself will be treated sensitively in confidence and stored securely.

### Feedback

LCB recognises the importance of feedback both in terms of the quality of programme delivery and assessment. Students will be required to complete a feedback form for each module. These forms will be completed at the end of each trimester and the results reported to the Programme Committee. Teaching staff will be given the opportunity to comment on the student feedback. Where necessary appropriate action will be taken and students will be informed accordingly.

<b>QAA Quality Code Chapter B5: Indicator 5</b>
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<i>Students and staff engage in evidence-based discussions based on the mutual sharing of information.</i>
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All teaching staff are expected to provide detailed and timely feedback to students following the submission of assignments for assessment.

### Student Representation

Student representatives are a part of the Staff Student Liaison Committee where the views of students are taken into consideration. This committee provides input into the operation and development of

the college when it meets at least once in each trimester. Minutes of Staff Student Liaison Committee meetings will be recorded and made available on the college intranet system. The membership of the Staff Student Liaison Committee is as follows:

- The Programme Director;
- Module Leaders;
- The Student Welfare Officer;
- Student representatives.

Students are introduced to the Staff Student Liaison Committee and the role of Student Representatives during their induction meeting. Further support is given to Student Representatives to allow them to contribute and develop in their participation.

### **Student Welfare Officer**

The Student welfare officer acts to help students who need assistance and advice on financial, personal and other issues. The main role in the college is to help to ensure that college students are secure, happy and settled so that they can get the maximum benefit from their course. The college works towards providing an environment for students to feel at home, even in new surroundings. All such consultations are kept confidential.

### **Your Programme Specification**

You should have been given a programme specification of your scheme of study, which is also available on the college website [www.lcbuk.org](http://www.lcbuk.org) . The programme specification will acquaint you with the delivery methods employed, learning resources that you will be expected to consult, assessment types, frequency and weighting, coursework expectations, examination types, and marking criteria for each unit or module that you study.

<b>QAA Quality Code Chapter A2: Expectation A2.2</b>
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<i>Degree-awarding bodies maintain a definitive record of each programme and qualification that they approve (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.</i>
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## College Policies and Procedures

### Academic Regulations

All students are required to be registered as students of London College of Business (LCB) and also of the awarding body. The latter registration will take place by the college administrative staff within thirty days after the start of the course.

#### **QAA Quality Code Chapter B6: Indicators 15 and 16**

*Degree-awarding bodies specify clearly the membership, procedures, powers and accountability of examination boards and assessment panels, including those dealing with the recognition of prior learning; this information is available to all members of such boards.*

*Boards of examiners/assessment panels apply fairly and consistently regulations for progression within, and transfer between, programmes and for the award of credits and qualifications.*

The following regulations apply generally, although programme specifications contain more detailed regulations.

### GCSE and GCE Programmes

Students of GCSE and GCE A Level programmes will attend lessons provided by the college to culminate in examinations and where applicable assessed course work which must be attended and submitted in accordance with the awarding body timetables.

Examination papers are not set or marked by the college, rather by the awarding body.

#### **QAA Quality Code Chapter A1: Expectation A1**

*In order to secure threshold academic standards, degree-awarding bodies:  
c) where they award UK credit, assign credit values and design programmes that align with the specifications of the relevant national credit framework*

#### **QAA Quality Code Chapter B5: Indicator 6**

*Staff and students disseminate and jointly recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.*

### Pearson Edexcel BTEC Programmes

Students of Pearson Edexcel BTEC Programmes will attend lessons, lectures and seminars over a number of weeks for specific units defined in the programme specification. Assessments earn students credits where one credit is considered equivalent to 10 notional hours, hence the credit rating of a unit reflects the time required to complete its learning outcomes, both guided learning hours and independent learning hours.

Students who earn a required number of credits from the specified units can exit with a certificate, award, or diploma according to the programme specification. Awards can be graded as pass, merit or

distinction, where pass can be thought of as over 40%, merit as over 60% and distinction as over 70%, where appropriate. BTEC Professional qualifications are graded as pass only.

Assessments are written by and internally verified by the college, and externally verified by the awarding body. Students are allowed multiple attempts at assessment, although for some schemes from September 2014, only one second attempt will be permitted.

### **Bachelor Degrees**

Students of Bachelor Degree programmes will attend lessons, lectures and seminars over a number of weeks for specific units defined in the programme specification. Assessments earn students credits where one credit is considered equivalent to 10 notional hours, hence the credit rating of a unit reflects the time required to complete its learning outcomes, both guided learning hours and independent learning hours.

Honours degrees require 120 credits per level of study (4, 5 and 6) for full-time students, totalling 360 credits. Ordinary degrees require 100 credits per level of study (4, 5 and 6) for full-time students, totalling 300 credits. Programme specifications detail the various exit awards for students who finish with less than the full requirement of credits, whether Undergraduate Certificates or Diplomas of Higher Education.

Honours degrees can be classified into first, upper and lower second, and third classes.

Students are allowed multiple attempts at failed assessment, according to the programme specification, although subsequent attempt will only gain a pass mark. Students are not allowed to progress onto a higher level of study with more than 40 credits at the current level not yet passed.

The awarding body's examination board will determine what marks are to be awarded for each module and what classification an award deserves.

All full-time students of a modular initial degree shall complete all assessments within five years or six years for part-time students. Extensions may be applied for and granted at the discretion of the awarding body.

The awarding body may recognise and grant exemption from study and award credits for modules where significant and demonstrable prior attainment has taken place. Such recognition will only be applicable for level 4 and five modules and where evidence exists of at least 80% of the module's learning outcomes at the same level being fulfilled prior to enrolment in the programme.

### **Taught Master Degrees**

Students of Master Degree programmes will attend lessons, lectures and seminars over a number of weeks for specific units defined in the programme specification. Assessments earn students credits where one credit is considered equivalent to 10 notional hours, hence the credit rating of a unit reflects the time required to complete its learning outcomes, both guided learning hours and independent learning hours.

The programme is divided into two parts. The first part is the assessed taught part and consists of modules earning 120 credits. Students who pass the first part may proceed onto the second part



which is a dissertation of not more than 20,000 words, earning a further 60 credits. 180 credits at level 7 are required for a Modular Masters degree.

Programme specifications detail the various exit awards for students who finish with less than the full requirement of credits, whether Postgraduate Certificates or Diplomas of Higher Education.

The awarding body may recognise and grant exemption from study and award credits for modules where significant and demonstrable prior attainment has taken place. Such recognition will only be applicable for modules of part one of the degree and where evidence exists of at least 80% of the module's learning outcomes at the same level being fulfilled prior to enrolment in the programme.

All full-time students of a modular Masters degree shall complete all assessments and the dissertation within two years or four years for part-time students. Extensions may be applied and granted at the discretion of the awarding body.

Masters degrees can be classified into distinction, merit and pass.

Students are allowed only one second attempt at a failed assessment, according to the programme specification, although such a subsequent attempt will only gain a pass mark.

The awarding body's examination board will determine what marks are to be awarded for each module and the dissertation, and what classification an award deserves.

Students must submit two copies of the dissertation, which become the property of the awarding body after submission.

### **Other Awards**

Other awards studied for at LCB will have their own specific awarding body regulations, detailed in their programme specification.

This policy makes refers to Higher education credit framework for England: guidance on academic credit arrangements in higher education in England (see

<http://www.qaa.ac.uk/en/publications/documents/academic-credit-framework.pdf>)

## Academic Review

Full programme reviews take place on an annual basis at LCB with adjustments to the curriculum and module content made as appropriate.

There are several layers to the overall pattern of review:

- The Academic Committee holds regular meetings to discuss, among other matters, academic quality assurance. Policies are reviewed for efficacy and any adjustments or changes are reviewed and submitted.
- Module evaluations based on student feedback and subsequent meetings between the Programme Director and tutors exist to review performance results. Every module is evaluated through a system of student evaluation of the module content and the quality of student experience. The findings of such feedback are presented to the Academic Committee.
- External Examiners and Verifiers Reports are considered at the next Academic Committee meeting after they arrive at the college. If requested, immediate feedback will be given; otherwise feedback will be in the form of the Awarding Body's next Annual Monitoring Review (AMR) document. Confidential External Examiners reports will be considered by the Principal and the college's senior management team where appropriate.
- Student Complaints and Appeals are considered at Academic Committee meetings.
- Random auditing of class sessions by senior staff who will attend a sampling of classes each term. Online programmes can be monitored live or later as recordings.
- Mid-term Staff Student Liaison Committee meetings and end-of-trimester student satisfaction surveys gauge the overall level of student satisfaction in every respect, from facilities, to curriculum to career services, to the quality of the learning environment. Overall data on student satisfaction informs subsequent decisions, allocation of resources, and policies for the next academic cycle.
- The Academic Committee consider all issues arising during a given academic year and issues recommendations and policy guidelines as appropriate.
- All of the above is considered as part of the Awarding Body's AMR process. Student Representatives are invited to review and comment on the finalised document.
- Preparation of the QAA Annual Monitoring Report and Action Plan review is part of the review process at LCB.

<b>QAA Quality Code Chapter A3: Expectation A3.3</b>
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<i>Degree-awarding bodies ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained.</i>
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<b>QAA Quality Code Chapter B1: Expectation Indicator 7</b>
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<i>Institutions have a means of assessing the effectiveness of their programme design, approval, monitoring and review practices</i>
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<b>QAA Quality Code Chapter B2: Expectation Indicator 4</b>
<i>Higher education providers monitor, review and update their recruitment, selection and admission policies and procedures, in order to enhance them and to ensure that they continue to support the provider's mission and strategic objectives.</i>
<b>QAA Quality Code Chapter B5: Indicator 4</b>
<i>The effectiveness of student engagement is monitored and reviewed at least annually, using pre-defined key performance indicators, and policies and processes enhanced where required.</i>
<b>QAA Quality Code Chapter B7: Expectation Indicators 15, 16 and 17</b>
<i>At both institutional and subject/programme level, institutions give full and serious consideration to the comments and recommendations contained in external examiners' reports. The actions taken as a result of reports, or the reasons for not taking action, are formally recorded and circulated to those concerned.</i>
<i>Institutions ensure that student representatives are given the opportunity to be fully involved in this process, enabling them to understand all the issues raised and the institution's response. At institutional level the general issues and themes arising from the reports are reviewed.</i>
<i>Institutions provide external examiners with a considered and timely response to their comments and recommendations, outlining any actions they will be taking as a result or the reasons for not taking action.</i>
<i>Institutions inform external examiners, in writing at the beginning of their term of office, that they have a right to raise any matter of serious concern with the head of the institution, if necessary by means of a separate confidential written report. Institutions provide a considered and timely response to any confidential report received, outlining any actions they will be taking as a result.</i>
<b>QAA Quality Code Chapter B8: Indicators 1, 2, 4, 5, 6 and 7</b>
<i>Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme monitoring and programme review, to ensure processes are applied systematically and operated consistently.</i>
<i>Higher education providers take deliberate steps to use the outcomes of programme monitoring and review processes for enhancement purposes. Higher education providers define processes, roles and responsibilities for programme monitoring and programme review and communicate them to those involved. Higher education providers evaluate their processes for programme monitoring and review and take action to improve them where necessary.</i>
<i>Higher education providers make use of reference points and draw on expertise from those outside the programme in their processes for programme monitoring and review. Higher education providers involve students in programme monitoring and review processes.</i>
<b>QAA Quality Code Chapter B9: Indicator 7</b>
<i>Higher education providers monitor and evaluate the effectiveness of their appeals and complaints procedures, and reflect on the outcomes of those procedures for enhancement purposes.</i>

## Admissions Policy

### **QAA Quality Code Chapter B2: Expectation Indicator 1**

*Institutions have policies and procedures for the recruitment and admission of students to higher education that are fair, clear and explicit and are implemented consistently.*

Applications are welcomed from prospective students who have met the entry requirements of a programme and therefore can participate in, and are motivated to succeed in further and higher education. Decisions about admitting students are taken on the basis of:

- Likelihood of success, as shown through past academic performance or relevant work experience;
- Motivation, as mentioned in the personal statement;
- Assessment of prior attainment, according to the specifications of the awarding body;
- Potential to benefit from participation in the programme.
- Fulfilment of the Awarding Body's Entry Requirements.

### **QAA Quality Code Chapter B2: Expectation Indicator 7**

*Selection processes for entry into higher education are underpinned by transparent entry requirements, both academic and non-academic, and present no unnecessary barriers to prospective students.*

## General Goals of Admissions Team

The admissions team exist to facilitate the enrolment of students into the college's programmes.

- Provide accurate information about the options available to prospective students, as well as information about fees, accommodation, facilities etc.
- Respond to student enquiries within one working day.
- Advise prospective and existing students of additional support options, academic, pastoral or financial.
- Monitor the marketing efforts of the college.

