



BCC QUALITY ASSURANCE MANUAL

2021-2024



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BIRMINGHAM CHRISTIAN COLLEGE
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Policy Overview

BCC academic portfolio and liaison with Partner University

This Policy document guides Birmingham Christian College (BCC) in all matters relating to academic quality assurance, including procedures adopted and written documents involved in the process.

BCC designs and modifies its academic portfolio in the light of market requests for new programmes or partnership arrangements with Newman University. It is responsible for ensuring that its programmes are consistent and comparable in standard with similar academic programmes available within the UK. As at the academic year 2020/21 BCC offered three distinct programmes: the Undergraduate (NQF Level 4-6), Leadership and Ministerial formation Programme and Certificate in Christian Counselling programme. We also now design bespoke programmes for individual Christian organisations. We also offer additional Counselling programmes accredited by CPCAP, or extensions to existing programmes for those students who require additional support. Our degrees are accredited by Newman University.

The Newman University and BCC agree and implement an annual monitoring protocol which sets out how the University will monitor quality of the Programmes from year to year as set out in the University Collaborative Handbook and the Processes meeting which takes place at the start of all partnership agreements. The University is ultimately responsible for the academic quality of each Programme and for the learning opportunities provided to Students. The University's Senate has ultimate authority for all academic matters relating to each Programme offered by BCC.

BCC shall comply with Newman University's quality assurance and enhancement procedures and shall co-operate with the University in meeting the expectations of the Quality Assurance Agency or other relevant regulatory body. BCC also makes such local quality management arrangements as it sees fit, provided we do not contradict or undermine the procedures and requirements of the Partner University. BCC and Newman University shall comply with any request for further information made within a reasonable period by the other party, the Office for Students, Office of the Independent Adjudicator, the Quality Assurance Agency, or any other regulatory body.

Core Practices

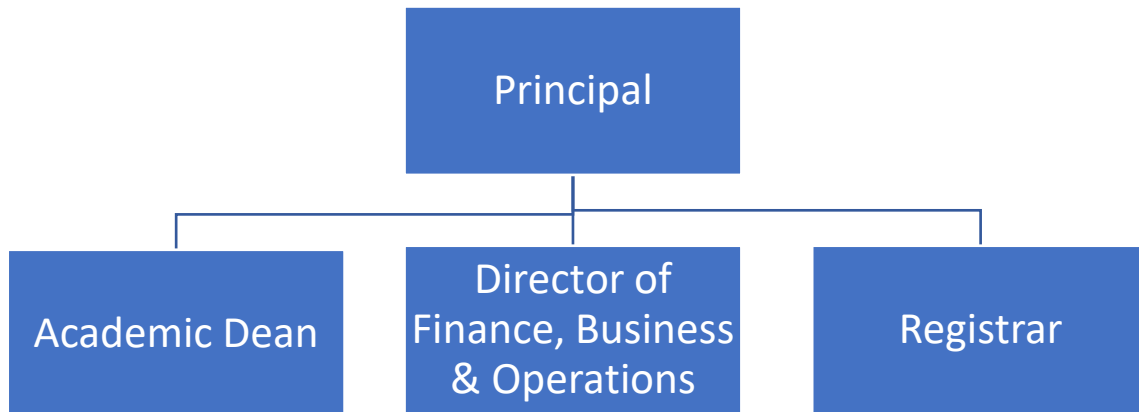
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Evidence

- Contracts with partner university.
- Marketing activities with partner university.
- Representative from marketing on Academic Board to ensure oversight of partner university-controlled collateral is maintained.

- Approving and disseminating information in relation to the change of entry requirements or progression requirements policy.

BCC's Academic Governance Structure



Key roles in the quality assurance system

While all academic and operational managers (Principal, Programme Leaders, Lecturers, etc.) have specific responsibilities for delivering quality provision and participating in the QA system, there are in addition some pivotal roles that are key to its effectiveness:

The Principal, who act as the Chair of Academic Board, whose task is to ensure that BCC's policies, procedures and regulations relating to quality assurance are in place, so that Academic Board can be reliably informed about the quality and security of standards of BCC's programmes.

The Academic Dean, supervises BCC's learning and quality-related policy and strategy, liaises with the Principal and the Snr Management Team and interfaces with external QA agencies.

The Director of Finance, Business & Operations also act as the Facilitator for QAA and Office for Students purposes.

The Registrar, who works with the Director of Studies specifically on issues relating to assessment and curriculum development, and support and enhancement of learning and teaching.

The Principal who have operational responsibility for the quality and quality assurance of the College's provision. The Principal is the Accountable officer for Office for Students.

Admissions

The BCC Admissions team have responsibility for the recruitment of students, via the BCC network of agents. Agents are subject to regular monitoring and training by Director of Finance, Business &

operations. Admission requirements are devised with our Partner University and regularly reviewed. BCC Admissions maintain a list of acceptable admission requirements for entry to BCC programmes, and Academic Board, via a representative from Admissions, maintains oversight of this, adjusting where evidence indicates that changes might be needed. Any changes must be approved by the Partner University. Entrance requirements are available on the BCC website and prospectuses, although given the wide variety of nationalities we recruit from, specific guidance is given by BCC staff to agents and students on their individual requirements.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education. BCC as a provider has a reliable, fair and inclusive admissions system.

Public Information

The BCC marketing Team has responsibility for issuing public information such as the different prospectuses and for maintaining the accuracy of the website. There is a representative of the marketing team on Academic Board to ensure that information is transferred and public information remains accurate. Information is available to prospective students via printed literature and the BCC website. In addition, advice is available from BCC's overseas agents.

Additional documentation such as the programme handbook are maintained by the academic office and are held on the BCC VLE. Information contained therein is checked and overseen by the Academic Dean and the Registrar. BCC adheres to the Competition and Markets Authority (CMA) Higher Education: Consumer Law Advice for Providers (published 2015).

Principles of Quality Assurance

A key principle of BCC's approach to quality assurance is that the primary determinant of teaching quality is the relationship between those delivering and supporting teaching and the student. In accord with this, its policies and processes aim to:

- support regular reflective practice on the part of staff, teaching teams and academic managers;
- promote active involvement of students and their representatives;
- create a culture of continuous improvement and enhancement.

BCC as a provider and the partner University (Newman University) reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement. Our approach to managing quality takes account of external expertise. BCC engages students individually and collectively in the development, assurance, and enhancement of the quality of their educational experience.

Approval of new programmes

Authorisation stage

Authorisation marks the interface between academic planning and quality assurance. BCC's Academic Board in consultation with the partner University is responsible for the authorisation and

discontinuation of all programmes included in BCC's academic portfolio. Only authorised programmes can be considered for approval with a view to delivery by BCC.

All new programmes must start by undergoing the New programme development (NPD) process, which is generally instigated by sales and marketing. NPD proposals for the authorisation of new programmes are submitted to the Partner University through the Academic Board.

To gain authorisation, there must be a prima facie case for the development of the programme, and BCC must confirm the availability of appropriate staff and specialist equipment/facilities and library resources.

Programmes are developed using a range of external benchmarks, including NCFE level descriptors for level 3 programmes, and the FHEQ for level 4-6 programmes. We also look at relevant subject benchmark statements to guide our development of level 4-7 programmes. We are not a degree awarding body but instead develop programmes in conjunction with our partner university who have the right to maintain oversight should they require.

Approval stage

The programmes offered by BCC are designed in response to market need, or request by Partner organisations. In circumstances where the programme is to be designed, developed, and assessed solely by BCC, a programme development team is assembled from members of the relevant programme committee, who are responsible for drawing up the programme specification (and accompanying module specifications). The programme specification is then referred to Academic Board for consideration, which has the responsibility for appointing an external reviewer to assess the documentation for the proposed programme. The External Reviewer will be an independent member of academic staff recruited from a suitable institution who has experience of the subject area in question. The External Reviewer will generally not be a member of staff from any institutions with which BCC has current dealings, apart from in instances where the university partner has directly requested this. Academic Board will then forward its comments, along with those of the external reviewer, back to the programme development committee should any further clarification be sought. Delivery of programmes cannot commence until the responses to any conditions set by the external reviewer or university partner have been met. At this point, if there were no further amendments to the proposed programme to be made, the programme would be validated for a period of five years, whereupon it would be subject to periodic programme review and revalidation.

From time to time, and depending on the relationship and contract with university partners, programmes may be developed in conjunction with them, with their staff members acting as the external body for approval purposes. We operate under the overarching policy that we must meet the requirements of our university partners first, so if they request that we use their processes for approving programmes (including appointing a team of their own), we will always defer to them. The main difference to the revised programme approval regulations is if the University partner is in any way involved in the assessment of the programme, then externality (a core practice expectation of the Quality Code) is assured because the University will have already undertaken this as part of their own programme approval processes.

Any amendments to programmes should be made via a standard template, which asks programme developers to detail the changes required. Any changes to programme learning outcomes would require revalidation, but changes to module learning outcomes would be allowable provided they were still able to be mapped to the programme learning outcomes. Changes to assessment

strategies or other methodological alterations would also be subject to the amendment form process.

The academic standards of courses meet the requirements of the relevant national qualifications framework. The value of qualifications awarded to students at the point of qualifications and over time is in line with sector-recognised standards.

We ensure that the threshold standards for our qualifications are consistent with the relevant national qualifications frameworks.

We also ensure that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers. Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

Approval of Modules

New modules

Most new modules are introduced as part of new programme proposals, but others may be added to the academic portfolio to update or enhance existing provision. In both cases, a Module Proposal/Amendment Form must be completed, giving a detailed outline of the module (its aims, learning outcomes, indicative content, learning and teaching activities, assessment and key texts), together with a scheme of work which details week by week cover of material for operational use by tutors.

The Module Proposal/Amendment Form, once approved, will become the Module Specification and should be provided to students in module and programme handbooks and, following initial approval, should be kept up to date. Approved modules are kept under review and may need to be revised, updated or discontinued to take account of changes in the subject or in response to student feedback. Module proposals should be completed by the relevant faculty, and consideration first given by the Academic Dean as to the fit/suitability of the proposed module within the greater programme offering. The module proposal is finally considered by Academic Board, which is responsible for endorsing the module.

New module proposals must be provided to Academic Board by no later than the end of summer Semester 1 for implementation in the next academic year.

Discontinuation Procedures

There will be occasions when BCC wishes to close down a programme. This section of the Manual outlines BCC's rationale and procedures for the discontinuation of modules and programmes, and sets out the arrangements to protect the interests of current and prospective students.

Module discontinuation

A request to discontinue a module, together with a rationale, details of programmes affected, and alternative arrangements for students should be submitted to the Principal.

Programme discontinuation

Where a programme needs to be discontinued, this must be approved by Academic Board so that the programme can be removed from databases and any marketing material, including websites. An outline of the provision to protect the interests of any remaining students to complete their programme of study and the arrangements for any prospective students must be detailed. Once programmes are discontinued, no further recruitment to them can take place.

Monitoring

Programmes will be subject to annual monitoring by Academic Board, and by university partners if they require using their own committee structure. This involves the completion of a standard report form for each programme offered by BCC. Completion of the Annual Monitoring Report (AMR) requires the development of an action plan, the actions of which will be expected to be followed up in the following year plan. Student representatives will have access to AMRs, as will all members of BCC staff. Once approved programmes are operational, student feedback, cohort statistics and external examiners' reports all contribute to regular monitoring by providing systematic information about the quality of the academic provision. The process of annual reporting on progress is delivered via the Annual Monitoring Report, on a programme. Student perception of the quality of provision is managed through regular induction, meetings, and end of programme surveys (the latter mirrors the questions in the National Student Survey in order to allow BCC to benchmark against UK HE). Student views are also gathered through engagement with the Academic Team and internal Audits, and considered and reported on through the process of annual monitoring, with the end of programme survey results being addressed within the AMR. AMRs are considered by university partners alongside any student data the university might have on student success once progression has taken place. Modules are monitored via Subject and Programme Leaders (who have operational responsibility for these), utilising a standard form. These module evaluation forms are brought together in the AMR, and any actions thereof incorporated in the AMR action plan. AMRs are discussed in detail at the Quality Assurance Committee meetings.

Periodic Programme Review

Programme review

The continuous process of reflection and improvement that derives from the monitoring process provides a regular and systematic check on the quality and standard of the programmes. Programmes will also be subject to periodic programme review on a rolling schedule of approximately every five years. University partners are entitled to request changes to ensure the programme offering remains adequate for their validation.

We review our core practices for standards regularly and use the outcomes to drive improvement and enhancement.

Academic staff are expected to engage in a continuous process of reflection and improvement of module and programme curriculum delivery and assessment in the light of student feedback, external examiner comments and academic developments in the discipline. Programme review involves a critical appraisal of the standard and quality of an active programme and examines the real life experience of students, the views of staff, external examiners and university partners. It

provides an opportunity to reflect on the strengths and weaknesses of the programme, to consolidate and extend good practice and to introduce modifications. The aim of the review event is to gauge the effectiveness of the delivery of the programme, and the quality of the student experience. It will also assess the continued currency of the curriculum and how it has developed during the period of approval and will identify future actions to remedy any identified shortcomings and areas for enhancement.

