

Student Policy Guide

Contents

Introduction	3
How this Guide Works	4
Contacts, Forms and Support.....	4
Document Control.....	4
Our Commitment to Students	5
Appeals Policy	7
Assessment Policy	10
Cancellation Policy	12
Complaints Policy	16
Course Extension Policy	18
Course Postponement Policy	20
Examination Policy	22
Feedback Policy	25
Internal Quality Assurance Policy	27
Malpractice and Maladministration Policy	31
Pregnancy, Maternity and Parental Support Policy	35
Plagiarism, Collusion and AI Policy.....	38
Recognition of Prior Academic Learning Policy	50
Reasonable Adjustment and Special Consideration Policy.....	53

Introduction

Welcome to the Student Policy Guide, your guide to the key policies that support your studies with ICS Learn Group.

This Guide explains the main rules, processes, and expectations that apply to your online learning experience. ICS Learn Group consists of ICS Learn and DPG Learn. As a provider of online and digital qualifications, we recognise the importance of clear, accessible, and consistent guidance for all students.

In these pages, you will find a collection of policies and guiding principles covering key areas including assessment, academic conduct, support, complaints, appeals, and course administration. These policies reflect our commitment to fairness, clarity, and inclusion, and are intended to support a respectful and effective learning environment for all students.

Studying online can be both rewarding and challenging. By understanding the policies in this Guide, you will be better equipped to make informed decisions, understand your responsibilities, and access the support available to you during your studies.

We encourage students and staff to use this Guide as a source of guidance and reference, and as part of our shared commitment to accountability, integrity, and student success. Our policies are reviewed regularly to ensure they remain relevant, effective, and aligned with current practice. This Guide provides the general policy framework that applies across ICS Learn Group. Requirements may vary depending on the qualification, assessment method and relevant awarding organisation. Where additional or different requirements apply, these will be communicated through the relevant course or qualification area within mystudyspace or through another approved communication. Where a mandatory awarding organisation requirement differs from this general framework, the applicable awarding organisation requirement will take precedence for that qualification. Nothing in this Guide reduces a student's statutory rights.

Whether you are starting your studies with us for the first time or returning to continue your learning, this Guide is here to support you. We are committed to providing a supportive, respectful, and inclusive learning environment in which every student has the opportunity to succeed.

We hope you find this Guide helpful throughout your studies.

How this Guide Works

This Student Policy Guide explains the academic, student-support and operational policies that apply during your studies. It should be read alongside the Terms and Conditions agreed when you enrolled.

Where a matter relates to fees, payment arrangements, cancellation, refunds, the Support Period or another contractual obligation, the applicable Terms and Conditions will apply. Qualification and assessment requirements may vary according to the relevant awarding organisation.

Policy hierarchy: this Guide sets organisation-wide principles and minimum requirements; course and qualification guidance provides detailed delivery and assessment requirements; awarding organisation requirements apply where mandatory; and internal procedures set out staff responsibilities and operational workflows.

Support Period - the period during which ICS Learn Group provides course access and associated support, as confirmed at enrolment. Specific arrangements may vary by qualification.

Contacts, Forms and Support

Student Services support is available across ICS Learn Group. ICS Learn students should use the **ICS Learn Student Services contact form**. DPG Learn students should use the **DPG Learn Student Services contact form**. These are available via the website of each member of the group.

Where a specific form or qualification process is required, this will be provided through Student Services, mystudyspace or another approved communication.

Document Control

Document owner	Head of Quality
Approved by	Appropriate ICS Learn Group governance / senior leadership
Version	1.0
Effective date	September 2026
Last review	September 2026
Next review	September 2027 or earlier where required
Applies to	ICS Learn Group students and qualifications, subject to applicable qualification-specific requirements
Authoritative copy	Controlled version published through ICS Learn Group / mystudyspace

Our Commitment to Students

1. Introduction

1.1 We are committed to providing a high-quality online learning experience for all students enrolled on a qualification with us. We provide digital qualifications and online support designed to help you achieve your learning and career goals. This section outlines our commitment to supporting you throughout your studies and helping you access a positive, inclusive, and effective learning experience.

2. Accessibility and Inclusivity

2.1 We are committed to promoting equal access to education, reducing barriers to participation and providing appropriate support wherever reasonably possible. We aim to ensure that our online learning environment is accessible, inclusive, and welcoming to students from all backgrounds, including students with disabilities.

3. Quality Learning and Teaching

3.1 We work with recognised awarding organisations to provide learning content that is current, relevant, and designed to support your achievement. Our qualifications and courses are developed by experienced subject specialists and education professionals. Our tutors and support teams are here to guide you and help you make progress throughout your studies.

4. Clear Course Information

4.1 We aim to provide clear and accurate information about your course or qualifications, including entry requirements, learning outcomes, assessment requirements, and study expectations. This information is intended to help you understand what to expect and make informed decisions throughout your studies.

5. Technical Support

5.1 We understand that technical issues can sometimes arise when using an online learning platform. Our Student Services team is available to help with technical or access issues where possible. We aim to respond promptly and support you in resolving issues as quickly as possible.

6. Student Support

6.1 We value your questions, feedback, and concerns. Our Student Services team is available to respond to your concerns, answer your questions, and provide guidance when you need support. We aim to respond in a timely manner so that you feel supported throughout your studies.

7. Data Protection and Privacy

7.1 We take your privacy and personal data seriously. We use appropriate measures to protect your personal information. We only collect and use your data for legitimate purposes connected to your learning experience and in line with data protection requirements.

8. Continuous Improvement

8.1 We are committed to continuously improving our courses, services, and online learning environment. We regularly gather feedback from students and use this to help improve the learning experience. Your feedback is important and helps us identify where improvements can be made.

9. Fees, Cancellations and Refunds

9.1 We aim to ensure that our fees, payment terms, cancellations, and refund arrangements are clear and transparent. Further information about cancellations, refunds, and course extensions is set out in the relevant sections of this Guide.

10. Community and Respect

10.1 We encourage a respectful and supportive learning community. Where appropriate, students may have opportunities to engage with tutors, peers, and learning activities that support collaboration and discussion.

11. Ongoing Learning Support

11.1 We are committed to supporting students throughout their learning journey. During your studies, we aim to provide access to guidance, resources, and support to help you progress and achieve your qualification. Where available, we may also provide access to additional learning opportunities and resources.

12. Conclusion

12.1 We are committed to providing a positive, fair, and supportive learning experience for all students. This commitment is supported by the policies in this Guide, the Terms and Conditions agreed at enrolment, and any applicable qualification or awarding organisation requirements.

Appeals Policy

1. Introduction

1.1 The purpose of this Appeals Policy is to provide a fair, clear, and transparent process for students who wish to challenge a decision that affects them. This policy ensures that students have the opportunity to request a review where they believe a decision was unfair, incorrect, or not handled in line with the relevant process.

2. Scope

2.1 This policy applies to all students enrolled on our online and digital qualifications or courses.

3. Grounds for Appeal

3.1 A student may submit an appeal where they believe there are valid grounds for review. Grounds for appeal may include:

- a. Procedural error – where the published process was not followed correctly and this may have affected the outcome.
- b. Error in assessment, marking, or grading – where there is reason to believe that work was assessed or recorded incorrectly.
- c. Bias, prejudice, or unfair treatment – where there is evidence that the decision may have been affected by bias, prejudice, or a conflict of interest.
- d. Relevant exceptional circumstances – where significant circumstances affected the student and were not known, available, or properly considered at the time the decision was made.

4. Informal Resolution

4.1 Before submitting a formal appeal, students should normally try to resolve the matter informally in the first instance by raising their concern with the relevant tutor or with Student Services. Informal resolution is not required where it would be inappropriate or impracticable in the circumstances.