### **QAA Quality Code Chapter B2: Expectation Indicator 9 and 10**

*Higher education providers inform prospective students, at the earliest opportunity, of any significant changes to a programme to which they have applied. Prospective students are advised promptly of the options available in the circumstances.*

*Higher education providers give successful applicants sufficient information to enable them to make the transition from prospective student to current student.*

### **QAA Quality Code Part C: Expectation Indicators 2, 3, 4, 5 and**

*Higher education providers describe the process for application and admission to the programme of study.*

*Higher education providers make available to prospective students information to help them select their programme with an understanding of the academic environment in which they*

*will be studying and the support that will be made available to them.*

*Information on the programme of study is made available to current students at the start of their programme and throughout their studies.*

*Higher education providers set out what they expect of current students and what current students can expect of the higher education provider.*

The college treats all personal information of staff and students confidentially and has adopted a Personal Information Policy, to comply with the Data Protection Act 1998.

The college is committed to treating all applicants fairly and in this regard has adopted an Equal Opportunities Policy. Prospective students should also be aware of our Health and Safety Policy available.

Please read the [Fair Processing Notice](http://lcbglobal.co.uk/policies/fair-processing-notice/) (<http://lcbglobal.co.uk/policies/fair-processing-notice/>)

Applicants are required to mention any unspent (as defined by the Rehabilitation of Offenders Act 1974) relevant criminal convictions that they may have, such that the application can be assessed on an individual basis.

Please inform us during the application process about any help that you are likely to require, so that the college can assess what additional support may be needed.

### **Initial Application Procedure**

1. College [Application Form](#) received by the Admissions Team. The Application form contains the [Terms of Study](#) agreement, which is signed by the applicant. Acknowledgment letter or email is sent within 48 hours. Letter will include an up-to-date brochure of the programme applied for or link to the website, and a copy of or link to the Agent's code of conduct. Letter will inform applicant that only the information contained in our brochures and website can be considered accurate information about the programme.
2. Applicant details entered into college database.
3. Basic check of programme entry criteria and applicant's qualifications.
  - a. If entry criteria have been met, email sent to applicant requesting copies of supporting documents. Documents which are not in English should be translated to the English language and then certified.
    - After documents have been checked, an offer letter is sent advising applicant of the further enrolment procedure.
    - If the applicant requires a visa to enter the UK, the applicant is sent a letter advising them to make an initial deposit payment. Once such payment is received then a Confirmation of Acceptance to Study (CAS) letter can be issued. Applicant is advised to bring original supporting documents with them when they travel.
  - b. If entry criteria have not been met, the applicant is informed of this and offered alternative more appropriate options, if available.

4. If application is for an online course, then the applicant may be advised to send supporting documents by courier to the college for checking. The applications team will promptly return the documents by courier to the applicant.
5. Where applicable, the applicant's original documents are seen by college staff and are visually checked as to whether they appear genuine. The awarding body may be contacted to confirm whether the award and certificate are genuine.
6. Copies of all student files are stored in filing cabinets and/or scanned to be stored in college database.
7. The Admissions Team along with the Registrar and the Programme Director decides whether the applicant is offered a place. All new applications must be approved by the Registrar or the Programme Director initially before registration with the awarding body. The Registrar or Programme Director can request an interview or a further examination of the applicant's evidence. In the absence of the Registrar or Programme Director any Senior Manager of the college can assume their role.

**QAA Quality Code Chapter B2: Expectation Indicators 2, 5, 6 and 8**

*Institutions' decisions regarding admissions to higher education are made by those equipped to make the required judgements and competent to undertake their roles and responsibilities.*

*Recruitment activities undertaken by higher education providers assist prospective students in making informed decisions about higher education.*

*Higher education providers make clear to prospective students how the recruitment, selection and admission process will be conducted and what prospective students have to do.*

*Higher education providers determine how decisions and the reasons for those decisions are recorded and conveyed to prospective students.*

**Enrolment Procedure**

1. It is important that applicants are aware of what to expect of the college and that they do not carry any incorrect expectations. Therefore, when the applicant arrives at the college for enrolment, or sent an offer letter in the case of online students, they will be informed that only the information contained in our brochures and website can be considered accurate information about the programme. They will be asked to provide feedback on their admissions experience, including whether they were told anything by an agent that does not appear in the brochure or website, for the purpose of monitoring the agent.
2. Admissions Team will update students of any relevant changes that may occur from the time of enrolment until the time when the course actually starts.
3. Students who are applying for Advanced Entry or 'Top-up' courses must be made aware of the awarding body's policies with regard to credit transfers and Recognition of Prior Learning (RPL).
  - a. Furthermore, they should provide evidence of work undertaken as part of their previous award that they are hoping to get credit transfer for.
  - b. Such evidence should be more than the title of the module and the course handbook. Acceptable evidence will be exam scripts, submitted assignments, or class-notes.

- c. All evidence will be reviewed by a member of the academic staff before a decision is made whether to make an application to the awarding body for credit transfer.
- d. Credit transfer and RPL will only be possible for modules where evidence can be provided that more than 80% of the module's learning objectives have been met through prior study.

<b>QAA Quality Code Chapter B6: Expectation Indicator 3</b>
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<i>Those who might be eligible for the recognition of prior learning are made aware of the opportunities available, and are supported throughout the process of application and assessment for recognition.</i>
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- 4. If a student decides to accept an offer of a place, then they will be informed of the induction and orientation process.
- 5. During the induction process students will be:
  - Introduced to the Student Handbook, Programme Specification for their chosen programme, Module or Unit outlines, progression opportunities, names of key staff involved with the programme, all of which are also available on the college website.
  - Informed about the programme's assessment methods and their weighting.
  - Informed about the complaints and appeals procedures of the college and the awarding body.
  - Informed about the unfair practice procedures of the college and the awarding body.
  - Informed that mitigating exceptional circumstances should be reported to course leaders before any college examination or verification board sits to consider student attainment.
  - Informed about the Staff Student Liaison Committee and the role of Student Representatives.

<b>QAA Quality Code Chapter B8: Expectation Indicator 8</b>
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<i>Higher education providers inform students before and during their period of study of opportunities designed to enable their development and achievement.</i>
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<b>QAA Quality Code Chapter B4: Expectation Indicator 4</b>
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<i>Higher education providers enable staff and other participants to contribute effectively to programme monitoring and programme review by putting in place appropriate arrangements for their support and development.</i>
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Please also read the Student Data Policy.

This policy should be read in conjunction with the Cancellation, Refunds and Charges Policy.

## Student Data Policy

Upon receiving an application on a college application form, the data supplied by the applicant will be entered into the college database.

It is the responsibility of the applicant to ensure that data provided is accurate.

It is the responsibility of students to ensure that all changes to data provided to the college are notified within one week of the change, to ensure that the college database is kept up-to-date.

Copies of all student files, letters, certificates, memos, or the like that are provided during the applications process, or are provided or created at a later date, are stored in filing cabinets and/or scanned to be stored in the college database.

Student files and the college database are kept securely away from unauthorised personnel.

Each member of staff has a unique login to the database granting them access only to the records and files relevant to them.

The college treats all personal information of staff and students confidentially and has adopted a Personal Information Policy, to comply with the General Data Protection Policy.

Please also read our Retention of Examination Data Policy.



## Appeals and Complaints Policy

<b>QAA Quality Code Chapter B2: Expectation Indicator 3</b>
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<i>Higher education providers have procedures for handling appeals and complaints about recruitment, selection and admission that are fair and accessible. Appeals and complaints procedures are conducted expeditiously and in accordance with a published timescale.</i>
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London College of Business (LCB) recognises that sometimes things may go wrong for a student, who then wishes to make a complaint or an appeal. This document explains how to go about doing so.

An appeal is specifically related to a matter of academic decision, for example where a student does not agree with the marks awarded for a piece of assessed work. The procedure for that is detailed separately below.

Other matters of concern, which are not related to marks, can be raised as a complaint, for example against a member of staff, a student, or about facilities.

<b>QAA Quality Code Chapter B9: Expectation Indicator 1</b>
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<i>Higher education providers provide opportunities for students to raise matters of concern without risk of disadvantage.</i>
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Below are two sections, LCB Appeals Procedure and LCB Complaints Procedure.

Awarding bodies also have specific appeals and complaints procedures. Please refer below and to the relevant awarding body website for details.

### LCB Appeals Procedure

The Appeals Policy aims to:

- Enable the learner to enquire, question or appeal against an assessment decision
- Attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- Standardise and record any appeal to ensure openness and fairness
- Facilitate a learner's ultimate right of appeal to the Awarding Body, where appropriate
- Protect the interests of all learners and the integrity of the qualification.

(Pearson 2017)

Students will be informed of the college and the awarding body procedures for appealing an assessment decision during the induction and orientation session.

Unless stated otherwise in a programme specification or according to the policies of a specific awarding body, students may only appeal academic decisions on the following grounds:

- Factual errors,
- Arithmetical Errors,
- Irregularities in the assessment process,

- Exceptional mitigating circumstances which were unknown to the verifiers or examination board and good reason can be presented as to why they were unknown.

Appeals should be submitted in writing addressed to the college Principal, stating clearly the grounds for the appeal.

The Principal shall ensure that the appeal is investigated within 10 working days of receipt of the appeal.

A copy of the appeal letter and a report on the subsequent investigation shall be placed in the student's file, as well as original letters being filed in the Appeals Log File. Entries into the Appeals Log File will not be destroyed less than three years from the date of the appeal.

The Principal may refer the case to the examination board, where applicable, requesting that it reconvenes to consider the grounds for the appeal.

The Principal shall inform the student of the outcome of the investigation, and also remind the student of the further awarding body appeals procedure, should they remain dissatisfied.

The outcome of the investigation will be reported at the next Staff Meeting (see the Committee Structure) which may decide whether any action is to be taken as a result.

The college will forward to the awarding body a copy of all appeals received, which are not resolved by the college within 28 days of receipt, and all resolved appeals where the awarding body requires this, and co-operate with the awarding body in respect of any action it needs to take to resolve the matter. (Pearson 2017)

The Appeals Log File shall be reviewed annually as part of the Academic Review process.

### **LCB Complaints Procedure**

Students are encouraged in the first instance of dissatisfaction with any aspect of their experience at LCB to resolve the matter informally through a verbal conversation with whoever is responsible for their dissatisfaction. This should be the case whether the complaint is about a member of staff, facilities or a fellow student.

<b>QAA Quality Code Chapter B9: Expectation Indicator 2</b>
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<i>Higher education providers have procedures which encourage constructive engagement with the appeals and complaints process and which offer opportunities for early and/or informal resolution.</i>
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Staff and students of the college are required to always be approachable and willing to listen to any complaint or advice that may be brought to them. They should respond in a polite manner and try their best to take reasonable steps to resolve the matter.

<b>QAA Quality Code Chapter B9: Expectation Indicator 3</b>
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<i>Higher education providers have accessible appeals and complaints procedures.</i>
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If the matter is too serious for the informal approach, or it has been tried, but to no avail, then students should follow the formal complaints procedure below.

Students who wish to formally make a complaint to the college should contact the college Principal in writing stating the following information:

- Complaining Student Name and college ID or Login Name,
- Nature of Complaint, including names of individuals concerned,
- What steps have already been take by the complainant and the response received.

The college will appoint a senior member of staff to investigate the matter, who will respond to the student within seven days of receiving the complaint.

If any student is not happy with the outcome of the investigation and feels that a formal complaint should be made to the awarding body, then they should read the relevant section below and the awarding body's website for details of their own complaints procedure.

### **Appeals and Complaints for Students Registered on Pearson Edexcel Programmes**

Initially students to follow the college policy above, then if dissatisfied, follow the procedure listed below.

This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted

([http://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries\\_and\\_Appeals\\_on\\_Pearson\\_Vocational\\_Qualifications.pdf](http://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Enquiries_and_Appeals_on_Pearson_Vocational_Qualifications.pdf)).

## Appeals and Complaints for Students Registered on Trinity College London Programmes

Initially students to follow the college policy above, then if dissatisfied, follow the procedure listed below.

Please refer to the [Appeals Procedure](http://www.trinitycollege.co.uk/site/?id=2056) available on the Trinity College London website (<http://www.trinitycollege.co.uk/site/?id=2056>) and the [Complaints Policy \(PDF\)](http://www.trinitycollege.co.uk/resource/?id=4519) (<http://www.trinitycollege.co.uk/resource/?id=4519>).

Please also see [Appeals FAQ](http://www.trinitycollege.co.uk/site/?id=2922) available on the Trinity College London website (<http://www.trinitycollege.co.uk/site/?id=2922>).

<b>QAA Quality Code Chapter B9: Expectation Indicators 4, 5 and 6</b>
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<i>Clear and accurate advice and guidance is available for students making an appeal or complaint, and for staff involved in handling or supporting appeals and complaints.</i>
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<i>Academic appeals and complaints procedures are conducted in a timely and fair manner.</i>
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<i>Higher education providers ensure that appropriate action is taken following an appeal or complaint.</i>
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## References

Many of the ideas contained in the procedure were inspired by the college's experience in applying the University of Wales (UoW) Verification and Appeals procedure and its predecessors.

