AFE CENTRAL QUALITY POLICIES

Responsible for Implementation: Head of Quality and Compliance
Latest Review Date: September 2025
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Contents

About Us

Access Further Education Limited ('The College') has subsidiary companies, trading names and trading partnerships through which it operates. The trading names and partnerships might have their own names or brands, but the legal entity for the purpose of this policy is Access Further Education Limited. Trading subsidiaries, trading names and trading partnerships include Access Creative College ('ACC'), National College for Creative Industries ('NCCI'), and Access Sport.

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MANAGING ATTENDANCE & ABSENCE

An overview of the strategies and tools in place to support positive attendance management, and the effective follow-up of absence.

Last Updated: 17/12/2025

Contents

1.   Scope

It is important to note that this document outlines the operational expectations from campus delivery teams concerning managing attendance and absence effectively. This document does not factor in the obvious impact that the quality of teaching and learning, resources & estates, and recruitment also have on attendance. With that in mind, the points outlined in this document should be seen as supplementary to a quality, well-managed learning experience for all students.

The scope of this document is to bring together all of the tools, systems, reports, and expectations that we believe are mandatory for each campus to operate effectively when managing attendance & absence. For a concise overview please refer to the flow chart.

2.   Attendance and Registers

Attendance information forms part of the College's safeguarding strategy and enables early identification of learners who may require additional wellbeing support. Attendance and punctuality are also monitored to ensure learner welfare. Changes in attendance may be an early indicator of safeguarding concern and will be addressed through appropriate pastoral and safeguarding procedures.

Outside of registers being a legally binding document that is subject to audit, the process of taking registers, and, how they are taken, is pivotal to setting high expectations. The expectations for all delivery staff are:

- All registers are taken at the start of the lesson formally. Formal in the sense that it is prioritised, with the expectation that student names will be called out and replied to. Head counting is not permitted. The rationale behind this is that the register infers that the first, and most important aspect of the lesson, is to review that all students are in attendance. Attendance is the priority for the teacher.
- Saving registers is a key part of this process and feeds directly into points 4 & 5 within this document. The expectation is that tutors save their register within the first 15 minutes of the lesson.

- Punctuality is challenged professionally and attendance is reinforced positively. If a student attends late they should not ever be asked to leave the session or wait outside. That being said, a late student should never negatively impact the flow of the lesson and should be expected to be seated quietly and wait for instruction. The register should be updated and resaved as any latecomers arrive.
- Submitting registers is the process of locking a register in its final state and in turn feeding the data into attendance reporting. Registers should ideally be submitted at the end of a session, though the minimum expectation is that they are submitted by the end of that working day.

Access Creative College recognises that patterns of absence, persistent lateness, or sudden changes in attendance can be an early sign of wider safeguarding concerns. Poor attendance may indicate that a learner is experiencing difficulties at home, at college, or personally, which may require further support or intervention.

Attendance data will therefore be monitored not only for academic purposes, but also as part of the College's safeguarding approach. Concerns identified through attendance monitoring will be shared, where appropriate, with the Safeguarding Team and/or Designated Safeguarding Lead (DSL).

Indicators that may suggest a safeguarding concern include (but are not limited to):

- A sudden decline in attendance or punctuality.
- Patterns of absence linked to specific days or sessions.
- Non-contactable learners, or failure to report absences through expected procedures.
- Persistent non-authorised absence despite intervention.
- Reports of illness or stress, that may indicate issues around wellbeing or mental health.
- Disengagement in learning, demonstrated through increasing lateness or early departures.

Where such concerns arise, Attendance Leads, Course Leaders and safeguarding staff will work collaboratively to assess risk and, where needed, escalate or refer to external agencies following safeguarding procedures.

3.   Catagorising Absence

Categorising absence is the process where tutors review previous absences to their session, and at the opportune moment within the lesson, discuss these absences with the relevant student(s). At this point, they can then categorise it within the register system in Guru. Why is this important?

- It ensures a consistent approach to teachers challenging previous absences and that all absences will get picked up.
- This approach allows managers to gauge which teachers are challenging absences consistently and supporting the wider team.
- The discussion may highlight issues that can be supported and/or referred to help a student re-engage.
- The reporting will offer us a richer data set when developing any narrative around attendance.

It should be noted that categorising absences can also take place as part of point 5 and as part of any one-to-ones the students undertake.

4.   Text Tools

Automated text functionality is now built into Guru and the register system. While currently, it is limited to basic absence notification, the functionality can be iterated upon if we feel that it is necessary for the future. The current functionality works as follows:

- Each day, students who are saved (registered) as absent will be flagged for a text. This happens in the first session they are marked as absent and only happens once per day.
- If 30 minutes pass and they remain absent a text message will be sent to both the student and parent/carer.
- The system is reliant on accurate phone information for the student and parent/carer, along with the registers being accurate and saved in line with the guidance in point 2.

5.   Daily Absence Report & Follow Up

Guru allows admin and campus managers to access a report showing all students absent that day. The report, which can be found here, shows which students have contacted the campus to notify us of the absence, along with the reason for the absence. Campus management is expected to create a staff rota that:

- Review the report both in the morning and afternoon
- Makes contact with all students who have not notified us and logs that interaction in the report.

The guru report that supports points 2, 3 & 5 can be found here.

MANAGING ATTENDANCE FLOWCHART

Register
Tutor takes the register, formally at the start of each session, and saves the register within 10 minutes.

Automated Text
Every learner who has been saved as absent will receive an automated text (both parent/guardian & learner) after 30 minutes of missing their first session of the day.

Daily Absence Report
Every learner who has been saved as absent will be added to the daily absence report in Guru

Register Review
Tutor reviews any previous absence to the session as part of the register process.

Manage Latecomers
Tutor effectively challenges lateness, updates and saves the register with any late arrivals.

Absence Follow Ups
Centre teams, via an agreed rota, ensure that all daily absences that we haven't be notified of, are followed up with calls to students and/or parents.

The calls are to be logged in Guru via the report.

Categorise Absence
Tutor finds opportune moment to discuss previous absence with learner(s) and then categorises this on the register.

Submit Register
Tutor ensures the register is accurate and submits it, preferably at the end of the session, though no later than the end of the day.

COMPLIANCE, ATTENDANCE & ABSENCE REPORTS

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AFE Distance Learning Guide & Policy

Distance learning must only be used in exceptional circumstances upon approval by the Head of MIS and/or Head of Quality and Compliance, once approved, a request must be made on Guru using the authorised absence process.

Background

Increased emphasis and attention has been placed on learner retention and with the Education Funding Agency (EFA) now funding 16 – 18 learners based upon retention, much greater importance is placed on the need to reduce learner withdrawals.

From a learner experience point of view the best solution to learners' studies is for them to attend college. However if this is not possible due to extenuating circumstances then other strategies should be explored in order to keep a learner on board and engaged with their qualification.

Approval of New and/or Extended Distance Learning Programmes

One major risk is the funding eligibility of learners engaged in Distance Learning programmes. The ESFA funds Study Programmes on the basis of planned learning hours, not qualification outcomes, and therefore a sustainable distance learning programme needs to be able to evidence not just the assessment achievement but also the hours delivered in securing it.

No learner can embark on a distance learning programme without this change to the mode of study being explicitly approved in writing by both the Executive Head of Curriculum Operations and the Director of Information, Systems and Planning. When considering a distance learning programme for a learner, the Centre Manager / Head of Centre and Learner Services Manager must support any request being made for approval. It should be recognised at the outset that supporting a learner through a compliance distance learning programme represents a significant undertaking and managers are responsible for ensuring that their teams have the capacity to meet the obligations that it places on them.

Formal approval, as above, must also be sought and granted for any extension in duration, or expansion in scope, of a distance learning programme.

Management of learners

One such strategy is distance learning. The key feature of distance learning is that the learner will largely work on their own, with or without face-to-face contact with their tutors or indeed other students, for all or part of their course. However distance learning presents potential risks to learners and to Access Creative College because part or all of their learning takes place away from our centres.

The aim of these guidelines is to help manage the risks and put in a process that is seen as good practice across all of our centres, in managing and progressing such learners. It also provides us with widening participation opportunities in line with our strategic plan, but this must not in any way prejudice our academic standards and quality of provision.

For learners to progress under a distance learning option, they will need access to:

- A scheme of work showing a clear schedule for delivery of their study materials and for assessment of their work
- Description of component units, the intended learning outcomes and teaching, learning and assessment methods used.
- Appropriate learning resources and teaching materials as well as other support materials, reading references and websites etc for independent research.
- A designated support person (tutor or tutors) to whom they can report to for the studies and assessment.
- Access to e-learning materials which are fit for purpose in order to support all distance learning students.
- Access to the local centre (if required) at a time suitable to the learner.
- Ensure that the delivery of all study materials direct to learners, remotely through for example e-learning methods or correspondence is both secure and reliable, and that there is a means of confirming its safe receipt.