Programmes will be subject to periodic programme review on a rolling schedule of approximately every five years. This timescale has been developed in accordance with BCC's requirement to ensure its programmes are up-to-date meet the requirements of the partner university. PPR will involve the production of a self-evaluation document (SED) covering the development of the programme, changes over the period since validation, and will require evidence of enhancement of the student experience. The programme team (which will generally be the Academic Team and their link tutor for the partner university) develops the SED and presents it and the proposed newly reviewed programme specification to the external reviewer, who should be a specialist in the area of the curriculum the review concerns, who approves the specification or makes recommendations, and the programme is therefore approved for a further period of time (normally five years). All reviews should be supported by a specified set of documentary evidence which will consist of:

1. The revised Programme Specification (detailing any changes made since the last review) and Module Specifications.
2. Any documents pertinent to the academic delivery of, and support for, the programme.
3. Curriculum Vitae of all staff who are associated with the teaching of the programme;
4. All annual monitoring reports from the period of approval;
5. The sequence of external examiners' reports and the responses to them from the period of approval;
6. The relevant Review meeting minutes;
7. A self evaluation document, which will consist of:
 - A short history and commentary about the programme
 - A summary analysis of issues raised in annual monitoring reports, and an account of action taken
 - An analysis of cohort statistics by gender, nationality, age, etc., with particular reference to intake, progression, withdrawal, and results.
 - The views of those involved in the programme (staff, students)
 - The views of those external to the programme (examiners, moderators, university partners) An evaluation of changes already introduced since initial approval or the last periodic review. This will include the extent and manner in which the programme has change to incorporate related subject benchmarks
 - A commentary on any significant academic or professional developments in the field
 - A commentary on any changes in the market for the programme, which may affect future development
 - A reflection on the actions taken to ensure that the current BCC Learning and Teaching Strategy and policies that impact upon the student experience have been fully implemented in the revised programme
 - A description of the development process undertaken including details of involvement with students, staff and university partners

The programme team should use this evidence to address the extent to which the programme has fulfilled its aims and, through this, present its proposals for any modifications to the programme,

including changes to the programme/module structures where this is considered beneficial or necessary. All reviews should be conducted through a series of meetings aimed at exploring the experiences of delivering, managing and studying on the programme, and will include meetings with senior managers, teaching staff, students and where possible, university partners. If the review is successful and any conditions that the Panel have agreed are met, the programme approval is renewed subject to confirmation by Academic Board. The final versions of the programme specification and student handbooks are circulated.

BCC Approach to Learning and Teaching

Learning, Teaching and Assessment Strategy 2017-2020

BCC is a learning organisation as well as an organisation for learning. It will be learner-centred, with all its members – staff and students – engaged in the pursuit of knowledge and understanding. BCC's Learning, Teaching and Assessment Strategy is based on four key aims:

1. We aim to have a purposeful approach to our curriculum design and operation
2. We aim to have an inspiring curriculum, efficiently delivered and appropriately assessed
3. We aim to deliver a personalised approach to our students' experience
4. We aim to play to the strengths of all our staff members in order to deliver an effective, high quality and personalised student experience

The strategy is focused on the learning, teaching and assessment of Theological students who aspire to be full time ministers of religion or to be leaders of organisations with Christian values. The strategy covers a three-year period from 2021-2024. The Learning and Teaching Committee will have ownership of the LTAS and be responsible for ensuring its implementation.

Aim 1: We aim to have a purposeful approach to our curriculum design and operation

- a. BCC will foster an academic community based on collegiality and shared learning. To support this, BCC will have a committee structure that is transparent, integrated and with clearly defined roles and responsibilities. Staff will be expected to engage with the open discussion of all issues relating to teaching and learning in order to enhance the experience of our students.
- b. BCC's awards are approved by our partner university for degree awarding and as such we have a responsibility to engage fully with the requirements of our university partner. As well as the requirements for formal review by QAA, we will also take responsibility to monitor, enhance and review our programmes (both in curriculum design and operation). This responsibility will be shared by all members of staff. Staff will be properly prepared for the roles they perform in quality assurance and enhancement procedures, as will our students, and their contributions will be recognised.
- c. Our students will be surveyed systematically about the programmes they take and the support they receive; the results will be analysed, the trends will be monitored and the outcomes will be widely distributed in order to disseminate good practice and enhance quality. Students will take part in quality procedures at all levels, either directly or through representative officers.

Aim 2: We aim to have an inspiring curriculum, efficiently delivered and appropriately assessed

- a. The portfolio of programmes of study will be reviewed regularly to ensure that they are and remain among the best in the theological education in this country, in content or in innovative styles and modes of delivery and assessment.
- b. All aspects of the delivery of the programmes, from first contact with prospective students, through the student journey to graduation, will be reviewed and enhanced where necessary.
- c. A blend of assessment practices will be used throughout the programmes, to ensure students experience a wide range of the assessments in line with all universities. The curriculum will be designed so that students are not over-assessed and that each assessment is considered to be a necessary and realistic way of ensuring students have achieved their learning outcomes.

Aim 3: We will deliver a personalised approach to our students' experience

- a. BCC will enhance the student experience by providing individualised academic advice and guidance that supports students in making informed choices about their programmes, overcoming problems, and developing as individuals and as members of the community.
- b. BCC will have effective systems for personal and academic tutoring that address students' individual and collective needs both responsively and pro-actively in order to derive the maximum benefit from their studies and thereby also to maximise retention and graduation.

Aim 4: We will play to the strengths of all our staff members in order to deliver an effective, high quality and personalised student experience

- a. BCC aims to foster an environment where all members of staff share experiences and learning, and problem solving is achieved by reflective practice where possible.
- b. BCC will value teaching and support for learning highly in its recruitment and professional development systems. Recruitment processes for academic staff will include evaluation of their ability or potential to teach and support learning.
- c. BCC will ensure that all staff who teach and support learning undertake initial professional training and will ensure that they engage in professional development regularly throughout their careers.

We have sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. We have sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. We actively engage students, individually and collectively, in the quality of their educational experience. We support all students to achieve successful academic and professional outcomes.

Staffing

BCC has a staffing business model which is followed to ensure students are supported in their development. We have created an induction section on our VLE, for new staff, in order to enhance their induction experience so that they can be better prepared to support our students. We support all staff from induction until they settle into their new role.

Assessment

BCC employs a rigorous approach to ensure that assessments are equitable, valid and reliable. Academic Board provides oversight of the assessment development process which is externally monitored by subject specific external examiners. We are currently expanding the number of external examiners we use in order to ensure detailed subject oversight is maintained. Assessments are led by module Leaders. Variation and Extenuating Circumstances policies provide reliable assessments which are fair for all students.

English is embedded in specific module teaching. The college tracks students' progress throughout the programme to provide intervention where necessary. Students' achievement of the intended learning outcomes is assessed by a variety of assessment methods, relevant to the subject requirements. Formal examinations, presentations, placement reports and online assessments (via our VLE) occur through programmes. These assess both formal academic and study skill learning outcomes. We use Turnitin to support students' understanding of plagiarism and as a tool to deal with academic offences. Staffs are supported in identifying other forms of academic malpractice that may not be highlighted by Turnitin, and are required to challenge in cases where submitted work does not reflect students' expected standard. Where applicable Turnitin is used to mark and feedback to students for coursework. Standardisation and moderation ensures students are treated fairly in the assessment of their achievement of the learning outcomes. Borderline marks will be discussed at Academic Board. Our programme committees now include a discussion of a sample of work from across centres to enable our module leaders to identify opportunities for CPD and tutor support.

Internal quality assurance

BCC offers three distinct programmes of study, comprising a series of core and optional modules. All programmes and modules are subject to formal approval, systematic monitoring, and periodic review. Any addition or significant adjustment to the academic portfolio must first be authorised (i.e. approved in principle). The proposal then proceeds to approval through an appropriate process of design, consultation and external scrutiny. Regular monitoring of all approved provision, and the periodic review of programmes, seek to assure and enhance the quality of student learning opportunities and experience, and the standard of outcomes achieved.

The Chair of Academic Board has ultimate accountability for the quality of provision for the whole of BCC. At an operational level, the Principal has responsibility for the quality assurance of the programmes offered within the College, working in conjunction with Programme/Module Leaders and the Academic Dean.

Module and programme leaders (supported by the Head of Curriculum) are responsible for leading the marking and moderation of relevant modules and programmes, according to the College's assessment regulations.

BCC Examination Boards are generally held twice per year and serve as the body which approves and awards BCC's qualifications. External examiners sit on the Board and are asked to approve the marks and qualifications awarded to students. Any issues arising from the assessment process or issues identified by the external examiners are then considered at Academic Board, as are the external examiner reports received annually.

On completion of their studies, students receive a transcript which details the outcome of their programme, including module marks where relevant. This is printed on secure paper, incorporating a

unique student identifier, watermarks and hologram. Degree Certificates for Partner university accredited programmes are awarded by the partner university.

Academic Board has oversight and responsibility for quality assurance and enhancement in BCC. Academic Board oversees the procedures for the approval, monitoring and review of academic provision, and is supported, where necessary, by short-life task groups.

The Principal provides BCC's oversight of its quality assurance systems and procedures and its development of its learning and quality related strategy and policy; advises and supports the college in their quality assurance activities; leads on approval and review activity; and liaises with external quality agencies. The Chief Academic Officer develops and monitors the outcomes of key functions of BCC's internal quality assurance systems and manages its external quality assurance relationships with the Quality Assurance Agency (QAA) in respect of educational oversight.

External quality assurance – benchmarking and examiners

BCC is regulated through various external agencies that examine different aspects of its programmes throughout the UK. The Quality Assurance Agency (QAA) is responsible for the educational oversight of BCC's quality assurance arrangements. Its university partner (Newman University) is involved in monitoring the curriculum offered, and accepting students onto its degree programmes according to the agreed validation requirements.

BCC is also subject to UKVI scrutiny as part of the requirements of holding SVV and Tier 4 licences for the admission of international students to the UK.

The QAA has a central role in helping to define a clear and explicit set of expectations, both as points of reference for its review of provision in higher education institutions, and for public information. In support of this, the QAA provides a framework within which BCC (under the auspices of Educational Oversight) is required to operate, referred to as the Quality Code and encompassing: The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), which defines what qualifications sharing a common title should entail in terms of outcomes, ensuring that the titles are being used consistently. In terms of other external frameworks, we use the NCFE and CPCAB standards to guide our level 3 provision, since this sits outside of the FHEQ. Programme Specifications, through which institutions set out concisely and clearly the intended outcomes of their programmes and the means by which they will be achieved and demonstrated. Subject Benchmark Statements, which set out expectations about nationally agreed standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of skills and techniques needed to develop an understanding of the subject at different levels. Since our programmes sit below the level of subject benchmark statements, we use these as a general guide to develop our curriculum. The Quality Code which provides comprehensive guidance on maintaining quality and standards for different aspects of provision, from assessment and external examining to programme approval and collaborative provision.

Responsibilities of the External Examiner

Recruitment process

When a new programme requires an external examiner, or where an external examiner has resigned or left after their period of tenure, a new colleague will be recruited. An advertisement will be placed on the JISC External Examiner email list (or other suitable advertising system), with the core programme details, module offering, and a request for a CV. CVs will be collated by the Academic

Office. Potential External Examiners can only be colleagues at institutions other than those we have contracts with (i.e. must NOT be members of our university partner organisations). We also prefer EEs to have experience with international students and for level 3 experience (which is not typical in UK HE). We will also accept colleagues from FE and independent colleagues if they have the right background. We do not require colleagues to have any particular “rank” in HE (i.e. Senior Lecturer, Reader, etc.) as we recognise that junior colleagues have just as much to offer as those more senior. A shortlist will be drawn up and potential EEs considered by the Academic Office and the relevant Programme/Module Leader. Interviews can be carried out if necessary. Appointments are made following these functions, and new EEs are invited to meet the Academic Office and Programme Leader prior to the start of their new role.

Specific functions

The role of the external examiner comprises:

- Adjudicating as necessary on individual cases, reviewing student profiles and exercising discretion
- Adjudicating on any moderation of module marks
- Review programme progression and award data
- Confirming internal assessment processes within modules and programmes
- Raising any issues of concern for debate
- Advising on curriculum design and change ☐ Advising on assessment design and change
- Sampling students’ assessed work and sampling the assessment of student work and moderating as necessary
- Considering statistical analyses (performance indicators) relating to modules and programmes with which s/he is associated
- Auditing and confirming the rigour of assessment practices and protocols adopted by the board
- Considering and advising on the comparability of standards where modules and programmes are delivered at more than one location
- Reporting on the above to ONCAMPUS verbally at the examination board and in the written report.
- Additionally to this, from time to time we may ask current external examiners to act as a mentor to newly appointed external examiners. This is not intended to be an onerous task and it is hoped that the mentor will be able to offer further support to the new examiner, attend the same examination board and be available via email or the telephone to answer any queries.

1. Participation in assessment External examiners

External examiners should be consulted on draft examination papers at all levels and programmes. To facilitate consideration by examiners model answers, outline solutions and related marking schemes, where appropriate, should be provided along with draft papers. External examiners should also be consulted regarding the range of coursework tasks set across a programme. This is particularly important for programmes that have coursework only assessment.

2. Sampling The external examiner has the right to see all assessed work in order to select an appropriate sample for moderation and/or audit against marking schemes/model answers/outline solutions. Examiners have discretion to sample material necessary to

render judgements about the consistency of internal marking. Detailed arrangements for selection shall be agreed with the external examiner in advance. To assist the external examiner, it is expected that a reasonable sample of material would include:

- a. The assessment(s) marked highest overall
- b. A selection of passed assessments from each classification band
- c. Any problematic assessments
- d. A sample of fails.

