



ADULT EDUCATION POLICIES AND PROCEDURES

November 2024

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INTRODUCTION

The following key College policies apply to Adult Education students:

- Appeals Procedure Non-Staff
- Complaints Policy
- Data Protection Policy
- Equality and Diversity Policy
- Examinations and Assessment Policy
- Mission Statement
- Privacy Policy
- Quality Assurance Policy
- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Student Behaviour Policy

Adult Education Specific Policies and Procedures

The following policies and procedures apply specifically to Adult Education students and should be read in conjunction with the main college policies. Where there is conflict between an Adult Education specific policy and a general college policy, the Adult Education specific policy takes precedence.

- Adult Education Admissions Policy
- Adult Education Curriculum Policy
- Adult Education Student Fees, Funding and Charges
- Adult Education Student Code of Conduct
- Adult Education Conflicts of Interest
- Adult Education Access to Fair Assessment Policy
- Adult Education Recognition of Prior Learning
- Adult Education Appeal Against Assessment Decision
- Adult Education Malpractice and Maladministration Policy
- Adult Education Use of Artificial Intelligence Policy
- Adult Education Certification Policy
- Adult Education Learning Support Bursary
- Adult Education Study Support Policy

ADULT EDUCATION ADMISSIONS POLICY

1. Policy Statement

1.1 The College of Richard Collyer's Adult Education Admission Policy supports the College's mission which is to provide excellent education for the success of every student.

1.2 Collyer's Adult Education is part of The College of Richard Collyer, a state funded sixth form college which has its own governing body. The governing body sets its own policies and is solely responsible for admission of students to the college.

1.3 Collyer's is committed to ensuring that disabled people, including those with learning difficulties or healthcare needs are treated fairly. All reasonable adjustments to provision will be made to ensure disabled students are not disadvantaged.

2. Scope

2.1 Collyer's Adult Education Admissions Policy applies to all students who are seeking admission to study during evening and weekend Adult Education classes, including those who are already at the college who wish to progress from one programme of study to another or one year to another but excluding sixth form students.

3. Key Principles

3.1 The college will determine annually the total number of places available for admission to each course in the light of the college's strategic plan, funding agreements (including conditions of funding), and other resources including staffing.

3.2 Entry requirements for courses are set by Collyer's Adult Education and Skills or, for qualification courses, may be set by the Awarding Organisation.

3.3 For recreational and non-qualification courses, all students must be aged 16 or over on the 31st August preceding the course start.

3.4 For qualification and funded courses, all students must be aged 19 or over on the 31st August preceding the course start. In exceptional circumstances, students aged 16-18 may be accepted if funding requirements can be met. Applicants may apply to Collyer's Sixth Form in the first instance. The Sixth Form may refer applicants to Adult Education and Skills if there is no suitable daytime provision.

3.5 Subject to the availability of places, Collyer's will offer a place to students if there is a programme of study running which is suitable for them and for which they meet the entry criteria and subject to them meeting the requirements of 3.6 and 3.7 below.

3.6 Collyer's reserves the right to refuse admission to any student who has an unsatisfactory prior record or who breaches our Code of Conduct at any point.

3.7 For professional or work-related qualifications, Collyer's may require references from previous educational establishments or employers before agreeing admission to a course. Collyer's will interview applicants for admission to courses, where appropriate, to ensure course suitability and will not admit applicants who are deemed to be unsuitable

3.8 For qualification courses, applicants should anticipate homework and home study hours equivalent to at least the time spent in class.

3.9 It is a condition of admission and funding that students are shown to be on courses that are suitable for their needs and where they have a reasonable prospect of success.

4. Application Procedure

4.1 Applications are accepted via E-Application on the college website or by phone.

4.2 Applications will be processed in date order. Where a course fee applies, payment is required to secure a place on the course.

4.3 Applicants are required to make any additional support needs known to the college at the time of application so that an appointment can be made with a member of staff where appropriate.

4.4 All students who have accepted a place at Collyer's should attend their course induction.

5. Appeals and Complaints

5.1 If you wish to appeal against a decision made by the college with respect to the admissions process, please write to the Adult Education and Skills Manager at the college. You will receive an acknowledgement of your appeal within five working days.

5.2 In all decisions relating to admissions where the Adult Education Admissions Policy has been followed, the Principal makes the final decision. If you are unhappy with any aspect of our admissions process or wish to appeal the Principal's decision please refer to our Complaints Policy and Procedures.