All distance learners should receive a clear and realistic explanation of the expectations placed upon them for their studies and the extent of AFE support that is available and in place.

Learners should have access to:

- A schedule of learner support which is available to them based upon timetabled activities, for example tutorial sessions which can be delivered either via skype or google hang-outs.
- Clear and up-to-date information which is available to them locally and remotely for their programme of study.
- From the outset, learners will have access to an identified contact, either local or remote through email, telephone, fax or post who can give them constructive feedback on academic performance and guidance on their perceived progression.
- Where appropriate, regular opportunities for discussions about the programme in order to facilitate collaborative learning and to provide a basis for facilitating their participation in the learner voice and quality assurance.
- Appropriate opportunities to give formal feedback on their experience either through e-tracker or other appropriate formats.

Access Creative College (ACC) and their centres should be able to ensure that all learners on distance learning programmes can be confident that:

- Teaching staff who provide support to distance learners have appropriate skills and receive appropriate training and development.
- All resources offered to distance learning students are relevant and fit for purpose, and that all communication channels and especially those involving the use of technology are robust and accessible.
- All formative and summative assessment is both timely and constructive and guidance is given in how to improve.
- All electronic assignment submission is safe and secure.

Evidencing distance learning activity

For those learners who are approved to study part or all of their course via distance learning it is essential that all contact, and communication is recorded for auditing purposes, and the following procedures need to be adhered to:

- Those learners transferring from a full-time, classroom based course to a distance learning pathway should have the letter D recorded in the register for all timetabled session activity which can be evidenced as having taken placed remotely (see Guidance).
- A channel of communication needs to be opened up to record and evidence contact time between the learner and the tutor (or other member of staff) assigned. Guru contact logs and learner interaction records must be used for this purpose. .
- All actions, targets and feedback to be recorded on the e-ILP which is currently for all AFE learners.
- All planned distance learner activity must be recorded using the AFE Distance Learning Log in order to qualify for recognition as planned learning.

Summary

Wherever possible all AFE learners should attend college, this is the best way for learners to engage and progress with their qualification, however it is clear that in extenuating circumstances, for some learners this may no longer be appropriate, and therefore distance learning offers the best and only solution to keep them in education. For example:

- The latter months of pregnancy
- Learners who become full time carers
- Learners who experience health problems during their studies with us
- Learners who fall into financial hardship during their studies and are unable to access bursaries in order to support their education
- Other such relevant circumstances.

The following general principles should be adhered to in all but exceptional circumstances when considering Distance Learning approval:

- The reason for which Distance Learning is being undertaken has to credibly prevent the learner from attending their sessions, while at the same time not unduly negatively affecting the student's ability to learn, make progress and - ultimately - achieve;
- All distance learning programmes should be as minimal as possible, both in duration and scope. A partial distance learning programme will always be preferable to a full-time distance learning programme; likewise, a defined temporary period of distance learning is preferable to an indefinite arrangement;
- Periods of non-attendance of fewer than 2 weeks' duration should be handled through the authorised absence process rather than a formal distance learning programme;
- Periods of between 2 and 6 weeks' distance learning must be supported by a fully compliant distance learning programme;
- Periods of longer than 6 weeks will only be considered on an exceptional basis, but centres an apply for an extension to an existing programme where appropriate;
- Any learner whose performance on their course prior to the request for distance learner, especially in terms of assessment progress and completion, was below expectations is highly unlikely to be approved for distance learning;
- In order to be approved, their must be evidence that the learner has the capability, and the self-management capacity, to successfully make progress and/or achieve in their course through distance learning;
- No indefinite distance learning requests will be approved before the commencement of the Easter term break;
- All but specific and/or part-time requests for short-term periods of distance learning are highly unlikely to be approved during Term 1.

In all situations we need to ensure that all such learners are well supported with appropriate resources and accessible communication channels. It is also an essential part of our funding that all contact and activity is recorded for auditing purposes.

AFE Learner Disciplinary Policy & Procedure 22/23
Context

All students have a responsibility to maintain good discipline throughout Access Creative College (ACC). This policy and supporting procedures have been developed to support staff in the maintenance of discipline and to provide a consistent, fair and transparent system for dealing with situations that may arise in the college.

The purpose of this procedure is to address the following:
- **Misconduct -** Actions that do not follow the learner commitments to:
  - Feel safe;
  - Learn;
  - To be treated with respect;
- Unacceptable **attendance**;
- Unacceptable **performance**.

There are a number of key points that you need to consider when deciding to issue a disciplinary to a learner. One main thing to consider is the threshold for triggering a disciplinary and what triggers it in the first place. Mostly this will be clear cut. Here are some examples:

Behavioural issues & classroom conduct	> Attendance, Punctuality and Engagement	Plagiarism Submission of Work	*Cumulative Issues based on all of the aforementioned	Gross Misconduct ([see policy](#) for guidance)

1.1. **Misconduct**

Misconduct can be described as any unacceptable or improper behaviour.

Many cases of misconduct may be dealt with informally by a member of staff. However, if the member of staff believes an incident to be sufficiently serious to require the involvement of more senior staff and/or disciplinary procedures, the formal procedures detailed below will be followed.The following are examples of acts of misconduct, some of which, depending upon the circumstances, may be classed as serious or gross misconduct (please note the list is **not** exhaustive):
- Physical assault;
- Theft, bribery or corruption;
- Damage to College property;
- Bullying including online bullying, peer on peer abuse and harassment;
- Violent, dangerous or intimidating conduct;
- Discriminatory behaviour which is contrary to ACC's equal opportunities policies;
- Consuming or possessing alcohol or illegal substances;
- Serious acts of insubordination;
- Dangerous driving of motor vehicles on any AFE campus;
- Violation of ACC's rules and procedures (e.g. use of IT, Health & Safety);
- [Plagiarism.](#)

1.2. **Unacceptable attendance**

Access Creative College has a zero tolerance policy on learner absence, and every single occasion of absence will be challenged. There may be many reasons why a learner is unable to achieve this level of attendance, for example health or domestic circumstances, and these mitigations will be taken into account when deciding whether to pursue formal disciplinary action on the basis of poor attendance. However, in the absence of satisfactory mitigation, if a learner's attendance falls below 90% may result in these formal procedures being invoked. Likewise, learners who exhibit selective attendance

of their timetabled sessions and/or deliberate truancy may be subject to formal disciplinary action even if their average attendance exceeds 90%.

1.3. **Poor performance**

Every effort will be made to support the learner to achieve their goals and/or exceed their target grades. All learners are provided with personal, SMART targets to support them in meeting and exceeding our expectations of them, but there may be occasions when it is felt that a learner's performance is unsatisfactory.

There may be mitigating reasons that explain why a learner is not making satisfactory progress. However, when it is felt the reasons for this are unacceptable (e.g. lack of effort, poor attitude, persistent failure to comply with course requirements without good reason), these formal procedures will be invoked.

When a Course Leader or Centre Manager considers that a learner's level of performance is unacceptable, the learner will be offered additional support where necessary, and warned informally of the consequences of continuing underperformance. Further actions will be identified and specific targets will be set and regularly reviewed to support learners in making progress. However, if there is no satisfactory improvement in effort and/or achievement, these formal procedures will be invoked in order to address the situation. Please also refer to the Learner Progression Procedure for related consequences of underperformance.

Formal Disciplinary Procedure

The disciplinary procedure must be fair and transparent to all parties and this must be obvious throughout the progression of all disciplinary action. ACC's policy involves a clear sequential process, consisting of three formal warning stages, which should normally be followed progressively. The warnings must be issued in the context of a formal meeting between the learner, the member of staff and (where appropriate) the learner's parents. The meeting must be arranged as soon as possible, and scheduled to take place within 5 working days.

The meeting should address the causes of the disciplinary action, giving the learner the opportunity to explain their failure to meet the organisation's expectations, and making clear the

consequences of further incidents of misconduct or failure otherwise to improve. The member of staff conducting the meeting should identify specific remedial actions and targets for improvement for the learner, which must all be recorded in detail in the Tutorial & Targets manager on Guru. Finally, a review meeting must be arranged with the learner which should be scheduled for 2 to 3 weeks after the issuing of the formal warning.

If, during the review period, the learner's performance has improved, and they have met all of the requirements of the actions/targets issued during the formal warning, then the appropriate member of staff will briefly meet with the learner to formally review the terms of the warning and confirm their compliance with them. In such cases, the disciplinary action will not progress further at this time.

If the learner has failed to meet the requirements, or other significant issues subject to this procedure have arisen in the meantime, then the appropriate member of staff will schedule a meeting with the learner (and their parents, where necessary) and they will progress to the next stage of the formal disciplinary process.

In exceptional cases, managers may exercise discretion where a learner has demonstrated improvement but has not fully met the requirements of the previous disciplinary warning. Instead of progressing to the next stage of the process, the learner may instead be subject to an extended review period with revised actions/targets. This should only happen once.