Assessments include all components contributing to a module including coursework elements and examination scripts. The reference to 'problematic assessments' is intended to cover a variety of eventualities where the College wants the particular advice of the external examiner. This would include, for example, exceptional cases where there is internal disagreement about a mark for a script or coursework assignment. The external examiner has the right to see any worked scripts and other assessed assignments, including coursework, projects, dissertations which contribute to the module mark. Examiners shall have discretion to sample material which will allow them to render a judgment as to the:

- Overall suitability of the assessment methods in practice
- Coherence of the assessment strategy
- Consistency of internal marking.

3. Written reports and actions

External examiners are required to submit written reports to the Principal annually and at the end of their periods of office. Each report should be emailed directly to the Principal who is responsible for ensuring that reports are considered and that any necessary actions are taken within the College. External Examiners are requested to send the report within one month of the final examination board (in August) in order for any actions to be addressed. Once the report is received by the Principal, this will be sent to the relevant committees and programme team leader for consideration and action, and any actions will be collated and addressed in the report via a synoptic response, by the end of semester 1 of the upcoming academic year. The reports will then be available to all staff and students on the VLE.

Reports of a serious nature

When an issue of serious concern is noted in an external examiner report the Chair of Academic Board and the Principal will ensure that an appropriate response is received from the programme leader concerned.

Student Representation and the Student Voice

Students are at the heart of what BCC is trying to achieve, and as such we rely heavily on their feedback and evaluation of their learning experiences. Students are asked to comment on their learning experiences at the end of each module offering via prompts at Staff-Student meeting at lectures and tutorials and are offered an exit survey once their programme of study is nearing completion. We also intend to use former students to inform our evaluation practices by including them in programme development where possible. Student representatives serve on our academic committees, with the expectation that they are able to feed into our academic enhancement activities and feed back to their colleagues on action taken. Student representatives receive training in their role, which may include assistance from the respective university partner Student Union. Students also have access to college-based staff-student consultative committees which allow them an opportunity to meet with staff and discuss any issues which may arise. These minutes are collated

centrally and are used as part of the evidence base for the termly educational oversight audit process. Data collected from student evaluation questionnaires feed into AMRs and any issues requiring action are followed up in the action plans derived from these. In addition, BCC considers it important to listen to the student voice when views are given in more informal ways. This may be through Personal Tutor meetings, feedback to Subject Leaders and tutors during lectures and tutorials or through ad hoc consultations. While this informal feedback may not be formally reported, it should be acted on and, if necessary, confirmed through more formal student evaluations.

Formal means of student feedback are:

- Induction survey completion
- End of programme survey completion (which mirrors the questions in the National Student Survey, allowing BCC to benchmark its results against the national HE results).
- Via representation at ASIC audits and relevant committees
- Via staff-student consultative committees within individual Centres

Student appeals and complaints

BCC has detailed procedures for academic appeals and complaints. These are available in the appendices in this Manual. Academic Board receives a report once per academic year on the number and range of appeals and complaints with the intention to learn from any patterns and adjust processes accordingly.

Appendices

1. Unconditional Offer

A student can only be given an unconditional offer for a course if he/she meets the minimum requirements for that particular course.

All students must be able to provide the following documents (or notarised copies of the documents):

- their valid passport;
- details of any colleges previously attended;
- original certificates of qualifications obtained;
- original certificates of competence in English (where applicable);
- proof of funds (where required);
- any other documents required;
- a brief outline of their plans for the future.

The Registrar will verify all documents before an Offer/ Visa Letter is issued.

The college may ask the student to:

- attend an interview before an Offer/ Visa Letter is issued (this may be by phone or video link for overseas students).
- submit a piece of written work or a sit an examination in order to judge his/her level of written and spoken English.

2. Monitoring Places Offered

Before each Admissions Committee meeting the Registrar will obtain a report from the Student Database listing the number of places offered including number of places by course and the number of places offered to International Students.

Before agreeing to offer a place the Admissions Committee will ensure that the number of students to whom places have been offered is not exceeding the maximum number that can be accommodated.

Where insufficient places are available a deferred offer may be made for the next session and/or the applicant may go on a waiting list in case of withdrawn applications, at the discretion of the Admissions Committee.

The number of places offered will also be monitored at the end of each term and reported on at Faculty Meetings, Academic Boards and Examination Boards.

3. Enrolment

A student can only enrol for a course if he/she meets the minimum requirements for that particular course. Original certificates of all previous qualifications, experience must be presented

All students must be able to provide on enrolment:

- their valid passport;
- their visa which gives permission to study in the UK;
- details of any colleges previously attended (if these have not been previously submitted);
- original certificates of qualifications obtained (if these have not been previously submitted);
- original certificates of competence in English (where applicable) (if these have not been previously submitted);
- proof of funds (where required) (if these have not been previously submitted);
- any other documents required;

Before enrolment is confirmed to a student the Registrar will verify all the student's details and documents.

4. No Shows

5 working days after the commencement of a course the Registrar will check the list of students to whom a place was offered to ensure everyone has enrolled. If there are students who haven't enrolled the Registrar will endeavour to contact them by email and/or telephone to establish why they haven't enrolled.

If after 10 working days there are still students who haven't enrolled a letter will be sent to their last known address advising them that they can no longer enrol this session and that the Immigration Department (where applicable) is being advised that they have not enrolled. A letter will immediately be sent to the Immigration Department as per Appendix E of the Attendance Policies and Procedures.

5. Registration

Where applicable students will be registered with any external awarding body (e.g. NCFE, Newman University):

- When they have completed their enrolment.
- Within 2-4 weeks of the course commencing or according to the deadline setting by the external awarding body. This timescale provides a 'cooling off' period to allow for any students who have a change of heart after commencing their studies and decide to withdraw from the course or transfer to a different course.

Academic Misconduct Policy & Procedure

1. Academic Misconduct

The following is conceded to be dishonest and therefore unacceptable and not allowed by Birmingham Christian College:

- Taking someone else's work, images or ideas and passing it off as your own. This is called plagiarism.
- Using the computer, either the Internet, or information stored on a hard copy or a removable disk which belongs to someone else, and passing it off as your own.
- Cheating, that is, acting unfairly or dishonestly to gain an advantage.
- Secretly agreeing with another to cheat or deceive. This is known as collusion.

All these are called **academic misconduct**. If you are discovered or suspected of any of the above, BCC will investigate and this may result in disciplinary action being taken.

2. What is expected of you whilst you are at Birmingham Christian College

- i) You will only hand in your own original work for assessment.
- ii) You will show when you have used information provided by someone else by giving the person's name and where you found the information in your work (or in your portfolio). For example, if you use someone else's words you will enclose the quote with inverted commas. You will also repeat this information at the end of the piece in a bibliography or references section. Your tutor will give you help with this. You should seek advice and guidance from tutors if you are unsure how to do this properly.
- iii) You will show when you have downloaded information from the Internet.
- iv) You will never use another's disk as if it were your own work, nor copy work from a disk belonging to someone else and use it as if it were your own.
- v) You will never use someone else's artwork, pictures or graphics (including graphs, spreadsheets etc.) as if they were made by you or let other students use or copy from your work and pass it off as if they had done it themselves.

All cases of suspected academic misconduct will be fully investigated by BCC.

If proven disciplinary action will be taken. The outcome will depend on the severity of the offence. The member of staff who has looked into what you have done will decide how serious the case is at first and will then consult senior colleagues. The claims against your wrongdoing will be written down so that you know the case you have to answer.

BCC classes some academic misconduct as gross and deals with it more severely.

The following section gives information on this classification, together with guidance on the actions BCC will take.

3. Cases of Academic Misconduct

Cases of academic misconduct include:

- Copying from books without acknowledgement which has a significant contribution to the overall work;
- Limited plagiarism from professional work (not course books);
- Limited copying of other candidates work (hard copy or from a disk), or excessive help within one piece of work;
- Limited downloading of information from the Internet or the use of model answers downloaded from the Internet;
- Repeated minor cases

Action the College May Take

- What you have done will be discussed with you in a private tutorial;
- Your mark or assessment grade will be reduced or you will have work returned to re-do and hand in for remarking or you will be awarded zero, depending on how serious what you have done appears to the College;
- You may not be allowed to take the essay/exam/assessment again;
- You will be given a warning about how you must act in the future.

4. Cases of Gross Misconduct

Cases of Gross Misconduct include:

- Extensive copying of textbooks in one piece of work or limited copying in two or more pieces of work which makes a significant contribution to the work(s);
- Extensive plagiarism of professional works (more than 100 words);
- Buying, selling or stealing of work;
- Repeated evidence of extensive use of information from the Internet without acknowledgement or using model internet answers;
- Using past candidates' work from previous years;
- Undue help from outside BCC;
- Repeated cases of misconduct.

Action the College May Take

- A Committee of Enquiry meeting is arranged at which the member of staff who has brought the allegation of misconduct will outline the evidence for misconduct. The student will have the opportunity to speak in his/her defence before a decision is made by the Committee.

- A zero grade in the essay/exam/assessment is given or the assessed work is not awarded a grade;
- You are not allowed to re-sit the exam or test, or you are not allowed to re-do the piece of assessed work;
- You are disqualified from your course;
- You are excluded from BCC.

All cases of academic misconduct will be reported to the Examination Board.

In all cases, a note will be made on your record of the allegation, the outcome and any penalty you are given. You need to know that this information may be used by BCC if it is asked to provide a reference for you.

5. Appeals Procedure

BCC is only prepared to consider appeals which are based on one or both of the following grounds:

- irregularities in the conduct of the Academic Misconduct Policy & Procedure, which are of such a nature as to cause reasonable doubt whether the Committee would have reached the same decision had they not occurred;
- exceptional personal circumstances which were not known to the staff investigating the allegation of Academic Misconduct and which can be shown to be relevant to the unfair practice. (In appeals based on these grounds the appellant must show good reason why such personal circumstances were not made known to the staff and/or Committee of Enquiry. Where a candidate could have reported exceptional personal circumstances to the staff and/or Committee of Enquiry, those circumstances cannot subsequently be cited as grounds for appeal.)

If a student wishes to make an appeal on one or both of the above grounds they should follow the procedure outlined in the Verification and Appeals Procedure.

Attendance Policy & Procedures

Introduction

Birmingham Christian College's (BCC) Attendance Policy and Procedures are intended to assist students to achieve their learning potential. Regular attendance at classes and examinations is expected of all students.

Unauthorised Absences

It is a course requirement that students must attend a minimum of 70% of their course of study.

If a student is absent for 3 expected contacts and that absence is not authorised (see below for information on authorised absences), s/he will be given a warning by e-mail/ telephone.

Students who have been absent for 6 expected contacts will be issued with a written warning stating that the student will be withdrawn from their course if s/he misses 10 expected contacts.

If the student is absent for 10 expected contacts, s/he will be terminated from BCC.

Finally, BCC will also notify the Immigration Department of the student's failure to comply with these attendance regulations.

Punctuality

BCC believes that being late for classes is not only detrimental to the academic process of the late comer, but also disruptive for the entire class. A student can be marked as absent if s/he arrives for class more than 15 minutes after the start. All full-time students are required to attend classes for a minimum of 15 hours per week when engaged in face-to-face learning on campus.

Authorised Absences

A student's absence may be authorised where the Registrar is notified in advance by email or using the Absence Form. When an authorised absence is granted, the student will be given an opportunity to catch up on any work.

Foreseen absences must be cleared with the Registrar or Director of Studies before the absence. Examples of foreseen situations where a student would qualify for an authorised absence are:

- Required attendance at an important family event;
- Required court attendance;
- Conferences where the subject matter is related to a student's course
- Emergency absences must be reported to the Registrar as soon as possible.

Examples of emergency absences are:

- Illness or injury (when certified by an attending physician).
- Death or serious illness of a family member (when certified appropriately).

Students who are absent due to an emergency must telephone or email the College at the earliest opportunity to explain their absence and must provide the Registrar with a document of confirmation or a doctor's note on their return (or by post/email if their absence will be prolonged e.g. due to serious illness). If the student does not have satisfactory documentary evidence, s/he will receive a warning letter from the Registrar.

The Attendance Policy will be explained to students during their inductions.

The Director of Studies will meet with students whose absences are adversely affecting their studies.

In the event that teaching staff are uncertain as to whether or not a student has been granted an authorised absence they should check with the Registrar.

Policy for 'No Shows'

BCC will notify the Immigration Department when a student fails to enrol at the College by no later than 10 working days after the end of his/her prescribed enrolment period.

The Registrar will write to the Immigration Department immediately confirming that the student has failed to enrol within the enrolment period. A copy of the correspondence will be kept on the student file.

Recording Students' Attendance

BCC will record attendance for each student for every scheduled class. Students will be required to attend at least 70% of their enrolled scheduled course contact hours. However, in exceptional circumstances this requirement may be reconsidered where the absence has been authorised as per BCC's Attendance Policy and Procedures.

Attendance Records

In accordance with attendance monitoring requirements by the Immigration Department and College Policy, BCC will keep attendance records for all students who are enrolled on courses with the College. Attendance records will be kept electronically. The day-to-day registers will be marked by the individual class teachers and passed to the Registrar for entry into the Attendance Record of the Student Management Systems (SMS).

These records are able to reflect in a cumulative manner, the percentage of attendance for each student at any time during his/her course of study. Individual subject/class attendance records for each student will also be maintained. At any time of the programme, the cumulative attendance can be viewed in the Attendance Record of the Student Management System (SMS) by module and course.