Pearson 2018 [BTEC Centre Guide to Managing Quality](http://www.edexcel.com/btec/Documents/BTEC_Centre_Guide_to_Managing_Quality.pdf), available at ([http://www.edexcel.com/btec/Documents/BTEC\\_Centre\\_Guide\\_to\\_Managing\\_Quality.pdf](http://www.edexcel.com/btec/Documents/BTEC_Centre_Guide_to_Managing_Quality.pdf)).

## Assessment and Examinations Policy

### **QAA Quality Code Chapter A3: Expectation A3.2**

*Degree-awarding bodies ensure that credit and qualifications are awarded only where:*

- *the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment*
- *both UK threshold standards and their own academic standards have been satisfied.*

Assessment is the process by which the College and the student can measure their current level of understanding against a set of predefined national indicators of competence. These Threshold Academic Standards represent the key level of competence to achieve an award.

### **QAA Quality Code Chapter B6: Indicator 1**

*Providers operate effective policies, regulations and processes which ensure that the academic standard for each award of credit or a qualification is rigorously set and maintained at the appropriate level, and that student performance is equitably judged against this standard.*

The College seeks to ensure that students have appropriate opportunities to show they have achieved the intended learning outcomes for the award of a qualification or credit. The College actively seeks to comply with all requirements of the relevant awarding organisations, through ensuring that there are effective mechanisms for:

- designing, approving, monitoring and reviewing the assessment strategies for programmes and awards
- implementing rigorous assessment policies and practices that ensure the standard for each award and award element is set and maintained at the appropriate level, and that student performance is properly judged against this
- evaluating how academic standards are maintained through assessment practice that also encourages effective learning.

In promoting an efficient and effective assessment regime that embodies the requirements of QAA Quality Code Chapter 6 (Assessment of students and accreditation of prior learning) and promotes student achievement, the College seeks to:

- publicise and implement principles and procedures for, and processes of, assessment that are explicit, valid and reliable;
- encourage assessment practice that promotes effective learning;
- publicise and implement effective, clear and consistent policies for the membership, procedures, powers and accountability of assessment panels and boards of examiners;

- Ensure that assessment is conducted with rigour, probity and fairness and with due regard for security;
- ensure that the amount and timing of assessment enables effective and appropriate measurement of students' achievement of intended learning outcomes;
- have transparent and fair mechanisms for marking and for moderating marks;
- publicise and implement clear rules and regulations for progressing from one stage of a programme to another and for qualifying for an award;
- Ensure that everyone involved in the assessment of students is competent to undertake their roles and responsibilities.
- Review and amend assessment regulations periodically, as appropriate, to assure themselves that the regulations remain fit for purpose.
- Encourage students to adopt good academic conduct in respect of assessment and seek to ensure they are aware of their responsibilities.
- Ensure that assessment decisions are recorded and documented accurately and systematically and that the decisions of relevant assessment panels and examination boards are communicated as quickly as possible.

<b>QAA Quality Code Chapter B4: Indicator 5</b>
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<i>To enable student development and achievement, higher education providers put in place policies, practices and systems that facilitate successful transitions and academic progression.</i>
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### **Formative Assessment**

Formative assessment will give feedback to the student on their learning and how it can be modified. It will inform student how well they have met/not met assessment criteria and how they can improve. Summative assessment is the student's demonstration that they have achieved the learning outcomes of the programme. Feedback on summative assessment will be available to students at a feedback event, tutorial or through a formal request for their examination paper. See [Personal Information policy](http://www.lcbuk.org/pdf/Personal_Information_policy.pdf) available [here](http://www.lcbuk.org/pdf/Personal_Information_policy.pdf) (http://www.lcbuk.org/pdf/Personal\_Information\_policy.pdf).

Where applicable and unless otherwise stated in the programme specification, assignments may have a formative deadline and a summative deadline. Students are required to attempt to meet both deadlines. The formative deadline allows an opportunity for tutors to feedback to the student on the assignment or part of the assignment that they have submitted. Feedback on formative assessment should be given to students within a reasonable period of time, but no longer than 15 working days, unless explained to the students.

<b>QAA Quality Code Chapter B6: Indicators 2 and 6</b>
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<i>Assessment policies, regulations and processes, including those for the recognition of prior learning, are explicit, transparent and accessible to all intended audiences.</i>
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*Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship.*

### **Summative Assessment**

The summative deadline or the date of an examination is considered a final submission. If an assignment or examination fails to meet the pass criteria at the summative deadline, then the student has one more attempt to re-submit a new assignment or re-sit a new examination to meet the pass criteria for the assignment, unless otherwise stated in the programme specification. The resubmission assignment will only assess pass criteria, so the maximum mark achievable will be a pass. If students are unable to meet a deadline or exam time due to no fault of their own, they must submit a request for the extenuating circumstances to be considered before the deadline itself, along with any documentary proof. Requests submitted after the deadline cannot be considered, except in very special circumstances, so the student will be deemed to have failed in that aspect of the course's assessment.

All students will be treated fairly with regard to assessment. See the college's [Equal Opportunities Policy](http://www.lcbuk.org/pdf/Equal_Opportunity_Policy.pdf) available [here](http://www.lcbuk.org/pdf/Equal_Opportunity_Policy.pdf) (http://www.lcbuk.org/pdf/Equal\_Opportunity\_Policy.pdf).

### **Internal and External Verification**

All assessment tasks, whether assignment, exam paper or otherwise, will be internally verified by a competent member of academic staff to ensure that it meets the assessment criteria of the awarding body. If specified in the programme specification, or is a requirement of the awarding body, the College will also arrange for external verification as well. All such verification shall take place before the students are set the assessment task.

Students are to submit all coursework by the deadlines set by their tutors and attend all exams on the given dates and times. If they are unable to meet a deadline or exam time due to no fault of their own, they must submit a request for the extenuating circumstances to be considered before the deadline itself, along with any documentary proof. Requests submitted after the deadline cannot be considered, so the student will be deemed to have failed in that aspect of the course's assessment.

#### **QAA Quality Code Chapter B6: Indicators 4 and 13**

*Providers assure themselves that everyone involved in the assessment of student work, including prior learning, and associated assessment processes is competent to undertake their roles and responsibilities.*

*Processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process.*

To ensure fairness in summative assessment, different modes of study should offer the same assessment for the same unit or module. Furthermore, prior to the assessment students should be made aware of the assessment criteria according to which they will be assessed. Students should be kept informed in a timely manner about the processes and outcomes of their assessment.

To ensure quality of assessment within the College a number of quality assurance policies have been adopted, which will apply to all assessments, unless stated otherwise in a programme specification, to meet the requirements of a specific awarding body.

**Security:** Assessment details will be stored and communicated securely and kept confidential until the time when the assessment is due to start. No student or member of staff who is not directly responsible for an aspect of the assessment will have access to the assessment details. Any suspected breaches of security must be reported immediately to the College Examinations Officer.

**Confidentiality:** Staff of the College will keep students' assessment outcomes confidential and will not share such information with other than the student who undertook the assessment. Staff may, however, share anonymised assessment data with all students.

**Integrity:** Students will be made well aware of what plagiarism is, how to avoid it, and the consequences of plagiarising. Assessments will be checked for signs of plagiarism. Students found guilty of plagiarism will be warned initially, and allowed one more attempt to re-submit a new assignment to meet the pass criteria for the assignment, unless otherwise stated in the programme specification. The resubmission assignment will only assess pass criteria, so the maximum mark achievable will be a pass.

<b>QAA Quality Code Chapter B5: Indicator 6</b>
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<i>Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression.</i>
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## Group Assessment

“Working in groups is an accepted part of learning within higher education. There are widely recognised benefits of collaborative group work in terms of learning and skills development. When groups work well, students can produce quality learning outcomes and develop specific team work skills, as well as generic skills valued by employers.” (Pearson 2017)

The team-working transferable skills should not be the basis of assessment, rather it is a benefit to be derived from the experience of group work, or it is a necessity to completing a complex task. The assessment of group work should recognise the level of contribution of individuals within the group, so the assessment is actually based upon individual work. The assessment criteria, therefore, should be linked to individual contribution and the method to determine this should be known to the students undertaking the group-work assignment. A group grade should not be assigned to all members of the group.

<b>QAA Quality Code Chapter B5: Indicator 1</b>
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<i>Providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement and quality assurance.</i>
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## Authentication

Students must authenticate the evidence that they provide for assessment. They do this by stating that it is their own work when they submit it.



Each student will have some of their assessed work verified by an appointed verifier. They may be asked to discuss their work in person, on the phone, using a live internet video call, or via email. The purpose of the discussion is to verify the authenticity of the work. Any assessment suspected of unfair practice will trigger the Unfair Practice Procedure.

<b>QAA Quality Code Chapter B6: Indicator 7</b>
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<i>Students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice</i>
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## Planning

Each time a module or unit is conducted according to a written assessment plan. Such a plan will contain the following information:

- date when assignment was written or updated;
- date when assignment was/is to be verified and by whom;
- date when assignment will be handed out to students;
- draft submission date and final submission date;
- names of people who will be assessing the student submissions;
- names of people who will be verifying the student submissions;
- resubmission opportunities permitted.

At the beginning of each module or unit, the students will receive an induction into the learning objectives and assessment criteria, the level of study and what is expected.

<b>QAA Quality Code Chapter B3: Indicator 2</b>
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<i>Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.</i>
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## Verification

All assignment and exam papers will be internally verified by an appointed member of staff who has the relevant qualifications for that unit or module, according to the awarding body's criteria. Internal verification of assignment and exam papers is to ensure that the:

- assessment criteria are correct for the unit or module's learning outcomes,
- wording of questions and tasks is appropriate for the assessment criteria,
- correct level of work is being assessed.

External verifiers may verify assignment and exam papers according to programme specification and awarding body rules.

No assignment or exam paper will be shown to students until all internal and external verification has ended.

Samples of student assessments will be internally verified by an appointed member of staff who has the relevant qualifications for that unit or module, according to the awarding body's criteria. The number and spread of assessments internally verified will be according to the following criteria. Every:

- unit or module must have samples verified each time it is run;
- student must have samples verified during their time at the College;
- assessor must have samples verified for every cohort of student's that they assess;
- grade band must have samples verified, whether failing, passing, merit or distinction grades;
- unit or module will submit 20% of its assessments for verification, with a minimum of ten.

All dissertations must be verified.

Internal verification of assessments will aim to ensure that assessors are marking fairly and consistently according to the assessment criteria, and that no student is being disadvantaged or given unfair advantage during assessment.

Samples of work will be made available to external verifiers and examiners according to programme specification and awarding body rules.

Students will be informed of the mark or grade of summative assessment after all necessary internal and external verification has ended, or before that if it is made explicitly clear that such grades are provisional pending verification. Where work is to be referred back to the student for resubmission or re-sitting of exams, then the students will be informed within one week of the decision being taken and verification having taken place where required.

<b>QAA Quality Code Chapter B6: Indicators 8 and 17</b>
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<i>The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes</i>
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<i>The decisions of examination boards and assessment panels are recorded accurately, and communicated to students promptly and in accordance with stated timescales.</i>
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When the unit or module is completed, then the verifiers shall produce a report on the analysis and quality of student submissions. This report shall be considered at the next Academic Committee meeting.

Students with special needs with regard to formative and summative assessment should inform their tutor at the earliest opportunity. The College will endeavour to make appropriate arrangements for such students.

## Extenuating Circumstances

The College has established a Mitigating Circumstances Committee to consider any conditions that might have impacted upon a student's performance in any assessment. This committee will consist of the Programme Director, the Student Welfare Officer, and two nominated members of the academic staff. The Mitigating Circumstances Committee will meet before each Examination Board and will make recommendations to the Board as appropriate regarding any mitigating circumstances reported to it.

If a student believes that he/she has acceptable mitigating circumstances that may have an impact on the student's performance in any assignment or examination then the student must submit details of the circumstances to the Programme Director at the earliest possible opportunity so that the student's case can be considered by the Mitigating Circumstances Committee.

Please also read the [Appeals and Complaints Policy](http://www.lcbuk.org/pdf/Appeals_and_Complaints_Policy.pdf) available [here](#) ([http://www.lcbuk.org/pdf/Appeals\\_and\\_Complaints\\_Policy.pdf](http://www.lcbuk.org/pdf/Appeals_and_Complaints_Policy.pdf)).

<b>QAA Quality Code Chapter B6: Indicator 10</b>
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<i>Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement.</i>
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## Conflicts of Interest

All staff involved in assessing student's work should declare any potential conflict of interest at the earliest opportunity, such as a student being related to or a partner of the assessor, invigilator or verifier. Other examples include being related to, a spouse or partner of a member of staff at the awarding body or an external examiner.