Actions Required	Timescale	Person Responsible / Outcomes
Stage 1: Verbal Warning		
Schedule and/or conduct meeting with learner;	Immediately / within 1 week	Email to learner confirming meeting, if not immediate
Record issues and notes from meeting on Guru, including SMART remedial actions/targets; Schedule follow-up review.	During meeting	Letter to learner and parent confirming the action plan and reiterating the policy.
Conduct follow-up review	2 to 3 weeks	If actions/targets not met, or other issues have arisen, progress to the next stage;
Stage 2: Written Warning		**Pathway Manager**
Schedule meeting with learner, inviting parent if appropriate, and giving at least 24 hours notice;	Immediately	Letter/email to learner and parent confirming meeting
Conduct meeting with learner (and parents, if appropriate);	Within 1 week	Letter to learner and parents confirming the action plan and reiterating the policy.
Record issues and notes from meeting on Guru, including SMART remedial actions/targets; Schedule follow-up review.	During meeting	
Schedule and conduct follow-up review	2 to 3 weeks	If actions/targets not met, or other issues have arisen, progress to the next stage;
Stage 3: Final Written Warning		**Centre Manager**
Schedule meeting with learner, inviting parent if appropriate, and giving at least 24 hours notice;	Immediately	Letter/email to learner and parent confirming meeting
Conduct meeting with learner (and parents if appropriate);	Within 1 week	Letter to learner and parents confirming the action plan and reiterating the policy.
Record issues and notes from meeting on Guru, including SMART remedial actions/targets; Schedule follow-up review.	During meeting	
Schedule and conduct follow-up review	2 to 3 weeks	If actions/targets not met, or other issues have arisen, progress to the next stage;
Stage 4: Withdrawal (or Suspension)		**Centre Manager**
Notify learner of withdrawal or suspension; Escort learner from centre, if necessary, withdrawing their ID card and any college assets	Immediately	Letter to learner and parents confirming the action, explaining the outcome and notify of appeal process; Action EAF via MIS;

Review of Disciplinary Progress

The learner's disciplinary status needs to be reviewed on a **twice termly basis.** At this point the disciplinary can be reviewed to see if it is still appropriate. See flow chart below:

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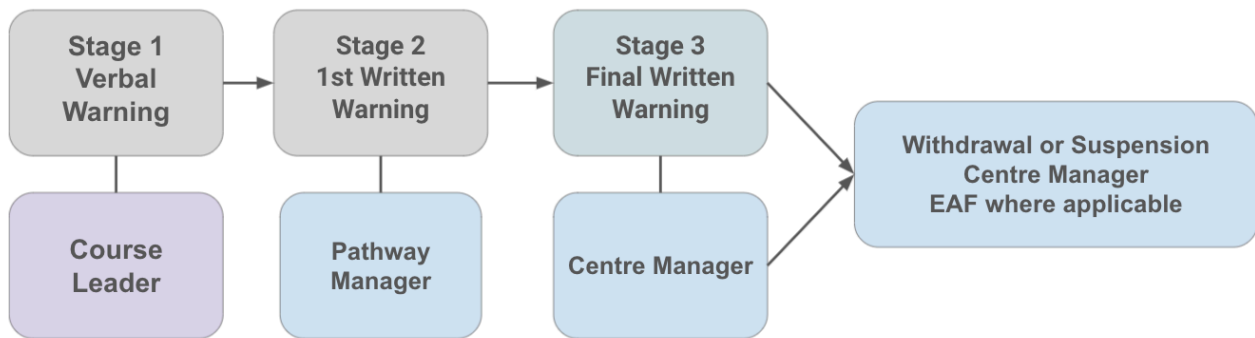
Note - A disciplinary stage can be maintained over the course of progression e.g. L2 to L3

Suspension

Under some circumstances, learners may need to be suspended from their programmes of study. In specific sets of circumstances deemed as being serious or gross misconduct, a centre manager can reserve the right to immediately suspend a learner if their attendance at an AFE centre presents a risk to other learners, staff, company property and the learners themselves.

Suspension can take three forms:

1.4.   Learners may be suspended as a necessary practical measure to temporarily remove them from the centre - e.g. while an investigation of an incident takes place, or for the protection of themselves, other learners or company property.

1.5.   Learners may be 'internally' suspended, whereby they are compelled to attend the centre on their regular days but do not participate in their normal sessions and instead work intensively under the supervision of a staff member.

        This is particularly appropriate where an individual is subject to disciplinary action as a result of a failure to complete assessed work in a timely way, and may be employed most effectively at Stages 2 and 3 of the process.

1.6.   Learners may be suspended, and excluded from attending for a maximum of one week, as a punitive alternative to withdrawal, when reaching Stage 4 as a result of conduct issues or non-submission of assessed work.

        In this context, suspension is a 'one more chance' measure for learners whose withdrawal from the programme can be avoided. It is recommended, where possible, to apply specific conditions for the learner's return, e.g. completion of outstanding work or formal apology.

        This is not an appropriate course of action where learners are subject to disciplinary action due to poor and/or selective attendance.
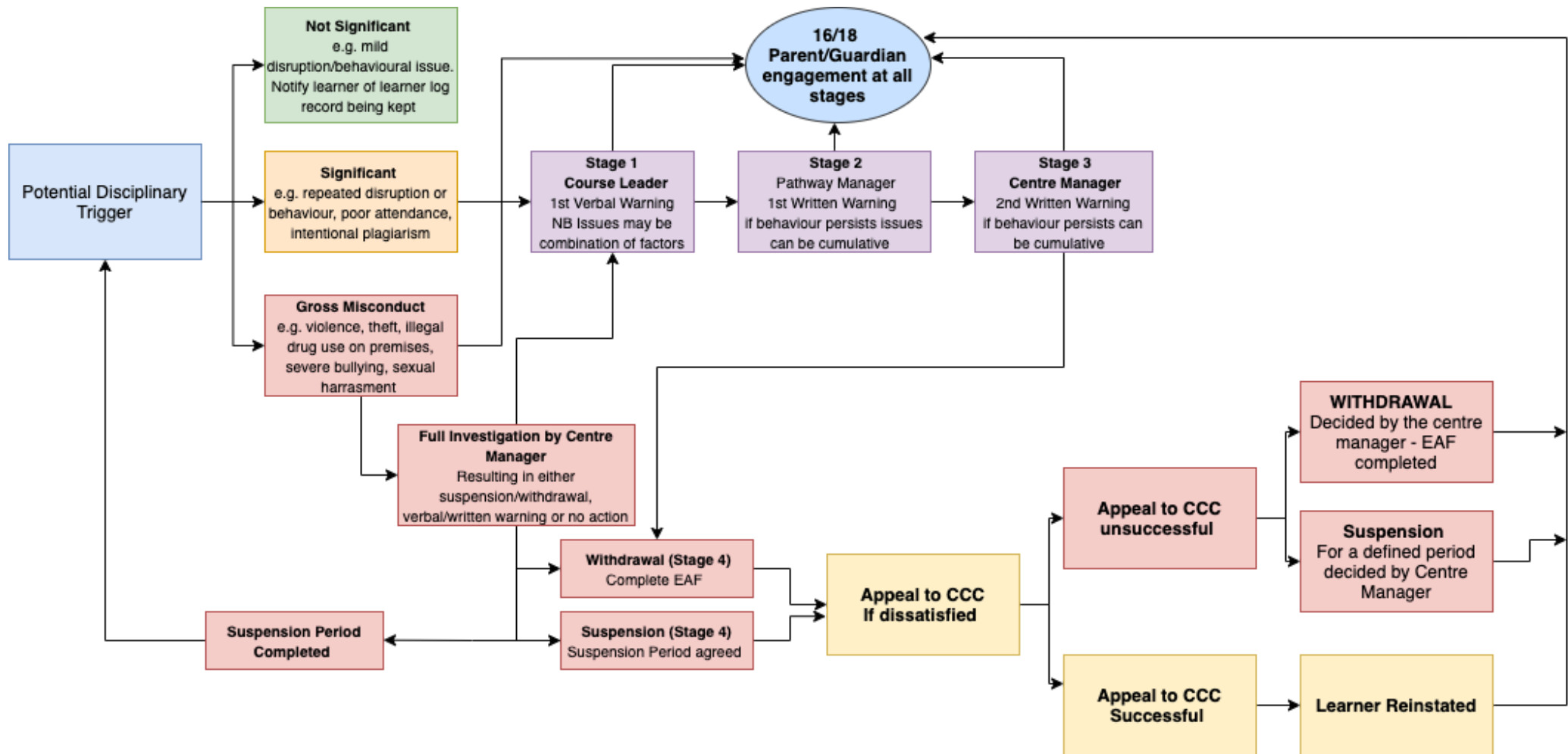
In all cases, learners (and parents, where appropriate) must be notified of the reason(s) for the suspension. They must also receive clear guidance on the duration that the suspension will be in effect for, or at least the timeframe within which they can expect an update pending an investigation, and very clear actions required of the learner where this is a condition of return.