4.2 Where appropriate, Student Services may refer the matter to the relevant team member or manager for review.

4.3 The aim of informal resolution is to clarify the issue and, where possible, resolve it quickly and fairly.

4.4 A record of the concern and any outcome may be kept on the student record.

5. Formal Appeal Procedure

5.1 If the matter is not resolved informally, or if informal resolution is not appropriate, the student may submit a formal appeal. An appeal challenges a decision; concerns about service, administration or the handling of a process should normally be raised under the Complaints Policy.

a. Submission of appeal - The student must submit their appeal through Student Services using one of the published contact methods within 14 calendar days of the decision being communicated, unless a different timeframe applies under qualification or awarding organisation requirements. The appeal will be acknowledged in writing.

- b. Grounds and supporting evidence – The appeal must clearly explain why the decision is being challenged and include any relevant supporting evidence.
- c. Initial review - The appeal will be reviewed by an appropriate member of staff, which may include a Curriculum Manager, Internal Quality Assurer, or another designated reviewer, depending on the nature of the appeal. Wherever practicable, the reviewer will not have been materially involved in the original decision and must have no conflict of interest. The student will be informed who is reviewing the case. Additional information may be requested where needed.
- d. Outcome – A decision will be made on the basis of the information provided and the outcome will be communicated to the student in writing.
- e. Review of outcome - If the student remains dissatisfied, they may request a further review within 14 calendar days of the outcome being communicated, unless another timeframe has been stated. A further review may be requested where there is relevant new information or a concern about the procedure, fairness or handling of the appeal. This review will normally be carried out by a more senior member of staff.
- f. Final internal review - In exceptional circumstances, where there are substantial grounds for further review, the student may request a final internal review within 14 calendar days of the further-review outcome unless another timeframe has been stated. The outcome of this stage will be final within our internal process and the final letter will identify any applicable awarding organisation or external route.

6. Confidentiality and Impartiality

6.1 All appeals will be handled as confidentially as possible and reviewed fairly, impartially, and in line with the relevant procedures.

7. Timelines

7.1 We aim to deal with appeals promptly. Students will be told what to expect at each stage of the process, including any applicable timescales and whether further information is required.

7.2 Depending on the qualification a student is undertaking, there may be variations to the appeals process and applicable timelines in line with awarding organisation requirements. Students should therefore check the resources within their course and mystudyspace account for any qualification-specific guidance, forms, or process requirements relating to appeals.

8. Effect of an Appeal

8.1 While an appeal is being reviewed, a student's enrolment and academic status will normally remain unchanged unless there is a clear reason for alternative action. Any action taken will be proportionate and in line with the relevant procedures.

9. Records

9.1 We will keep appropriate records of appeals, including the information submitted, the decision made, and any related communication, in line with data protection requirements.

10. External Review

10.1 If a student has completed our internal appeals process and remains dissatisfied, they may be able to seek a further review through the relevant awarding organisation or other appropriate external body, where this route is available. We will cooperate with any such process where required.

11. Policy Review

11.1 This policy will be reviewed periodically to ensure it remains effective, fair, and up to date.

Assessment Policy

1. Introduction

1.1 The purpose of this Assessment Policy is to explain how assessments are designed, delivered, and marked fairly and consistently across all qualifications and courses. This policy is intended to ensure that student work is assessed in a clear, fair, and transparent way, while maintaining academic integrity and the standards of each qualification.

2. Scope

2.1 This policy applies to all students enrolled on a qualification or course who are required to complete assessments, coursework, or other evidence as part of their studies.

3. Assessment Principles

3.1 Assessments will be designed to measure the intended learning outcomes and to reflect a student's knowledge, skills, and understanding accurately.

3.2 Assessments should be reliable and applied consistently under comparable conditions.

3.3 Assessments should be fair, inclusive, and applied equally to all students, regardless of background or personal characteristics.

3.4 Assessment methods, criteria, and grading arrangements should be communicated clearly to students at the appropriate stage of their course or assessment activity.

3.5 Students should receive timely and constructive feedback to support their learning and development. Further information is provided in the Feedback Policy.

4. Assessment Methods

4.1 A range of assessment methods may be used to assess different learning outcomes. These may include examinations, assignments, projects, presentations, practical assessments, and group work.

4.2 Assessment methods should be aligned to the intended learning outcomes of the course or qualification.

4.3 Assessment may include both formative and summative activities. Formative assessment supports learning and development during study, while summative assessment is used to measure achievement at the end of a unit, course, or qualification stage.

4.4 Where appropriate, assessments may be designed to reflect real-world tasks or professional practice in order to support relevant and meaningful learning.

5. Assessment Design and Development

5.1 Assessment tasks should include clear instructions, submission requirements, assessment criteria, deadlines and, where relevant, authentication or evidence requirements. Students will be told which requirements apply before submission.

5.2 Where appropriate, rubrics, mark schemes, or other assessment guidance will be used to support consistent and transparent marking.

5.3 Assessment tasks and marking processes may be subject to internal quality assurance to ensure consistency, fairness, and compliance with awarding organisation requirements. Further information is set out in the Internal Quality Assurance Policy.

6. Academic Integrity

6.1 Students are expected to complete and submit their own work honestly and in line with the requirements of their qualification. Plagiarism, cheating, collusion, the inappropriate or undeclared use of AI tools, the use of essay-writing services, or any other form of academic misconduct may result in disciplinary action. Please refer to the Plagiarism, Collusion and AI Policy for further information.

6.2 We may use plagiarism detection or similar tools to help identify and investigate potential academic misconduct.

6.3 Students will be given guidance, where appropriate, on academic integrity, the responsible use of sources and tools, and the consequences of misconduct.

7. Grading and Feedback

7.1 Clear grading and assessment criteria should be established, communicated, and applied consistently.

7.2 Students should receive timely and constructive feedback on their assessments to support learning and development. Please refer to the Feedback Policy for further information.

7.3 Students may have the opportunity to request a review of an assessment decision in line with the Appeals Policy and any applicable qualification requirements.

8. Assessment Records and Privacy

8.1 Assessment records will be maintained accurately, stored securely, and treated confidentially in line with data protection requirements.

8.2 Student assessment data will be handled in accordance with applicable data protection legislation and internal data protection requirements.

8.3 Students must retain coursework relating to their Online Learning Package for three years following completion, as it may be requested for quality assurance purposes in accordance with the Terms and Conditions. Where a different retention period applies to a specific qualification, this will be communicated to the student.

9. Policy Review

9.1 This policy will be reviewed periodically to ensure it remains effective, fair, and up to date.

Please note: This policy provides a general framework for assessment across qualifications and courses. Students should also refer to the specific guidance for their course or qualification, as some assessment requirements may vary in line with awarding organisation rules.

Cancellation Policy

1. Purpose

1.1 This Cancellation Policy explains the arrangements that apply if a student wishes to cancel their Online Learning Package during the cooling-off period, withdraw from their studies after the cooling-off period, or if we need to cancel a course, qualification, or Online Learning Package.

1.2 The purpose of this policy is to ensure that cancellation, withdrawal, refund, and related financial arrangements are clear, fair, and transparent.

1.3 This policy should be read alongside the terms and conditions provided at enrolment.

2. Definitions

2.1 Student – an individual registered or enrolled on a course or qualification offered by us.

2.2 Third-Party Payer – a person or organisation, other than the student, who pays for the Online Learning Package.

2.3 Where an Online Learning Package is paid for by a Third-Party Payer, additional contractual arrangements may apply, including in relation to account information, learner progress and changes to the financial contract. Students should refer to the Terms and Conditions and Privacy Notice applicable to their enrolment.

2.4 Qualification – any course, programme, or training offered by us that can lead to a qualification or certification.

2.5 Online Learning Package – the course or qualification package provided by us, including learning materials, digital resources, online access, and any associated services, as defined in the terms and conditions.

2.6 Materials – any learning and training materials provided by us in print or digital format as part of an Online Learning Package, including online resources, software, or replacement materials where applicable.

2.7 Cancellation – ending an Online Learning Package during the applicable 14-day cooling-off period, or cancellation of a course, qualification, or Online Learning Package by us.

2.8 Withdrawal - ending participation in an Online Learning Package after the 14-day cooling-off period. A student may notify us that they wish to stop studying, but withdrawal does not automatically remove any financial obligations that remain due under the Terms and Conditions agreed at enrolment.