Attendance Monitoring Process

Review of Student Attendance

The Registrar will review student attendance regularly to identify students who may be at a risk with regards to their position to meet attendance requirements. Regular assessments will be undertaken at intervals (at least once in a week) which will ensure that the Registrar will be able to make an accurate assessment of students' attendance record. Students at risk of breaching attendance requirements will be identified through these assessments.

Stage 1 - Contacting students who have been absent for 3 expected contacts

When a student has been absent for three expected contacts a Poor Attendance Warning (see Appendix A) will be given to the student by the Registrar by e-mail/telephone. The warning will remind the student of his/her obligation to maintain satisfactory attendance whilst undertaking a course of study with BCC. A copy of the communication will be kept in the student file.

Stage 2 - Contacting students who have been absent for 6 expected contacts

After sending the Poor Attendance Warning at Stage 1, if the student continues to remain absent for a further three expected contacts, a written Warning Letter (see Appendix B) will be sent to the student at this stage. This will advise the student of the consequences of his/her poor-attendance at classes, in particular, that if the student remains absent for a further four expected contacts, BCC will withdraw him/her from BCC's Student Register and the Immigration Department will be notified. A copy of the written Warning Letter will be kept in the student file.

Stage 3 - Contacting students who have been absent for 10 expected contacts

After sending the written Warning Letter at Stage 2, if the student continues to remain absent for a further four expected contacts, the student will be withdrawn from their course and BCC and his/her name will be removed from the Student Register. A written Termination Letter (see Appendix C) confirming termination of studentship at BCC will be sent to the student immediately.

Stage 4

The Registrar will write to the Immigration Department (see Appendix D) immediately confirming that the student has been terminated from BCC because of poor attendance. A copy of the correspondence will be kept on the student file.

Cumulative Attendance below 70%

The Head of Administration and Compliance will also monitor cumulative attendance.

First written warning letter (1st warning)

If a student has not missed(ten) expected contacts but his/her cumulative attendance falls below 80%, a written warning letter (1st warning) will be issued to the student by the Registrar and the student will be asked to contact the Registrar regarding his/her poor attendance issue. The student will be given two weeks to improve his/her cumulative attendance.

Second written warning letter (2nd warning)

If at the end of two weeks, it is revealed that the students' attendance remains below 70%, a 2nd warning letter/final letter will be given to the student to improve his/her cumulative attendance within a period of a further two weeks. At this stage, the student will be clearly instructed that if s/he does not improve their cumulative attendance within the allocated timescale, s/he will be withdrawn from their course and from BCC and the Immigration Department will be notified immediately.

Termination Letter

After receiving the 2nd warning letter if a student does not improve his/her cumulative attendance within the maximum timescale allowed and if his/her attendance is less than 70%, the student will be terminated from BCC and the Immigration Department will be notified immediately.

Detail of Procedures

Attendance recording implemented by class teachers

Students will complete the register for each class signing their name. The register will be checked by the class teacher to ensure everyone who has signed is present. S/he will also mark any students who arrive late and any who are absent. The class teacher will then sign the register and pass it to the Registrar at the end of the class. The Registrar will enter the data in the Attendance Record in the Student Management System.

Misbehaviour

BCC may exclude from class or temporarily suspend a student on the grounds of misbehaviour.

Recording of Attendance

Registers will be emailed to lecturers. When completed they will be emailed to the Registrar. Attendance will be entered into the Attendance Record on a weekly basis from the electronic class registers.

Individual students' attendance records may be viewed from the Attendance Record in the Student Management System (SMS) to enable the Registrar to assess individual student's attendance record.

E-mails and letters will be sent to students who are at risk with their attendance from the Registrar.

The electronic attendance registers will be stored in BCC's secure cloud storage area for archival purposes.

Responsibilities for recording, monitoring, counselling and reporting on attendance

The following people have student attendance responsibilities.

- Students
- Registrar
- Director of Studies
- Module Tutors

Students' responsibilities

All students are required to:

- ensure they attend BCC on time every day;
- attend every lecture on time;
- follow BCC's procedures for attendance and punctuality at all times.

Module Tutor's responsibilities

All Teaching Staff are required to:

- advise students of BCC's Attendance Policy and Procedures during induction;
- promote good attendance;
- start and finish classes on time;
- mark attendance and absence in the register;
- contact, or arrange for contact with the student via the Registrar or Director of Studies, where appropriate, wherever there is cause for concern;
- monitor and report individual and group attendance and punctuality for their classes.

Registrar's Responsibilities

The Registrar is required to:

- keep teaching staff informed of issues and actions relating to a student's attendance and punctuality;
- report on students' attendance and punctuality, with the help of teaching staff;
- refer unresolved issues concerning attendance and punctuality to the Director of Studies;
- ensure paperwork regarding student attendance is kept in the individual student file.

Management's responsibilities

The Senior Management of BCC including Principal and Director of Studies are required to ensure that teaching staff:

- are aware of
- understand;
- and implement the Attendance Recording Policy and Procedures by way of:
 - i. Staff Induction
 - ii. Staff Handbook
 - iii. Information on the class registers

The Senior Management of BCC including Principal and Director of Studies are also responsible for ensuring that students:

- are inducted into the Policy and procedures;
- comply with the policy and procedures

Evidence and documentation to support these procedures

- Attendance Record in the Student Management System (SMS) and hardcopy;
- Individual student attendance records;
- Attendance warning e-mails and letters;
- Course Progress Records.

Other supporting documentation

- Medical documents;
- Letters of support from qualified professionals;
- Other documentation to support legitimate assessment of student absences.

APPENDIX A

Attendance Warning Communication (E-mail)

Date:

Name of the Student:

Address:

BCC Student No:

Dear Mr/Mrs/Miss/Ms A,

Re: Poor Attendance, First Warning

Our record shows that you have been absent for three expected contacts. You should be aware that as per BCC's Attendance Policy and Procedures, a student is required to attend at least 70% of total classes. As part of our compliance and obligation to the Immigration Department requirements, we are obliged to report the names of the students who fail to fulfil their attendance requirements as international students in the UK.

If there is a valid reason for your absence, you are requested to contact me with supporting documentation as a matter of urgency.

Under the above circumstances you are asked to attend your classes regularly to satisfy BCC's policy and Immigration Department requirements.

Yours sincerely,

Briony Seymour

Registrar

Course Delivery Policy

Introduction

One of the primary purposes of Birmingham Christian College is to optimise learning opportunities for students. BCC encourages and celebrates innovation in course delivery including alternative approaches such as improved information communication technologies, experiential learning opportunities, and self-learning strategies. Regardless of methodology, there are universal elements of course delivery that ensure appropriate learning opportunities are provided to our students. These are laid out in this policy document.

Students should be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course.

Module Descriptor

The Course Tutor and Director of Studies are accountable for the maintenance of academic standards and relevancy of programs of their course.

The module descriptor is a document that provides details about a particular module for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about BCC classes with the broader community (for example, for the purposes of transfer credit evaluation). Module descriptors must be submitted to the Registrar for approval 4 weeks prior to the start of term (the process for this is laid out in the Policy for the Production of Assessment Papers).

Students will have a copy of all module descriptors for their course in the student handbook. However, it is recommended that lecturers also provide printed copies at the beginning of the class.

Content of the Module Descriptor

Lecturers should review the contents of the module descriptor with their students at the beginning of the class. The descriptor shall include the following:

- type and schedule of class activities;
- expected learning objectives and outcomes;
- the type and schedule of assessments;
- relative marking weight of all assessments;
- attendance expectations, if applicable, and their contribution to the assessment process;
- participation expectations, if applicable, and their contribution to the assessment process;
- experiential learning expectations if applicable, and their contribution to the assessment process;

Changes to the Module Descriptor after Distribution

After distribution, a module descriptor may only be changed if no student in the class objects to such changes, the Registrar is notified and the Course Tutor/Director of Studies approves the changes. Otherwise, methods and modes of assessment for all assessments must remain as stated in the descriptor.

Change of Final Examination Date

Once the Registrar has scheduled final examinations for a term, Lecturers wanting to change the date and/or time of their final examination must obtain the consent of all students in the class

according to procedures established by the Registrar, as well as authorisation from the Director of Studies.

Contact Hours and Availability of Lecturers

As per the course outline in the student handbook a single module equivalent to 10 credits normally involves 30 direct lecture hours and can involve additional contact time in providing tutorial support.

Availability of Lecturer

Lecturers should make it known to the students how they can be contacted to arrange for tutorial support about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Lecturers should inform students about how quickly they can expect an email response to any enquiry.

Student Attendance

Regular and punctual attendance in their classes is expected of all students as detailed in the Attendance Policy and Procedures.

Any attendance requirement that may result in grade penalties or other consequences must be explicitly stated in the module descriptor.

Permission to Attend and Participate in Classes

No one may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Lecturers must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student. Only students who are registered in a class can receive credit for a class.

Lecturers may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers).

Class evaluation by students

Improvement of class delivery is an on-going responsibility of all lecturers. Student feedback is an important source of information to help guide lecturers in their search for improved delivery mechanisms.

At BCC, all classes will be evaluated by students using the course evaluation forms. All lecturers have the responsibility to ensure that students are reminded to complete these forms.

The responses on the course evaluation forms will be discussed at faculty meetings and, where appropriate, a response made to the students using the student feedback response form.

Class Recordings

BCC is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.

Classes at BCC may be recorded only for learning or research purposes, subject to the regulations and procedures stated in this policy.

With the permission of lecturers and students, and following the procedures listed below, BCC supports and encourages the audio and video recording of lectures and other learning activities for the purposes of teaching, learning and research.

Privacy, Permission and Consent

The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals. Recordings may not be posted on the internet including Social Media sites, YouTube or other similar sites without permission of the lecturer, students in the class and BCC.

Intellectual Property and Copyright

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the lecturer. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

Accommodation for Students with Disabilities

When an accommodation for recording lectures or classroom activities is authorised by the Registrar and/or Director of Studies for a student with disabilities, a lecturer must permit an authorised student to record classroom activity; only the student with the accommodation would have access to this recording.

Responsibilities of Lecturers

For purposes of teaching, research or evaluation, Lecturers may record lectures and other learning activities in courses. Notification of intent to record classroom sessions should be included in the module descriptor. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded. If such permission is refused by a student, the instructor will arrange for that student's image or voice not to be included in the recording.

Responsibilities of Students

Students' use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the lecturer. A student may record lectures without such permission only if the Registrar and/or Director of Studies has approved this accommodation for a student with disabilities. The lecturer will be notified of this accommodation. Such recordings would not be shared.

Storage, Archiving, and Permission to Use

Permission for any use of a recording of class and other learning activities remains with the lecturer after the class term is ended. In a case where the lecturer is no longer available to give permission for use of a recording, the Director of Studies can authorise such use only for the purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

Course Monitoring and Review

Course Monitoring

Course monitoring is carried out in a number of ways.

Student evaluation

Important feedback about whether courses are working will be gained from student evaluation questionnaires. This mechanism is described below. Student feedback from is discussed at Faculty Meetings and a digest of student feedback from this source is presented to the Academic Board.

Tutorial staff appraisal

Although this mechanism is primarily about teaching quality, it is expected that useful insights will be gained about how easy some sections of the course are for students to grasp, and how students react to different sections of the course. The appraisal process is described in a separate document.

Academic Board

All BCC courses are academically reviewed by the Academic Board. The board is able, if necessary, to delegate its powers to a committee dedicated to considering the progress and delivery of just one of the courses.

Membership

Employed tutorial staff and the Registrar. The Principal will normally act as Chair. An outside observer from another academic institution may also be invited to attend and comment when appropriate.

Duties

The Board will meet at least annually

- a) To receive and consider the Annual Report from the previous academic session, which shall include statistical information as appropriate.
- b) To approve amendments to the structure/syllabus/assessment of the courses.
- c) To receive information regarding changes in staffing, teaching resources, physical resources etc and make any necessary recommendations.
- d) To receive such information as may be relevant from any college bodies or mechanisms, e.g. staff/student liaison committees, analysis of student feedback forms.
- e) To review, maintain and develop the courses.
- f) To receive and implement relevant information and recommendations from the Faculty Meetings.
- g) To receive and implement relevant information and recommendations from the Examinations Board.
- h) To receive relevant information and reports from any other college meetings, working-groups or the student representatives.

Programme Assessment Board (Examination Board)

The final meeting at which significant quality control issues are handled is the Programme Assessment Board. Results from all BCC courses are presented at the Programme Assessment Board meeting which provides the opportunity to consider student performance.

Membership

The Programme Assessment Board for any one programme shall consist of all staff members that have been involved in teaching or as internal examiners. The Registrar is also usually present.

Conduct of the meeting

Boards are usually chaired by the College Principal, but in his absence, may be chaired by the Director of Studies or the Course Director. The Registrar usually acts as secretary to the board and is responsible for recording the Board's decisions and any other relevant matters. The Chair will ensure that awards are made in accordance with the established guidelines for aggregating performance in individual areas of assessment.

Other business

If time permits, the Programme Assessment Board may function as consultative group, at which aspects of course management and development may be discussed, and also a second executive point in the academic year at which course modifications previously circulated may be approved ready for implementation in the new academic session.