ADULT EDUCATION CURRICULUM POLICY

1. Policy Statement

1.1 This policy applies to Adult Education and Skills students. It provides the overarching framework for the core provision of teaching and learning in college.

2. Aims

2.1 Collyer's Adult Education and Skills offers a rich variety of qualification and non-qualification courses.

2.1 Qualification courses offered by the College include a focus on core skills, vocational achievement and meeting local skills gaps, giving learners the opportunity to progress in education or employment.

2.3 Recreational courses, such as those in languages or the creative arts, reflect the interests of the local community and give learners the opportunity to develop new skills and interests in a supportive environment.

3. Legislative Framework

3.1 The curriculum policy for qualification courses is based on Education and Skills Funding Agency (ESFA) adult education funding and eligibility criteria and Advanced Learner Loans (ALL) funding rules.

3.2 Learners who are not eligible for ESFA funding or an advanced learner loan may pay the college directly for a course, including, in some instance, via instalments.

4. Responsibilities

4.1 The design and structure of the Adult Education and Skills programme is the responsibility of the Adult Education and Skills Manager and the Vice Principal (Curriculum).

5. Monitoring

5.1 The Adult Education and Skills Manager will monitor the day-to-day delivery of the Adult Education and Skills Curriculum and will meet regularly with the Vice Principal (Curriculum).

5.2 Learner progress is monitored by subject teachers who will liaise with the Adult Education and Skills department where required.

5.3 Student voice about the curriculum is sought through, for example, evaluation surveys.

5.4 The college's quality assurance processes review the effectiveness of the curriculum on a regular basis and the suitability of the curriculum offer.

ADULT EDUCATION STUDENT FEES, FUNDING AND CHARGES POLICY

1. Policy Statement

1.1 “Fees” relates to course tuition fees, “funding” relates to government funding and “charges” relates to additional costs such as exam resit fees.

1.2 The college will comply with current legislation and funding guidance with regards to any charges that it will make to students.

1.3 Students experiencing financial hardship, may be eligible to apply for financial assistance for travel cost, course equipment costs or childcare costs via a learning support bursary. Students should contact Adult Education for information and advice.

1.4 Course fees and charges will be reviewed annually in advance of the new academic year and will be available on the college website.

2. Policy Aims

2.1 To provide a description of fees and charges the college makes to students and funding streams available.

2.2 To explain the roles and responsibilities of staff and students.

2.3 To explain the procedure for dealing with any appeals or complaints in relation to fees and charges.

3. Roles and Responsibilities

3.1 The Adult Education department is responsible for collecting fees and charges, refunds and information required to apply for funding on behalf of students.

3.2 Students are responsible for:

3.2.1 Paying fees and charges and deposits when requested and by deadlines.

3.2.2 Providing all required information should they wish the college to apply for funding on their behalf.

4. Course Fees

4.1 Students are liable for the advertised course fees in full at the point of booking. Where instalments are available, this is indicated on the relevant page on the Collyer’s website.

4.2 Students who are studying an eligible Level 3 or Level 4 course and do not qualify for government funding may apply for an Advanced Loaner Loan to cover all or part of the course. The Adult Education Department will issue a loan letter containing the information required by a student to complete a loan application. Loan applications must be made with two week following receipt of the loan letter.

5. Funding

5.1 A deposit payment is required for all funded courses. This will be returned following completion of the course.

5.2 Where a student wishes the college to apply for funding on their behalf, all relevant documentation must be provided prior to the course start, for example, identity documents and evidence of income. Failure to provide sufficient evidence will result in a student being liable to pay the full course fees.

6. Examinations and Assessment Charges

6.1 All qualifications carry charges made by the examining board for each student's exam entry and coursework assessment. The course fee includes this charge for a first exam sitting or submission.

6.2 If a student needs to resit a timetabled exam or an assessment whilst on a course (including those missed due to illness or for other circumstances) then a resit fee will be payable. This resit fee will include the exam entry fee and invigilation costs.

6.3 For GCSE exams, resit dates are set by the Awarding Organisation. Resit fees and entry are the responsibility of the student.

7. General Charges

7.1 The college is able to request payments for other elements of a study programme. We apply charges in the following circumstances for all students:

7.1.1 Items provided by the college which have been ordered in bulk to secure a discount on behalf of the students e.g. books where these are not included in the course fee.