2.9 Refund – the repayment of fees already paid, where a refund is due under this policy, the relevant terms and conditions, or applicable law.

2.10 Cooling-off period – the 14-day period during which an eligible student has the right to cancel in line with the applicable terms and conditions.

3. Your Right to Cancel

3.1 You have the right to cancel your Online Learning Package within fourteen (14) days from the day after you receive your mystudyspace login details.

3.2 If you exercise this right to cancel, you will receive a full refund of any fee paid in accordance with the refund arrangements set out below.

3.3 Cancellation must be made through the relevant Student Services contact form listed in the Contacts, Forms and Support section of this Guide.

3.4 If you cancel, you must provide:

- a. your full name;
- b. your student registration number; and
- c. the reason for cancellation.

4. Refunds and Financial Implications

4.1 If you cancel within the fourteen-day cooling-off period:

- a. we will process the refund due to you as soon as possible and, in any case, within thirty (30) days of the day you give notice of cancellation; any payment made by you will be refunded in full; and
- b. you will no longer be able to access any online elements of the Online Learning Package or any e-books provided as part of the Materials.

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

- a. we will consider a partial refund by calculating and retaining the fees due up to the date the request was received, together with a cancellation fee, and will refund any difference between the amount paid and the amount retained;
- b. from the date we receive your cancellation notice, we may remove your access to any e-books provided as part of the Materials; and
- c. from the date we receive your cancellation notice, you will no longer be entitled to access any online elements of the Online Learning Package.

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

- a. you will not be entitled to any refund of Fees paid to that date;
- b. all outstanding Fees payable by you up to the point of cancellation will become payable;
- c. you will be required to pay a cancellation fee based on your open balance: £50 where the balance is less than £500, or £50 plus 10% of the open balance where the balance is greater than £500; and
- d. from the date we receive your cancellation fee, you will no longer be entitled to access any online elements of the Online Learning Package.

4.4 You cannot cancel after the fourteen-day cooling-off period if:

- a. the Support Period on your course has ended; or
- b. you have less than 25% of the Support Period left on your course.

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

4.6 If you cancel after the fourteen-day cooling-off period and we have processed your registration or membership with the relevant Awarding Organisation:

- a. you will not be entitled to any refund of Fees paid to date for registration and you will be required to pay any outstanding Fees due; and
- b. you will be required to pay any outstanding Fees for the membership if you have activated this with the Awarding Organisation.

5. Course Transfers

5.1 You may transfer from one Online Learning Package to another within thirty (30) days from the date of your original Enrolment, except where the Online Learning Package is non-transferable.

5.2 An Online Learning Package is non-transferable where:

- a. the request is made more than thirty (30) days from the date of your original Enrolment; or
- b. the Online Learning Package is supplied through a third-party provider and is designated as non-transferable.

6. Our Right to Cancel

6.1 We reserve the right to cancel a course, qualification, or Online Learning Package where necessary. Where this happens, we will aim to notify affected students as soon as possible and explain the reason for the cancellation.

6.2 Where a cancellation by us affects fees, access, or future study arrangements, we will explain the options available to the student.

7. Fees and Fairness

7.1 We aim to ensure that fees, payment arrangements, cancellations, withdrawals, and refunds relating to an Online Learning Package are communicated clearly and applied fairly.

7.2 We will provide students with clear guidance on cancellations, withdrawals, refunds, and related support arrangements.

8. Policy Review

8.1 This policy will be reviewed periodically to ensure it remains clear, fair, and up to date.

Complaints Policy

1. Introduction

1.1 We are committed to providing high-quality products and educational services, and to maintaining a high standard of student support and customer care.

1.2 We recognise that, from time to time, concerns may arise. Where this happens, we are committed to dealing with complaints fairly, promptly, and in a transparent manner.

1.3 This policy explains how students, customers, or other relevant parties can raise a complaint and how complaints will be handled.

2. Scope

2.1 This policy applies to any student, customer, client, or other individual who wishes to make a complaint about our products, services, staff, or any other aspect of our operations.

2.2 This policy should be read alongside any relevant qualification guidance or awarding organisation requirements where these apply.

3. Definitions

3.1 Complaint – an expression of dissatisfaction or concern about our products, services, staff, communication, or any other aspect of our operations.

3.2 Complainant – the person or organisation making the complaint.

3.3 Responsible Party – the person, team, or department responsible for investigating and responding to the complaint.

3.4 Resolution – the action taken to address and respond to the complaint.

4. Informal Resolution

4.1 We aim to resolve concerns at the earliest possible stage. Where appropriate, a concern may first be discussed informally with the relevant team member or department in an effort to reach a quick and reasonable resolution.

4.2 If the matter cannot be resolved informally, or if the complainant wishes to make a formal complaint, the formal complaints process set out below should be followed.

5. How to Make a Formal Complaint

5.1 To make a formal complaint, please complete our online complaints webform, providing full details of your complaint and any relevant supporting information.

5.2 Where a complaint concerns the person or team who would ordinarily receive it, Student Services will arrange for the complaint to be directed to an alternative appropriate reviewer. Students who raise a complaint in good faith will not be disadvantaged for doing so.

5.3 On receipt of a formal complaint, we will acknowledge it and record it appropriately for the purpose of review, investigation, and future correspondence.

6. Complaint Handling

6.1 Once a complaint has been received, the appropriate person or team will review the information provided and, where necessary, carry out an investigation.

6.2 We aim to provide a substantive response within 10 business days. Where this is not possible, we will provide an update and explain the next steps.

6.3 Complaints will be handled fairly, objectively, and without bias. All relevant information will be considered before a decision is made.

6.4 Complaints and related information will be treated confidentially and shared only where necessary for the purpose of investigating and resolving the matter.

7. Outcome and Communication

7.1 Once the complaint has been reviewed, we will determine an appropriate outcome and communicate this to the complainant clearly and in writing, unless another method of communication is agreed.

7.2 The outcome will explain the decision reached and, where appropriate, any action taken or proposed in response to the complaint.

7.3 Where relevant, we may also explain any steps taken to reduce the likelihood of a similar issue arising again.

8. Escalation

8.1 If the complainant is dissatisfied with the outcome, they may request a further review.

8.2 A further review will normally be carried out by a more senior member of staff or manager who has not been directly involved in the original decision, where this is possible.

8.3 If the internal complaints process has been completed and the complainant remains dissatisfied, they may be able to refer the matter to the relevant awarding organisation or another appropriate external body, where applicable.

9. Monitoring and Continuous Improvement

9.1 We are committed to learning from complaints and using feedback to improve our products, services, and student experience.

9.2 We may monitor complaint themes and trends to identify recurring issues and support service improvements.

9.3 This policy will be reviewed periodically to ensure it remains effective, fair, and up to date.

Course Extension Policy

1. Introduction

1.1 This Course Extension Policy explains the circumstances in which a student may request additional time to complete their course or qualification beyond the original support period.

1.2 The purpose of this policy is to provide a clear and fair process for considering extension requests while maintaining academic standards and the requirements of the relevant qualification.

2. Scope

2.1 This policy applies to all students enrolled on an online or digital distance learning course or qualification with us.

3. Eligibility for a Course Extension

3.1 A student may request an extension to their Support Period where they are unable to complete their studies within the original Support Period and need additional time. Extensions are not automatic and are granted at ICS Learn Group's discretion, subject to the circumstances of the request, course and qualification availability, and any applicable awarding organisation requirements.

3.2 Extension requests should normally be submitted before the original course end date.

3.3 Late requests may still be considered, but approval will be at our discretion.

3.4 All extension requests will be considered on a case-by-case basis and may be subject to review of the student's circumstances, course progress, and any relevant supporting information.

3.5 The course or qualification end date and any awarding organisation requirements will be taken into account when considering whether an extension can be granted.