Appeal against withdrawal

An appeal against exclusion must be lodged in writing with the centre manager within five working days of the issue of the withdrawal. This appeal must be referred directly to the Head of Quality and Compliance for review, along with any evidence supporting the original decision to withdraw the learner. A formal appeal may likely form part of larger complaint which should be directed through the Complaints, Comments and Compliments Policy and Procedure which can be logged via email to ccc.admin@accesstomusic.ac.uk..

Following appropriate consideration, the appeal will be reviewed and the decision on whether to reinstate the learner will be taken within 10 working days. The decision of the Head of Quality and Compliance will be final.

Potential Disciplinary Trigger

Not Significant
e.g. mild disruption/behavioural issue. Notify learner of learner log record being kept

Significant
e.g. repeated disruption or behaviour, poor attendance, intentional plagiarism

Gross Misconduct
e.g. violence, theft, illegal drug use on premises, severe bullying, sexual harrasment

16/18 Parent/Guardian engagement at all stages

Stage 1
Course Leader
1st Verbal Warning
NB Issues may be combination of factors

Stage 2
Pathway Manager
1st Written Warning
if behaviour persists issues can be cumulative

Stage 3
Centre Manager
2nd Written Warning
if behaviour persists can be cumulative

Full Investigation by Centre Manager
Resulting in either suspension/withdrawal, verbal/written warning or no action

WITHDRAWAL
Decided by the centre manager - EAF completed

Appeal to CCC unsuccessful

Suspension
For a defined period decided by Centre Manager

Withdrawal (Stage 4)
Complete EAF

Suspension (Stage 4)
Suspension Period agreed

Appeal to CCC
If dissatisfied

Appeal to CCC Successful

Learner Reinstated

Suspension Period Completed

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Plagiarism & AI Policy

Context

Before looking at how to avoid plagiarism, here is an explanation of what plagiarism is:

• To take and use, the thoughts, writings, inventions etc of another person or that of an **artificial intelligence**
  application, as one's own, or:

• To pass off the thoughts, writings, inventions of another person or an **artificial intelligence** application
as
  one's own.

The only way to avoid plagiarism is to ensure learners acknowledge the sources of their information, in accordance with your course requirements.

There are many ways in which plagiarism can take place:

• Rewriting something – even in your own words
• Copying and pasting from a website
• Copying text from a newspaper, magazine, journal or other printed materials
• Copying and pasting from an **artificial intelligence** application such as ChatGPT
• Substituting the occasional word or phrase to disguise the original source
• Using another learner's work, even with their permission (collusion)
• Using a translation of a printed text in another language

All of the examples above constitute plagiarism, unless learners have acknowledged the source through a correctly referenced bibliography or source. Source material can be used in a submission, but the author deserves credit for their work. To achieve good and robust grades, learners need to demonstrate a good balance between referenced source material and independent views, thoughts and research. Learners should not over rely on source material as this can lead to resubmissions and disciplinary measures.

Plagiarism Policy

The plagiarism policy is an attempt by our organisation to identify the problem and give staff and learners guidelines on how to deal with the issue. It also sets out for staff and learners clear procedures on the issue.

AFE will make sure that:

1. All teaching staff carefully read the policy, guidance and warnings on plagiarism.

2. All staff carrying out internal or external assessed work must make learners aware of the guidelines on plagiarism. They must explain how to cite any work that is not their own and include all resources used in a bibliography.

3. All tutors and teachers before any assessment period must make learners aware of the College

plagiarism policy.

4. Teaching staff that suspect any learner's work, which is not examination based and is plagiarised should deal with the issue.

If teaching staff suspect plagiarism with examination work then the Curriculum and Quality Manager and Examinations Officer should be alerted immediately to the issue. The Curriculum and Quality Manager will deal with it depending on the severity of the plagiarism, in accordance with the Learner Malpractice policy guide.

5. All learners must receive guidance on how to cite any work that is not their own. They must be aware that all resources used must be included in a bibliography. It is vital that all Internet sites are also clearly shown.

It is important to make sure learners:

• Always cite the sources of ideas and all resources used in a bibliography.

• Do not reproduce verbatim or near verbatim extracts from other resources, e.g. textbooks, the internet.

• Note that quotations shorter than two lines (approx) or 20 words (approx) may be included in inverted commas in the normal run of text (source clearly shown in the bibliography).

• Realise that longer quotations should be indented and could be shown in a different font.

• Try to avoid quotations longer than 200 words.

• Try to avoid the overuse of quotations in their work.

• Use appendices for substantial elaborations, e.g. copies of questionnaires, documents, and newspaper reports.

• When including charts, graphs and tables put them in the main text, making sure they are numbered and referenced.

• Use the Harvard system when referencing, which is a simple name date system. Care should be taken with the references; the important point to remind learners is to be consistent.

Examples:

Kelly, A (2003) Decision-making using game theory, Cambridge University Press. Ratcliffe, M (2008) Management Made Simple, Pitman Books - Maslow's Hierarchy of needs, pp 171-85.

• Generally and where appropriate, the anonymity of those who participated in research should be preserved, e.g. in questionnaires and experiments

Penalties for Malpractice:

What happens if you hand in work that is not your own?

It should go without saying that the work that you submit must be your own. Staff and awarding bodies are interested in what the learner has learnt and not what someone else has learnt. Awarding organisations apply penalties from a defined range that reflects the circumstances of each particular

case. Each individual case of plagiarism needs to be viewed on its merits to assess the level, depth and intention of the action and may result in disciplinary action, see ACC's disciplinary procedure and formal warnings to the learners. There are 3 areas to pay particular attention to:

1. Plagiarism

'The failure to acknowledge sources properly'

There is always a temptation to copy text that is found, word for word, and not give any reference as to where the text was found and who wrote it. This is, in effect, plagiarism and is not permitted at any time.

2. Collusion

'Agreement with others who are trying to deceive or cheat'

For many of the units of study you will be working together with your colleagues. In some cases you will be using the same resources. However, the assignment must be a reflection of your own individual findings. It is important to submit the evidence of your own work. Don't let others get the credit for your work.

3. Copying from another candidate

There may be the temptation to copy from other learners' work, especially if you have not planned your time and are close to a submission deadline. The advice is plan your time well and do not copy other learners' work.

For further guidance on the penalties involved, please refer to the Learner Malpractice document, which covers the

wider issues of cheating and malpractice.

Access Creative College Student Appeal Policy and Procedures

1.Introduction.

This procedure is designed to provide information to students and staff on academic appeals. It recognises that students seeking qualifications that are either internally or externally assessed have a right to seek a review of decisions that affect them. It is designed to link with students' rights as outlined in Access Creative College's (ACC's) Equal Opportunities and Fair Assessment Policies.

 2. Scope

This policy applies to all learners studying with Access Creative College including those AFE learners taught under agreements with sub contract partners. Breaches of this policy will be managed through the Access Creative College (ACC) Disciplinary policy and procedure. This policy underpins ACC's core values and will be used objectively and free from discrimination in accordance with ACC's Equality and Diversity policy.

3**. Access Creative College operates a general appeals policy which:**

- Aims to provide recourse to arbitration for learners on all courses which include a component of internal and/or external assessment
- Is in accordance with the published requirements set out by accredited awarding bodies
- Includes a procedure for appeals against assessment decisions, whether internal or external

3.1 Whilst many of the following principles and practices are common to all AFE courses, there is a significant difference between these procedures and those of the validated university courses and professional awards with whom AFE has established partnership work. These include Nottingham and Trent University. For HE students AFE adheres to the Appeals Policy requirements of the respective HE partner university.

3.2 For all validated university courses and professional awards, course teams must make learners aware of, and follow, the appropriate Appeals Policy for the respective institution.

4. Right to Appeal

4.1 It is an awarding body requirement, as a condition of centre approval, that a learner/candidate may appeal against assessment outcomes.

4.2 AFE will allow the learner/candidate to be supported in the presentation of his/her case by a parent/guardian/carer or other appropriate adult. In support of any appeal, a learner /candidate should be allowed access to an audit trail of his/her marks, any correspondence relating to his/her internally assessed work and any relevant awarding body procedures for the conduct of internal assessment.

4.3 The right of appeal incorporates the right to an independent hearing, notice of which should be reasonable and in any case no less than two weeks before the date of the hearing.

5. Grounds for Appeal

5.1 A learner/candidate would have grounds for an appeal against an assessment decision in the following situations. This list is selective and not exhaustive

- There is an error in the grade awarded
- The work is not assessed accurately and in accordance with the set criteria or the criteria is ambiguous

- The approved and verified assignment brief was not followed
- The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined
- The internal verification procedure outcomes contradicts the assessment grades awarded
- There is evidence of preferential treatment towards other learners/candidates
- The conduct of the assessment did not conform to published awarding organisation requirements
- Valid, agreed, extenuating circumstances were not taken into account at the time of the assessment such as ALS and SEN
- Agreed deadlines were not observed by staff
- The current Assessment Plan and associated deadlines was not adhered to

6. Responsibilities of AFE

6.1 It is the responsibility of AFE as an assessment centre, to make all learners aware of the relevant appeals procedure and give him/her access to a copy of this procedure. (This can be found in the student area on Access Creative College online). Before a formal appeal is made, the relevant informal appeals mechanism should be exhausted. The formal appeal is the final stage in the process of considering and resolving disputes, and is used only in exceptional circumstances.