The Examinations Officer should record such potential conflicts of interest to be presented to the awarding body upon request. Furthermore, the Examinations Officer should take appropriate action to lessen the impact of the potential conflict of interest, also recorded for presentation upon request.

## Examination Policy and Practice

The College nominates an Examinations Officer who is responsible for ensuring the quality of all examinations and assessments within the College.

The London College of Business (LCB) is an approved Joint Council for Qualifications (JCQ) centre for conducting Edexcel GCSE and GCE examinations. For all examinations unless stated otherwise in a programme specification, to meet the requirements of a specific awarding body, the College commits to adhere to the regulations of the JCQ as detailed in the [General Regulations for Approved Centres 2018-2019](#) document available [here](https://www.jcq.org.uk/exams-office/general-regulations/general-regulations-for-approved-centres-2018-2019) (<https://www.jcq.org.uk/exams-office/general-regulations/general-regulations-for-approved-centres-2018-2019>).

All persons involved with the conduct of examinations should have access to and read the '[ICE](#)' – [Instructions for Conducting Examinations](#) available on the JCQ website and the relevant [FAQ](#) available on the JCQ website (<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting->

examinations) and the relevant [FAQ](#) available [here](#) (<http://www.jcq.org.uk/faqs/instructions-for-conducting-examinations>).

<b>QAA Quality Code Chapter B6: Indicator 9</b>
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<i>Feedback on assessment is timely, constructive and developmental.</i>
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For students with special access arrangements require prior approval from the JCQ. Please refer to the JCQ website (<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>) and the detailed [guide](#) (<http://www.jcq.org.uk/Download/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2017-2018-standard-pdf-version>) which contains deadlines for applications for approval of special access arrangements. This [Data Protection Notice](#) should be read and signed by students making a special access arrangements approval application (<http://www.jcq.org.uk/exams-office/aa-access-arrangements-online/data-protection-notice>).

### **The Examinations Officer**

The Examinations Officer will:

- Appoint and train invigilators for examinations.
- Ensure that a register of attendance for all examination candidates is kept.
- Ensure that all examination papers are kept securely until the time of the examination.
- Ensure that JCQ and awarding body rules are adhered to with regard to all examinations.
- Ensure that no unauthorised equipment or papers enter the examination room during examinations.
- Ensure that no unauthorised persons are allowed entry to the examination rooms during examinations.
- Ensure that necessary equipment is made available to candidates.
- Ensure that all examination papers, student scripts or any other papers are collected from the examination room and stored securely until transported to the relevant location for marking.
- Ensure that candidates may not leave the examination room until at least 45 minutes after the start of the examination and at least 15 minutes before the end of the examination.
- Ensure that candidates suspected of engaging in unfair practice shall be informed that the suspicion will be reported to the Examinations Officer. Evidence of such unfair practice should be confiscated. The candidate will be allowed to continue with the examination.
- Ensure that all invigilators report on the happenings of the examination.

<b>QAA Quality Code Chapter B6: Indicator 11</b>
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<i>Assessment is carried out securely.</i>
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Examination candidates who are absent for the examination will be treated as having failed the assessment, unless genuine extenuating circumstances are submitted to the College.

<b>QAA Quality Code Chapter B6: Indicator 14</b>
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<i>Providers operate processes for preventing, identifying, investigating and responding to unacceptable academic practice.</i>
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Students should have access to and read the relevant [Information for Candidates](#) documents available [here](#) on the JCQ website (<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>).

The [JCQ Appeals Booklet](#) (<http://www.jcq.org.uk/exams-office/appeals>) contains details of how to appeal against decisions related to GCSE and GCE examinations.

This [link](#) will take you to the JCQ website page with posters that the college will display during examinations (<http://www.jcq.org.uk/exams-office/exam-room-posters>).

This [link](#) will take you to a Crown Publications checklist for preparing examination rooms ([http://www.lcbuk.org/pdf/Exam\\_Room\\_Checklist.pdf](http://www.lcbuk.org/pdf/Exam_Room_Checklist.pdf)).

## Cancellation, Refunds and Charges Policy

If a student has been issued with a CAS visa letter and has been granted a visa to study in the UK with London College of Business (LCB), then the college will not refund any fees already paid.

If a student has been issued with a CAS visa letter and has not applied for a visa to study in the UK, then no refund is applicable. However, under exceptional circumstances, the management may decide to refund between 25% and 50%, decided on a case to case basis.

If a student has been issued with a CAS visa letter and has been refused a visa to study in the UK with LCB, due to no fault on the part of the student, then the college will refund all fees already paid, less £150 administration fee. However, if the refusal is due to inappropriate application or providing misleading/forged documents in order to obtain a student visa, then no refund is applicable.

If the college cancels a programme, then students will receive a refund of 100% of fees already paid.

If a student has not been issued with a CAS letter, but wishes to withdraw from the programme more than 4 weeks prior to the programme start date, then the college will refund all fees, less £150 administration fee. If the student decides to withdraw from the programme between 4 and 2 weeks prior to the programme start date, then the college will refund only 50% of the total fee for the programme, less £150 administration fee. However if the refund request is made less than 2 weeks prior to the programme start date, or after the programme start date, then no refund is applicable.

In order to comply with the Consumer Protection (Distance Selling) Regulations 2000, online students will be entitled to a full refund if they notify the college of their desire to cancel within 7 days of registration and payment. This provision is subject to the student not using the online study platform for more than 60 minutes.

Online student payments that cannot be traced to the sender will be refunded to the sending account, but may incur a £150 administration fee.

### **Refund Procedure**

All student or prospective student requests for a refund must be made in writing addressed to the college Principal ([principal@lcbuk.org](mailto:principal@lcbuk.org)). The college will acknowledge requests for refunds within one working day, but may take up to 40 days to settle the matter.

### **Who will the refund be paid to?**

Normally a refund will only be made directly to the person who made the payment. However, if the college is requested to discount another student's outstanding fee by the refund amount, or is requested to refund the money to another person, a £150 administration charge will apply. The college is under no obligation to honour such a request and such decisions are at the discretion of the management.

## Dissertation Supervision Policy

The dissertation is worth one third of the total credits earned for a Master's programme. For Advanced Standing students the dissertation may account for more than half of the credits obtained while at the college. It is therefore essential that rigorous quality control is instituted from beginning to end of the dissertation process. This in fact begins with the induction of a new student into the LCB culture, until completion and submission of the dissertation, even afterwards to include the way that successful dissertations are celebrated and made available to the wider LCB community.

### Dissertation Culture

It must be made clear to students who join LCB that we take the dissertation writing process very seriously. Students should know from the outset what is required, what is acceptable, what is not acceptable and what support they can expect. This information must be made available to students during their first induction meeting at LCB. It should be reiterated while preparing their proposals and while under supervision in writing the dissertation.

1. The induction meeting must include an introduction to:
  - a. the proposal and dissertation writing process, with details of sections, word counts, time scales, structure, etc.,
  - b. the ethics of dissertation writing, referencing and citing other peoples' work,
  - c. unfair practice and plagiarism,
  - d. The role of supervisors and what students should expect from them.

Finally, examples of good past dissertations should be available for students to view.

2. Students should be presented with the student handbook upon enrolment, which must contain similar information as above.
3. The website should provide students and prospective students with access to the student handbook, as well as guidelines on standard practices to avoid unfair practice, referencing and ethics.
4. All students must attend the Research Methods module and their attendance record will be taken into consideration when accepting their dissertation proposal.
5. The college will advise students to seek help from an approved list of professional proof readers, being careful that no content is changed so as to become plagiarised. They should indicate clearly where such a service has been used. Proof readers can help improve English quality, so that students need not feel tempted to copy and paste other people's work due to them being conscious of their own language shortcomings.

### Research Methods and Proposal Writing

All students must the Research Methods module and their attendance record will be taken into consideration when accepting their dissertation proposal.

This module will cover in detail the topics introduced at the induction. Here students will learn the details of what is expected of a dissertation and a dissertation proposal. They will submit a draft proposal for formal assessment, and then receive feedback from the tutor.

## Supervision

All students will have been guided through writing the dissertation proposal, then after their marks for part one of the Masters programme have been confirmed at an Examination Board meeting, a supervisor will be assigned to them to guide them through the dissertation writing process.

1. The Programme Director (and not anyone else) will appoint and vet all new supervisors. There will be a face-to-face interview and a review of their supervision experience.
2. A supervisor will not be supervising more than 10 dissertations in at a time.
3. All new supervisors will be trained by internal staff who will demonstrate LCB's expectations.  
They will start on a trial basis, where their quality will be monitored closely by internal verifiers until confidence is reached that they have adopted the LCB and university supervision culture. A record of completion of training will be kept on file.
4. Supervisors who are not employees of LCB are paid a fixed fee for each dissertation. They too cannot exceed supervising more than 10 dissertations at a time.
5. Supervisors should inform LCB of their existing time commitments, so that a suitable number of dissertations can be allocated, according to Appendix A: Permanent Staff Dissertation Supervisor Time Management and Appendix B: Part-time Dissertation Supervisors Time Management.
6. Each new dissertation allocated to a supervisor will require the supervisor to sign an agreement that they will devote a minimum period of time to guiding this student and that they have that time available.
7. The Programme Director will monitor the progress of dissertation supervision throughout the period of supervision through contacting the student and the supervisor for feedback on the experience.
8. New supervisors will be vetted by the Programme Director. Such vetting will include a background check (references) and examples of previous supervision work. The record of such vetting will be filed with the Programme Director.
9. Supervisors are expected to comment on any suspected plagiarism for each dissertation that they supervise.
10. All Masters students will be required to undertake a viva at the time of submitting their dissertation proposal to verify that they are the genuine author of the work, and capable of undertaking the research.

### Assigning Supervisors

Each supervisor should have an extensive background in the field of study of each dissertation being supervised. Each trimester students who are starting writing their dissertation proposals are shown a list of current available full-time and part-time dissertation supervisors with a summary of their experience. Students are encouraged to contact the supervisors informally to discuss the research that they may like to undertake and whether the supervisor will be happy to supervise them. This helps students refine their scope of study at an early stage.

Independent of the above, when a research proposal is submitted for consideration, the Programme Director will formally approach potential suitable supervisors to request whether they are able and willing to supervise the dissertation. If no available supervisor is found, then the programme director



searches further afield to find a new part-time supervisor. If this search fails, then the student is asked to modify or change their field of study to allow a suitable supervisor to be found.

### **Submission**

1. The college aims to process submitted dissertations within 15 working days of submission. Processing includes:
  - a. Plagiarism search by the Programme Director, relying upon experience and using Turnitin and other online originality checking tools.
  - b. Initial marking of dissertation.
  - c. Second marking of dissertation.
  - d. Submitting to the University with matriculation papers.
2. Students will be issued a tracking number to use to track online the progress of their dissertation through the system.

### **Responsibilities of the Supervisor**

- Advise the student on selecting a dissertation topic which falls under the expertise of the supervisor, such that the student can produce a rigorous dissertation proposal.
- Provide advice and guidance to the student such that the student can write a dissertation of the standard suitable for a Taught Master's degree.
- Keep a record of meetings which have been planned according to an agreed timetable.

### **Responsibilities of the Student**

- To work independently on the dissertation, although with the benefit of the supervisors advice.
- To meet the supervisor regularly according to the agreed timetable.
- To take responsibility for meeting all deadlines set by the supervisor.
- To bring problems to the attention of the supervisor as soon as they may become apparent.

Please also see [Appendix A: Permanent Staff Dissertation Supervisor Time Management](http://www.lcbuk.org/pdf/DissertationPolicyAppendixA.pdf) available [here](http://www.lcbuk.org/pdf/DissertationPolicyAppendixA.pdf) (http://www.lcbuk.org/pdf/DissertationPolicyAppendixA.pdf) and [Appendix B: Part-time Dissertation Supervisors Time Management](http://www.lcbuk.org/pdf/DissertationPolicyAppendixB.pdf) available [here](http://www.lcbuk.org/pdf/DissertationPolicyAppendixB.pdf) (http://www.lcbuk.org/pdf/DissertationPolicyAppendixB.pdf).

## Environmental Policy

London College of Business Limited is committed to leading the industry in minimising the impact of its activities on the environment.

The key points of its strategy to achieve this are:

- Minimise waste by evaluating operations and ensuring they are as efficient as possible.
- Minimise toxic emissions through the source of its power requirement, and promoting staff and student use of alternative transportation.
- Actively promote recycling both internally and amongst its students and suppliers.
- Source and promote materials to minimise the environmental impact of both production and distribution.
- Meet or exceed all the environmental legislation that relates to the college.