4. Grounds for a Course Extension

4.1 A course extension may be requested for a range of reasons, including but not limited to:

- a. medical or health-related issues
- b. personal or family emergencies
- c. unforeseen or exceptional circumstances outside the student's control
- d. documented conflicts with other academic or professional commitments

4.2 Students may be asked to provide supporting evidence where appropriate. This may include documents such as medical certificates, official letters, or other relevant records.

5. How to Request a Course Extension

5.1 To request a course extension, please complete the relevant webform and provide full details of your circumstances, the extension you are requesting, and any relevant supporting information.

6. Review and Decision

6.1 Extension requests will be reviewed and decided by Student Services, subject to any applicable qualification or awarding organisation requirements.

6.2 Each request will be considered on its individual merits, taking into account the information and evidence provided.

6.3 Where an extension is approved, the student will be informed of:

- a. the revised course end date
- b. any conditions attached to the extension
- c. any fees payable for the additional support period, where applicable

6.4 Where a fee applies, this will be explained to the student before the extension is confirmed.

6.5 Any fee and any applicable refund arrangements will be confirmed in accordance with the Terms and Conditions before the extension is agreed.

6.6 We will communicate the outcome of the request in writing using the appropriate communication channel.

7. Conditions of Extension

7.1 Where a course extension is approved, the student will remain subject to the original terms and conditions of enrolment unless otherwise stated.

7.2 Students must continue to meet the requirements of their course or qualification during the extension period.

7.3 Failure to comply with the conditions of the extension or the requirements of the course may result in the extension being withdrawn or reviewed.

7.4 Where applicable, students may also need to pay any re-registration or awarding organisation fees linked to the extended period of study. Any such costs will be explained in advance.

8. Limitations

8.1 A course extension will be granted only for the period approved by us.

8.2 Further extensions may be considered only in exceptional circumstances and will be subject to further review.

8.3 A course extension does not guarantee any change to assessment requirements, grading decisions, or qualification outcomes.

8.4 Students remain responsible for completing all required assessments, coursework, examinations, and other course components needed to achieve their qualification.

9. Confidentiality

9.1 Information provided in support of an extension request will be handled confidentially and in line with applicable data protection requirements.

10. Policy Review

10.1 This policy will be reviewed periodically to ensure it remains clear, fair, and up to date.

Course Postponement Policy

1. Introduction

1.1 This Course Postponement Policy explains the circumstances in which a student may request to pause their studies and return at a later date.

1.2 The purpose of this policy is to provide a clear and fair process for considering postponement requests while supporting students and maintaining the requirements of the course or qualification.

2. Eligibility for Postponement

2.1 A student may request a course postponement where they are unable to continue studying for a period of time due to exceptional or significant circumstances.

2.2 Reasons for a postponement request may include, but are not limited to:

- a. medical reasons
- b. personal or family circumstances, including bereavement or emergencies
- c. other exceptional circumstances supported by appropriate evidence, where required

3. How to Request a Course Postponement

3.1 To request a postponement, please complete the relevant webform and provide full details of your circumstances and the postponement you are requesting, together with any relevant supporting information.

3.2 Requests should normally be submitted as early as possible so that any study arrangements, assessment plans, exam bookings, or other course requirements can be reviewed where necessary.

4. Review and Decision

4.1 Student Services will review and decide each postponement request on a case-by-case basis, subject to any applicable qualification or awarding organisation requirements.

4.2 When reviewing a request, Student Services will take into account:

- a. the student's circumstances
- b. the likely impact on academic progress
- c. the availability of the course or qualification at the proposed return date
- d. the course or qualification end date
- e. any relevant awarding organisation requirements

4.3 The maximum postponement period will normally be 6 months, unless otherwise agreed in exceptional circumstances.

4.4 The outcome of the request will be communicated to the student in writing. Where a request is not approved, the reason for the decision will normally be explained.

5. Conditions and Limitations

5.1 An approved postponement is subject to the course or qualification remaining available at the point the student plans to return.

5.2 A postponed course or qualification must still be completed within any applicable time limits. Where necessary, students may need to discuss transfer to an updated version of the course or qualification.

5.3 Approval of a postponement does not automatically amend the student's Payment Plan or other contractual obligations. Any change to payment arrangements, the Support Period, course access or the return date must be separately agreed and confirmed in writing in accordance with the Terms and Conditions.

5.4 Where applicable, a student may be required to pay an administrative, transfer, or related fee. Any such fee will be explained before the postponement is confirmed.

6. Advice and Support

6.1 Students considering a postponement are encouraged to contact Student Services to discuss their circumstances, the possible impact on their studies, and any alternative support that may be available.

6.2 Where appropriate, we will continue to provide relevant updates to course content or resources during the postponement period so that students can return with up-to-date information.

7. Complaints

7.1 If a student is dissatisfied with a decision relating to a postponement request, they may raise a complaint in line with the Complaints Policy.

8. Policy Review

8.1 This policy will be reviewed periodically to ensure it remains clear, fair, and up to date.

Examination Policy

1. Introduction and Scope

1.1 This Examination Policy explains the arrangements that apply to examinations undertaken as part of a course or qualification.

1.2 The purpose of this policy is to ensure that examinations are managed fairly, securely, and consistently, and that students understand the requirements that apply before, during, and after an examination.

1.3 This policy applies to all students required to undertake an examination as part of their course or qualification.

1.4 Examination arrangements vary by qualification. Where an examination is an External Examination as defined in the Terms and Conditions, students may be responsible for making their own examination arrangements and paying the associated examination fees. ICS Learn Group will provide information in its possession to support students with these arrangements.

2. Examination Types

2.1 This policy may apply to different types of examination, including:

- a. written examinations
- b. practical examinations
- c. oral examinations
- d. online or digital examinations

3. Examination Scheduling and Booking

3.1 Examination dates, times, durations, and locations, including any online arrangements, will be communicated to students in advance where possible.

3.2 Details of available examination sittings or assessment windows will normally be provided within the relevant course or qualification area on mystudyspace.

3.3 Students are responsible for checking examination information carefully and following any booking or attendance instructions provided.

4. Examination Security and Integrity

4.1 Examinations will be conducted in a way that supports fairness, security, and the integrity of the assessment process.

4.2 Where required, examinations may be supervised by an invigilator, proctor, or another authorised person.

4.3 Students may be required to present valid photographic identification before entering an examination venue or accessing an online examination.

4.4 Students must not bring or use unauthorised materials, devices, or means of communication during an examination.

4.5 Any suspected plagiarism, cheating, collusion, malpractice, or other academic misconduct during an examination may be investigated and may result in disciplinary action in line with the relevant policies.

5. Examination Administration

5.1 Examination papers or assessment tasks may be set and marked either by us or by the relevant awarding organisation, depending on the qualification.

5.2 Examination content will relate to the relevant qualification syllabus, specification, or assessment requirements.

5.3 Examination materials will be handled securely and will remain confidential until the appropriate time for the examination to begin.

5.4 Examination papers or digital assessment materials will be issued to students at the start of the examination in the appropriate format.

6. Examination Procedures

6.1 Students must follow all examination instructions issued before and during the examination.

6.2 Where examinations are held in person, seating arrangements may be used to support fairness, security, and appropriate examination conditions.

6.3 The duration of the examination will be stated clearly in the relevant examination information or on the examination paper.

6.4 Students must submit their answers or responses within the required time. Late submission may not be accepted unless this is permitted under the relevant arrangements.

6.5 Students may not leave the examination early where this is not permitted under the applicable examination rules.

7. Reasonable Adjustment and Special Consideration

7.1 Students who require a reasonable adjustment or special consideration should refer to the Reasonable Adjustment and Special Consideration Policy and notify the relevant team as early as possible.

7.2 Any approved adjustment or special consideration will be managed in line with the requirements of the relevant awarding organisation and the examination arrangements in place.

8. Results and Assessment

8.1 Examination responses will be marked and graded in line with the requirements of the relevant course, qualification, or awarding organisation.

8.2 Where possible and appropriate, marking may be anonymised to support fairness and impartiality.

8.3 Examination results will be issued in line with the applicable process for the course, qualification, or awarding organisation.