7.1.2 Photocopying and computer printing charges are made to students who wish to make use of the college's facilities for general study purposes, printing of their own work and individual research. There is an initial credit given to each student for photocopying and computer printing.

7.1.3 Fines for late return of library books, replacements for lost ID cards, other college equipment that has been damaged or lost except in case of damages or theft. Fines are not fees.

7.1.4 Optional extra activities where the activity is taking place outside a required part of an agreed study programme.

8. Cancellations and Refunds

8.1 If a course is cancelled by the College before its start date, students will be issued a full refund. Should a course have insufficient numbers to make it financially viable to run, we will inform students prior to the planned start date and issue a full refund.

8.2 If a student cancels a booking prior to the course start date, course fees will be refunded subject to deduction of the lesser of a £50 or 20% administration fee.

8.3 Failure to pay a course fee on time will be considered as a cancellation or withdrawal from a course.

8.4 Refunds are not available once a course has started. If a student withdraws after the course starts, the full course fee is payable. Any textbooks provided must be returned.

8.5 The college cannot transfer credit to future courses.

9. Complaints and Appeals

9.1 A student wishing to make a complaint or appeal regarding charges or fees that they are required to pay should contact the Adult Education department in the first instance.

9.2 If the student is not satisfied with the response from the appropriate member of staff, they should refer to the college's Complaints Policy and Procedures.

ADULT EDUCATION STUDENT CODE OF CONDUCT

Collyer's Code of Conduct forms the basis of a students' contract with the College. We aim to provide clear and simple guidance so that students can confidently play their part in maintaining a considerate, inclusive and safe community, in line with our [EDI Policy](#).

GENERAL EXPECTATIONS

Lanyards

- Always wear your college I.D. card and lanyard when on campus. Report lost or stolen I.D. to Adult Ed where you can obtain a temporary wristband and/or purchase a replacement.

Dress and Appearance

- Clothing and appearance should be clean and tidy and appropriate for a working environment.
- Avoid clothes likely to give offence (e.g., unpleasant slogans, drug-related logos).

ATTENDANCE & PUNCTUALITY

- Attend all sessions and arrive on time.
- Absences should be reported as soon as possible to adulthood@collyers.ac.uk
- Do not take holidays in term time.
 - The minimum attendance level for qualification courses is 80%. If your attendance falls below this, or you miss two consecutive sessions, we will review your place on the course. Should it fall below 70%, we will withdraw you and you will not be able to complete the qualification.
 - The minimum attendance level for recreational courses is 70%. If your attendance falls below this, we will review your place on the course, taking into account your needs and the needs of the class as a whole.

STUDY RELATED BEHAVIOUR

- Work hard and make a positive contribution.
- Bring the right equipment for lessons.
- Do not interfere with others' learning through inappropriate behaviour in lesson, the library, online or elsewhere on campus.
- Plan your time, meet deadlines, and use study periods constructively.
- Expect to spend time studying outside of lessons.
- Be honest, courteous, and considerate in behaviour and language, in person and online.
- Be quiet in and around buildings used for teaching, studying or exams.
- The Code of Conduct also applies to online study or online lessons.

REMOTE LESSON CONDUCT

- Do not video or record the lesson or take screenshots
- Ensure your camera is on and participate fully in the lesson
- Do not give login details to anyone else to access the lesson or allow anyone else to view the lesson
- Ensure family members, including children, are not visible to other participants of the lesson
- Mute microphones when not speaking
- Seek permission before sharing any file/photo or information
- Do not share inappropriate material

Misconduct

Students who do not behave in a courteous manner, indicating respect for others and the environment around them, will be challenged. This is essential to ensure that student behaviour does not impact negatively on the health, wellbeing, and productivity of the college community. Behaviour which; disrupts the learning environment, poses a threat to the safety and wellbeing of other people, is illegal or dishonest, or brings the college into disrepute, constitutes misconduct and will be subject to disciplinary action. The list below, whilst not exhaustive or exclusive, is intended to provide examples of behaviour that would be considered unacceptable at Collyer's:

- Providing false or misleading information on an application or during a college interview
- Disruption of others' learning
- Use of devices to record sound/images without an individual's knowledge and/or permission
- Failure to comply with the Social Media Policy, Use of Computers Agreement and Online Etiquette expectations
- Plagiarism or cheating
- Failing to wear ID or loaning ID to someone else
- Inviting or encouraging non-college members onto campus (Students must report any unauthorised people onsite to Adult Ed)
- Actions which cause a health & safety concern (or failing to respond to a health & safety concern), putting members of the college community at risk
- Littering on campus or around the perimeter
- Vaping or smoking on campus
- Failure to be considerate of neighbours, drivers, and pedestrians around the college perimeter
- Jaywalking in the college vicinity: students must not cross Hurst Road except via a pedestrian crossing, and must not walk through vehicle entrances bringing the college into disrepute
- Using college computers or devices to send abusive, scandalous, obscene, or defamatory communications of any kind
- Attempting to access or download obscene or pornographic images on the college network or otherwise being in possession such material
- Attending college or college-related activities under the influence of alcohol or illegal substances
- Carrying, using, or distributing prohibited drugs, alcohol, or illegal substances, on or within the vicinity of the college campus
- Involvement in the use or distribution of prohibited drugs or illegal substances outside college
- Bullying and harassment (online and in person)
- Discriminatory language or behaviour
- Making malicious or false allegations or complaints
- Being a party to a criminal act
- Wilful damage to college property
- Taking part in, or encouraging others to take part in, illegal extremist activities intended to radicalise themselves or others
- Violent, aggressive, or threatening behaviour towards any member of the college community or any member of the public.
- Unwanted sexual behaviours, harassment and abuse including sharing unwanted sexual images
- Carrying, threatening to use, or using an offensive weapon on or off campus
- Carrying a potential or imitation weapon into college, or within the immediate vicinity of the college

Failure to comply with the Code of Conduct may mean that you are unable to continue with your course.

ADULT EDUCATION CONFLICTS OF INTEREST POLICY

1. Policy Statement

1.1 Anyone involved in the development, delivery, assessment or award of qualifications has an obligation to act in a way that does not lead to a conflict of interest.

1.2 A conflict of interest may occur when the personal or business interests of an individual conflicts with their professional duties and responsibilities. Such conflicts could result in damage to the integrity and reputation of the college or compromise the validity of a learner assessment.

1.3 Situation that might constitute a conflict of interest:

1.3.1 Direct or indirect financial gain as a result of actions or involvement

1.3.2 Direct or indirect benefits as a result of actions or involvement, such as employment, sponsorship, gifts, hospitality, services or goods

1.3.3 Reciprocal arrangements which compromise the ability to make reliable and professional judgements

1.3.4 Personal interests in, connections to or family relationships with learners who are being assessed or moderated

1.3.5 Situations where commitment, loyalty or integrity is compromised.

2. Policy Aim

2.1 The aim of this policy is to enable us to ensure that Collyer's Adult Education and Skills can:

2.1.1 Provide a mechanism to protect individuals and Collyer's Adult Education and Skills against criticism or compromise by ensuring that all reasonable steps are taken to avoid any conflict of interests

2.1.2 Identify conflicts of interest and, if necessary, take action to minimise or eliminate any adverse effects that they cause

2.1.3 Comply with Ofqual's regulatory requirements and those of any other relevant regulatory or industry bodies.

3. Key Principles

3.1 If a member of staff is aware of a conflict of interest, they must declare this to the Internal Quality Assurer and the Adult Education and Skills Manager so that the Awarding Organisation may be notified.

3.2 In some instances, it may be appropriate for alternative staffing to be arranged.

3.3 Where a conflict of interest is considered low risk, the assessment must be sampled by the Internal Quality Assurer.

3.4 To maintain the integrity of the internal quality assurance process, reciprocal internal quality assurance arrangements should not take place.

3.5 Collyer's Adult Education and Skills staff will complete the annual College Declaration of Interest form.

ADULT EDUCATION ACCESS TO FAIR ASSESSMENT

1. Policy Statement

- 1.1 Collyer's is committed to equal opportunities and providing fair assessment for all learners on qualification-based programmes.
- 1.2 Assessment practice will be open and consistent within the codes of practice and regulations laid down by the relevant awarding organisations.
- 1.3 Assessment staff will have the appropriate knowledge, skills and understanding for the programme(s) they assess.
- 1.4 Staff will maintain their competence by regular staff development and standardisation activity.

2. College Responsibilities

- 2.1 At assessment, students can expect to have:
 - 2.1.1 A valid and reliable assessment by a qualified Assessor
 - 2.1.2 Assessment against defined standards and marking schemes.
 - 2.1.3 Access to the Appeals Procedure
 - 2.1.4 Any additional assessment measures to ensure in providing equality of opportunity so that all candidates can achieve their full potential.
 - 2.1.5 Written and oral feedback after assessment.
 - 2.1.6 All internal assessments to be verified by the Internal Verifier.