The Principal shall ensure that:

- This policy is understood, implemented and maintained at all levels in the college
- This policy is available to staff and students

This policy is adapted from a sample environmental policy available at [EnvironmentalPolicy.org.uk](http://www.environmentalpolicy.org.uk)  
<http://www.environmentalpolicy.org.uk/statement.html>

## Equal Opportunities Policy

### **Our Commitment**

London College of Business Ltd is committed to the idea of equal opportunities for all. Our policy is to make sure that no student, or person involved or associated with the college receives less favourable treatment on the grounds of:

- Religious belief or political opinion
- Race (including colour, nationality, ethnic or national origins)
- Disability
- Gender, including gender reassignment
- Marital or civil partnership status
- Having or not having dependants
- Sexual orientation
- Age.

The college is opposed to all forms of unlawful and unfair discrimination. No action shall be taken against any member of society by any person connected with the college which would devalue their contribution to society and to this organisation, or lead to a loss of their own self-respect, or respect for them from others.

Responsibility for making sure that the college fulfils its obligations under this Policy rests with the college Principal.

### **Who does the Policy apply to?**

All individuals within this organisation, staff and students alike, are responsible for compliance with this Policy, and for the positive attitude it requires. All external persons connected with the college are encouraged to hold the same responsibility and commitment.

### **What will we do?**

We will make sure that all our staff, sub-contractors and students are aware of our Equal Opportunities Policy, and where applicable will make them aware of their responsibilities.

All applicants, students, employees and others will be treated fairly and will not be discriminated against on any of the grounds named above. Decisions about admissions, recruitment, promotion, training or any other benefit will be made objectively and without unlawful discrimination.

### **How will we know if the Policy is working?**

The working of the Equal Opportunities Policy will be monitored by the college Registrar on an annual basis, or sooner if necessary.

### **Dealing with complaints**

It is recognised that many individuals may be unwilling to make a complaint regarding equal opportunities, for a variety of reasons, including:

- Fear that others will consider that behaviour trivial
- Fear of retaliation and/or public humiliation
- Fear that the complaint will not be taken seriously

Such concerns may make an individual choose to leave the organisation, or change their job. The college regards this as unacceptable. It is important that employees should feel able to raise concerns without fear and in the knowledge that their complaint will be taken seriously.

All complaints will receive prompt attention and will be properly investigated. We will seek to resolve them as quickly as possible.

Sometimes it may be possible for a student or employee affected by the behaviour of another simply to ask the harasser to stop, or make it clear that the behaviour is unwelcome. If this is appropriate then the student or employee should do this.

However, such an approach may not be appropriate and students and employees should feel able to raise matters at any time with their tutor or line manager or with the college Principal under the college's existing [Appeals and Complaints Procedure](http://www.lcbuk.org/pdf/Appeals_and_Complaints_Procedure.pdf) available [here](http://www.lcbuk.org/pdf/Appeals_and_Complaints_Procedure.pdf) ([http://www.lcbuk.org/pdf/Appeals\\_and\\_Complaints\\_Procedure.pdf](http://www.lcbuk.org/pdf/Appeals_and_Complaints_Procedure.pdf)).

The college must ensure that it complies with relevant legislation (including the Human Rights Act 1998, Equality Act 2010, Rehabilitation of Offenders Act 1974, and the Disability and Discrimination Act 2007).

The text of this policy has been adapted from a sample provided with permission by Tameside Council ([www.tameside.gov.uk/twf](http://www.tameside.gov.uk/twf)).

## Health and Safety Policy

This is the Health and Safety Policy of London College of Business Ltd.

It is the policy of the college to attach the greatest importance to the Health, Safety and Welfare at work of all its students and employees. We believe that this is the Management responsibility, which ranks equally with the college's commercial activity. The promotion of health and safety at work is a mutual objective for both employer and employee and the responsibility of management cannot be properly discharged without the full and active co-operation of all students and employees.

In line with this, our statement of general policy is:-

- To provide adequate control of the health and safety risks arising from our work activities.
- To consult with all our employees on matters affecting their health, safety and well-being.
- To provide and maintain safe equipment and systems of work to ensure they are safe and without risk to health.
- To ensure the safe handling and use of all substances used in connection with our work activities.
- To provide information, instruction, training and supervision to ensure the competency of all employees to safely carry out their duties.
- To prevent accidents and cases of all work related ill health.
- To ensure that all reasonable steps are taken to ensure adequate resources (time, money and manpower) are available for this policy to be implemented.
- To provide appropriate personal protective equipment without cost to employees.
- Hazards, which may exist in connection with the work activity, are identified and eliminated through risk assessments. Where hazards still remain they will be brought to the attention of the person who may be exposed.
- To ensure adequate first aid provision on all work sites.
- To maintain safe and healthy working conditions.
- To review and revise this Health and Safety Policy as necessary at regular intervals.

It is the aim of this college to promote the highest standards of health, safety and welfare throughout its organisation in the performance of its activities.

The text of this policy has been adapted from a sample provided with permission by Tameside Council ([www.tameside.gov.uk/twf](http://www.tameside.gov.uk/twf)).

## Marketing Policy

Marketing of college programmes is an important function to drive recruitment, with 'word of mouth' and recommendation still being the most important. However, to recruit students from new areas, the college may recruit external marketing agents. All such agents will be required to enter into an agreement which limits their marketing activities.

### College Staff

1. The college appoints a full-time member of staff to oversee marketing activities. The responsibilities of this role include:
2. Devise marketing strategies to promote the programmes on offer at the college.
3. Attend conferences and exhibitions to promote the programmes on offer at the college.
4. Organise advertising campaigns.
5. Contact directly existing feeder colleges and universities, whether in the UK or overseas, to promote the programmes on offer at the college.
6. Ensure that all marketing materials comply with awarding body and accreditation agency guidelines.
7. Monitoring feedback from students about marketing efforts, including feedback about agents.
8. Analysing feedback from students and academic staff to determine positive and negative patterns arising.
9. Advising SMT on publicity and website related issues that may need addressing.

### Agents

The role of the recruiting agent is solely a marketing role and nothing else. The only authorised work for the college in this regard is to promote the current programmes using up-to-date literature produced by the college. The marketing agent is restricted to only stating the facts of the course, as it appears on the literature and not answering questions further. The literature itself will contain the college's contact details to answer any queries. For overseas online students, at an agreed date and location, the agent may encourage prospective students to gather to meet the college staff to complete the application, enrolment and induction process. Prospective students will already have sent copies of their documents for matriculation and college checking. Original documents may be checked on such an enrolment day. After this, the agent has no further role to play.

The conduct of agents will be monitored through asking students about their experiences to determine what they have been told prior to contacting the college directly. All such feedback will be recorded on standard forms to be reviewed every trimester by the senior management and admissions teams. Admissions staff will be trained to raise any arising concerns with SMT immediately. Occasionally, the college may recruit anonymous individuals to visit the agents to monitor their activities. Any complaints or concerns about agent conduct will result in an enquiry with appropriate action being taken. Agents are required to complete a form every trimester stating what their recent marketing activities entailed.

Most agents will have been selected by senior college staff based upon their existing reputation and established operation. It is conceivable, however, that prospective agents may contact the college to request working with us. In this case they will need to complete an [Application Form](#) to register their interest, which will then be passed to the marketing officer to consider. Thorough background checks, including getting references from previous educational establishments, will need to be undertaken before senior managers finally invite the applicant to complete the [agent agreement](#).

**Notes:**

1. All who are involved with marketing the courses will be explicitly authorised to do so and have clear written agreements.
2. Agents will be paid a commission on successfully enrolled students. Agents will be penalised if students' complaints about their behaviour are upheld, possibly having the agreement revoked.
3. Agents are not to handle the student's fees at all and are forbidden from charging students extra fees.
4. New Agents will be interviewed and have their backgrounds checked. LCB will only work with established reputable agents.
5. Existing and former students may become an agent, with a signed agreement. Only students whom we have experience with and so have confidence in their integrity will be considered for this.
6. Agents are bound by the agreement and also a code of conduct, which will be publicised to students and applicants as well. (See attached)
7. Only employed staff will have regular access to the college premises.
8. All students, visitors and staff must display identification when on the college premises.
9. All new applicants' original documents must be seen by a member of staff. Either by posting originals, or by visiting the country to take copies when a number of students' papers can be gathered.
10. All new applicants will have a face-to-face or live online interview with LCB staff where they must present their identification and original documents.
11. All new applicants will be explicitly asked about what information they have already been told about the course in question. They will also be shown exact details of the course.
12. Agents will not have any academic role to play. They will not be involved in sourcing, or monitoring dissertation supervisors, as this will be done exclusively by the college staff.

## Marketing Agent Code of Conduct

A marketing agent of London College of Business (LCB) is expected to uphold the colleges values at all times. Agents are often the first contact that students have with the college, so it is important that they are given accurate information. In particular, the following applies:

- 1) No Agent will tell or imply to a student or applicant that they are employed staff of the college. They should inform the student or applicant that they are an agent with permission to promote the course in question.
- 2) The agent will not have any personalised literature, cards, websites, brochures or the like, which imply that the agent is an employee of LCB.
- 3) All marketing materials that the agent uses must be approved in writing by LCB before distribution.
- 4) The Agent shall not make any false claim or statement about the college or its courses.
- 5) The agent shall not offer careers, financial or visa advice, unless authorised to do so by the relevant authority in the area in which they operate.
- 6) The agent shall direct students to the college staff or its website for answers to questions about anything other than basic course details.
- 7) The agent will not handle any of the student's or applicant's money at any time.
- 8) Any breach of the above rules will result in a penalty and maybe the agreement between the college and the agent will be revoked.



## Personal Information Policy

To comply with the Data Protection Act 1998 any information that students and staff provide to the college, from the beginning of the application process and throughout their interactions with the college as a student, contractor or member of staff, will be stored securely on our computer systems.

The college will not share this data with anyone other than relevant awarding and regulatory bodies, except where required to do so by law.

The college will make available its stored data available for viewing and correction to whomsoever is the subject of such data. The subject will need to provide identification documents before such data will be made available. Please address all requests for information, in writing, to the college principal ([principal@lcbuk.org](mailto:principal@lcbuk.org)). Requests may take up to 40 days to process and will be charged at £10 per request.

The college uses CCTV about its premises.

The principals of Data Protection, which the college is committed to adhering to, are published here ([http://www.ico.org.uk/for\\_organisations/data\\_protection/the\\_guide/the\\_principles](http://www.ico.org.uk/for_organisations/data_protection/the_guide/the_principles))

Please read the [Retention of Examination Data Policy](#) as adopted by the college, available [here](#) ([http://www.lcbuk.org/pdf/Retention\\_of\\_Examination\\_Data\\_Policy.pdf](http://www.lcbuk.org/pdf/Retention_of_Examination_Data_Policy.pdf))

Please read our website [Cookie Policy](#) available [here](#) (<http://www.lcbuk.org/policies/cookie-policy/>)

## Retention of Examination Data Policy

It is the policy of the London College of Business to keep all student coursework and exam scripts for three years from the date of the student's completion of the programme for which it was undertaken. Where a programme specification specifies a longer retention period, then this will apply instead of the three year maximum.

When the period of retention for a piece of student coursework and exam script expires it will be destroyed confidentially.

If a student has made a complaint or an appeal, then the student coursework and exam scripts for the whole cohort will be retained until such complaint or appeal has been resolved.

The college has adopted a [Personal Information Policy](#), to comply with the Data Protection Act 1998. Please read it [here](http://www.lcbuk.org/pdf/Personal_Information_policy.pdf) ([http://www.lcbuk.org/pdf/Personal\\_Information\\_policy.pdf](http://www.lcbuk.org/pdf/Personal_Information_policy.pdf)).

If a formal request for personal data, including student coursework or exam scripts has been received by the college, then such data cannot be destroyed until the requested data has been provided to the student concerned.

Staff involved with marking and handling student coursework or exam scripts should be aware that all written comments on or about students' work may not remain private and may be included among the student's personal data.

Students should be aware that their work may be viewed by awarding body representatives and other professional and regulatory bodies, where the college deems it relevant to do so.

## Student Attendance and Participation Policy

London College of Business (LCB) expects a high level of student participation in its programmes, in order that student achieve their best potential.

As part of the application process students agree:

- That they have access to the equipment necessary to fully participate in the online course, if applicable, as detailed in the system requirements.
- To participate and engage in the course as much as they can, or at least 80% of the course's meetings, lectures, activities and study materials. However, for students pursuing BTEC programmes through online/interactive mode, the attendance levels are flexible but guided learning appropriate to achieve the grades is expected
- That they have read the planned programme timetable published on the college website and in the reception area of the college.

Students are expected to fully participate in the courses' activities and assessments. If LCB becomes aware that a student is not fully participating, then it will endeavour to contact the student to offer assistance that it deems necessary to ensure that the student continues to complete the programme and succeed in their learning goals.