8.4 Where feedback is available as part of the relevant process, this will be communicated in line with the relevant guidance.

9. Review and Complaints

9.1 If a student believes that an examination decision, process, or outcome has not been handled correctly, they should refer to the relevant policy, which may include the Appeals Policy or Complaints Policy, depending on the nature of the concern.

10. Policy Review

10.1 This policy will be reviewed periodically to ensure it remains clear, fair, and up to date.

Feedback Policy

1. Introduction

1.1 This Feedback Policy explains how feedback on assessed work will be provided to students.

1.2 The purpose of this policy is to support fairness, consistency, and effectiveness in the feedback process, and to help students use feedback to support their learning and development.

2. Scope

2.1 This policy applies to all students and covers feedback provided on assessed work across all courses and qualifications.

2.2 The type and level of feedback available may vary between formative work, internally assessed work, externally assessed work and other assessment activity. Where an awarding organisation limits the feedback that may be provided, those requirements will apply.

2.3 Feedback may be provided in different forms, including written, verbal, audio, or through online systems, and all such feedback falls within the scope of this policy.

2.4 Students should also refer to the specific guidance for their course or qualification, as feedback arrangements may vary depending on the requirements of the course, qualification, or awarding organisation.

3. Timeliness

3.1 We aim to provide feedback in a timely manner so that it can support student progress and development.

3.2 Feedback timescales may vary between courses and qualifications. Where relevant, the expected turnaround time for feedback will be communicated in the relevant course or qualification guidance.

4. Quality of Feedback

4.1 Feedback should be clear, constructive, and focused on supporting improvement.

4.2 Feedback should identify strengths as well as areas for development, and where appropriate should include guidance on how work could be improved.

4.3 Feedback should be specific enough to help students understand the reasons for the assessment decision and how this relates to the assessment criteria.

5. Assessment Criteria

5.1 Students should be provided with clear assessment criteria, learning outcomes, and guidance, where applicable, to help them understand how their work will be judged.

5.2 Feedback should, where possible, relate to the relevant assessment criteria so that students can understand how the outcome was reached.

6. Individual Feedback

6.1 Where appropriate, feedback should reflect the individual student's work and performance.

6.2 Feedback may take account of the student's current level of progress, areas of strength, and areas requiring further development.

7. Methods of Feedback

7.1 Feedback may be provided through a range of methods, including written comments, recorded audio, online systems, or other appropriate channels.

7.2 The method of feedback may vary depending on the course, qualification, assessment type, or learning platform used.

8. Questions and Follow-Up

8.1 Students are encouraged to review their feedback carefully and to seek clarification where they do not understand it.

8.2 Where appropriate, students may contact their tutor or Student Services for further guidance on feedback and next steps.

9. Internal Quality Assurance

9.1 Feedback practice may be subject to internal quality assurance processes to support consistency, fairness, and quality.

9.2 Further information is set out in the Internal Quality Assurance Policy.

10. Final Outcomes

10.1 Where applicable, students may receive feedback on overall assessment outcomes or final grades in line with the arrangements for their course or qualification.

10.2 If a student wishes to challenge an assessment decision, they should refer to the Appeals Policy.

11. Confidentiality and Data Protection

11.1 Feedback will be provided and stored in a secure and confidential manner, in line with applicable data protection requirements.

11.2 Where feedback is provided through online systems, students are responsible for keeping their login details secure and for accessing feedback through the approved platform.

12. Policy Review

12.1 This policy will be reviewed periodically to ensure it remains clear, fair, and up to date.

Internal Quality Assurance Policy

1. Introduction

1.1 This Internal Quality Assurance Policy explains how assessment decisions, feedback, and related assessment practice may be monitored and reviewed to support fairness, consistency, accuracy, and compliance.

1.2 The purpose of this policy is to ensure that assessment and internal quality assurance arrangements are applied consistently across courses and qualifications, while meeting the requirements of the relevant awarding organisation.

1.3 Internal quality assurance may operate alongside external quality assurance carried out by an awarding organisation or another authorised body. Where required, an assessment decision may remain provisional until the relevant checks are complete.

1.4 This policy supports the integrity of assessment decisions and helps ensure that students are assessed fairly and in line with the standards of the relevant course or qualification.

2. Scope

2.1 This policy applies to courses and qualifications where internal quality assurance activity is required or appropriate.

2.2 It applies to staff involved in assessment, internal quality assurance, feedback, moderation, standardisation, and related quality assurance activity.

2.3 Students may also be affected by this policy where their work, feedback, or assessment decisions are included in internal quality assurance activity.

3. Definitions

3.1 Internal Quality Assurance (IQA) – the process of checking and monitoring assessment practice and decisions to ensure that they are accurate, consistent, fair, and in line with the requirements of the relevant qualification and awarding organisation.

3.2 Tutor – the person responsible for assessing student work and making assessment decisions.

3.3 Internal Quality Assurer – the person responsible for reviewing assessment decisions, assessment practice, and related records as part of internal quality assurance activity.

3.4 Sampling – the review of selected assessment decisions, feedback, records, or student work as part of internal quality assurance.

3.5 Standardisation – activity carried out to support a shared and consistent understanding of assessment requirements, decisions, and feedback practice.

4. Principles

4.1 Internal quality assurance activity should support fairness, consistency, accuracy, and transparency in assessment.

4.2 Internal quality assurance must be carried out in a way that supports the standards and integrity of the relevant course, qualification, and awarding organisation.

4.3 Internal quality assurance should be proportionate, recorded appropriately, and used to support improvement in assessment and feedback practice.

4.4 Where awarding organisation requirements apply, these must be followed at all times.

5. Roles and Responsibilities

5.1 Tutors are responsible for:

- a. assessing student work fairly and consistently
- b. applying assessment criteria accurately
- c. providing feedback in line with the relevant requirements
- d. maintaining accurate assessment records
- e. engaging with internal quality assurance activity where required

5.2 Internal Quality Assurers are responsible for:

- a. planning and carrying out internal quality assurance activity
- b. reviewing assessment decisions, feedback, and records
- c. identifying any inconsistencies, risks, or areas for improvement
- d. providing guidance, support, or actions arising from review activity
- e. maintaining appropriate records of internal quality assurance
- f. ensuring that internal quality assurance activity reflects awarding organisation requirements

5.3 Managers or other authorised staff may also have responsibility for overseeing the effectiveness of internal quality assurance arrangements and ensuring any required actions are completed.

6. Internal Quality Assurance Activity

6.1 Internal quality assurance activity may include:

- a. sampling of assessed work
- b. review of tutor decisions
- c. review of feedback provided to students
- d. checking assessment records and documentation
- e. standardisation activity
- f. moderation or verification activity, where applicable
- g. review of compliance with awarding organisation requirements

6.2 Internal quality assurance activity may take place before, during, or after assessment decisions are issued, depending on the course, qualification, and awarding organisation requirements.

6.3 The type and level of internal quality assurance activity may vary according to factors such as qualification requirements, tutor experience, identified risk, student numbers, or previous quality findings.

7. Sampling

7.1 Sampling will be planned in a way that supports effective oversight of assessment decisions and assessment practice.

7.2 Sampling may take account of:

- a. the qualification or course requirements
- b. the number of tutors involved
- c. the experience of the tutor
- d. the type of assessment being undertaken
- e. identified risks or previous concerns
- f. awarding organisation requirements

7.3 Sampling may include a review of student work, assessment decisions, feedback, records, and any related documentation.

7.4 Where issues are identified through sampling, additional review, support, or corrective action may be required.

8. Standardisation and Support

8.1 Standardisation activity may be used to support consistency in assessment decisions, interpretation of criteria, and feedback practice.

8.2 This may include meetings, training, discussion of assessment decisions, review of sample work, or other quality assurance activity.

8.3 Where internal quality assurance identifies a need for improvement, tutors or other staff may be given guidance, support, or further development activity.

9. Outcomes and Actions

9.1 Where internal quality assurance confirms that assessment practice and decisions are appropriate, records will be completed accordingly.