3. Key Principles of Assessment

- 3.1 Assessments undertaken by the College will be judged according to the principles of:
 - 3.1.1 Sufficiency – consistent performance to the required level over a period of time.
 - 3.1.2 Currency – evidence should prove that the student is competent now.
 - 3.1.3 Validity – evidence should be appropriate and relevant to the syllabus/standards it is addressing.
 - 3.1.4 Authenticity – evidence must reflect the knowledge/skills/understanding of the candidate. The work of another person must not be submitted as that of the candidate. Other sources can be used in certain circumstances as long as the student references these.
- 3.2 The chosen format and method of assessment must be appropriate to the qualification and any conditions specified by an awarding body.
- 3.3 Assessment materials must be presented in clear and unambiguous language and must differentiate only on the basis of a student's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.

4. Initial Assessment:

- 4.1 As part of the induction process all new students will undertake an initial assessment. This will be used to inform decisions about any additional learning support offered to students in the early stages of their course.

5. Alternative Arrangements:

- 5.1 Candidates may be assessed by the college as having particular assessment requirements in relation to, for examples, learning difficulties, a visual or hearing impairment, a mental illness, or English as an additional language.

5.2 Where appropriate, the college will apply for access arrangements such as additional time in exams, a scribe, use of word processor, adapted equipment and/or physical environment.

6. Alternative Assessment Procedure

6.1 Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification. However, some candidates may need access to reasonable alternative means of providing evidence and/or additional support. Care needs to be taken that any proposed assessment methods are of equal quality and rigour to those for mainstream candidates in order to demonstrate that the candidate has achieved the national standard.

6.2 Any adjustment to assessment must not give the candidate an unfair advantage or disadvantage the candidate. The qualification of a candidate who had an adjustment to assessment must have the same credibility as that of any other candidate. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.

ADULT EDUCATION RECOGNITION OF PRIOR LEARNING

1. Policy Statement

1.1 This policy applies to most qualifications, including those that are credit-based.

1.2 Recognition of Prior Learning (RPL) is method of assessment that looks to identify, accredit and assess specific competencies that an individual already has.

1.3 Where the assessment requirements of a specific unit or qualification have been met, RPL may be appropriate to accredit a unit or qualification.

1.4 By claiming RPL, learners may be exempt from having to attend or fulfil all of the guided learning hours of the course or may not need to sit an exam to demonstrate competency.

1.5 This policy is to ensure that a learner does not have to repeat learning. However, it should be recognised that attendance at the course may enhance learning and will enable to learner to feel part of the group. There will also be no reduction in fees for RPL candidates.

2. Key Principles

2.1 Where all of the learning outcomes have been met, a learner may request the college claim credits for units where RPL has been used to generate evidence required.

2.2 Assessment for RPL is subject to the same quality assurance and monitoring standards as other forms of assessment.

2.3 Prior learning that provides evidence of current knowledge, skills and understanding will depend on the qualification and sector. The assessor may use professional discussion to check competence.

2.4 The relevant awarding organisation's requirements and processes must be followed when making a claim for RPL.

3. Assessment of RPL Evidence

3.1 Assessment methods used for RPL must be equally as rigorous as for other assessment types. Appropriate methods will be determined by the qualification assessment strategy but may include:

3.1.1 Certificates – only original certificates will be accepted as proof of prior achievement.

3.1.2 Previous work – work must have been signed and dated to demonstrate that it is reliable and authentic.

3.1.3 Witness Testimony – witnesses must be competent and suitably qualified. A1/V1 qualifications are preferable.

3.2 Where units are assessed against assessment criteria, all evidence must be evaluated against the criteria and the assessor must be satisfied that evidence provided meets the requirements.

3.3 RPL Assessments undertaken by the College will be judged according to the principles of:

3.1.1 Sufficiency – consistent performance to the required level over a period of time.

3.1.2 Currency – evidence should prove that the student is competent now.

3.1.3 Validity – evidence should be appropriate and relevant to the syllabus/standards it is addressing.

3.1.4 Authenticity – evidence must reflect the knowledge/skills/understanding of the candidate.

3.4 The chosen format and method of assessment must be appropriate to the qualification and any conditions specified by an awarding body.