In summary, the duties of the Programme Assessment Board are thus:-

Duties

The Programme Assessment Board will meet at least annually:

- a) To receive, review and adjust, if necessary, the final results of all students completing a course at the end of that academic session. The Board will give special attention to any borderline cases and review performances in particular modules if necessary. For those failing the course, the Board must decide whether the opportunity to resit or resubmit assessments is to be offered.
- b) To receive information from the Committee of Enquire regarding any cases of academic misconduct/unfair practice on the part of any student.
- c) To offer general advice over matters of academic policy and/or approve any amendments to the structure/syllabus/assessment of the course as are presented for its consideration.

Faculty Meetings

It is expected that the teaching faculty will meet at various points during the year to consider matters arising from the above boards and committees. Other tutorial matters e.g. methods of assessment, changes in QA procedures etc. are also discussed. Training sessions usually occur as separate sessions.

Curriculum Development Plan

Introduction

One of the primary purposes of Birmingham Christian College is to optimise learning opportunities for students. BCC encourages and celebrates innovation in curriculum development, implementation, delivery and evaluation of its courses. The Curriculum Development Plan is the process whereby BCC ensures our existing courses, programs and training are studied, revised, implemented and evaluated. The objective is to ensure that the college is not only meeting its aims, but also meeting the guidelines and expectations. There are objectives which the curriculum aims to achieve whilst establishing shorter goals, and longer goals in the process.

Developing of Curriculum

The development of courses and modules are done by teaching staff, professional staff and at times, members of the community and consultants. Staff with particular expertise are assigned the role and responsibility of designing the course outline as well as the curriculum for the various models in the college. The evaluation of these outlines is done by the Principal and a committee to ensure that they meet and follow all guidelines.

Evaluating the Existing Curriculum

The first stage in the CDP is to evaluate the effectiveness of the existing curriculum and to assess if it is meeting the learning outcomes and the needs of the students.

Planning

This involves convening a Curriculum Development Committee. The committee's task is to ensure that the college is meeting not only the needs of the current students but are also looking at ways to explore new subjects and topics that are relevant to the contemporary society. So, the main areas in the planning stages can be seen as:

1. Assessing needs and issues in the contemporary society
2. Identifying key issues and trends in the specific content area
3. Ways to deliver.

Current Modules Under Diploma In Theology

These are in the student handbook.

Curriculum Development Plan

The CDP committee has agreed the following aims and objects over the next five years. These are works in progress and will be reviewed twice a year to evaluate the progress of the plan.

Classification of Areas

The Areas above will be broken down into the following units and courses. Students and participants will receive their respective certificate and qualification on successful completion of these units and courses

Diploma in Theology

The classification of the units and modules for this programme is outlined in the student handbook.

Lay leadership Training (church based)

The CDP committee has agreed to work towards and achieve the following in the next 12 months. These will be reviewed bi-monthly within the year to evaluate and assess if the target is being achieved.

Christian Leadership

➤ Aims/Objectives:

Area	Pathway	Qualification	Goal
Diploma in Theology	NCFE	Diploma	0-12 months
Lay Leadership Programme	NCFE	Certificate	0-12 months
Vocational and Pastoral Training	Edexcel	BTech	0-2yrs
Post Graduate Diploma in Theology		Post Graduate Degree	0-2yrs
Ministry in Practice	NCFE	Certificate	0-2yrs
BA in Theology		Degree	3-5yrs

To provide, at an introductory level, an overview of the theological and practical issues relevant to the emerging concept of Christian leadership within contemporary mission and pastoral theory. This programme will include the following units

- i. Leadership in the 21st Century
- ii. Mentoring
- iii. Communication and Team Work
- iv. Dealing with Conflict

Vocational and pastoral training

Discipleship

Our Lord Jesus gave the command, 'Go into all the world and make disciples of all nations' – Matt.28:18-20. The purpose of the Great Commission is not necessarily to fill the church with converts but to have those converts growing to become like Christ. This is called discipleship. So, to know how much a person has grown is not how many memory verses they know or how much they can pray or even how often they attend church. But rather how much transformation and conformation has taken place in the various aspects of their lives - Rom.8:29; 12:2. Though discipleship is a core calling of the church, the command has been grossly ignored and replaced by making of converts.

This presentation will help participants to understand the discipleship process and encourage them to implement strategic and transformational discipleship structure in the local church.

Postgraduate Diploma

The Modules this training are listed in the student handbook.

Christian Ministry in Practice

Evangelism

The course starts with the basic theology of evangelism giving the Biblical basis and spiritual framework before going on to consider in some detail various practical methods in evangelism, with an emphasis on preparation, dealing with problems and an introduction to working amongst young people. The aims will be:

- a. To introduce students to the theology and practice of evangelism.
- b. To give the students an overview of the breadth of the subject.
- c. To enable the students to engage in evangelism in a variety of contexts.

Introduction to Christian Worship

The purpose of this module is to further an understanding of the nature, origins, principles, history and contemporary expressions of Christian worship.

- origins of worship: a biblical survey
- worship in the OT
- worship in the NT
- Contemporary worship practices
- Music and worship

Children's Ministry

This course aims to look at the nature of children's ministry in contemporary UK. The aims will be to:

- a. To introduce students to the theory of children's work and good practice.
- b. To enable students to understand the rudiments and significance of children's work.
- c. To introduce students to basic good practice and standards in children's work.

Women's Ministry

This course aims to introduce participants to the role of women in the bible, church history and the nature and purpose of women's ministry. The module will look at how start, maintain and structure an effective women's ministry.

Youth Ministry

This module looks at the culture of the emerging generation in the UK. The multi-cultural and religiously plural society means that UK cannot no longer be defined by a single culture. In this context, how is can the church respond to the young people growing in this contemporary culture. The module includes topics like 'in the eyes of the youth', challenges facing young people, mentoring and discipline young people and building a church with young leaders and young people.

BA in Theology

The Modules in this unit are listed in the student handbook manual.

Model and Implementation

The Curriculum Review committee has set the development of these modules and programs in five phases:

1. The initial phase is the Evaluation. During this phase, a needs assessment occurs, supported by research, consultations, and surveys.

2. The second phase, requires Revision and Development. During this phase, final drafts and structure of the courses are established, the materials are reviewed and pilot studies and seminars/lectures are conducted.
3. The third phase, is the actual beginning of implementation. This is where the new programs are rolled out to the public and the participants. During this phase, facilitators collect and collate feedback as an ongoing process for evaluation at the end of the course.
4. The Fourth phase is when minor or major adjustments are made during implementation subject to feedback and peer evaluation assessments. These are responses to outcomes of phase 3
5. The Fifth phase, is a review of all the courses and course contents at the end of the programme. This helps in assessing whether the objectives have been met and to set some new targets in motion for the beginning of a new term.

Conclusion

The CDP at BCC is designed to be a rotational and ongoing process. All the courses and programs are subject to change, improving and review at any given time. The team and committees that are set up help to ensure that the college is meeting the needs of the learning public as well as the standards set and required by BCC and its certifying affiliates. Both courses and facilitators undergo frequent assessment and observation to ensure that all goals and targets are met.

Curriculum Development

The academic development of courses is overseen by the Curriculum Development Committee.

Curriculum Development Committee

The Curriculum Development Committee serves as the prime decision-making and strategic body responsible for reviewing the present curriculum and defining, developing and delivering a future curriculum that is aligned with the vision and purpose of Birmingham Christian College.

Membership of the Committee

The membership of the Committee is comprised of the Principal, Director of Studies, invited members of the Faculty and the Registrar. The Committee may also invite/co-opt other relevant persons both internal and external to the College to provide assistance and advice as appropriate. The Committee is chaired by the Principal.

Purpose of the Committee

1. The Committee will conduct an annual review of all existing courses with the aim of deciding whether any changes need to be made to the curriculum to improve the courses. Feedback from students and staff will be considered as part of this review.
2. Any proposed new modules submitted to enhance curriculum development and any changes to existing modules will be presented for consideration by the Committee and will only be implemented following consideration and agreement by consensus of the Committee.
3. The Committee will also consider ideas for the introduction of new courses. Should it be agreed to introduce a new course the Committee will oversee the development of the course and only when the Committee is satisfied with the curriculum, and agree that everything necessary for the successful delivery of the course is in place, will it be implemented.
4. The Committee is responsible for ensuring that any changes in curriculum and the introduction of new courses is communicated to the Accreditation Service for International Colleges (ASIC) where required by their regulations.

Internal Quality Assurance Strategy and Sampling

Introduction

The purpose of internal quality assurance is to make sure that the standards for the course are being reached and also maintained.

In order to make sure that the assessment is consistent, standardised, efficient and effective across the provision it is essential that a sample of the work produced by the students is checked by an Internal Quality Assurer to support internal risk management.

Sampling Strategy

There will be 100% IQA of new modules and new assessors. This will be reduced to a minimum of 20% depending on IQA findings.

Internal Quality Assessors	
Type of Assurer	Assessment type
The Director of Studies	Samples new lecturers and part time lecturers assessed work
The Principal	The Principal samples all full-time lecturers assessed work

Sampling Plan

Each academic year a sampling plan will be completed by the Registrar as assessments are selected for sampling (see attached template). The plan will be made available to staff and accrediting bodies when required for inspection and verification purposes.

Feedback Report

We aim to complete sampling within 3 weeks of the assessor completing their marking. A feedback report will then be completed and discussed with the assessor within 2 weeks of its completion. Where necessary the Director of Studies and/or Principal will provide additional guidance and/or training to ensure all assessors are marking to the same standard. It is expected that any action points will be completed within the timescale agreed with the Internal Quality Assurer.

Online Learning Policy

1. Introduction

This policy applies to all members of Birmingham Christian College (including staff, visiting lecturers, students, volunteers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time. This policy aims to guide staff and students of BCC regarding expectations for online learning and teaching. The policy covers expectations, behaviours and procedures for safe, effective and conducive teaching and learning online. This online policy recognises the changing nature of both teaching and learning and encourages teachers and students to use technology for teaching and learning and to prepare for life and the communities that we serve.

Following our motto “Scholarship with Fire”, we are driven by our desire to see human minds and hearts harmonized under the powerful leadership of the Holy Spirit to explore ways in which to direct our research towards understanding God, his mission, his purpose and how we can equip members of our societies to better serve God and the society. We aim to enable an environment where men and women are challenged intellectually, enabled spiritually to be true disciples with Christian character to serve in churches, communities and the marketplace. All our activities are underpinned by our Christian ethos and guided by the values of respect for others, serving others, social justice and equity.

Birmingham Christian College	Designated Safeguarding Lead (DSL) team	Mrs Briony Seymour Dr. Caleb Nyanni
	Online-safety coordinator	Dr. Caleb Nyanni
	Online-safety / safeguarding link Advisory Board Member	Dr. Grace Milton
	Network manager / other technical support	IT team
	Date this policy was reviewed and by whom	14 September 2021 Dr. Caleb Nyanni
	Date of next review and by whom	September 2022

2. Policy Aim and Objectives

The online learning seeks to provide a learning environment in which student learning is supported and encouraged

The online learning aims to be sensitive to and cater for the abilities and needs of all learners,

The online learning is dedicated to enhancing the students' engagement with the subject, teacher and other students, and their confidence in the learning experience.

The quality of online learning and teaching across BCC is overseen by the Academic Management Team.

3.Principles of Online Learning

We aim to ensure that all tasks and activities that the students undertake during periods of online learning are safe.

1. Students are expected to carefully follow the instructions of their lecturer or facilitator during lectures.
2. During lectures, Microsoft Teams or Zoom may be used by teachers as a communication tool to deliver lessons and for pastoral communication with students.
3. When using Microsoft Teams or Zoom, students are expected to behave as they would in the classroom.

This includes:

- a. Using Microsoft Teams or Zoom in an environment that is quiet, safe and free from distractions.
- b. Ensuring that students are ready to commence the lecture on time
- c. Ensuring that students can make contributions to the class when asked to do so
- d. Dressing appropriately for the lesson
- e. Ensuring that mobile phones are switched off for the duration of the lectures to avoid distractions and interruptions (unless the said devices are being used for the purpose of connecting to the lectures)
- f. Ensuring that all other applications are turned off so that complete focus can be given to the Microsoft Teams or Zoom lectures
- g. Displaying intellectual courage during lessons and interacting with teachers and peers in a respectful manner
- h. Start every Microsoft Teams or Zoom lesson with the camera turned ON and microphone on mute until asked a direct question or responding to discussions.
- i. Cameras should be turned on unless permission has been granted from the lecturer prior to the session
- j. You **MUST NOT** record each other's online interactions or film or share images of members of staff or students. It is illegal to share images of people without their consent

4. Use of Images and Videos

Images & Videos of learners and lectures are stored within approved College systems and must never be stored or sent to personal devices or accounts. Lectures are recorded for BCC auditing purposes and for students who wish to recap on any aspect of the lectures. Please note that the recordings are not kept indefinitely.

No image/photograph can be copied, downloaded, shared or distributed online from the learning platform without permission from the owner of that image. Photographs or videos of activities during lectures should not be shared or published online without consent or permission.

In addition to the use of Microsoft Teams or Zoom, other interactive learning platforms may be used by lecturers to deliver lessons, including learning apps such as Quizlet. The same expectations for behaviour apply. All serious safety incidents involving technology should be logged and sent to the Registrar or Dean at the earliest opportunity. Any suspected online risk or infringement should be reported to the designated safeguarding lead on the same day. Where a student breaches any of the college rules regarding acceptable use of technology, the Dean will apply any sanction which is appropriate and proportionate to the breach in accordance with the College's Behaviour Policy.

5. Feedback and Further Information

Birmingham Christian College welcomes all constructive feedback on this and any other college policy.