9.2 Where internal quality assurance identifies issues, appropriate action may be taken. This may include:

- a. additional sampling
- b. review of feedback or assessment decisions
- c. corrective action to records or processes
- d. further guidance or training
- e. review by a manager or other authorised person
- f. referral to the relevant awarding organisation, where required

9.3 Where an assessment decision is subject to internal quality assurance, the decision may remain provisional until the required checks have been completed.

10. Awarding Organisation Requirements

10.1 Internal quality assurance activity must be carried out in line with the requirements of the relevant awarding organisation.

10.2 Depending on the qualification, there may be variations in how internal quality assurance is planned, recorded, reviewed, or reported.

10.3 Where qualification-specific arrangements apply, details will normally be provided through the relevant course guidance, staff process, or within mystudyspace where appropriate.

11. Records and Confidentiality

11.1 Appropriate records of internal quality assurance activity will be maintained.

11.2 Records may include sampling plans, review records, actions, outcomes, standardisation notes, and any related communication or documentation.

11.3 Information reviewed under this policy will be handled confidentially and in line with applicable data protection requirements.

12. Relationship to Other Policies

12.1 This policy should be read alongside the Assessment Policy, Feedback Policy, Plagiarism, Collusion and AI Policy, Malpractice and Maladministration Policy, and any qualification-specific assessment requirements.

13. Policy Review

13.1 This policy will be reviewed periodically to ensure it remains clear, effective, and up to date.

Malpractice and Maladministration Policy

1. Introduction

1.1 This Malpractice and Maladministration Policy explains how we identify, report, investigate, and respond to malpractice and maladministration.

1.2 The purpose of this policy is to protect the integrity of our courses, qualifications, and assessment processes, while ensuring that all students and staff are treated fairly and consistently.

1.3 An allegation or suspicion is not in itself a finding of malpractice or maladministration. Concerns will be reviewed fairly and proportionately before a final decision is made.

1.4 This policy applies to students, staff, and any other individuals involved in the delivery, administration, assessment, or quality assurance of our courses and qualifications.

2. Definitions

2.1 Malpractice – any action or behaviour that compromises, or attempts to compromise, the fairness, validity, security, or integrity of an assessment, examination, qualification, or certification process.

2.2 Maladministration – any act, omission, error, neglect, or poor practice in the administration, delivery, assessment, or quality assurance of a course or qualification that results in non-compliance with requirements or may adversely affect students, assessment outcomes, or qualification integrity.

2.3 Malpractice and maladministration may relate to students, staff, or the organisation, depending on the circumstances.

3. Principles

3.1 We are committed to maintaining the integrity, fairness, and credibility of our courses, qualifications, assessments, and examinations.

3.2 All students have the right to a fair and unbiased assessment process.

3.3 Any allegation of malpractice or maladministration will be considered seriously and investigated appropriately.

3.4 Action taken under this policy will be proportionate, evidence-based, and in line with the requirements of the relevant awarding organisation, where applicable.

4. Examples of Malpractice

4.1 Malpractice may include, but is not limited to:

- a. plagiarism or presenting another person's work as one's own
- b. cheating in an examination or assessment
- c. collusion or unauthorised collaboration
- d. the inappropriate or undeclared use of AI tools or essay-writing services
- e. impersonation or allowing another person to undertake an assessment or examination on a student's behalf
- f. possession or use of unauthorised materials in an assessment or examination
- g. unauthorised communication during an examination

- h. falsifying information, evidence, records, or identity documents
- i. tampering with assessment or examination materials
- j. any other action that could undermine the fairness, validity, or security of a course, qualification, assessment, or examination

5. Examples of Maladministration

5.1 Maladministration may include, but is not limited to:

- a. inaccurate record-keeping relating to students, assessments, or results
- b. failure to store or handle assessment or examination materials securely
- c. failure to follow the requirements of the relevant awarding organisation
- d. inadequate invigilation or supervision of examinations
- e. incorrect issuing, withholding, or processing of results or certificates
- f. administrative errors or omissions that disadvantage students or compromise the integrity of a qualification
- g. failure to follow internal procedures relating to delivery, assessment, quality assurance, or certification

6. Reporting Concerns

6.1 Any student, member of staff, or other relevant person who becomes aware of suspected malpractice or maladministration should report the matter as soon as possible.

6.2 Reports should normally include:

- a. details of the concern
- b. the names of any individuals involved, where known
- c. the date or dates of the incident, where known
- d. any supporting evidence available

6.3 Concerns should be reported through the appropriate internal route, which may include Student Services, the relevant curriculum team, or another authorised contact point.

6.4 Where required, concerns will also be reported to the relevant awarding organisation in line with its procedures.

6.5 Depending on the qualification, the relevant awarding organisation may require concerns relating to malpractice or maladministration to be reported directly to them in line with their own procedures.

6.6 Where direct reporting to the awarding organisation applies, details of the process will be made available within the student's mystudyspace account.

7. Investigation

7.1 The person affected will normally be informed of the nature of the concern and given a reasonable opportunity to provide information or respond before a final decision is made. Any conflict of interest in the review or investigation will be managed appropriately. Any interim measures used while a concern is reviewed will be precautionary and proportionate.

7.2 Where an allegation of malpractice or maladministration is received, we will consider the information available and decide whether a formal investigation is required.

7.3 Investigations will be carried out fairly, confidentially, and in line with the relevant procedures.

7.4 Individuals involved may be asked to provide information, evidence, or an explanation as part of the investigation process.

7.5 Where applicable, the relevant awarding organisation may be informed or involved at an appropriate stage of the investigation.

8. Outcomes and Action

8.1 Where malpractice or maladministration is found to have occurred, appropriate action will be taken based on the seriousness of the matter and the evidence available.

8.2 Action may include, but is not limited to:

- a. a warning or required corrective action
- b. invalidation of an assessment or examination result
- c. disqualification from part or all of a qualification
- d. suspension or removal from a course or qualification
- e. internal disciplinary action
- f. reporting to the relevant awarding organisation or external authority
- g. any other action considered necessary to protect the integrity of the course or qualification

8.3 Where maladministration is identified, action may also include process review, staff training, corrective action, or additional quality assurance measures.

9. Appeals and Complaints

9.1 A student or other affected individual who is dissatisfied with an outcome under this policy should refer to the relevant policy, which may include the Appeals Policy or Complaints Policy, depending on the nature of the concern.

10. Prevention and Good Practice

10.1 We are committed to reducing the risk of malpractice and maladministration through clear guidance, staff training, secure processes, and ongoing quality assurance.

10.2 Students will be given guidance, where appropriate, on academic integrity, assessment expectations, and acceptable conduct.

10.3 Staff involved in delivery, assessment, quality assurance, and administration are expected to follow the relevant procedures and awarding organisation requirements at all times.

11. Policy Review

11.1 This policy will be reviewed periodically to ensure it remains clear, fair, and up to date.

Pregnancy, Maternity and Parental Support Policy

1. Introduction

1.1 This Pregnancy, Maternity and Parental Support Policy explains the support available to prospective students who are pregnant at the point of enrolment, students who become pregnant during their studies, students whose partner is pregnant, and students who become a parent through adoption, surrogacy or another relevant arrangement.

1.2 The purpose of this policy is to provide clear guidance and support so that students are treated fairly, supported appropriately, and not disadvantaged in their studies because of pregnancy, maternity, paternity, adoption, surrogacy, or related circumstances.

1.3 This policy also recognises that some students may experience miscarriage, stillbirth, neonatal loss, or other related circumstances, and we are committed to responding with sensitivity and appropriate support.

2. Policy Statement

2.1 We are committed to supporting students fairly and consistently throughout pregnancy, parental leave, and related circumstances.

2.2 We aim to provide flexibility and appropriate support wherever possible, while maintaining the requirements of the relevant course or qualification.

2.3 Students will not be treated unfavourably in their studies because they are pregnant, have become a parent, are supporting a partner through pregnancy, or are affected by pregnancy-related loss.