6.2 The Head of Curriculum and Quality is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel is set up comprising of at least 3 people- where at least one is a senior member of staff (nominee) and one other is independent of the assessment process, for example the AFE Exams Officer, Curriculum Manager or manager of a service department. The nominee is responsible for disseminating the relevant information to the learner/candidate and parent/guardian/carer if appropriate about the appeals procedure and for informing the Head of Quality and Learners Services about the outcome of such an appeal.

6.3 Written records of all appeals are maintained by ACC. These should include a description of the appeal, the outcome of the appeal and the reason for the outcome. The learner/candidate, parent/guardian/carer if relevant and the Head of Quality and Learner Services receive a copy of the appeals documentation. AFE will consider and resolve appeals to meet awarding body deadlines for

qualification accreditation, where possible. It is the responsibility of AFE to inform the awarding body of an appeal outcome which has implications for the conduct of examinations or issue of the results.

Stage 1- Candidate (Informal process)

The candidate must contact the tutor / assessor and ask for clarification on the assessment decision, final mark / grade given. The student/candidate will be given the opportunity to explain the reasoning for the required clarification.

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Tutor/Assessor refers to feedback sheets/s and explains reasons for the decision to the student.

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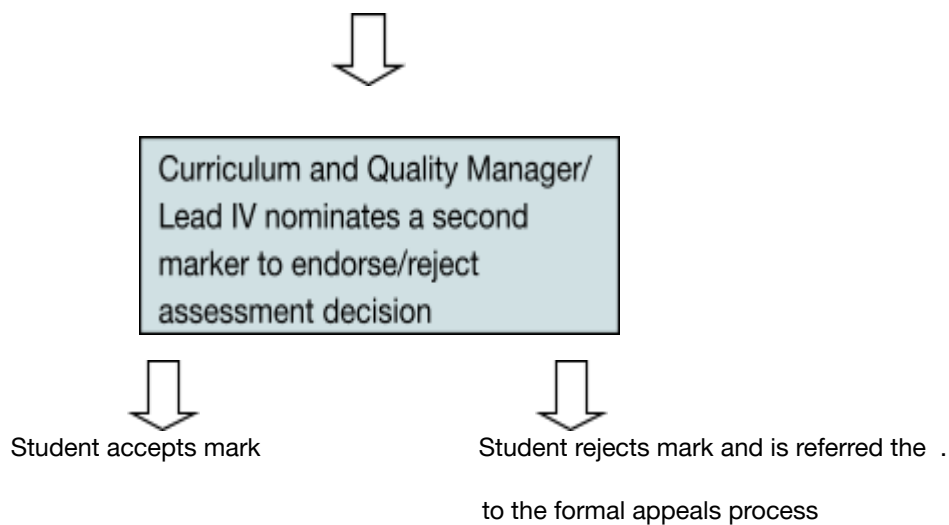Student accepts mark   Student rejects mark
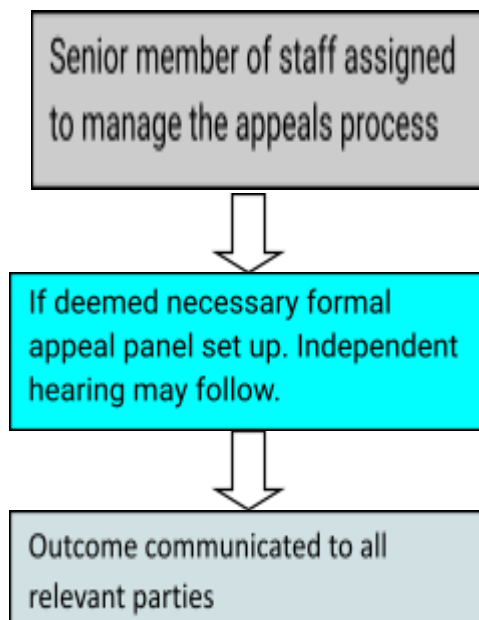
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Stage 2 – Informal

Within one week, learner puts in writing to Assessor their grounds for appeal,   to the Curriculum and Quality Manager. The candidate must complete the 'Assessment Appeals Form' and hand it to the assessor Internal Verifier

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   ┌─────────────────────────────────────┐
   │ Curriculum and Quality Manager/      │
   │ Lead IV nominates a second           │
   │ marker to endorse/reject             │
   │ assessment decision                  │
   └─────────────────────────────────────┘
           ⬇                    ⬇
```

Student accepts mark   Student rejects mark and is referred the .

                                  to the formal appeals process

Stage 3 – Formal Process