Policy for the Production of Assessment Papers

Unseen Examination Papers

All examination papers should be submitted to the Registrar four weeks prior to the examination date.

The Registrar ensures the papers are formatted correctly. The papers are sent to the Director of Studies for approval. Should the Director of Studies require any changes these will be communicated (via the Registrar) to the course tutor who will amend and resubmit the examination papers for final approval.

The final papers are stored securely by the Registrar who will print the required number of copies for the examination and pass them to the invigilator just before the commencement of the examination.

Information to be supplied with Draft Papers

All assessed work should contain the appropriate rubric (name of module, course, level, date, duration, materials allowed, open or closed book, etc.). See the example below for rubric which should be included on the front page of an examination paper.

- Title of Course
- Term (e.g. Autumn, Spring, Summer)
- Year / Level (e.g. Year 1 or 2, Level 4, 5, 6, 7)
- Title of Module (and Code No.)
- Duration of Examination
- Date of Examination

Instructions to Candidates

- Specify clearly how many questions should be attempted, for example: “All questions to be attempted” or “Answer 2 out of 5 questions” or “Answer 3 questions, at least 1 from Section A and 1 from Section B”.
- Provide information on marks available, for example: “All questions carry equal marks” or “Marks for each question are shown in parenthesis”.
- If multiple choice questions, state clearly whether or not negative marking is to be used.
- Statements are required defining any books or equipment which students may bring in to the examination.
- Paginate if examination continues overleaf and/or on another page. State clearly “turn over” or “continued on p.” at foot of page.

Module Assessment Papers

The module assessments for each term should be submitted to the Registrar 4 weeks prior to the start of the term. The Registrar ensures the papers are formatted correctly. The papers are sent to

the Director of Studies for approval. Should the Director of Studies require any changes these will be communicated (via the Registrar) to the module tutor who will amend and resubmit the papers for final approval.

The assessment papers should be printed and handed out or sent electronically to the students at the start of the module by the module tutor.

Information to be supplied with Draft Papers

- Title of Course
- Term (e.g. Autumn, Spring, Summer)
- Year / Level (e.g. Year 1 or 2, Level 4, 5, 6, 7)
- Title of Module (and Code No.)

Instructions to Students

- Specify clearly how many questions/essay titles should be attempted, for example: “All questions to be attempted” or “Answer 2 out of 5 questions” or “Answer 3 questions, at least 1 from Section A and 1 from Section B”.
- Provide information on marks available, for example: “Each essay is worth 20% of your final grade”.
- Paginate if questions/essay titles continue overleaf and/or on another page. State clearly “turn over” or “continued on p.” at foot of page.
- State submission deadline(s).

Formative Assessments

Formative assessments should be used to monitor students’ academic progress (see Monitoring Academic Progress Policy). Module Tutors should set formative assessments according to the principles set out in the Monitoring Academic Progress Policy. Tutors should keep a record of the formative assessments set and the students’ results and pass the records on to the Registrar to keep on the students’ files. If the Module Tutor is concerned about a student’s level of progress s/he should contact the Registrar in the first instance.

Student Complaints Policy & Procedure

Policy Overview

The complaints policy and procedure is designed to assist students who have the perception of unfair and/or unlawful treatment.

A student is defined as any person enrolled for full or part-time courses with Birmingham Christian College (BCC).

Please note that it is generally beneficial for the student to discuss the problem with BCC staff prior to filing a formal complaint.

BCC staff are available to advise students. Students should not hesitate to contact a faculty member, the Registrar or the Academic Dean if they require assistance in the application of this policy.

Objectives of the Complaints System

This complaints procedure is based on the principles of fairness and thoroughness.

It is intended to be:

- Simple and easy to understand;
- Well publicised and easy to access;
- Prompt and effective.

It will be monitored and reviewed on a regular basis.

Response to a Complaint

BCC will respond to any dissatisfaction with its services fairly and promptly:

- An initial response will be provided within 10 working days;
- A further more detailed response will be made if appropriate;
- You may be offered a meeting with the parties involved if appropriate;
- You may appeal to the Principal if you are dissatisfied with the outcome.

Complaints Policy

Anyone not satisfied with the level of service provided by BCC should feel able to approach relevant staff to address their concern promptly and directly.

Every attempt should be made to resolve complaints informally through a dialogue with those immediately concerned.

The Role of Staff Members

All staff members have a responsibility for:

- Receiving complaints;
- Treating them seriously;
- Dealing with them promptly and courteously;

in accordance with the procedure set out below.

The Role of the Management Team and Administrator

All members of the management team have a responsibility for resolving a complaint where possible and leading or contributing to an investigation into a complaint when this is considered appropriate.

The Role of the Academic Dean

The Academic Dean is responsible for resolving complaints which have reached the appeals stage, and may nominate an administrator or member of the faculty who has not been involved in the complaint to investigate.

Procedures for Implementing the Complaints Policy

Stage 1

Concern or dissatisfaction should be raised in the first instance with the person or area concerned as soon as possible and not later than within six weeks of the incident. This should be done by completion of the Student Complaints Form which can be found in the back of the student handbook or obtained from reception. This may be a student's tutor or other member of staff. The member of staff dealing with the complaint should make every reasonable effort to resolve the complaint promptly at his/her level.

If a complaint is about a member of staff it should be referred to the Academic Dean. Verbal complaints to reception and staff in public areas should be put in writing and emailed to the relevant member of staff based on the subject of the complaint.

If the member of staff is unable to resolve the issue, the complaint moves to stage 2.

Stage 2

If the member of staff cannot resolve the issue they should refer it to the Registrar for investigation.

Other staff members may become involved in resolving the complaint if necessary.

If appropriate, a meeting will be offered between the complainant and other parties involved to arrive at an agreed resolution.

The member of staff dealing with the complaint will investigate and decide to:

- Dismiss the complaint as unfounded, giving reasons.
- Propose an amicable settlement.
- Uphold or partially uphold the complaint
- Offer an apology;
- Take appropriate steps to address the issue;
- And take action to avoid a similar problem arising in the future.

All complaints should be dealt with as quickly as possible. As far as possible an initial response will be given within 10 working days and a further more detailed response provided where appropriate.

Appeals

If a complainant is dissatisfied with the response to their complaint they may appeal in writing to the Academic Dean.

The Academic Dean' nominated representative will investigate the complaint and will decide to:

- Dismiss the appeal against the result of the complaint as being unfounded;
- Refer the complaint back to an area and propose an amicable settlement;
- Uphold or partially uphold the appeal against the result of the complaint
- Offer an apology
- Recommend appropriate steps are taken to address the issue
- And take action to avoid a similar problem arising in future.

The decision of the Academic Dean is final and the complainant will be advised in writing of the outcome within 5 working days of Academic Dean receiving the appeal.

Student Complaints Form

<p>Before proceeding with the complaint please ensure that you are familiar with the student complaints procedure. <u>Wherever possible, Birmingham Christian College would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality. The following procedure should apply where this has been investigated, and found to be not possible.</u></p> <p>The form should be completed in full, any supporting documentation should be attached securely. You are also advised to retain copies of all documentation.</p>		
Full Name		
Address for Correspondence		E-Mail Address:
		Telephone Number:
Programme Studied:		
Dates you were enrolled on the programme:		

YOUR COMPLAINT

Please set out the main points of your complaint. Please include:

- details of how this was raised initially and with whom;
- any supporting documentation or other evidence. (This might include a chronology listing in date order of all letters, phone calls and meetings that are relevant to your complaint, a list of the rules and regulations that you think are relevant to your complaint, a signed statement from any third party who can provide evidence relevant to your complaint.)

[Please continue overleaf if necessary]

YOUR COMPLAINT (continued)

[Please continue on a separate sheet(s), if necessary]

WHAT WOULD YOU LIKE DONE ABOUT YOUR COMPLAINT?

DECLARATION

I understand that:

You will first decide whether the complaint is eligible under the rules.

You will need to handle personal details about me, which could include sensitive information (for example, relating to health matters), in order to deal with my complaint effectively.

You may need to exchange information about my complaint with other persons and/or organisations (for example to find out important facts relating to my complaint).

You will keep my personal information confidential except as is necessary to deal with the complaint as set out above.

I agree to the above and confirm that I believe the facts stated in this application are true:

Signed:	<p>.....</p>	Date:	<p>.....</p>
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Student Induction Programme

Introduction

It is College policy that all students will be given an induction that aims to:

- Ease the transition to studying in College
- Introduce students to the skills, knowledge and demands of their programme and includes transition between levels
- Establish students as part of the College Community

The inductions should provide a welcome to all students by creating a friendly atmosphere, help familiarise them with their surroundings and ensure that they are supported to prepare effectively to meet the demands of their chosen course/unit of study and eventual career path.

It is essential that students are provided with all relevant and current information before and during induction with particular reference to their course of study. It is also a vital aspect of the induction programme that the range of support services on offer are made known to students and that they are made aware of how they can obtain access to these. They should complete their programme of induction considering that it has been well organised and of clear benefit to them.

Responsibilities

- The Director of Studies has overall responsibility for the delivery and review of student induction.
- The Director of Studies and the Registrar have responsibility for the content and effectiveness of the student induction experience.
- The Registrar will be responsible for sending the induction programme to all students and communicating with them on a regular basis leading up to induction.
- The Registrar shall initiate interest in student representation for each course/year group.

Content of Induction Programme

Pre-Induction

Students who have confirmed their acceptance of a place at the college will be sent materials relevant to the induction in advance e.g. induction timetable, student handbook by the Registrar.

Student Support Services Induction

All Students will:

- Be welcomed by the Principal, or in his absence, another member of staff.
- Have the opportunity to meet members of staff who will play a key role during their time at College.
- Be provided with an opportunity to enrol on their course.
- Be made aware of relevant key policies and other practical information (e.g. Health & Safety, Fire Evacuation, parking)
- Learn about the services and facilities available to them including the library and IT resources (inductions will be given re the use of these services).

- Be informed about the procedures for reporting their absence from College and the implications of absence.
- Be made aware of the importance of keeping their contact details up to date and the implications of not doing so.
- Receive, if they have not done so already, important documentation (e.g. student handbook, timetable, College calendar etc.)
- Be given information about the Registrar's Office, administrative procedures and communication with staff (e.g. submission of assignments and marking process)
- Be informed of the role of the Student Representative and will be supported to appoint a Representative for each course/year group.
- Be made aware of the importance of consulting with relevant staff in the event of any difficulty.
- Receive a tour of the College campus.

Teaching Staff

Teaching staff will provide inductions covering:

- The aims of their course structure.
- The different learning and teaching approaches that will be taken and are able to identify their own learning style.
- Initial advice on study skills (e.g. academic skills and essay writing, how to study and research at Diploma/Postgraduate Diploma levels) and are aware of how to access additional tutorial support.
- Time management and attitude towards learning.
- Maintaining a strong spirituality whilst studying.
- The key assessment regulations and other associated information which apply to them.

Delivery and Format

Pre –Enrolment

Communication with applicants shall continue on a regular basis leading up to the induction week, letters providing detailed induction information and emails.

During Induction Week

The induction programme will be scheduled and delivered in such a way as to make for a coherent and effective introduction to college life.

It is essential that, once published, any changes to the induction programme are kept to an absolute minimum and are communicated effectively with all concerned.

All students will be provided with necessary documentation, including the following:

- Student Induction Timetable
- Course Handbook
- Course Timetable
- College Calendar
- List of relevant Staff and Contact Details

- Key Health and Safety information

7. Evaluation of Induction Programme

The Director of Studies and Registrar, during their meetings with the student representative(s), will ascertain their views on their induction experience each year. The induction experience and its effectiveness will be evaluated and reviewed at faculty meetings and as part of the course review process to improve future implementation.

Monitoring Academic Progress Policy & Procedures

Policy Overview

This Policy document guides Birmingham Christian College (BCC) in all matters relating to students' academic progress monitoring and reporting, including procedures adopted and written documents involved in the process.

BCC monitors students' progress regularly throughout their course. The Registrar and Director of Studies are required to report students' progress to the Faculty Meeting at the end of each term where the outcomes are considered.

Procedures for Progress Reporting

1. The Module Tutors are expected to interact with students, which will help them to monitor students' progress.
2. The Module Tutors will always keep a written note of any difficulties encountered by students.
3. The Registrar and Director of Studies will also monitor the students who are not progressing because of personal problems.
4. The Registrar will keep the records of the students who are appearing at the final examinations, and will assess their performance on the basis of the results liaising with the Director of Studies.
5. If the failure is due to any academic or administrative fault, the matter should be immediately reported to the Director of Studies along with suggestions as to how to remedy the situation.
6. Students' progress will be recorded in the Performance Report of the Student Management Systems (SMS), and a copy of the progression will be supplied to the students at the end of each year/level.

7. If any student fails to achieve a pass mark, the Module Tutor or Director of Studies will sit with the student to discuss his or her problems, and will also prepare a report setting out the reasons for the situation.

8. All reports and matters relating to student progress must be communicated to the Registrar to be recorded in the Student Management Systems and on the student's file.