Students are to submit all coursework by the deadlines set by their tutors and attend all exams on the given dates and times. If they are unable to meet a deadline or exam time due to no fault of their own, they must submit a request for the extenuating circumstances to be considered before the deadline itself, along with any documentary proof. Requests submitted after the deadline cannot be considered, except in very special circumstances, so the student will be deemed to have failed in that aspect of the course's assessment. See [Assessment Policy](http://www.lcbuk.org/pdf/Assessment_Policy.pdf) available [here](http://www.lcbuk.org/pdf/Assessment_Policy.pdf) (http://www.lcbuk.org/pdf/Assessment\_Policy.pdf).

Where applicable and unless otherwise stated in the programme specification, assignments may have a formative deadline and a summative deadline. Students are required to attempt to meet both deadlines. The formative deadline allows an opportunity for tutors to feedback to the student on the assignment or part of the assignment that they have submitted. The summative deadline is considered a final submission. If an assignment fails to meet the pass criteria at the summative deadline, then the student has one more attempt to re-submit a new assignment to meet the pass criteria for the assignment, unless otherwise stated in the programme specification. Resubmission assignment will only assess pass criteria, so the maximum mark achievable will be a pass.

Authorised absence will be any absence that is agreed with the college administration in advance.

Students who are absent for one week should obtain a letter from their GP. Failure to do so will mean that continued absence will be considered as unauthorised.

Late arrival of more than 15 minutes to timetabled learning events will be considered as unauthorised absence.

Room and timetable changes and will be emailed to students and will be available on notice boards around the college and in the reception area.

Students should explain to the college their unauthorised absences in writing, either by email or on paper. Members of college staff who receive such explanations should ensure that they are copied to the college Admin Team for recording and placing in the student's file.

Where unauthorised absence causes concern about the likelihood of successful outcomes or does not comply with Home Office Regulations regarding Tier 4 Visa students, or awarding body regulations or funding authority rules, students may be asked to enter into an attendance contract with the college. In such cases the awarding body, funding authority or Home Office may be informed of the continued absence. In such cases an appointment with the Student Welfare Officer will be arranged to discuss the student's absenteeism.

The attendance contract will be signed by the college Principal and the student and placed in the student's file. It will explain possible sanctions in the event of the contract not being fulfilled, including a final warning letter being issued to the student. In such cases a further appointment with the Student Welfare Officer will be arranged to discuss the student's absenteeism.

If a Tier 4 Visa student has not arrived at the college by the start of the programme, the college will determine with the Home Office whether the visa has been granted. For details of how the college will deal with fees already paid, see the [Cancellation, Refunds and Charges Policy](http://www.lcbuk.org/pdf/Cancellation_Policy.pdf), available [here](http://www.lcbuk.org/pdf/Cancellation_Policy.pdf) (http://www.lcbuk.org/pdf/Cancellation\_Policy.pdf).

Students may appeal against any aspect of the decisions made regarding their attendance, by following the college [Appeals and Complaints Procedure](http://www.lcbuk.org/pdf/Appeals_and_Complaints_Procedure.pdf) available [here](http://www.lcbuk.org/pdf/Appeals_and_Complaints_Procedure.pdf) (http://www.lcbuk.org/pdf/Appeals\_and\_Complaints\_Procedure.pdf).

## Student Welfare Policy

London College of Business (LCB) recognises the need for pastoral (non-academic) support for all students. This is especially important with overseas students, who need support and advice in adapting to a new living environment, as well as a new learning culture.

<b>QAA Quality Code Chapter B4: Indicator 1</b>
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<i>Through strategic and operational planning, and quality assurance and enhancement, higher education providers determine and evaluate how they enable student development and achievement.</i>
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### Student Culture

Many students may be returning to study after a number of years; others may be studying in the UK for the first time. Whatever the reason, the study ethic of College and its awarding bodies may not be fully embedded within new students. If left unguided this may lead to increased absence, a lack of engagement, or even unfair practices.

All students are required to participate in an induction course which endeavours, among other things, to familiarise new students with assignment writing expectations and plagiarism policies. The Admissions Policy provides additional detail in this area ([http://www.lcbuk.org/pdf/Admissions\\_Policy.pdf](http://www.lcbuk.org/pdf/Admissions_Policy.pdf)).

<b>QAA Quality Code Chapter B4: Indicator 3</b>
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<i>A commitment to equity guides higher education providers in enabling student development and achievement.</i>
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### Researching and Writing

The Research Methods module, and the Study Skills and Assignment Writing sessions, available to all students, start with an explanation of assignment writing techniques, plagiarism issues and mock assignments to allow students to gain experience, without being penalised if they make mistakes. All assignments are to be submitted online and marked online wherever possible, thus ensuring that checking the plagiarism checking software is an integral part of the marking process. Students are actively encouraged to use the plagiarism software to check their own work prior to submission. Plagiarism is often unintentional, and this gives the student an opportunity to correct any issues prior to submission, avoiding unnecessary penalties.

Seeking help may not be natural to a student, hence LCB should display and regularly advertise the student support chart (see end of this document) to ensure that students are well aware of what is available.

<b>QAA Quality Code Chapter B4: Indicator 2</b>
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<i>Higher education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations.</i>
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## Student Attendance and Engagement

Student attendance and engagement is monitored to ensure that students do not ever just disappear. In the case of face-to-face students, monitoring attendance and participation is a normal straightforward process, whereas almost all aspects of an online student's activities can be monitored in real-time and retrospectively. There are regular reviews of student progress, which should take place to allow early intervention where required.

If a student is experiencing academic or non-academic difficulties this is often signified by a pattern of increasing absence. In this Situation College staff will attempt to contact them via email, telephone or using the short-message-service (SMS). If all else fails fellow students, who are known to have a relationship with the absent student, can be asked to attempt to help contact them. The College recognises that it has a pastoral responsibility to help students to resolve issues that may prevent their full engagement.

For modules that have assignment based assessment, the increased regularity of assignment submission deadlines will encourage student participation. For other modules regular formative assessment can be arranged using classroom techniques and the available online tools.

Other aspects of the College Online Learning Management System, which is available to all students, encourage engagement in the wider student community. These include personal blogs, discussion forums, virtual meeting rooms and direct tutor and student messaging.

<b>QAA Quality Code Chapter B5: Indicator 1</b>
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<i>Providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement and quality assurance.</i>
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## The Role of the Tutor

Students who require assistance that their peers cannot offer can arrange face-to-face or virtual meetings with their tutors, or attend one of the regular tutorials or online surgeries. Tutors are contracted to deliver lectures as well as spend one hour weekly per module answering student messages and emails. They are also required to be available for an hour per week for an online drop in surgery to answer student queries of those who choose to attend. Each tutor will be expected to handle no more than 40 students, with associate tutors assisting if there are more. If however there is a need, then this threshold can be reduced. What is important is that no tutor is overburdened such that students get neglected.

Each student is allocated two personal contact points within the College. The first will be an academic contact the second administrative. The Academic Committee in liaison with the Administrative Sub-Committee meets regularly and is responsible for responding to student feedback from Student Representatives.

<b>QAA Quality Code Chapter B4: Indicator 6</b>
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<i>Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression.</i>
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We encourage a “buddy triad” whereby two online students are paired with a senior (second trimester or second year) student who can offer a successful student’s perspective. This replicates natural phenomena seen within our cohorts with the “seniors” providing encouragement to new students. Such pairing is easily achieved within the online system, as students can be allocated private meeting rooms or discussion forums. It has been observed that many College students are extremely helpful towards their fellow students, particularly if they share a common culture or country of origin. Often, students are also trying to gain valuable experience for their CVs, to distinguish themselves from others. It is highly likely that such students will see it as an honour to undertake such a buddy role. The College can also offer financial incentives to encourage seniors if necessary.

All staff should be monitoring student engagement and raising concerns in the weekly All Staff Meeting. Specific sub-committees are tasked to regularly report students' attendance, engagement, attitude and ability.

<b>QAA Quality Code Chapter B6: Indicator 10</b>
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<i>Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement.</i>
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### **Pastoral Care**

It is our experience that further education and undergraduate higher education students need a more specific kind of support than the more mature postgraduate students. Such extra support can be summarised in the following:

**The College should provide free access to a trained career advisor** (where available) or a careers service, available to all students face-to-face and via email, and regular careers focused drop-in surgeries using the online virtual meeting space.

**New applicants will be assessed on numeracy, literacy, business English** and basic business knowledge and will be offered extra support classes to bridge any gaps. These can be taken before starting the programme, or alongside. Severely challenged students should be given the option to be placed on a more basic foundation programme, prior to starting their chosen programme.

**Being able to search for and source learning materials** may not be a skill that new students possess, so we should provide our core books in our library and online to all of our students wherever possible, available to students at no extra cost, or in some cases, at a minimally low price. We should provide these as online e-books, but can deliver to students if necessary.

<b>QAA Quality Code Chapter B3: Indicator 2</b>
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<i>Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.</i>
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**The academic staff assigned to a cohort of students should play an active role** in encouraging student attendance and engagement. They will regularly monitor attendance and the assigned tutor should contact students for every missed appointment. Students who are showing signs of disengagement will be required to enter into an attendance contract with possible mark penalties applied for

infractions. Such penalties may include capping module marks at a percentage linked to their attendance percentage.

With regard to students studying online, specially appointed local College representatives may play a bigger role in the pastoral care of our students. We will expect them to organise proper student societies, holding regular online and face-to-face events to encourage students to interact with each other, and hence provide an important social aspect to the student experience. Appointment of such representatives will be dependent on a number of College students living within a specific locality.

The College should encourage and support such representatives with setting up work placement programmes for online students, to enable students to complete an internship after finishing their programme, possibly including this as part of their research for a dissertation / project module.

**QAA Quality Code Chapter B5: Indicator 3**

*Arrangements exist for the effective representation of the collective student voice at all organisational levels, and these arrangements provide opportunities for all students to be heard.*

**Student Welfare Officer**

The Student Welfare Officer is available to all students at all times, either on the phone or in person; to discuss any matter that the student feels has not satisfactorily been addressed elsewhere. The Student Welfare Officer should be invited to all meetings related to students or policies, in order that they remain well informed of matters, to be able to swiftly respond to student enquiries.

**QAA Quality Code Chapter B3: Indicator 9**

*Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.*

**Student Representation**

Each cohort of students should each year elect a representative who will attend a regular meeting of all student representatives and the Student Welfare Officer and staff representatives from each of the committees and sub-committees. Here they will have an opportunity to input into all matters of the student experience, academic, pastoral or administrative. The induction process will inform students of the role and process of student representation.

**QAA Quality Code Chapter B5: Indicators 4 and 7**

*The effectiveness of student engagement is monitored and reviewed at least annually, using pre-defined key performance indicators, and policies and processes enhanced where required.*

*Higher education providers ensure that student representatives and staff have access to training and ongoing support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.*



## Learning and Teaching Policy

The Learning and Teaching Policy of the College aims to build independent learners, with students taking increasing responsibility for their own learning. College staff are responsible for enabling such learning. Ultimately students should leave the College inspired, and capable of life-long learning, building upon the foundations and structure built through our programmes.

<b>QAA Quality Code Chapter B3: Indicator 1</b>
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<i>Higher education providers articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among their staff, students and other stakeholders.</i>
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Various approaches to learning have been adopted to achieve this aim:

- Direct contact (e.g. lectures, seminars, tutorials, guest speakers, external visits, case studies, or workshops),
- Collaborative learning (e.g. group projects, discussion forums, or debate),
- Independent learning.

The choice of which approach to adopt to achieve a given learning outcome or objective is left to the tutor, who will select the most appropriate approach on the basis of developing creativity in the thinking of the students by challenging existing precepts. Providing context is important in this regard, such as through using case studies, to expose the students to multiple realities in which the theories may apply.

<b>QAA Quality Code Chapter B3: Indicators 2 and 6</b>
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<i>Higher education providers maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.</i>
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<i>Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience.</i>
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The College Learning and Teaching Policy has been developed to ensure that students will:

- be able to learn and work independently;
- develop organisational skills;
- be able to adapt to changing circumstances;
- develop transferable skills from one context to another;
- be able to communicate their ideas in writing, speaking and practically;
- develop team-working and leadership skills.

### The role of Tutorials

The College assigns to each student a staff member as academic tutor. Academic staff members can provide a wide range of advice and help. The College promotes the use of tutorials for both learning and communicating information. Failure to attend tutorials is often an indication that a student has difficulties. In this situation the College will take action to address poor attendance, offering support and providing learning materials.

The aims of tutorials are to:

- develop a reflective approach to learning;
- encourage students to develop problem solving techniques;
- help students with specific problems, whether pastoral or academic;
- develop a professional relationship between the tutor and student.

For modular programmes the taught modules' teaching contact accounts for about 40% of the student nominal learning hours associated with the module, unless stated otherwise in the programme specification. All the learning objectives of the module will all be addressed in the teaching contact hours. Tutors draw upon published literature, academic research and professional experience when preparing for direct contact sessions with students.