```
   ┌─────────────────────────────────────┐
   │ Senior member of staff assigned      │
   │ to manage the appeals process        │
   └─────────────────────────────────────┘
                     ⬇
   ┌─────────────────────────────────────┐
   │ If deemed necessary formal           │
   │ appeal panel set up. Independent     │
   │ hearing may follow.                  │
   └─────────────────────────────────────┘
                     ⬇
   ┌─────────────────────────────────────┐
   │ Outcome communicated to all          │
   │ relevant parties                     │
   └─────────────────────────────────────┘
```

7. External Appeals

7.1 Should a learner wish to appeal against a decision that has formed part of an external moderation procedure operated by the awarding body, s/he should proceed through the awarding body's appeals procedure. The starting place for any such appeal is through the AFE Examinations Office.

7.2 To appeal against the results of external examinations, which might include a request for a remark or access to a script for example, awarding body procedures should be followed. Copies of these are available from the AFE Examinations Office to whom all appeals are made in the first instance. In cases of enquiries about results, where AFE has not initiated the request for such an enquiry, the learner/candidate will normally have to pay a fee for such services in line with Awarding Body requirements. Where the learner/candidate wishes to challenge a decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

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Stage 2

This form should be completed by the student and returned within one week from the date of feedback provided by the tutor or assessor if the student is not satisfied with the outcome following Stage 1 of the appeal process. The completed Assessment Appeals Form to be sent to the tutor/assessor outlining the grounds for appeal and associated reasoning and copy sent to the Head of Quality and Compliance.

Name of appellant		Candidate name *if different to appellant*	
Course Title		Sub Subject/Unit Title	
AFE Centre		Tutor/Assessor Name	

Please state the grounds for your appeal below:

Continue overlea if necessary

Appeal against internally assessed marks
appellant declaration
By signing here, I am confirming I understand the purpose of the appeal

Signature: Date of signature:

POLICY

Complaints, Comments & Compliments Policy & Procedure

CONTENTS

POLICY STATEMENT

APPLICATION

CCC Policy Statement

Access Creative College is committed to providing the best possible service for all of its learners. We do however acknowledge that learners can at times feel dissatisfied and are entitled to have their concerns listened to and addressed. In such cases, the college wishes to respond quickly and effectively.

Normally, learners are invited to raise their concerns in the first instance with the appropriate tutors and then with the centre manager as a complaint can often be resolved quickly and simply in this way. However, if learners are not satisfied with the response made by their centre , or do not wish to use this route, they may make a formal complaint instead.

If you are a learner studying on a Higher Education programme validated by Nottingham and Trent University, following initial complaints raised in line with the Access Creative College procedures, which remain unresolved, then appropriate escalation routes are via NTU in accordance with their arrangements, the details of which can be found **here.**

The procedure for making a complaint is set out below and is also presented in a user-friendly guide, entitled: **'How to make a formal complaint, comment or compliment'.** This can be emailed or posted to learners/parents on reque

Application

These procedures are primarily for the use of all learners (or their parents or guardians) of the college group. In addition, they may be also used by any visitors or partners who make permitted use of college services, facilities and premises. In most circumstances, any staff wishing to initiate a complaint should use other, appropriate People Services procedures.

Procedure for Formal Complaints

Step	Process	Who
1.	If a learner, their parent or guardian, visitor, employer or partner wishes to make a formal complaint, comment or compliment, they can send an email to **ccc.admin@accesstomusic.ac.uk**. Learners, their parents or guardians, visitors, employers or partners may also call AFE on Tel. 0161 247 8088	Learner/ parent or guardian/ visitor/partner

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2.	All formal complaints are logged, and then sent to the CCC Administrator for further action. This will include sending a standard acknowledgement/holding email to the complainant. Complaints addressed to the Head of Quality and Compliance are similarly logged and passed to the CCC Administrator.	CCC Administrator
3.	The CCC Administrator will send an acknowledgement email to the complainant within five working days excluding weekends and bank holidays.	CCC Administrator
4.	A copy of the complaint transcript, and any previous information pertaining to the complaint will be sent by the CCC Administrator to be investigated and resolved by the Head of Quality and Compliance or another relevant investigating officer	CCC Administrator
5.	Upon receipt of the complaint, the Head of Quality and Compliance will respond to acknowledge that they will be investigating the complaint. They may request to interview the relevant parties as appropriate and examine any pertinent and or appropriate evidence.	CCC Administrator
6.	The complaint investigation might require access to sensitive personal data (under the Data Protection Act and GDPR compliance) in order to arrive at a definitive conclusion. The investigator will handle such information with due regard to its sensitivity, only sharing it with any others who need to know or be aware, as a part of the investigation. The complainant submitting a formal complaint must be aware that the above information will be made available under these conditions, as part of an investigation.	Head of Quality and Compliance/ Investigator
7.	The investigator will endeavour to complete the investigation within 15 working days issuing an email that highlights the findings which summarises the conclusions or outcomes. This email should also state if the investigation is both complete and now regarded as closed.\nNB Some investigations may take longer than 15 days to complete e.g. due to relevant parties being absent or on holiday. In such cases the investigator will send an interim letter or email summarising progress and provide a planned date of completion.	Head of Quality and Compliance / Investigator
8.	At the conclusion of the complaint, the investigator will return their report to the CCC Administrator, together with all other documentation relevant to the investigation. The CCC Administrator will retain all documentation relating to the complaint, such that it can be easily retrieved if required for an Appeal.	Head of Quality and Compliance/ investigator

Appeals

9.	The complainant may appeal against a decision if they regard the complaint as still unresolved. The complainant should appeal via	Complainant CCC

	email to the CCC Administrator *within 15 working days* from the date that the final response was sent by the college. The appeal must indicate what the complainant's reasons are for appealing against the investigator's conclusions and provide any additional evidence to support the appeal.	Administrator
10.	The Head of Quality and Compliance will review the documentation, with an appeals panel composed of members from the senior leadership team at ACC. This review will consider whether or not the investigation has been fair, sufficiently thorough, and proportionate in its judgements. It will *not* involve a re-hearing of the complaint, nor a meeting with the complainant unless the investigation is found to have been lacking and further work is required.	Head of Quality and Compliance/ investigator/SLT
11.	The decision of the Head of Quality and Compliance / investigator/appeals panel will be sent to the complainant within 15 working days, and copied to the CCC Administrator. This decision will be final.	Head of Quality and Compliance/ investigator

Information Requests and Data Subject

Access Requests

12.	Our DSAR / Information Request policy and form is available by emailing **dataprotection@accesstomusic.ac.uk.** Any requests for information / formal DSAR received by a member of staff must be forwarded without delay to **dataprotection@accesstomusic.ac.uk.**	Learner/parent CCC Administrator Head of Quality and Compliance/ investigator

Complaint Reporting (Office Use Only)

13.	A complaint report will be prepared annually to review complaint trends by cause, site, ethnicity and disability. The complaint report will also be submitted to the Head of Quality and Compliance at the end of each academic year for consideration.	CCC AdministratorHead of Quality and Compliance/ investigator
14.	Improvement measures recommended by the investigator will be shared by the investigator with the relevant managers, for action and/or to feed their self-assessment process.	CCCManager

Compliments

15.	Any compliments received verbally may be logged and, together with those received by letter, email or phone call, should be forwarded to the CCC Administrator. Details of compliments will be shared with relevant members of staff.	CCC Administrator

AFE Recognised Prior Learning (RPL) Policy

1. Introduction & Scope

This policy examines the different methods where Awarding Organisations can use prior learning on regulated qualification frameworks and other recognised frameworks. This policy applies to all Awarding Organisations where qualifications accept the use of Recognised Prior Learning, including those on the Regulated Qualifications Framework, Where the use of RPL is permitted, this will be stated within the qualification specification.

2. Policy Statement

This policy seeks to enable Learners to avoid duplication of learning and assessment for the purposes of awarding credit. There are three ways that this can be managed:

- Exemption
- Equivalency
- Recognition of prior learning.

3. The RPL Process

Stage 1 – Awareness, Information and Guidance Ahead of enrolling a potential learner, the possibility that they may be able to claim credit for some of their previous learning should be raised with them by the assessor and raised with the CQM. If the learner is interested in this, they will need to know the: 1. Process of claiming achievement by using RPL 2. Sources of support and guidance available to them 3. Timelines, appeals processes and any fees involved.

Stage 2 – Pre –assessment, gathering evidence and giving information At this stage the learner will carry out the process of collecting evidence against the requirements of the relevant unit(s) as agreed with the assessor and CQM. In some cases the development of an assessment plan and tracking document or similar may be required, to support the learner through the process. The evidence gathered will need to meet the standards of the unit, or part of a unit, that the evidence is being used for.

Stage 3 – Assessment/documentation of evidence Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a learner's prior learning and experience in relation to unit standards. The assessor may be looking at work experience records, validated by managers; previous portfolios of evidence put together by the learner or essays and reports validated as being the learner's own unaided work. Assessment must be valid, current and reliable to ensure the integrity of the award of credit and, as above, the evidence gathered needs to meet the standards of the unit, or part of a unit, that the evidence is being used for. The assessment process will be subject to the College's quality assurance procedures, for example internal standardisation and internal verification as well as the awarding organisation's quality assurance procedures. Evidenced gathered through RPL should be clearly referenced and signposted to aid internal assessment and internal and external verification.