3.5 Once a learner has submitted RPL evidence, a professional discussion will take place with the assessor to confirm knowledge of the area on the day of assessment.

3.6 The evidence and professional discussion will be reviewed as part of the College's internal quality assurance process.

4. Applying for RPL

4.1 RPL requests will only be applied for at the discretion of the Adult Education and Skills Manager.

4.2 The awarding organisation has the final decision re RPL requests.

4.3 Fees that may be charged for RPL include any fees charged to the College for making a request for RPL and any costs incurred by the College for carrying out assessment activity relating to RPL.

5. Appeals

5.1 Learners have the right to appeal where an application for RPL credit is unsuccessful

5.2 Appeals should be addressed to the Adult Education and Skills Manager in the first instance. Any appeals will be dealt with in accordance with the College's complaints procedure.

5.3 Appeals are limited to non-observance of the RPL policy and /or improper application of that policy.

ADULT EDUCATION APPEAL AGAINST ASSESSMENT DECISION

1. Policy Statement

1.1 The Adult Education Appeal Against Assessment Decision policy applies to internally marked assessments and examinations.

1.2 Collyer's is committed to equal opportunities and providing fair assessments. All candidates will be assessed against the agreed and published criteria. Assessment decisions are made by qualified assessors (and countersigned for assessors in training) and verified by qualified Internal Verifiers.

2. Appeals

2.1 It is recognised that, in exceptional circumstances, a student may wish to appeal against an assessment result.

2.2 An appeal may be made if the student considers:

2.2.1 the assessment was not conducted in accordance with the approved scheme or centre regulations

2.2.2 an administration error occurred at some stage of the assessment process

2.2.3 extenuating circumstances arose during the assessment process which affected their performance

2.2.4 there was inappropriate or irregular behaviour by the assessor or the internal quality assurer

2.3 The outcome of the appeal may be:

2.3.1 the mark for an individual item is amended

2.3.2 the result of a section is amended

2.3.3 the overall result is amended

2.3.4 the student is given the opportunity to retake at no further cost

2.3.5 the original assessment outcome is upheld

3. Informal Appeal

3.1 A student who wishes to appeal an assessment decision should normally, in the first instance speak to the assessor as soon as possible after the assessment decision.

3.2 The assessor will review the assessment decision and communicate the outcome of this review to the student.

3.3 If a student remains dissatisfied with the assessment decision, they may wish to request a formal review of the assessment decision.

4. Formal Appeal

4.1 Any formal appeal against an assessment decision should be put in writing to the Adult Education and Skills Manager by the student or to a member of the Internal Quality Assurance (IQA) team by the assessor within five days of the assessment decision.

4.2 This should include: name and contact details, assessor, grounds for appeal, factual details including dates, what was assessed, what action has been taken and desired outcome.

4.3. The IQA team will review the appeal, evaluate the assessment decision and analyse all assessment evidence and documentation.

4.4 An acknowledgement will be sent to the student within 7 working days and a final decision made within 28 working days.

5. Appeal

5.1 If a student remains dissatisfied with the outcome of their formal appeal, they may appeal within 10 working days, outlining the basis for their appeal.

5.2 The Adult Education and Skills Manager, an IQA, the assessor and another assessor not involved in the assessment procedure will review the appeal, evaluate the assessment decision and analyse the assessment evidence and documentation.

5.3 An acknowledgement will be sent to the student within 7 working days and a final decision made within 28 working days.

5.4 If the panel cannot come to a decision, the Adult Education and Skills Manger will contact the External Verifier of the Awarding Organisation and request they independently review the assessment evidence and decision.

ADULT EDUCATION MALPRACTICE AND MALADMINISTRATION POLICY

1. Policy Statement

1.1 This policy relates to suspected or actual malpractice and maladministration on the part of Learners, Centre staff and anyone involved in the provision of qualifications.

2. Definitions

2.1 Maladministration is any activity or practice which results in non-compliance with administrative regulations and requirements within a Centre.

2.2 Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the assessment process. It includes any deliberate actions, neglect, default or other practice that compromises, or could compromise the:

2.2.1 Assessment process.

2.2.2 Integrity of a regulated qualification

2.2.3 Validity of a result of certificate

2.2.4 Reputation and credibility of the College, qualification or wider qualification community.

2.3 Malpractice may include a range of issues from the failure to maintain appropriate records or systems, to the deliberate falsification of records in order to claim certificates.