The final summative assignment, project or dissertation aspect of many of the programmes allows students independently investigate a given subject matter, demonstrating their cognitive, analytical and evaluative skills through written and presented work.

<b>QAA Quality Code Chapter B3: Indicator 9</b>
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<i>Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.</i>
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All postgraduate students will undertake a dissertation that amounts to approximately four hundred (400) hours of independent learning. The subject of the dissertation will directly relate to the student's chosen specialist pathway.

### **The Role of Assessment**

Learning and teaching must have formative assessment as an integrated part of the process, in order to help students and tutors understand strengths and weaknesses in the learner. This will provide an opportunity for appropriate strategies to be focused on the individual student, to build on strengths and overcome weaknesses. Formative assessment may be in the form of written class or home work, individual or group presentations, class debate, direct questioning or other relevant assessment techniques.

Summative assessment strategies depend upon the programme specification. Some commonly includes invigilated examinations and written assignments, others may involve an element of observation. All summative assessments accurately reflect the needs of the awarding organisation and fully fit awarding organisation expectations and guidelines.

The above guiding principles remain true and underpin the delivery of Online Learning programmes. As there cannot be the same level of student contact on any online programme as on a face-to-face programme, but we believe that the interactivity built into our technology gives students a real opportunity to engage at the highest possible level. Group and individual meetings can easily be scheduled in private rooms, giving text, video and audio communication. This is fast becoming the standard meeting format for many institutes of repute including large organisations and companies, as the business environment grows to become more globalised.

<b>QAA Quality Code Chapter B3: Indicator 2</b>
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<i>Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.</i>
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As the virtual classroom is modelled on the real classroom environment, lecturers are able to deliver a lecture as they would normally, asking questions, organizing group discussions, handing presentation over to students etc. All of this is possible with the online classroom. The technical ability to quickly include online learners in such activities will be accessible to most lecturers with a little experience and to all lecturers through the services of a distance learning technician.

Lectures play an important role in learning. They are perceived as an effective means by which to communicate detailed, technical information to students at a pace that facilitates understanding, whilst achieving the learning outcomes.

In order to simulate real world situations the College makes use of case study teaching wherever applicable. This helps to prepare students for their future careers and enables them to relate theory and practice.

A Research Methods module will enable students to develop their research skills to be used in all taught modules in addition to their assignments and/or dissertation.

<b>QAA Quality Code Chapter B4: Indicator 6</b>
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<i>Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression.</i>
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Students for whom English is a second language will have a proven minimum level to be eligible for enrolment. However, the College recognises that even then individual students will have differing strengths and weaknesses. Students will inevitably come from various cultures, hence their prior knowledge and experiences cannot be assumed to be the same. To address this factor and to ensure that language or cultures are not barriers to learning, the College adopts the following measures:

- Lecturers and tutors assessing student work should seek to identify students who could benefit from additional language support.
- Personal tutors should monitor a student's ability and seek to become aware of any issues that may affect a student's learning.
- Regular meetings of academic staff should identify where language intervention should be used.
- English language and mathematical skills support classes will be arranged by the College on a needs basis, guided by the academic staff intervention monitoring lists.
- Although all formal study and assessment happens in English, the College does not discourage, and may actually seek to encourage, student collaboration in a variety of languages of their choosing, during their own personal study time.

### **Quality in Educational Provision**

As an 'alternative higher education provider', our 'product' is the provision of a quality educational experience. This experience will provide genuine opportunities for achievement and is as inclusive as possible whilst maintaining the integrity of that provision. The quality of our provision is judged by the relevant internal and external performance indicators, and by external agency guidelines provided by our awarding organisations and the QAQ guidelines embedded in the eight Key Values and the UK Quality Code.

<b>QAA Quality Code Chapter B3: Indicator 5</b>
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<i>Higher education providers collect and analyse appropriate information to ensure the continued effectiveness of their strategic approach to, and the enhancement of learning opportunities and teaching practices.</i>
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This is accomplished by working within a devolved quality framework that ensures that quality management is embedded as close to the point of delivery and possible. This promotes and supports an integrated approach to quality enhancement initiatives across the institution, as well as monitoring the implementation of local teaching and learning strategies. Feedback is achieved via staff meetings and the various committees.

In framing its provision the College is guided by the following QAA principles, which apply throughout the whole of the typical student journey.

**An inclusive environment**

*Institutions should seek to provide an inclusive environment where the needs of international students are considered and met alongside those of other students in an integrated and embedded way.*

**Continuous improvement**

*Institutions should continuously reflect on and review their policies and practices, actively seeking and using feedback from students, to make improvements.*

**Student engagement**

*Institutions should ensure that international students are represented in student engagement activities and that their feedback is taken into account in making enhancements to existing policies and practice.*

**Clear and accessible information**

*Institutions should ensure that the information they provide at all stages of the student lifecycle is clear, accessible, accurate, and consistent across the institution. Where technical terminology is unavoidable, clear explanation should be provided.*

**Shared responsibility**

*Responsibility for meeting the needs of a diverse student body should rest with all staff within an institution, not just those with a specific remit for managing international students' experiences.*

**Staff development**

*All staff working with international students should have access to appropriate training and development opportunities, which support them in recognising and addressing the needs of students.*

**Student feedback**

The promotion and enhancement of effective learning will only occur if issues are identified and rectified and if good practice is highlighted and shared. Student feedback is a key part of this process. The College provides a series of structured opportunities for students to provide feedback on all aspects of the learning experience

<b>QAA Quality Code Chapter B4: Indicator 8</b>
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<i>Higher education providers make available appropriate learning resources and enable students to develop the skills to use them.</i>
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**Student responsibility to engage with the learning process**

The student induction process and every subsequent learning experience must emphasis to the student the need for them to take responsibility for their own learning. They must prioritise the learning over other aspects of their life and engage as increasingly independent learners as they progress through their programmes of study.

<b>QAA Quality Code Chapter B3: Indicator 8</b>
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<i>Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience.</i>
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The process by which students become effective independent learners will depend on their interaction with staff and their peers, and be shaped by the physical learning environment. The College accepts its responsibility to provide a learning environment to meet these needs and to engage staff that share this aim. The QAA (QAA B3 Quality Code Learning and Teaching 2012) guidelines note:

*'As active members of a learning community, students depend on interaction with staff and with their peers to support their learning. Achieving independence in learning means that there are always some opportunities for students to shape their learning experience. For some students this may not extend beyond selecting optional modules, undertaking additional reading or practice of relevant skills. For others it may extend to the negotiation of assessment titles or engagement in self-selected research for a dissertation or equivalent practice-based module.'*

<b>QAA Quality Code Chapter B3: Indicator 7</b>
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<i>Every student is provided with clear and current information that specifies the learning opportunities and support available to them.</i>
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### **Student Engagement**

We further recognise that it is important to be flexible so as to respond as and when is necessary to changing patterns of student need and student recruitment, and we accomplish this by:

- reviewing the needs of potential students at undergraduate and postgraduate level so that this can inform the provision of taught courses;
- responding to the current demands for students by distance learning and for part-time programmes of study;
- reviewing the portfolio of postgraduate taught courses with the aim of increasing our share of the market for postgraduate students;
- encouraging new initiatives in academic departments which enhance the College through improved academic standards and income;
- integrating the government's agenda for widening participation into the recruitment of students who are suitably qualified and can benefit from study at the College;
- keeping the student recruitment strategy under review to ensure that all aspects of the College's marketing, public relations and alumni development activities contribute to student recruitment in an integrated manner.

<b>QAA Quality Code Chapter B4: Indicator 3</b>
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<i>A commitment to equity guides higher education providers in enabling student development and achievement.</i>
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### **Levels of Study and Achievement**

<b>QAA Quality Code Chapter A1: Expectation A1</b>
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<i>In order to secure threshold academic standards, degree-awarding bodies: a) ensure that the requirements of The framework for higher education qualifications in England, Wales and Northern Ireland/The framework for qualifications of higher education institutions in Scotland are met...</i>
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LCB adopts the Frameworks for Higher Education Qualifications in England Wales and Northern Ireland (FHEQ) level descriptors for its programmes. Learning accredited at the following levels will reflect the ability to:

Level 4: Certificate of Higher Education: Students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Level 5: Students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Level 6: Students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
  - an appreciation of the uncertainty, ambiguity and limits of knowledge
  - the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Level 7: Students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

(Source: <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>)

The above documents should be read in conjunction with the [LCB Student Welfare Policy](#) and the [Dissertation Supervision Policy](#).

## Terms of Study

### Student Agreement

The London College of Business (LCB) has certain expectations of its students, just as students have certain expectations of LCB. Students agree to comply with the correct application procedure (see [admissions policy](http://www.lcbuk.org/policies/admissions-policy/) (<http://www.lcbuk.org/policies/admissions-policy/>)) and all that it implies and with the following terms and conditions:

1. These terms and conditions will form an essential part of any contract between LCB and the student offered a place of study on an LCB Programme.
2. By agreeing to these terms and conditions, I agree that if I continue to login to the Moodle system at [lcbglobal.co.uk](http://lcbglobal.co.uk) after fourteen days from receipt of my login details, then I will be liable to pay the initial payment and subsequent payments until the full fees have been paid.
3. LCB reserves the right to amend these terms and conditions of study. Students should ensure that they check [this page](http://www.lcbuk.org/policies/terms-of-study/) (<http://www.lcbuk.org/policies/terms-of-study/>) before they log on, each time they wish to use the site.
4. LCB reserve the right to cancel any non-mandatory unit, specialisation course or module offered if the minimum number of students set by the Academic Board for the particular programme is not met. Such cancelled modules will be replaced with another chosen by the majority vote of the enrolled students. This will not affect the student's ability to study for the general programme.
5. It is the responsibility of the student to be familiar with all policies, rules and procedures of the college. All such documents are available upon request from the administrative staff of the college, [this website](http://www.lcbuk.org/policies/download-policies/) (<http://www.lcbuk.org/policies/download-policies/>) and from [admissions@lcbuk.org](mailto:admissions@lcbuk.org).
6. If it is discovered that a false statement has been made or significant information has been omitted from the student application form, LCB may withdraw or terminate the student's enrolment with the college with no refund.
7. In the case of students who require letters or emails issued by the college, then fee payments for the programme must be up to date before the issuing of such a letter or email.
8. LCB will provide students with the following letters:
  - Confirmation of enrolment on the course,
  - Confirmation of results,
  - Final results transcript issued by LCB.All such letters will be sent by email as PDF attachments.
9. If an overseas applicant is to study part of their course in the UK, then LCB shall also provide the student with a letter confirming their application and requesting the British Embassy to consider granting a six month student visitor's visa to the applicant.
10. LCB will post to the student (using Post Office postal services) their award, certificate, or diploma as issued by the awarding body.
11. Upon successful course completion LCB will email a written transcript of results to the student. The student will also receive from the Awarding Body a certificate (and a diploma supplement if applicable).
12. Students will not be allowed to sit any exams unless fee payments are up to date.
13. Students should not pay any fees to any referrer, representative or agent. Please email [admissions@lcbuk.org](mailto:admissions@lcbuk.org) for further clarification or information.
14. Once paid the fee is non-refundable after enrolment. In order to comply with the Consumer Protection (Distance Selling) Regulations 2000, online students will be entitled to a full refund if they notify LCB of their desire to cancel within 7 days of receiving their login details. Students should read the [Cancellation, Refunds and Charges Policy](http://www.lcbuk.org/pdf/Cancellation_Policy.pdf) ([http://www.lcbuk.org/pdf/Cancellation\\_Policy.pdf](http://www.lcbuk.org/pdf/Cancellation_Policy.pdf)).
15. If a registration cannot be completed due to no fault of the student, then a full refund will be made.
16. All required documents and due student fees should arrive at LCB within 21 days from the beginning of the programme. Late documents or fees may result in the student being enrolled for the next start date of the programme.
17. For a student to be eligible for a tuition fees discount for on-time-payments (where applicable), the student must not be more than two weeks late in making any due payment, according to the agreed schedule of payments. If a student is more than two weeks late in making such a payment, then they will need to pay the full undiscounted fees.
18. Enrolled students are not entitled for any tuition fee refund, except in rare exceptional circumstances,



which will be considered by LCB upon request. A right earnest and appropriate decision will be communicated to the student.