Stage 4 – Claiming Certification Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made. Assessment and internal verification records, along with any additional RPL records completed, should be retained for the standard three year period following certification. The assessor must ensure that all learning outcomes and assessment criteria being claimed for each unit are achieved and that the records of assessment are maintained in the usual way.

Stage 5 – Appeal As with any assessment decision on procedural grounds, if a learner wishes to appeal against a decision made about their assessment they need to follow the College's policy and procedures and then the awarding organisation's Enquiries and Appeals procedures.

4. Application of RPL

Equivalency is the transfer of credit from a unit, or units, from within the QCF. To be counted as an equivalency, a unit must have the same credit value or greater and be at the same level or higher than the unit, or units to be claimed. Equivalencies are not recognised by the award of credit and appear on certificates without a credit value. Acceptable exemptions and equivalencies will be included in the rules of combination of a qualification. Recognition of Prior Learning (RPL) is the recognition of non-certificated learning towards a full not partial unit or qualification. The RPL process must be negotiated with the centre and must be claimed as part of the course. The centre is responsible for assessment and claiming credit. There is no difference between achievement of the required standards by RPL and achievement through a formal programme of study; therefore, RPL appears on certificates as credit-bearing.

There are three ways of recognising prior learning which may be open to the Learner:

Route 1 – Submit a portfolio of evidence based on previous relevant knowledge, skills and competencies which must be assessed against the assessment criteria of the unit/s for which RPL is being sought to ensure that all learning outcomes have been achieved.

Route 2 – Undertake the same assessments as Learners following a formal course of learning and assessment that lead to award of the unit or qualification. The assessment may be undertaken without attending teaching sessions.

Route 3 – Assessment through a summative assessment against a unit or full qualification.

It is important to note that RPL is an alternative route to achievement and is not an easy option or shortcut. However, career breaks will be considered and Learners will be supported to return to college. Evidence must be produced for RPL which is subject to the same assessment and quality assurance requirements as applied to evidence produced as part of a course.

5. Currency
Prior learning and achievement must be current to be used by the Learner, which will normally be within the last three years. For exemptions and equivalencies, this means three years start from the date of the original award to the point at which the Learner registers with the centre on the course for which the claim will be made. Credit awarded as part of exemption, equivalency or RPL cannot be carried forward beyond three years from the original award.

6. Restrictions on Recognition
Restrictions will vary according to the Awarding Organisation RPL policy and processes. The awarding organisations aim to ensure that certificates are meaningful and valuable for Learners and other stakeholders. To support this aim, the following guidelines will be applied to the rules of combination for a qualification to restrict recognition of prior learning and achievement.

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1. Learner Details.	
Learner Name	
Name on Certificate	
Unique Learner Number	8908413048
Old Qualification Title	RSL Level 3 Extended Diploma for Music Practitioners (Technology)
New Qualification	RSL Creative Music Industry - Subsidiary Diploma (Technology)

2. Reasons for RPL
All learners enrolled on the extended MUSPRA are being transferred over to the CMI subsidiary diploma to ensure parity of experience for all L3 learners and to update learners on to the more current and superior CMI qualification

How much work is intended to be RPL on to the new qualification? Please indicate unit numbers and learning outcomes and assessment criteria completed.	
RPL work from the older qualification	**New qualification equivalency**
MUSPRA Units	Creative Music Industry Units

How much work is still needed to allow the learner to complete the qualification? Please indicate unit numbers, learning outcomes and assessment criteria completed.

Centre Declaration:	
I confirm that the above information is correct as of the date submitted to RSL. I understand that the application may not be accepted if sufficient evidence is not provided or if the application is made too late in the academic year.	
Signature	
Printed Name	
Job Title	
Date	

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POLICY

Introduction

ACC has a mission to deliver high quality learning across all of its centres in order to create inspirational opportunities for its learners and the communities it serves. Our mission involves a commitment to lifelong learning, widening access and meeting the needs of diverse learner
groups. This diversity brings with it significant challenges relating to learner progression and retention. Our learners enter the organisation from diverse social and educational backgrounds. Our learners frequently experience constraints in particular in terms of finance, which are best addressed through the support and pastoral care that ACC offers. We recognise the specific challenges faced by learners with potential from disadvantaged backgrounds. We participate in and lead initiatives to widen access and our mission is to support all of our learners to achieve success and to enhance learner success for all.

Proposed standards

All learners on taught programmes will be required to complete their course within the published length of the programme in order for a
timely achievement. There will be a window of time outside of this period, where learners who are behind with their coursework and assessment,
can still complete. However this will be governed by the funding rules of the day and in agreement with the Course Leader Pathway Manager and Curriculum and Quality Manager of the Centre.

Induction period

The Course Leader, Curriculum and Quality Manager and Centre
Manager will check that satisfactory academic progress is being made within the first six weeks of any taught
course. The first time a learner fails to meet the satisfactory progress standards, due to:

- Lack of academic ability
- Poor skills
- Poor attitude to their studies
- Untimely submission of course work and assessment
- Poor attendance

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Such learners need to be notified that they are at risk of being removed from the course altogether or transferred to a more appropriate level of course (whichever is appropriate at this stage) All learners need to work towards meeting the required academic standard by the end of the induction period.

Internal Progression policy
This progression policy outlines the minimum academic requirements to progress between levels of ACC's course provision. It is very important that the internal progression policy mirrors as closely as possible the entry requirements for new learners at the relevant level. This is especially important when we look at the requirements for English and maths as it is possible that there may be significant disparities between new starts and internal progression, particularly in academic abilities. The fundamental progression requirements are as follows:

Progress from level 2 to level 3

Progress from L31 to L32

Progress from level 3 to level 4 (If applicable)

Next Steps - Internal Progression Flowchart

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Progress from level 2 to level 3

Learners will have to display evidence of:

- Minimum profile of MERIT grades in all subjects
- Minimum attendance of 85% attendance throughout the duration of the course including English and maths lessons
- Timely completion of coursework and assessment
- Committed and engaged in their GCSE level English and maths lessons (with 85% minimum attendance)
- Full engagement with GCSE qualifications or a demonstration of significantly improved skills in these subjects

Level 2 - L31 Factors Affecting Progression					Progression Action
Deadlines	**Conduct**	**Attendance**	**Maths/English**	**Core Aim Grade**	
Deadlines met	No disciplinary reviews or interventions	90% or above	Excellent improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Distinction	Short Progression Review
Most deadlines met	No disciplinary reviews or interventions	85% or above	Good improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Merit	Short Progression Review
Deadlines not consistently met	Possible disciplinary issues for engagement or submission of work	80% or above	Satisfactory improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Merit	Progression meeting with the Pathway manager
Most deadlines missed	One or more disciplinary issues for engagement or submission of work or misconduct	below 80%	Demonstrable improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Pass	Interview with CM **progression only allowed with good reason and or mitigation**
Most deadlines missed not all work submitted	One or more disciplinary issues for engagement or submission of work or misconduct	Attendance below 70%	Poor engagement and commitment assessed through attendance, mock/progress assessment and teacher statement.	Unclassified	**Non progression**

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Progress from L31 to L32

Progression between L31 is more nuanced due to the nature of the two year course. However progression is not a given and there are a number of factors that play into this. These are;

- Successful completion of year 1
- Good attendance 80% or above
- Good engagement with M&E GCSEs (where appropriate) and demonstrable improvement in skills

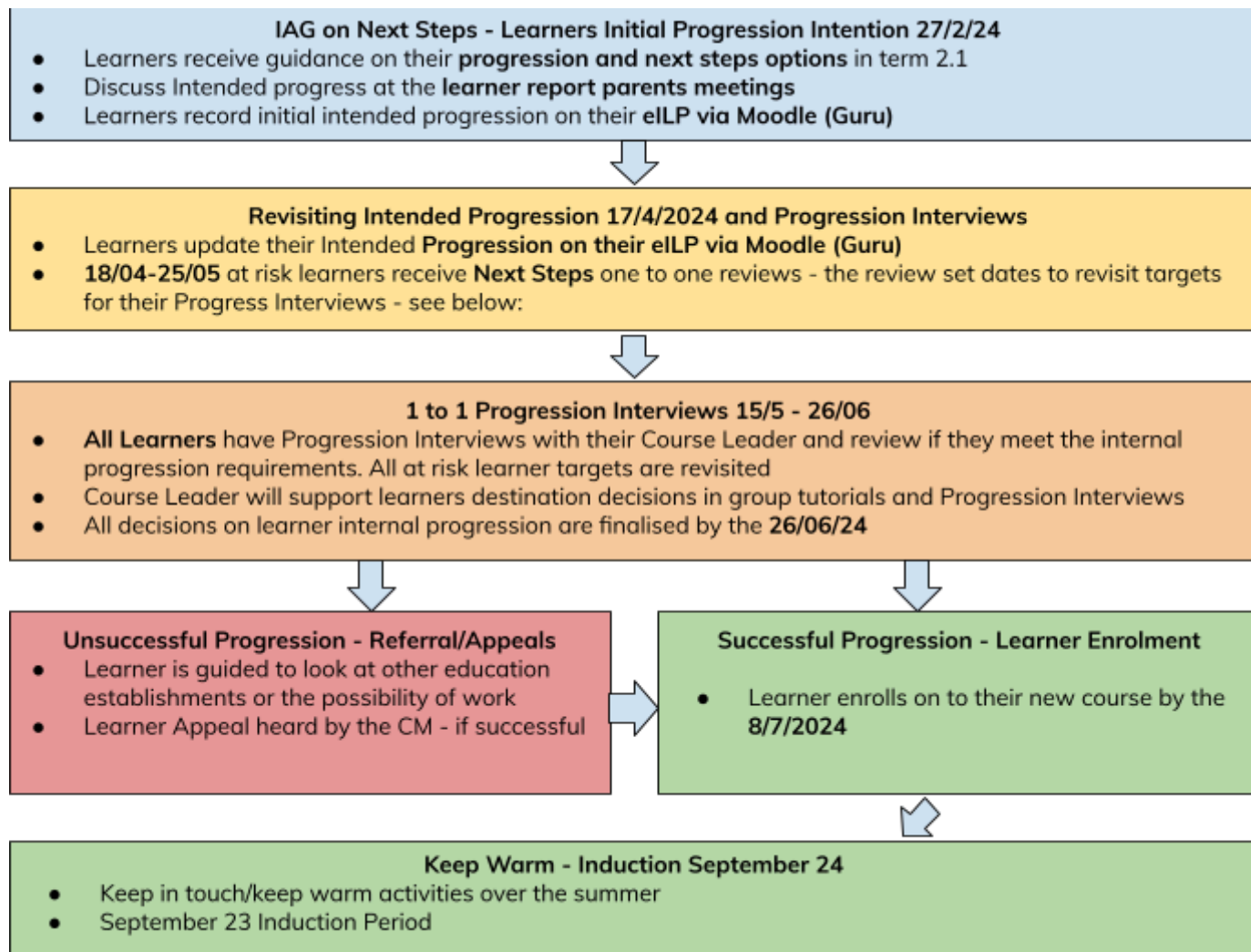| Level L31 - L32 Factors Affecting Progression					Progression Action
Deadlines	**Conduct**	**Attendance**	**Maths/English**	**Core Aim Grade**	
Deadlines met	No disciplinary reviews or interventions	90% or above	Excellent improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Distinction	Short Progression Review
Most deadlines met	No disciplinary reviews or interventions	85% or above	Good improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Merit	Short Progression Review
Deadlines not consistently met	Possible disciplinary issues for engagement or submission of work	80% or above	Satisfactory improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Pass	In depth progression with possible PM involvement
Most deadlines missed	One or more disciplinary issues for engagement or submission of work or misconduct	below 80%	Demonstrable improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Pass	Interview with CM
Most deadlines missed not all work submitted	One or more disciplinary issues for engagement or submission of work or misconduct	Attendance below 70%	Poor engagement and commitment assessed through attendance, mock/progress assessment and teacher statement.	Unclassified	Non progression **progression only allowed an appeal and Interview with CM**

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Progress from level 3 to level 4 (If applicable)

Note, unlike L2 to L3 and L31 to L32 a full interview will need to be conducted as the structure and nature of the L4 Creative Practitioner course is very different to the L2 & L3 courses we offer. A personal recommendation/reference for progression by the Course Leader is required.

- Minimum profile of MERIT grades in all subjects
- Minimum attendance of 85% attendance throughout the duration of the course including English and maths lessons
- Timely completion of coursework and assessment
- Committed and engaged in GCSE English and or maths lessons (with 85% minimum attendance)
- Successful completion GCSE qualifications of grade 4 or above in English

Level 3 - L4 Factors Affecting Progression					Progression Action