2.4 For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of Learners.

3. Reporting

3.1 Anyone who identifies or becomes aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify the Adult Education and Skills Manager in writing and enclose any supporting evidence.

3.2 Notifications should include:

3.2.1 Learner's name

3.2.2 Personnel's details

3.2.3 Details of the course/qualification affected or nature of the service affected

3.2.4 Nature of the suspected or actual malpractice/maladministration and associated dates

3.2.5 Details and outcome of any initial investigation carried out by the College or anybody else involved, including and mitigating circumstances.

3.3 If suspected or actual malpractice/maladministration case is advised, all staff must respond quickly and cooperate fully with any investigation and requests for information.

3.4 The Adult Education and Skills Manager or other appropriate College personnel will inform the awarding body of the investigation and outcome.

3.5 The Adult Education department will conduct all investigations in a fair, reasonable and legal manner, considering all relevant evidence without bias. Investigations may include:

3.5.1 Establishing the facts to determine whether irregularities have occurred.

3.5.2 Establishing the scale of any irregularities.

3.5.3 Evaluating any action already taken.

3.5.4 Determining any remedial action required to reduce the risk to registered learners and preserve the integrity of the qualification.

3.5.5 Identifying any adverse patterns or trends.

3.5.6 Making sure appropriate evidence has been gathered and reviewed.

3.5.7 Liaising with relevant external parties and keeping them informed .

4. Outcomes

4.1 If the investigation confirms that malpractice or maladministration has taken place, the Adult Education and Skills Manager and Vice Principal will consider what action to take to:

4.1.1 Minimise the risk to the integrity of certification now and in the future

4.1.2 Maintain public confidence in the delivery and awarding of qualifications by the College

4.1.3 Amend assessment and/or monitoring arrangements and guidance to prevent the reoccurrence.

4.1.4 Inform relevant third parties who may need to take action in relation to the Centre in proven cases.

ADULT EDUCATION USE OF ARTIFICIAL INTELLIGENCE POLICY

1. Policy Statement

1.1 The College of Richard Collyer accepts the significant potential impact of Artificial Intelligence (AI) as a teaching and learning tool, however, also recognises potential hazards in relation to Malpractice and Plagiarism.

2. Definitions

2.1 Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the assessment process. It is essential that all assessments are authentic and valid.

2.2 Plagiarism is the use of other people's ideas and concepts in assessed work without proper acknowledgement, so that they are passed off as the student's own.

3. Key Principles

3.1 Any use of AI as a teaching or assessment tool should take into consideration any GDPR issues that may arise from using AI, for example, no personal or sensitive data should be entered into AI software or tools, given that this data will be retained by the AI platform.

3.2 The ability of AI software to construct an individualised response to a particular question poses a significant risk to the validity and authenticity of an assessment. Whilst an AI response may not be copied from published source, the issue remains that the student is attempting to pass off material as their own when it is not.

3.3 Any use of AI which is not appropriately acknowledged and referenced will be considered malpractice and will be dealt under the terms of the Adult Education Malpractice and Maladministration Policy.

4. Reporting

4.1 Anyone who identifies or becomes aware of suspected or actual cases of AI being used in an assessment must immediately notify the Adult Education and Skills Manager in writing in accordance with the Adult Education Malpractice and Maladministration Policy.

ADULT EDUCATION CERTIFICATION POLICY

1. Policy Statement

1.1 The Collyer's Adult Education Certification policy applies to qualification courses delivered by the Adult Education and Skills Department.

1.2 Once a learner has started their period of study, and subject to satisfactory engagement with the course, Collyer's will register the learner with the Awarding Organisation.

2. Portfolio Courses

2.1 It is the learner's responsibility to ensure that all evidence is available to demonstrate that they have met the assessment criteria for the course is submitted in accordance with the course deadlines.

2.2 It is the assessor's responsibility to ensure that the relevant assessment paperwork is completed, signed and available at the point of internal quality assurance.

2.3 The internal quality assurer will review and sample student portfolios to ensure that work is at the required standard. The internal quality assurer may, on occasion, return work to the assessor for further work by the student where further action is required.

2.4 Collyer's Adult Education and Skills will liaise with the Awarding Organisation to arrange external quality assurance at completion of the qualification. All evidence must be fully complete in advance of this.

2.5 Finally results will be agreed by the external quality assurer and certificates claimed by Collyer's Adult Education and Skills department. These will be sent to students upon receipt.