3. Scope

3.1 This policy may apply to:

- a. prospective students who are pregnant when they enrol
- b. students who become pregnant during the support period of their course or qualification
- c. students whose partner is pregnant and who expect to have caring responsibilities
- d. students who become parents through adoption, surrogacy, or another similar arrangement
- e. students affected by miscarriage, stillbirth, neonatal loss, or another related circumstance

4. Notification and Support

4.1 Students who wish to request support, leave, or postponement under this policy should complete the relevant webform and provide full details of their circumstances and the support they are requesting.

4.2 Early notification is encouraged where possible, as this will help us discuss suitable study arrangements, leave, payment options, and an intended return date.

4.3 Where appropriate, students may be asked to provide supporting documentation, such as a MATB1 certificate or other relevant medical or official evidence, through or alongside the webform.

4.4 All information shared under this policy will be handled sensitively and confidentially and will only be shared where necessary to provide support.

5. Maternity, Paternity, Parental, or Related Leave

5.1 Students may request a period of approved leave or postponement of studies in line with their circumstances.

5.2 A period of leave under this policy will normally be up to 6 months, although a different period may be agreed depending on individual circumstances and the requirements of the course or qualification.

5.3 Students may request to begin their leave at a time that reflects their circumstances and needs.

5.4 Where a student is affected by miscarriage, stillbirth, neonatal loss, or another related circumstance, we will aim to provide appropriate support and discuss any available options for leave, postponement, or return to study.

5.5 If a student wishes to return to study earlier than planned, they should contact Student Services in advance so that suitable arrangements can be made.

6. Study Arrangements and Payments

6.1 Where a student takes approved leave or postpones their studies under this policy, we will discuss the study options available, including return dates and any impact on the course or qualification.

6.2 Where relevant, students may be able to continue making payments as originally agreed at enrolment, or to pause payments for an agreed period, subject to the terms of their payment arrangement.

6.3 If a student wishes to restart payments or make changes to their payment arrangements during an approved period of leave or postponement, they should contact Student Services to discuss the options available.

7. Return to Study

7.1 Students are normally expected to return to their studies at the end of the agreed leave or postponement period.

7.2 If a student wishes to return earlier than planned, or needs further support on their return, they should contact Student Services as early as possible.

7.3 Where appropriate, we will discuss any reasonable support needed to help the student return to study successfully.

8. Confidentiality

8.1 Information shared in relation to pregnancy, maternity, parental leave, or related circumstances will be treated sensitively and confidentially and handled in line with applicable data protection requirements.

9. Complaints

9.1 If a student is dissatisfied with how they have been supported or with a decision made under this policy, they may raise a complaint in line with the Complaints Policy.

10. Policy Review

10.1 This policy will be reviewed periodically to ensure it remains clear, fair, supportive, and up to date.

Plagiarism, Collusion and AI Policy

1. Introduction

1.1 This policy explains what plagiarism, collusion and the misuse of artificial intelligence are, why they are taken seriously, and how students are expected to complete and submit work honestly.

1.2 The purpose of this policy is to:

- a. protect academic and assessment integrity;
- b. ensure that assessment decisions are fair, reliable and valid;
- c. help students understand their responsibilities when producing work for assessment;
- d. explain acceptable and unacceptable forms of academic and technological support; and
- e. outline how suspected plagiarism, collusion or misuse of artificial intelligence will be identified, reviewed and managed.

1.3 Students are expected to demonstrate their own knowledge, skills and understanding in all work submitted for assessment.

1.4 Requirements may vary between qualifications, assessments and awarding organisations. Where qualification-specific or awarding organisation requirements are more detailed or more stringent than this policy, those requirements will apply.

2. Scope

2.1 This policy applies to all students enrolled on courses or qualifications delivered by us.

2.2 It applies to all forms of assessed work, including:

- a. assignments;
- b. coursework;
- c. examinations;
- d. projects;
- e. portfolios;
- f. presentations;
- g. reports;
- h. case studies;
- i. reflective accounts;
- j. practical assessments;
- k. professional discussions;
- l. centre-devised assessments; and
- m. any other evidence submitted towards a course or qualification.

2.3 This policy also applies to the use of:

- a. artificial intelligence tools;

- b. automated content generators;
- c. grammar, translation or editing tools;
- d. essay-writing or contract-cheating services;
- e. third-party assistance;
- f. another student's work;
- g. published or unpublished materials; and
- h. online sources and digital content.

2.4 Staff involved in teaching, assessment, marking, internal quality assurance, moderation, student support or academic administration must also follow the relevant responsibilities contained within this policy.

3. Definitions

3.1 Plagiarism

Plagiarism is presenting another person's work, ideas, words, data, intellectual property or other material as your own without appropriate acknowledgement, permission or attribution.

3.2 Plagiarism may include, but is not limited to:

- a. copying text from books, articles, websites, course materials or other sources without appropriate acknowledgement;
- b. paraphrasing or summarising another person's work without giving appropriate credit;
- c. using quotations without quotation marks or appropriate referencing;
- d. using images, diagrams, graphs, tables, data, statistics or visual materials without appropriate acknowledgement;
- e. submitting work completed wholly or partly by another person as your own;
- f. reusing your own previously submitted work without permission or appropriate acknowledgement;
- g. purchasing, commissioning or obtaining assessment work from a third party;
- h. submitting AI-generated or AI-rewritten material as though it were your own independent work;
- i. providing inaccurate, incomplete, fabricated or misleading references; and
- j. presenting collaborative work as individual work where collaboration has not been authorised.

3.3 Collusion

Collusion occurs where two or more students work together in an unauthorised way or submit work that is so similar in its ideas, content, wording, structure or presentation that the similarity goes beyond reasonable coincidence.

3.4 Discussion of ideas, participation in group learning and authorised collaborative activities may be acceptable where permitted by the relevant course or assessment guidance. However, students must not:

- a. share written assessment responses where individual work is required;
- b. allow another student to copy their work;

- c. copy or adapt another student's work;
- d. jointly prepare individual assessment responses;
- e. exchange completed or partially completed assignments; or
- f. submit work produced through unauthorised collaboration.

3.5 A student who shares their work may be investigated for collusion even where they did not intend another person to copy or submit it.

3.6 Artificial Intelligence

Artificial intelligence tools include software or digital systems that can generate, edit, translate, summarise, analyse or reorganise text, images, data, audio, video, code or other content in response to instructions or prompts.

3.7 AI Misuse

AI misuse occurs where an artificial intelligence tool is used in a way that:

- a. replaces the student's own knowledge, understanding or independent thinking;
- b. produces assessment content that the student submits as their own;
- c. is prohibited by the relevant qualification or assessment rules;
- d. is not acknowledged or declared where acknowledgement is required;
- e. is used to disguise plagiarism or third-party assistance; or
- f. prevents the submitted work from being reliably authenticated as the student's own.

3.8 Contract Cheating and Third-Party Assistance

Contract cheating includes purchasing, commissioning, exchanging or obtaining assessment work from another person, organisation, essay-writing service or commercial provider.

This is prohibited in all circumstances.

4. Student Responsibilities

4.1 Students must submit work that is their own and has been produced honestly.

4.2 Students are responsible for ensuring that their submitted work demonstrates their own knowledge, skills, understanding, analysis and experience.

4.3 Students must acknowledge all sources, quotations, data, images, theories, ideas and supporting materials used in their work.

4.4 Students must follow the referencing requirements provided for their course, qualification or assessment.

4.5 Students are responsible for understanding the rules that apply to:

- a. plagiarism;
- b. collusion;
- c. referencing;
- d. group work;

- e. use of artificial intelligence;
- f. editing and translation tools;
- g. external or third-party support; and
- h. assessment authenticity.

4.6 Students must seek guidance before submitting work where they are unsure whether a particular form of assistance is permitted.

4.7 Students must not assume that the use of an artificial intelligence tool is automatically permitted.

4.8 Students remain responsible for the accuracy, authenticity and integrity of all work they submit, including where an external tool has been used.