Students' Progress Report - Contents

For each student of BCC, a progress report will be kept in the Performance Report of the Student Management Systems (SMS). The progress report contains the following information:

1. Name of the Student
2. Name of the Course
3. Level of the course on which student is enrolled
4. Modules on which the student is enrolled
5. Number of assessments the student has completed for each module/level of the course
6. Number of attempts in each module
7. Number of modules/subjects taken
8. Number of assignments the student has successfully completed
9. Number of written examinations the student has passed
10. Overall result at the moment
11. Whether the student has submitted assignments late and any penalties imposed
12. If the student has a poor attendance record
13. Overall Academic Performance

Strategies to Monitor and Record Students' Progress

- Academic progress is monitored through each student's personal record (file) and assigned task/test/examination record etc. Module Tutors are also mandated to monitor the academic progress of their students and to report any issues to the Registrar or Director of Studies for further action.
- To enable progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over the time ahead. The student's academic performance is measured on a regular basis. Progress towards meeting the student's goal is measured by comparing expected and actual rates of learning. Based on these measurements, teaching and other support is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual student's learning needs.
- Identifying students who may be "at risk" and who may require additional support to complete their studies successfully is the responsibility of all teaching staff at BCC. Teaching staff must ensure that these students are identified at an early stage in their course. Monitoring student progress and providing them with the capacity to succeed in their studies is a critical component of the academic activities at BCC.

Effective students' progress monitoring will be maintained at BCC through:

- Module tutor's contact with students;
- Monitoring by the Registrar using the Student Management Systems (SMS);
- Early Monitoring by tasks or activities undertaken early in the subject/course;
- Early Feedback by the module tutors based on these activities;

- Mid-Term monitoring by tasks or activities undertaken;
- Mid-Term Feedback by the module tutors based on these activities;
- End of Term Final Progress.

Academic Dean/Director of Studies

At the level of entire courses (e.g. Diploma in Theology) the Academic Dean/Director of Studies acts as the Course Coordinator. Some courses may contain different self-contained courses (e.g. the Certificate and Diploma levels within the Diploma in Theology) which may have a Course Tutor. The Director of Studies or Course Tutor is responsible for offering guidance to individual students in their academic work, monitoring progress and initiating the provision of additional support where this may be required. The Director of Studies/Course Tutors must be prepared to fulfil a more generally supportive role and to discuss any matters affecting a student's academic work which they may wish to raise with them. In cases where personal difficulties are affecting students' academic work, tutors should consider initiating appropriate consultation with the student and/or the Director of Studies.

Informal Monitoring

- Keeping an eye on the overall conduct of the student.
- Informal discussions with students.
- Students' participation in the Class
- Students' motivation towards their studies.

Early Monitoring

Early monitoring in a programme enables teachers to gain an early indication of students' current knowledge and/or experiences and any other factors that might have subsequent impact on learning and the successful completion of the subject and/or course. This may take place in a variety of ways e.g. assignments, reading reflections, presentations, tasks, tests. The task is assessed and feedback is provided to the students following the assessment. Early indicators of difficulties may include:

- poor attendance in the class;
- lack of motivation;
- difficulties with language and literacy etc.

Strategies are identified to support the students who are at risk and those strategies are implemented according to student need. Strategies may include:

- continuous assessment;
- regular feedback;
- examples/model answers
- one-to-one tutorial support etc.

Designing an Assignment/Task/Test

In designing an Assignment/Task/Mock Test, the following factors should be taken into account. The Assignment/Task/Test should:

- be designed so that the student can complete it in a short period of time;
- be based on what has been covered in the module so far;
- focus on a particular skill set or key area in the unit of study;
- clearly state the criteria against which it will be assessed (if it is to be assessed);

- engage the student with skills and knowledge that will provide information about potential areas of difficulty;
- be supported by the provision and discussion of worked examples or models on completion of the assignment/task/test.

Providing feedback on the Assignment/Task/Mock Test

To support students in their learning and to provide on-going encouragement and advice, it is critical that students receive constructive and timely feedback that extends beyond ticking a box or providing a mark. To assist students to improve their learning feedback must be:

- specific and detailed so that students can clearly see their strengths and weaknesses and what they can do to improve on their learning;
- based on the criteria used for assessment;
- provided in a timely way so that students can use the feedback to build on their learning towards the next assignment/task/test;
- provided in a number of ways such as informally, formally, directly or indirectly.

Mid-Term Monitoring

Mid-Term Monitoring is based on any assignments/tasks/tests that have been carried out in the first half of the term up to Reading Week. The purpose of Mid-Term Monitoring is to identify students who continue to be at risk. Mid-Term indicators may include poor attendance, lack of motivation, difficulties in following the course etc. Mid-Term Monitoring enables the teachers to gain an indication of students' current knowledge and/or experiences and in particular, whether the students have been able to make any progress after the Early Monitoring.

End of Term Final Progress

End of term final progress includes the examinations/assignments conducted by BCC. All results are recorded in the Performance Report of the Student Management Systems. The Registrar and/or Director of Studies reports on student performance at the end of each term for discussion at the Faculty Meeting.

Procedures for Dealing with Students not Making Satisfactory Academic Progress

Stage 1

According to the students' progress monitoring procedures of BCC, the Module Tutor identifies the students who may be at risk from Early Monitoring and advises the Registrar. A meeting is arranged with the student where the Module Tutor will identify key weaknesses of the student at Early Monitoring. An appropriate strategy will be implemented for the student depending on his/her weaknesses.

At this stage, the student is expected to make some improvements. At Mid-Term Monitoring, if the student is still showing signs of weakness, s/he will be issued with a warning letter (see Appendix A). At this stage, the Module Tutor will arrange a meeting between the student and the Course Tutor or Director of Studies via the Registrar. The student will be required to explain as to why he/she is

facing problems in his/her course of study. The student will be reminded that if they continue to display weaknesses, it may have a significant impact on their final assessments.

Stage 2

When a student fails a module or individual examination/assignment at the first attempt, the Module Tutor informs the Registrar and the Registrar arranges an appointment for the student with the Director of Studies. At the meeting the Director of Studies will try to identify the reasons for the unsatisfactory progress. The Director of Studies will advise the student, the Module Tutor and the Registrar of the required remedial steps to be undertaken. This stage is considered very important for the student as s/he will be reminded that failure to make satisfactory progress may severely jeopardise his/her academic goal. If the student then fails the module or individual examination/assignment at the second attempt a further meeting is arranged with the Director of Studies and at this stage, the student receives a further warning letter (See Appendix B) and is also reminded of his/her compliance to the rules and regulations of the Immigration Department.

Stage 3

If a student fails a module or individual examination/assessment at the third attempt, the Module Tutor informs the Registrar and the Registrar arranges an appointment for the student with the Director of Studies. The Director of Studies will advise the student, the Module Tutor and the Registrar of the required remedial steps to be undertaken.

At this stage, the student is issued with the Final Warning Letter (see Appendix C) indicating that s/he may be withdrawn from their course and their name removed from the BCC Student register due to his/her unsatisfactory progress and BCC will notify the Immigration Department of the termination. This letter also advises the student to improve his/her performance.

Stage 4

After sending the Final Warning Letter at Stage 3, if a student fails a module or individual examination of the Awarding Body at the fourth attempt, he/she will be withdrawn from their course and their name will be removed from the BCC student register with immediate effect and a Letter of Termination (see Appendix D) will be sent to the student's last known address immediately.

Stage 5

The Registrar will write to the Immigration Department immediately confirming that the student has been withdrawn from their course and terminated from BCC because of unsatisfactory progress (see Appendix E). A copy of the correspondence will be kept on the student file.

Academic Misconduct Policy & Procedure

Academic Misconduct

The following is conceded to be dishonest and therefore unacceptable and not allowed by Birmingham Christian College:

- Taking someone else's work, images or ideas and passing it off as your own. This is called plagiarism.
- Using the computer, either the Internet, or information stored on a hard copy or a removable disk which belongs to someone else, and passing it off as your own.
- Cheating, that is, acting unfairly or dishonestly to gain an advantage.
- Secretly agreeing with another to cheat or deceive. This is known as collusion.

All these are called **academic misconduct**. If you are discovered or suspected of any of the above, BCC will investigate and this may result in disciplinary action being taken.

What is expected of you whilst you are at Birmingham Christian College

- vi) You will only hand in your own original work for assessment.
- vii) You will show when you have used information provided by someone else by giving the person's name and where you found the information in your work (or in your portfolio). For example, if you use someone else's words you will enclose the quote with inverted commas. You will also repeat this information at the end of the piece in a bibliography or references section. Your tutor will give you help with this. You should seek advice and guidance from tutors if you are unsure how to do this properly.
- viii) You will show when you have downloaded information from the Internet.
- ix) You will never use another's disk as if it were your own work, nor copy work from a disk belonging to someone else and use it as if it were your own.
- x) You will never use someone else's artwork, pictures or graphics (including graphs, spreadsheets etc.) as if they were made by you or let other students use or copy from your work and pass it off as if they had done it themselves.

All cases of suspected academic misconduct will be fully investigated by BCC.

If proven disciplinary action will be taken. The outcome will depend on the severity of the offence. The member of staff who has looked into what you have done will decide how serious the case is at first and will then consult senior colleagues. The claims against your wrongdoing will be written down so that you know the case you have to answer.

BCC classes some academic misconduct as gross and deals with it more severely.

The following section gives information on this classification, together with guidance on the actions BCC will take.

Cases of Academic Misconduct

Cases of academic misconduct include:

- Copying from books without acknowledgement which has a significant contribution to the overall work;
- Limited plagiarism from professional work (not course books);
- Limited copying of other candidates work (hard copy or from a disk), or excessive help within one piece of work;
- Limited downloading of information from the Internet or the use of model answers downloaded from the Internet;
- Repeated minor cases

Action the College May Take

- What you have done will be discussed with you in a private tutorial;
- Your mark or assessment grade will be reduced or you will have work returned to re-do and hand in for remarking or you will be awarded zero, depending on how serious what you have done appears to the College;
- You may not be allowed to take the essay/exam/assessment again;
- You will be given a warning about how you must act in the future.

Cases of Gross Misconduct

Cases of Gross Misconduct include:

- Extensive copying of textbooks in one piece of work or limited copying in two or more pieces of work which makes a significant contribution to the work(s);
- Extensive plagiarism of professional works (more than 100 words);
- Buying, selling or stealing of work;
- Repeated evidence of extensive use of information from the Internet without acknowledgement or using model internet answers;
- Using past candidates' work from previous years;
- Undue help from outside BCC;
- Repeated cases of misconduct.

Action the College May Take

- A Committee of Enquiry meeting is arranged at which the member of staff who has brought the allegation of misconduct will outline the evidence for misconduct. The student will have the opportunity to speak in his/her defence before a decision is made by the Committee.
- A zero grade in the essay/exam/assessment is given or the assessed work is not awarded a grade;
- You are not allowed to re-sit the exam or test, or you are not allowed to re-do the piece of assessed work;
- You are disqualified from your course;
- You are excluded from BCC.

All cases of academic misconduct will be reported to the Examination Board.

In all cases, a note will be made on your record of the allegation, the outcome and any penalty you are given. You need to know that this information may be used by BCC if it is asked to provide a reference for you.

Appeals Procedure

BCC is only prepared to consider appeals which are based on one or both of the following grounds:

- irregularities in the conduct of the Academic Misconduct Policy & Procedure, which are of such a nature as to cause reasonable doubt whether the Committee would have reached the same decision had they not occurred;
- exceptional personal circumstances which were not known to the staff investigating the allegation of Academic Misconduct and which can be shown to be relevant to the unfair practice. (In appeals based on these grounds the appellant must show good reason why such personal circumstances were not made known to the staff and/or Committee of Enquiry. Where a candidate could have reported exceptional personal circumstances to the staff and/or Committee of Enquiry, those circumstances cannot subsequently be cited as grounds for appeal.)

If a student wishes to make an appeal on one or both of the above grounds they should follow the procedure outlined in the Verification and Appeals Procedure.

Staff Development Policy

The staff appraisal process, along with teaching observations where relevant, makes some contribution to staff development in helping to give accurate feedback about performance and identifying training and development needs (see Staff Appraisal documentation). Here we confine ourselves to general aspects of development policy. This operates differently for full and part-time staff members (who are employed by BCC) and associate tutors who are contracted to teach on particular modules or fulfil other clearly circumscribed roles.

BCC staff

All staff (full and part-time, but salaried directly within BCC) participate in a personal and professional development programme. This is based on their job description and takes into account personal training needs. Job description review and staff appraisal occurs once per year. Staff will be resourced in their personal development by:

- Paid leave and expenses to attend at least one academic or ministry-related conference per year.
- Regular tutorial training seminars.
- Support for further postgraduate study, at the discretion of the Principal.
- Use of the internet and library facilities for research purposes.

Visiting Lecturers

Visiting lecturers, although not in any direct employment by BCC, are nevertheless chosen because of their ability to teach. Some are freelance lecturers and trainers. Others bridge the academic and ministerial worlds, and are well positioned to model this connection to the students. It is therefore assumed that continued development will play an appropriate role in associates' profiles while they are BCC tutors. Although no major financial resources can be allocated to the visiting lecturers, they are nevertheless invited to attend all college tutorial meetings and training events.

Observation of Teaching Procedures

Observation of teaching is an important part of both staff appraisal and development and quality assurance. It should therefore be structured and planned appropriately. Birmingham Christian College believes that observation of teaching is particularly effective if conducted by peers and this approach is therefore recommended. The following guidelines should be followed:

- Teaching will be observed at least once in a year.
- All teaching staff should be observed in a full appraisal cycle.