19. Students must notify LCB in writing of their decision to withdraw from the course promptly before the commencement of the next semester.
20. It is the sole responsibility of the student to inform the college administration of any changes of address, email address, visa status, health problems or any kind of disability.
21. The college does not accept responsibility, and expressly excludes liability, for damage to students' property, physical or intellectual, resulting from, but not limited to, the negligence of its staff, representatives or agents, nor for the consequences of any modification or cancellation of courses as set out in our website, nor that resulting from the transfer of computer viruses to students' equipment. Students are advised to ensure the safety of their property against theft and other risks.
22. All transactions will be in UK Pounds Sterling, with no consideration or compensation for fluctuating exchange rates.
23. Students agree that they have access to the equipment necessary to fully participate in the online course, if applicable, as detailed in the [system requirements](http://www.lcbuk.org/policies/system-requirements/) (<http://www.lcbuk.org/policies/system-requirements/>).
24. Students agree to participate and engage in the course as much as they can, or at list 85% of the course's meetings, lectures, activities and study materials.
25. Students are expected to fully participate in the courses' activities and assessments. If LCB becomes aware that a student is not fully participating, then it will endeavour to contact the student to offer assistance that it deems necessary to ensure that the student continues to complete the programme.
26. Students agree that whenever their ID needs to be verified, in person or online, then they must show their full uncovered face.
27. LCB reserves the right to alter previously published programme specifications, to cancel or change the content of units and modules and/or study materials, and to alter dates and locations of lectures. However, LCB will make reasonable efforts to inform students by email in the event that such changes occur.
28. Students are to conduct themselves in a manner that is respectful of others at all times. No physical, verbal or written abuse directed at other students, staff or others will be tolerated by LCB. Such behaviour may result in immediate termination of the student's enrolment, with no refund being paid.
29. Students are to submit all coursework by the deadlines set by their tutors and attend all exams on the given dates and times. If they are unable to meet a deadline or exam time due to no fault of their own, they must submit a request for their extenuating circumstances to be considered before the exam or the deadline, along with any documentary proof. Requests submitted after the deadline cannot be considered, so the student will be deemed to have failed in that aspect of the course's assessment.
30. If a student wishes to defer study of a particular module, they must request from LCB before the start of that module. They will be charged £50 administrative fee for each module that they wish to defer. LCB reserves the right to either grant or deny permission to defer a module.
31. Student login details are non-transferable. Students must keep their password secret. Any discovery of a student sharing their password with others may result in the immediate termination of the student's enrolment, with no refund being paid.
32. Student login details remain valid for the duration of the course until the student's certificate is issued for a maximum of two years.
33. LCB will not be held responsible in the event of any aspect of its service being temporarily unavailable due to no fault of its own.
34. Materials provided on the college websites are for the exclusive use of the student to assist their personal studies while they are enrolled with LCB. Students agree to not distribute the contents of the college websites using any distribution medium to any other persons, either while a student of LCB or afterwards.
35. Any attempt by a student to gain access to data that the student is not entitled to may result in the immediate termination of the student's enrolment, with no refund being paid.
36. This Agreement shall be governed by and construed in accordance with the law of England and the parties hereto hereby submit to the exclusive jurisdiction of the courts of England.
37. LCB reserve the right to suspend the college websites ([lcbglobal.co.uk](http://lcbglobal.co.uk), [lcbglobal.org](http://lcbglobal.org), [lcbglobal.org.uk](http://lcbglobal.org.uk) and [lcbuk.org](http://lcbuk.org)) or terminate this user agreement at any time without notice, for the violation of any of its provisions.
38. While LCB endeavours to ensure that the information on its websites ([lcbglobal.org](http://lcbglobal.org), [lcbglobal.org.uk](http://lcbglobal.org.uk),

lcbglobal.co.uk and lcbuk.org) is correct, we do not warrant the accuracy and completeness of the material on the site or in any corporate brochures. Students are advised to contact LCB directly for up-to-date information.

39. Please read the [Fair Processing Notice](http://www.lcbuk.org/policies/fair-processing-notice/) (<http://www.lcbuk.org/policies/fair-processing-notice/>)

<b>QAA Quality Code Chapter B5: Indicator 6</b>
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<i>Staff and students disseminate and jointly recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.</i>
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<b>QAA Quality Code Part C: Indicator 6</b>
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<i>When students leave their programme of study, higher education providers issue to them a detailed record of their studies, which gives evidence to others of the students' achievement in their academic programme.</i>
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## Unfair Practice Procedure

This procedure applies for all London College of Business programmes, unless otherwise stated in the programme specification. All BTEC programmes will additionally follow the 'The Unfair Practice Procedure' available at

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment\\_2018\\_19\\_final\\_v1.2.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment_2018_19_final_v1.2.pdf)

Unfair practice is any act that leads to a student obtaining an advantage which is not allowed in the programme according to awarding body rules. (UoW 2012) Examples of such unfair practice include:

- Plagiarism. See [What is Plagiarism](http://www.plagiarism.org/plagiarism-101/what-is-plagiarism) (<http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>).
- Claiming credit for work produced by another person.
- Fabrication of research data, except where authorised to do so.
- Submitting fraudulent documentation to the college of the awarding body.
- Being in possession of any unauthorised documents of equipment during an examination.
- Copying from or communicating with another candidate in an examination.
- Anything else that may be considered disallowed by the awarding body.

Any suspected unfair practice during any summative assessment will invoke the following procedure.

The awarding body has the power to revoke any granted award at any time, if allegations of unfair practice are judged to have been substantiated.

The Examinations Officer for examinations ensures that candidates suspected of engaging in unfair practice shall be informed that the suspicion will be reported to the Examinations Officer. Evidence of such unfair practice should be confiscated. The candidate will be allowed to continue with the examination.

If any member of staff in the college suspects unfair practice, they should report it to the Examinations officer.

The Examinations Officer, upon becoming aware of an allegation of unfair practice will convene an internal meeting, composed of the Examinations Officer, the chair of the Academic Committee and the Student Welfare Officer. See the [Committee Structure](http://www.lcbuk.org/pdf/Committee_Structure.pdf) available [here](http://www.lcbuk.org/pdf/Committee_Structure.pdf) ([http://www.lcbuk.org/pdf/Committee\\_Structure.pdf](http://www.lcbuk.org/pdf/Committee_Structure.pdf)). The meeting will discuss whether there is sufficient evidence to warrant an unfair practice hearing.

If the meeting concludes that no further action will be taken, then the student will be informed of this.

If the meeting concludes that there is a case to be answered, then the Examinations Officer will inform the student in writing that an unfair practice hearing will be convened, along with the date, time and location of the hearing, and that the student may bring a companion, witnesses and evidence to support their defence.

The unfair practice hearing shall be composed of Examinations Officer, the chair of the Academic Committee, the Student Welfare Officer and the Registrar. With the exception of the Examinations Officer the aforementioned panel members can deputise another member of staff to attend in their place.

The awarding body will be notified of the unfair practice hearing and invited to send a representative.

The unfair practice hearing will continue whether the student attends or not, unless the student has requested a postponement supported by reasonable grounds. In such a case the hearing will be postponed and all affected informed about the new arrangements.

At the hearing the Examinations Officer will act as chair. The student and witnesses, both for and against the student can be questioned by the panel and by the student.

If at the hearing the suspicion of unfair practice is substantiated, the panel can impose a warning or a penalty. If the suspicion of unfair practice is not substantiated, then the hearing adjourns.

The student will be informed within three working days of the outcome of the hearing in any case.

The penalties imposed by the panel will be in accordance with the awarding body's rules, and may include:

- a formal written warning, to remain in the student file,
- cancellation of the assessment, with the requirement to repeat as a second attempt,
- cancellation of the assessment without the opportunity to re-attempt,
- a reduction of the marks awarded for the assessment.

The unfair practice meeting shall be minuted.

The college shall not publicise the findings of the unfair practice hearing, unless requested to do so by the student.

The awarding body shall be informed in writing of the outcome of the unfair practice hearing.

## **References**

Many of the ideas contained in the procedure were inspired by the college's experience in applying the University of Wales (UoW) 2012 'The Unfair Practice Procedure' available at

<http://www.wales.ac.uk/Resources/Documents/Partners/Validated/Regulations-Procedures-Protocols/Appeals-Procedure-Unfair-Practice-Decisions.pdf>

## Useful Links to Help You in and Around London

Here are selections of links to other websites that may help you. This is provided only as a guide.

<p><b>Awarding Bodies:</b></p> <ul style="list-style-type: none"> <li>• Edexcel <a href="http://www.edexcel.com">www.edexcel.com</a></li> <li>• Trinity College London <a href="http://www.trinitycollege.co.uk">www.trinitycollege.co.uk</a></li> </ul>	<p><b>Accommodation:</b></p> <ul style="list-style-type: none"> <li>• London property guide <a href="http://www.londonproperty.co.uk">www.londonproperty.co.uk</a></li> <li>• London renting <a href="http://www.londonrenting.co.uk">www.londonrenting.co.uk</a></li> <li>• Net Lettings <a href="http://www.net-lettings.co.uk">www.net-lettings.co.uk</a></li> <li>• Zoopla <a href="http://www.zoopla.co.uk">www.zoopla.co.uk</a></li> </ul>
<p><b>Eating Out</b></p> <ul style="list-style-type: none"> <li>• All in London <a href="http://www.allinlondon.co.uk">www.allinlondon.co.uk</a></li> <li>• Just Eat <a href="http://www.just-eat.co.uk">www.just-eat.co.uk</a></li> <li>• Eating in London <a href="http://www.eatinlondon.com">www.eatinlondon.com</a></li> <li>• Visit London <a href="http://www.visitlondon.com">www.visitlondon.com</a></li> </ul>	<p><b>Health and sports</b></p> <ul style="list-style-type: none"> <li>• Easy Gym <a href="http://www.easygym.co.uk">www.easygym.co.uk</a></li> <li>• Abbey Sports <a href="http://goo.gl/F9yt5r">http://goo.gl/F9yt5r</a></li> <li>• Essex cricket- <a href="http://www.essexcricket.org.uk">www.essexcricket.org.uk</a></li> </ul>
<p><b>London Boroughs</b></p> <ul style="list-style-type: none"> <li>• Barking and Dagenham <a href="http://www.lbdd.gov.uk">www.lbdd.gov.uk</a></li> <li>• Newham <a href="http://www.newham.gov.uk">www.newham.gov.uk</a></li> <li>• Waltham Forest <a href="http://www.walthamforest.gov.uk">www.walthamforest.gov.uk</a></li> <li>• Redbridge <a href="http://www.redbridge.gov.uk">www.redbridge.gov.uk</a></li> </ul>	<p><b>London attractions</b></p> <ul style="list-style-type: none"> <li>• Visit London <a href="http://www.visitlondon.com">www.visitlondon.com</a></li> <li>• British museum <a href="http://www.thebritishmuseum.ac.uk">www.thebritishmuseum.ac.uk</a></li> <li>• Museum of London <a href="http://www.museumoflondon.org.uk">www.museumoflondon.org.uk</a></li> <li>• London Eye <a href="http://www.londoneye.co.uk">www.londoneye.co.uk</a></li> <li>• National gallery <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a></li> <li>• Science Museum <a href="http://www.sciencemuseum.org.uk">www.sciencemuseum.org.uk</a></li> <li>• London's transport museum <a href="http://www.ltmuseum.co.uk">www.ltmuseum.co.uk</a></li> </ul>
<p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>• Asda <a href="http://www.asda.com">www.asda.com</a></li> <li>• Tesco <a href="http://www.tesco.com">www.tesco.com</a></li> <li>• Iceland <a href="http://www.iceland.co.uk">www.iceland.co.uk</a></li> <li>• Sainsbury's <a href="http://www.sainsbury.co.uk">www.sainsbury.co.uk</a></li> <li>• Marks and Spencer <a href="http://www.marksandspencer.com">www.marksandspencer.com</a></li> <li>• Primark <a href="http://www.primark.co.uk">www.primark.co.uk</a></li> </ul>	<p><b>Travel</b></p> <ul style="list-style-type: none"> <li>• Journey planner <a href="http://journeyplanner.tfl.gov.uk">journeyplanner.tfl.gov.uk</a></li> <li>• London Underground <a href="http://tube.tfl.gov.uk">tube.tfl.gov.uk</a></li> <li>• London Taxi Cabs <a href="http://gettaxi.co.uk">http://gettaxi.co.uk</a></li> <li>• Computer Cabs <a href="http://www.computercab.co.uk">www.computercab.co.uk</a></li> <li>• Go by coach <a href="http://www.nationalexpress.com">www.nationalexpress.com</a></li> <li>• British Airways <a href="http://www.britishairways.com">www.britishairways.com</a></li> <li>• Ryanair.com <a href="http://www.ryanair.com">www.ryanair.com</a></li> <li>• Easyjet <a href="http://www.easyjet.com">www.easyjet.com</a></li> </ul>

## College Address



### **London College of Business – Barking**

6A Monteagle Court, Wakering Road, Barking, Essex IG11 8PL, UK.

Phone: +44 (0) 208 591 2222

Fax: +44 (0) 208 594 2333

Email: [info@lcbuk.org](mailto:info@lcbuk.org)

### Directions

Train: Barking Underground station is on the District Line.

Car: Leave A406 at Barking, follow road to left at roundabout, LCB is on right after one minute.