3. Examined Courses

3.1 For examined courses that contain an internally assessed element, the procedure will follow that of Portfolio courses in relation to the internally assessed element.

3.2 Exam results will be communicated by the Adult Education and Skills department other than for GCSES, which will be available on My Progress on results day.

4. Unit Certification

4.1 Where a learner has withdrawn from or not fully completed a course but has achieved units that we have evidence for, it may be possible to claim these units independently of the overall qualification.

4.2 A learner should contact the Adult Education and Skills department to discuss whether this is possible for their qualification course.

4.3 A learner will be liable for any awarding body fees applied for claiming individual units.

ADULT EDUCATION LEARNING SUPPORT BURSARY

1. Policy Statement

1.1 Learner Support Funding is available to provide financial support for learners with a specific financial hardship preventing them from taking part or continuing in learning.

2. Eligibility

2.1 To apply for a Learning Support Bursary, learners must be 19 years of age or older and be:

- 2.1.1 Studying a government fully funded course
- 2.1.2 Studying a government co-funded course
- 2.1.3 In receipt of an Advanced Learner Loan

2.2 Learners must be over 20 years of age to get help with childcare costs.

2.3 Additionally, to apply for a Learning Support Bursary, a learner's household income must be:

- 2.4.1 less than £20,000 per annum from work-related earnings and/or state benefits (priority group 1)
- 2.4.2 less than £30,000 per annum from work-related earnings and/or state benefits (priority group 2)

3. Key Principles of Funding

3.1 A Learning Support Bursary can reimburse a learner for specific costs incurred in taking an eligible qualification course.

3.2 Costs that may be reimbursed include:

- 3.2.1 The cheapest reasonable travel costs for learners who live more than two miles away (unless there are exceptional medical circumstances).
- 3.2.2 Student membership fees of professional organisations, where this is a requirement of the course.
- 3.2.3 One exam resit fee
- 3.3.3 In exceptional circumstances, tuition costs where a learner is not eligible for full funding.
- 3.3.4 Childcare support provided by an Ofsted Registered childcare provider for time spent in timetabled classes.

3.3 Funding is limited under the scheme. Eligibility does not guarantee an award. In some cases, a partial contribution may be deemed appropriate.

4. Responsibilities

4.1 The Adult Education department is responsible for administering the Learning Support Bursary scheme.

4.2 Students are responsible for providing:

- 4.2.1 Acceptable evidence of income such as benefits award notice and/or payslips dated within the preceding three months for all members of the household.
- 4.2.2 A child's birth certificate or child benefit statement and copy childcare provider's Ofsted certificate for childcare costs support claims.
- 4.2.3 Maintaining minimum attendance of 80% else support will be withdrawn

5. Application Procedure

5.1 Applications are accepted from learners who have enrolled on to an eligible Adult Education qualification course.

5.2 Application forms are available from the Adult Education department.

5.3 Applications will be processed in date order by the Adult Education department and a decision communicated to an applicant.

6. Appeals

6.1 If you wish to appeal against a decision made by the college with respect to an Adult Education Learning Support Bursary, please write to the Adult Education and Skills Manager at the college.

6.2 Any appeals will be dealt with in accordance with the college's complaints procedure.

ADULT EDUCATION STUDY SUPPORT POLICY

1. Statement of Policy

1.1 The College of Richard Collyer operates a policy of equal opportunities and aims to provide for learners on the basis of individual needs in compliance with current legislation.

2. Admissions Arrangements

2.1 Learners with additional support needs are encouraged to contact the Adult Education Department at the point of application. Early contact and discussions help learners to get a direct impression of what we can offer and whether there are reasonable adjustments that can be put in place.

3. Study Support

3.1 All learners joining a qualification course will be offered a LUCID assessment to signpost any evidence for exam access arrangements application and / or additional support.

3.2 Where the LUCID identified a potential additional learning need, learners will be referred for a further assessment with the college's qualified Specialist Assessor. Where appropriate, study support sessions will be offered and exam concessions applied for.

3.3 Study support sessions are usually one-to-one sessions which offer non-subject specific advice and guidance on areas such as study skills, essay writing, organisation and time management skills. A study support will be agreed that details the type of support to be provided.

4. Special Arrangements during Examinations

4.1 Learners are offered additional support and special arrangements during exams on the basis of individual needs subject to JCQ regulations and Awarding Organisation requirements on exam access arrangements.