- The observation must be structured (a proforma has been developed for this purpose).
- An appropriate range of teaching methods should be observed and reviewed e.g. lectures, seminars, workshops. In all cases the appraisee and observer will agree which sessions should be observed/reviewed.
- Feedback will be discussed with the appraisee using the proforma. The last page will be completed with strengths and areas for future development.
- The proforma will be kept on staff records and discussed as part of the full annual staff appraisal.
- Where areas of concern are identified during a teaching observation the observer will advise the Director of Studies who will arrange a meeting to discuss the issues with the member of staff. A development plan will be agreed. The development plan will provide a step by step series of actions that support the improvement sought. It is important that appropriate methods are agreed to measure the impact of actions. Normally these will include further lesson observations with a focus on the element identified for improvement. The development plan is signed by both the Director of Studies and member of staff. Should there be little or no improvement after completing the actions in the development plan termination of contract will be considered.

Staff Appraisal Policy

Birmingham Christian College (BCC) is committed to the provision of a quality education and administrative service to its students. The primary mechanism in achieving this commitment is a competent and accomplished workforce that is highly informed, motivated, well trained and supported. The provision of staff appraisals and supervision to all staff is essential to facilitating this aim. The supervisory relationship should reflect and adhere to anti-oppressive practice and the ethos of Birmingham Christian College.

Definition

Staff Annual Appraisal and Supervision is a process in which one worker is given responsibility to work with another worker(s) in order to meet certain college, professional and personal objectives. The process takes account of adherence to professional standards, accountable performance, continuing professional development and personal support.

The Annual Appraisal/supervisory relationship also:-

- ◆ Is clearly defined and recognised through managers' job descriptions.

- ◆ Is never an event or a method, but an ongoing process, which goes beyond the Annual Appraisal Meeting.
- ◆ Has multiple objectives which include college, professional and personal needs.
- ◆ Recognises the inter-dependence of accountability, competence, professional development and personal support.

The Purpose of Staff Appraisals and Supervision

- ◆ To ensure the worker is clear about roles and responsibilities.
- ◆ To ensure the worker meets BCC objectives.
- ◆ To ensure quality of service to BCC students.
- ◆ To assist professional development.
- ◆ To reduce stress.
- ◆ To ensure the worker is given the resources to do the job.

Principles of Staff Appraisals and Supervision

- ◆ The best interests of the BCC student must always come first.
- ◆ All staff require Staff Appraisals and Supervision. It is a necessity not a luxury.
- ◆ Staff Appraisals and Supervision are a shared responsibility.
- ◆ Staff Appraisals and Supervision are based on a negotiated agreement.
- ◆ Staff Appraisals are annual, confidential and uninterrupted.
- ◆ Staff Appraisals and Supervision involves management, professional development, mediation and support.
- ◆ Staff Appraisals and Supervision promotes competency, accountability and empowered practice.
- ◆ Staff Appraisals and Supervision promotes anti-oppressive practice.
- ◆ Staff Appraisals and Supervision are based on an understanding of how adults learn.

Functions of Annual Appraisals and Supervision

There are four principal functions of supervision:-

Management Function

- ◆ To ensure quality of work.
- ◆ To ensure the worker understands his/her role, responsibilities and authority.
- ◆ To ensure action plans are formulated and carried out.
- ◆ To plan and use personal and professional resources effectively.
- ◆ To ensure formal appraisal.

Learning Function

- ◆ To provide a regular space for the worker to reflect upon the content and process of their work.
- ◆ To develop understanding and skills within work.
- ◆ To receive information and other reflections concerning the workload.
- ◆ To receive both content and process feedback - what was done and how.

Supportive Function

- ◆ To validate the worker both as a professional and as a person.
- ◆ To create a safe climate for the worker to look at his/her practice and its impact on him/her as a person.
- ◆ To debrief the worker and encourage them to talk about their feelings/reactions to work.

- ◆ To monitor the health and well-being of the worker, especially in relation to stress.
- ◆ To help resolve difficulties in working relationships and assist in resolving conflict.

Mediation Function

- ◆ To represent staff needs and resolve conflicts/implications to higher management.
- ◆ To consult and brief staff about BCC developments or information.

Rights and Responsibilities

All members of staff have the right to receive effective and appropriate supervision and to be treated with consideration and respect in their role as either appraiser or appraisee. Mutual recognition of the rights and responsibilities of both parties is critical to effective supervision and are intrinsic to all aspects of the supervisory relationship and need to be considered in detail.

Appraisers' and appraisees' responsibilities are as follows:-

- ◆ At All Times
 - To aim to meet BCC, legal, ethical and professional standards.
 - To promote anti-oppressive practice and behaviour.
 - To promote the best interests of BCC students.
 - To take appropriate action to care for themselves.
- ◆ In Annual Appraisals:-
 - To share responsibility for making Annual Appraisals and Supervision work.
 - To accept the need for Annual Appraisals and Supervision.
 - To attend Annual Appraisals on time and without interruptions.
 - To come to Annual Appraisals with an agenda.
 - To actively participate in Annual Appraisals.
 - To implement agreements and plans.
 - To accept appropriate responsibility for own performance.
 - To give and accept constructive feedback.
 - To participate in problem solving.
 - To reflect, think through and explore options.
 - To promote anti-oppressive practice and behaviour.
- ◆ The Appraisee has a responsibility:-
 - To accept the mandate to be appraised and accountable.
 - To see and use guidance and knowledge.
 - To inform appraiser if plans cannot be implemented.
 - To be active in the pursuit of own development and learning.
 - To be clear and honest in seeking assistance.
 - To share any issues of concern.
- ◆ The Appraiser has a responsibility:-
 - To brief the appraisee about any changes.
 - To acknowledge experience and contribution.
 - To take appropriate action to care for staff.
 - To meet BCC, legal, ethical and professional standards.

- To ensure regularity of Annual Appraisals and records taken at Annual Appraisals.
 - Take seriously any concerns raised by the appraisee.
 - Seek outside support or assistance for both the appraisee and appraiser if necessary.
- ◆ Both the Appraiser and Appraisee have the responsibility to:-
- Acknowledge and address any issues arising from difference.

Process and Content of Annual Appraisals and Supervision

Frequency

Appraisal sessions will take place once a year for all staff at a time agreed by both the appraiser and appraisee. Any cancellations should be noted and reasons stated and an alternative date agreed as soon as practicable. Supervision will be ongoing.

Structure

Both parties have a commitment to attend Annual Appraisals and be prepared to complete the necessary forms in order to use the time available most effectively. The duration of the session should be a minimum of one hour for academic staff and a half hour for support staff.

Annual Appraisals should take place in a private and comfortable place with no avoidable interruptions. Both parties should arrive for the session on time. It is the appraiser's responsibility to ensure that notes of the session are taken, and a jointly signed copy distributed to both parties as soon as possible. Whilst these notes remain confidential, they can be accessed by the appraiser's line manager for monitoring purposes. All Annual Appraisal records will be retained by BCC after a staff member leaves and kept with their personal files.

Provision to Ensure a Quality Supervisory Relationship

The quality of the supervisory relationship is critical for effective supervision of both parties. Where there are difficulties, both parties should try and resolve them together, and this discussion must be recorded. Where there are difficulties with the supervisory relationship which cannot be resolved, access for both parties to mediation via senior management will be available. It is important that problems are managed as a matter of urgency and not allowed to become protracted.

Visiting Lecturers, Seconded and Self-Employed Staff

Teaching Staff

A meeting will be held with teaching staff to discuss any teaching observations undertaken during the period of their contract. Other relevant matters relating to performance and development may also be discussed. The appraisal forms may be used if the appraiser/appraisee would find this helpful. Otherwise the appraiser will take notes of the meeting which will be kept on the staff records.

Support Staff

A meeting will be held (annually if the contract is over 12 months in length) to discuss performance and development. The appraisal forms may be used if the appraiser/appraisee would find this

helpful. Otherwise the appraiser will take notes of the meeting which will be kept on the staff records.

Staff Recruitment & Employment Policy & Procedures

Introduction

For a successful business it is essential to have an excellent recruitment policy. Birmingham Christian College (BCC) has always considered various key factors during and after the recruitment procedures. These include the following:

- equal opportunities
- job reviews
- job descriptions
- person specifications
- pay rates
- selection panel
- advertisement
- short listing
- interviews
- checks
- job offers
- induction
- review of recruitment practice
- complaints.

Recruitment principles

The recruitment procedure is carried out in line with the following principles:

- BCC launch recruitment by publishing vacancy notices on recruitment Web Sites, the Institution Website and if necessary in a National Newspaper. A job must be advertised for at least 2 weeks period;
- The vacancy notice contains all the necessary information regarding the post in question and the selection procedure;
- For an application to be considered valid, it must be delivered using the prescribed mode within the established deadline;
- Recruitment procedure is open to all candidates fulfilling the eligibility criteria specified in the vacancy notice - at the initial stage of procedure, it is verified whether an application meets the eligibility criteria;
- All the eligible applications are pre-screened and evaluated based on the selection criteria defined in the vacancy notice;
- The best-qualified candidates, who demonstrate the greatest suitability for the post, are short listed for an interview; Maximum 8-10 candidates per vacancy should be short listed for the interview; this can be achieved in more than one step.
- During the interview procedure, the selection committee examines the profiles of candidates and assesses their suitability for the post in question;
- As a result of the interviews, the selection committee recommends the most suitable candidate(s) for the post in question;

- Based on the recommendation of the selection committee, the Head of the Selection Committee takes his/her decision on the appointment of the successful candidate.
- Successful candidate(s) must provide at least 2 references one of which should be from the most recent employer or educational establishment (if studying)
- Originals of all the qualifications and documents confirming eligibility to work must be seen and copies must be taken and signed by the authorised person, prior to commencing work.

Any recruitment must adhere to national requirements.

Before Commencing Work

What to Check

In addition to the passport, Immigration Department letters pertaining to the individual's current immigration status may be requested.

How to Check

All the following must be checked before employment is commenced:

- any photographs are consistent with the appearance of the employee;
- any dates of birth listed are consistent across documents and that these reasonably correspond with the appearance of the employee;
- the expiry dates of any limited leave to enter or remain in the UK have not passed;
- any Immigration Department endorsements (stamps, visas etc.) to see if prospective or current employee is able to do the type of work being offered;
- that the documents are valid and genuine, have not been tampered with and belong to the holder;
- if the potential employee gives two documents which have different names, ask for a further document to explain the reason for this. The further document could be a marriage certificate, a divorce decree, a deed poll or statutory declaration.

How to Record

- Passport - A photocopy of any page containing holder's personal details. An electronic copy can also be stored with employee details on the institution database (an electronic copy must be stored at a secure location protected by a password and should be in a non-rewritable format);
- Passport - Any page that provides details of nationality, photograph, date of birth, signature, date of expiry or biometric details;
- Passport - Any page containing Immigration Department endorsements indicating that the holder has an entitlement to be in the UK and is entitled to undertake the work in question;
- Any other documents should be copied in their entirety;
- Copied documents must be noted on the Document Checklist Form
- Job applicant's original documents must not be kept for longer than a day. These should be returned to the applicant immediately after making copies.

N.B. Passports/visas, proof of ID, qualification certificate and any other official correspondence must be photocopied with acetate stating 'Genuine certified copy of original documentation'.

Person photocopying the documents must sign and date stamp them with date photocopies were made.

Where to Store

- Documents will be kept in a locked filing cabinet for the duration of a person's employment and for a minimum of two years after they stop working.

ANNUAL ELIGIBILITY CHECK:

- An annual eligibility check must be performed each year and the date of the check should be recorded on the copy of the document.
- Annual Eligibility Check stamp must be used on the document with clear signatures of the person performing the check and the date on which the check was performed.

Accredited Prior Learning

Certificate/Graduate Certificate in Theology

Exemption from Certificate or Graduate Certificate Level modules can be allowed where a student has already achieved a similar standard in the relevant subject areas, e.g. passes at Certificate level in another course/institution.

For students seeking admission to the Certificate only, a maximum of 80 credits of APL may be taken into account. This limit does not apply to students intending to read for a Diploma or Graduate Diploma who may seek direct entry at the Diploma or Postgraduate Diploma level (see below).

Certificate/ Graduate Diploma in Theology

Exemption from Diploma/Graduate Diploma Level modules can be allowed where a student has already achieved a similar standard in the relevant subject areas, e.g. passes at Diploma level in another course/institution. For students seeking admission to the Diploma only, a maximum of 160 credits of APL may be taken into account, which includes any APL counted against a Certificate year. This means that students seeking direct entry at Diploma/ Graduate Diploma Level on the basis of Certificate Level and incomplete Diploma studies elsewhere may only have a maximum of 40 credits at Diploma/ Graduate Diploma Level taken into account, even if they have additional Diploma/ Graduate Diploma Level credits in hand.

Verification of Prior Learning

Students wishing prior learning to be taken into account should notify the registrar as soon as possible. The registrar will require details of the course that was studied, the individual modules/units the student wishes to claim as prior learning credits, the name of the institution where the study was undertaken and the contact details of the institution. The student will also be

required to provide a letter confirming the institution may provide information and a transcript to Birmingham Christian College.

The registrar will write to the institution, sending the student's letter giving permission to them to release information, requesting a transcript together with any other relevant information required.

When the transcript is received the registrar will check the modules/units that were taken, the level and number of credits and whether a pass was achieved. These will be compared with those modules/units of the BCC course for which the students has requested APL.

A decision will be made by the registrar as to whether the APL can be given and this decision will be communicated to the student in writing. Should there be any doubt as to the equivalency of the modules/units further information may be requested from the institution and this will be referred to the Principal and/or the relevant subject tutor for a decision.