Deadlines	**Conduct**	**Attendance**	**Maths/English**	**Core Aim Grade**	
Deadlines met	No disciplinary reviews or interventions	90% or above	Excellent improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Distinction	Short Progression Interview
Most deadlines met	No disciplinary reviews or interventions	85% or above	Good improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Merit	Short Progression Review
Deadlines not consistently met	Possible disciplinary issues for engagement or submission of work	80% or above	Satisfactory improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Merit	Progression meeting with the Pathway manager
Most deadlines missed	One or more disciplinary issues for engagement or submission of work or misconduct	below 80%	Demonstrable improvement in GCSE, showing engagement and commitment through attendance, mock/progress assessment and teacher statement.	Pass	Interview with CM progression only allowed with mitigation
Most deadlines missed not all work submitted	One or more disciplinary issues for engagement or submission of work or misconduct	Attendance below 70%	Poor engagement and commitment assessed through attendance, mock/progress assessment and teacher statement.	Unclassified	Non progression

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Next Steps - Internal Progression Flowchart

IAG on Next Steps - Learners Initial Progression Intention 27/2/24
- Learners receive guidance on their **progression and next steps options** in term 2.1
- Discuss Intended progress at the **learner report parents meetings**
- Learners record initial intended progression on their **eILP via Moodle (Guru)**

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Revisiting Intended Progression 17/4/2024 and Progression Interviews
- Learners update their Intended **Progression on their eILP via Moodle (Guru)**
- **18/04-25/05** at risk learners receive **Next Steps** one to one reviews - the review set dates to revisit targets for their Progress Interviews - see below:

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1 to 1 Progression Interviews 15/5 - 26/06
- **All Learners** have Progression Interviews with their Course Leader and review if they meet the internal progression requirements. All at risk learner targets are revisited
- Course Leader will support learners destination decisions in group tutorials and Progression Interviews
- All decisions on learner internal progression are finalised by the **26/06/24**

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Unsuccessful Progression - Referral/Appeals
- Learner is guided to look at other education establishments or the possibility of work
- Learner Appeal heard by the CM - if successful ➡

Successful Progression - Learner Enrolment
- Learner enrolls on to their new course by the **8/7/2024**

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Keep Warm - Induction September 24
- Keep in touch/keep warm activities over the summer
- September 23 Induction Period

Higher Education Access and Participation Statement

POLICY STATEMENT

Access Creative College is committed to providing an environment for students that actively offers equality of opportunity, freedom from discrimination and values the diversity of all students and prospective students.

The college seeks to broaden the pool of potential applicants by raising awareness and expectations in line with its commitments to widening participation. By combining knowledge of Higher Education and career routes, with insight into industry gained from our network of employers, we aim to challenge preconceptions, raise attainment and help people to develop the skills and knowledge to meet their aspirations.

Access Creative College values highly the diversity and range of experience that prospective students contribute to college life. Applications are welcome from all candidates irrespective of background. Recruitment and admissions processes aim to match the abilities, aptitude, and aspirations of the candidate to the programme of study and accepts a range of appropriate Level 3 qualifications. We also welcome applications from candidates who may have non standard qualifications but have acquired relevant technical/academic experience in the subject area of the qualification..

The college is committed to recruitment and admissions processes which are fair, explicit and implemented consistently across the higher education provision.

AFE ensures that students will not be excluded from entry to any course as a result of discrimination, which includes, but is not limited to: age, race, gender, nationality, ethnicity, sexual orientation, health, disability, socioeconomic background, religion or belief. We will continue our work to improve the rates of access, success and progression amongst target groups where participation in higher education is low. Success in this work depends on continuation of our successful partnerships and collaboration with schools, colleges, local authorities, other HE institutions and charitable organisations.

AFE provides a network of opportunity and support for life. This level of support is particularly relevant for under-represented groups who need extra access and support.

Our Strategy

As a values-driven institution we strive to ensure that every individual matters and commit to closing the gaps in students' access and participation, with a key focus on the persistent gaps in student degree outcomes. Our strategic vision acknowledges our collective responsibility to ensure 'quality education' and 'reduce inequality'. Access Creative College commits to monitoring and evaluating the impact of its widening participation activities on the access, success and progression of students from backgrounds that are under-represented in higher education. This enables us to evidence our commitments to ensuring fairness of access and participation in higher education. While we continue to attract students from diverse backgrounds in line with national benchmarks, we recognise that there is room for improvement in increasing the diversity of our student body.

- We aim to target student recruitment activity at sixth forms and colleges with higher proportions of students from low-participation neighbourhoods, BAME backgrounds and female students.

We will continue to:

- Encourage applications from students from under-represented groups through our marketing and through our partnerships with relevant groups
- Design Programmes to facilitate flexible delivery. Offer many choices in required attendance days and times. This gives those in work the option to choose the best days for them to attend. Full time delivery is also planned so that students are not required to attend across a number of days. This again means that students are able to work and therefore maintain an income
- AFE offers a range of Access to Higher Education Qualifications to support those who are returning to education and need knowledge and skills to facilitate study at a higher level
- Taster sessions are offered to applicants throughout the year so that they get the opportunity to attend the college in advance of enrolment and discuss any potential concerns or support needs. Applicants are also able to experience the welcoming environment and small class sizes
- Personal tutors and support staff introduce the concept of Higher Education during FE presentations, college progression days and taster activities for all ages

Admissions

Access Creative College supports continuous development with regard to equality and diversity is reflected in our Admissions Procedures, where impartial advice and guidance is given to ensure all applicants are supported and placed on courses appropriate to their demonstrated ability to achieve. AFE provides courses from Level 2 through to Level 7 and places students according to their own progress. It means students can develop and learn at their own pace and not be pushed beyond their present situation. AFE ensures this is achievable by continuously reviewing and evaluating:

- Admissions Data
- Progression and Retention Data
- Learning and Teaching
- Assessment
- Induction
- Student Support
- Staff development
- The process of Programme Development and Review

Student Support

AFE has a comprehensive Student Services department. From initial enquiry, prospective students are able to access support with:

- Accommodation
- Course Information and Enrolment
- Travel and Transport
- Health
- Welfare and Funding
- Careers
- Counselling
- Learning support
- Accessibility

Support for students comprising pastoral provision through tutorial programmes, additional learning support for students with LDD, ESOL and/or basic skills needs and central Student Services is a strong feature of Access Creative College.

Additional Learning Support Policy

The Additional Learning Support Policy communicates a framework of student support as a key theme to supporting individuals of all backgrounds, abilities and aspirations in order to fulfil their potential through learning, achievement

and progression.

Success & Progression

We are proud of our progress in reducing gaps in continuation for students from under-represented backgrounds.

- We will seek to continue ensuring students from low participation backgrounds are as likely to continue their studies as their peers from high participation backgrounds.

We recognise that there are large gaps in degree outcomes for students from backgrounds traditionally under-represented in higher education and that this is a social injustice that needs to be addressed. We are particularly aware of the stark gap in outcomes for those from areas of deprivation; Black, Asian and Minority Ethnic (BAME) students, and acknowledge there is a new and growing attainment gap for the increasing number of students with mental health difficulties. Tackling these gaps will be an institutional priority.

- We will close the gap in degree outcomes for students from the most deprived backgrounds (as measured by English IMD), BAME students and those with a mental health difficulty to zero by 2030.

We will:

- Continue to work towards providing fully inclusive centres where all of our students are able to flourish; reviewing and developing our learning environment, learning curriculum and learning technology to be more inclusive and accessible.
- Develop initiatives that support under-represented students to engage in life at Access Creative College and develop 'a sense of belonging', thus increasing their potential to achieve and progress. Examples of these initiatives include (but are not limited to) Peer Assisted Learning (PAL) and other forms of peer mentoring/learning
- Improve and expand the provision of mental health support.
- Increase employability and progression opportunities for students from under-represented backgrounds with an emphasis on supporting students to access volunteering and work experience. This will include an increased focus on progression initiatives into higher levels of graduate employment through increased volunteering and work placement opportunities across the curriculum.
- Research and explore the differential outcomes of students from under-represented groups whilst studying to inform how we develop future widening participation initiatives to address this.

Employability is a key institutional priority for all our students; however we must ensure that as we seek to improve progression outcomes for all, we continue to narrow the gaps in progression for students from backgrounds shown as less likely to progress into graduate employment or further study.

- We will seek to close gaps in progression to graduate level employment or further study between males and females, with a view to closing the gap in progression outcomes by 2025.

We are strongly committed to the value of student consultation and engagement in improving higher education for all students. We regularly consult with students to develop your approach. We consider our students as key partners in our activity to widen access and participation. Student engagement is a priority in the institutional strategy to ensure innovation in the educational experience and we consult with students on the development of all our strategic plans and policies.

POLICY