5. Use of Artificial Intelligence Tools

5.1 Artificial intelligence tools must only be used in accordance with the rules of the relevant course, qualification, awarding organisation or assessment.

5.2 Unless specifically permitted, students must not use artificial intelligence to generate substantive assessment content that they are required to produce independently. This includes using AI to generate or rewrite:

- a. assignment answers;
- b. reflective accounts;
- c. analysis;
- d. evaluation;
- e. conclusions;
- f. recommendations;
- g. work-based examples;
- h. projects;
- i. reports;
- j. presentations; or
- k. professional or personal reflections.

5.3 Students must not upload personal data, confidential information, employer or client information, commercially sensitive material or other protected information to external AI services unless they are expressly authorised to do so.

5.4 Copying or paraphrasing an AI-generated response does not make the response the student's own work.

5.5 Acknowledging or referencing an AI tool does not automatically make its use acceptable. Content generated in a way that is prohibited remains unacceptable even where the AI tool has been declared.

5.6 Where permitted, AI tools may be used for limited support activities such as:

- a. checking spelling and grammar;

- b. improving the clarity of language;
- c. supporting note-taking;
- d. identifying possible areas for research;
- e. exploring or explaining theories;
- f. summarising information for study purposes;
- g. translating a student's own work; or
- h. providing feedback on structure or presentation.

5.7 Any permitted use must not replace the student's own independent thinking, decision-making, analysis or demonstration of the assessment requirements.

5.8 Students must independently verify information, theories, quotations and references suggested by an AI tool. AI-generated references must not be used without confirming that they are accurate, genuine and relevant.

5.9 Artificial intelligence must not be used during examinations, professional discussions, vivas, controlled assessments or other directly observed assessment activities unless its use has been expressly authorised.

6. Acknowledging and Evidencing AI Use

6.1 Where the use of artificial intelligence is permitted, students must clearly acknowledge its use.

6.2 The acknowledgement should normally include:

- a. the name of the AI tool;
- b. the purpose for which it was used;
- c. the date it was accessed or used;
- d. the nature of the support provided; and
- e. any relevant prompts or questions submitted to the tool.

6.3 Where AI has been used as a source of information, students must reference the AI tool and independently verified sources in accordance with the relevant referencing guidance.

6.4 Students must retain copies of relevant:

- a. prompts or questions submitted to the AI tool;
- b. responses generated by the tool;
- c. original source materials;
- d. original versions of work submitted to an editing or translation tool; and
- e. amended versions produced following AI support.

6.5 Students may be required to submit this evidence in a non-editable format, such as screenshots or PDF documents, as part of the assessment or an authenticity review.

6.6 Where AI has been used to edit, alter, translate or improve a student's own work, the student must retain the original version and declare the nature of the changes made.

6.7 Failure to acknowledge AI use, retain evidence or provide requested information may result in the matter being considered under the Malpractice and Maladministration Policy.

7. Authenticity of Assessment

7.1 Students may be required to complete an authenticity declaration when submitting work.

7.2 The authenticity declaration may require the student to confirm that:

- a. the work is their own;
- b. all sources have been appropriately acknowledged;
- c. any permitted assistance has been declared;
- d. any use of artificial intelligence has been accurately recorded;
- e. the work has not been purchased, commissioned or completed by another person; and
- f. they can explain and discuss the contents of the submitted work.

7.3 Submitting a false, incomplete or misleading authenticity declaration may constitute malpractice.

7.4 We may require a student to provide additional evidence to confirm that submitted work is authentic.

8. Preventing Plagiarism, Collusion and AI Misuse

8.1 We are committed to helping students understand how to avoid plagiarism, collusion and inappropriate use of artificial intelligence.

8.2 Support may include guidance on:

- a. academic integrity;
- b. referencing and citation;
- c. research and note-taking;
- d. paraphrasing and summarising;
- e. appropriate use of quotations;
- f. acceptable and unacceptable collaboration;
- g. responsible use of artificial intelligence;
- h. assessment authenticity;
- i. study and writing skills; and
- j. the consequences of academic misconduct.

8.3 Students should be informed of the relevant requirements at an appropriate stage following enrolment and before submitting assessed work.

8.4 Staff involved in teaching, assessment and quality assurance should receive appropriate guidance on:

- a. identifying possible plagiarism and collusion;
- b. risks associated with artificial intelligence;
- c. qualification and awarding organisation requirements;

- d. authenticity checking; and
- e. investigation and referral procedures.

8.5 We may use a range of methods to prevent and identify potential academic misconduct, including:

- a. plagiarism-detection software;
- b. assessment design;
- c. formative feedback;
- d. comparison with previous work;
- e. second marking;
- f. internal quality assurance;
- g. moderation;
- h. professional discussions;
- i. authenticity interviews; and
- j. review of references and source materials.

9. Identifying and Investigating Concerns

9.1 Plagiarism, collusion, contract cheating and artificial intelligence misuse are not condoned and will be treated seriously.

9.2 Suspected cases will be reviewed in accordance with:

- a. our internal procedures;
- b. the Malpractice and Maladministration Policy;
- c. the requirements of the relevant course or qualification; and
- d. the requirements of the relevant awarding organisation.

9.3 Detection software, including plagiarism or AI-detection tools, may be used to support an investigation.

9.4 A software score or automated detection result will not normally be treated as conclusive evidence on its own.

9.5 An investigation may consider:

- a. the student's previous work;
- b. writing style, vocabulary and level of understanding;
- c. references and source materials;
- d. document history or metadata;
- e. drafts and research notes;
- f. AI prompts and responses;
- g. assessment completion times;
- h. evidence from tutors, markers or quality assurers; and

i. the student's explanation of how the work was produced.

9.6 The student may be invited to attend a viva, professional discussion or authenticity interview to demonstrate their knowledge and explain the submitted work.

9.7 Any authenticity discussion should be arranged as soon as reasonably practicable after the concern has been identified and within any timeframe required by the relevant awarding organisation.

9.8 Students will normally be informed of:

- a. the nature of the concern;
- b. the evidence being considered;
- c. the process that will be followed;
- d. any information they are required to provide;
- e. the outcome of the investigation; and
- f. any available right of appeal.

9.9 Where required, suspected or confirmed cases may be referred to the relevant awarding organisation or regulatory body.

9.10 The awarding organisation may accept the outcome of our investigation or may undertake its own investigation and determine the final outcome.

10. Possible Outcomes

10.1 Where plagiarism, collusion, contract cheating or artificial intelligence misuse is identified, action will be proportionate to:

- a. the seriousness of the case;
- b. the evidence available;
- c. whether the conduct was intentional;
- d. the student's previous history;
- e. the impact on assessment integrity; and
- f. the requirements of the relevant qualification or awarding organisation.

10.2 Outcomes may include, but are not limited to:

- a. guidance or additional academic support;
- b. a formal warning;
- c. a requirement to correct or resubmit work;
- d. a requirement to complete a new assessment;
- e. loss or reduction of marks;
- f. invalidation of an assessment;
- g. removal of an assessment or unit result;
- h. loss of a resubmission or resit opportunity;
- i. reduction of the qualification that may be awarded;

- j. withdrawal from a unit, course or qualification;
- k. disciplinary action;
- l. referral under the Malpractice and Maladministration Policy;
- m. referral to the relevant awarding organisation;
- n. notification to a regulator, employer or other relevant organisation where required; and
- o. any other sanction permitted by the relevant awarding organisation.

10.3 Confirmed contract cheating, deliberate collusion or deliberate submission of AI-generated assessment content may be treated as serious malpractice.

10.4 Fees may not be refundable where a student is withdrawn or an assessment is invalidated as a result of confirmed malpractice, subject to the relevant terms and conditions and awarding organisation requirements.

11. Staff and Organisational Responsibilities

11.1 We are responsible for maintaining appropriate arrangements to protect assessment integrity.

11.2 Staff must:

- a. make students aware of the relevant requirements;
- b. provide appropriate guidance and support;
- c. follow assessment and quality assurance procedures;
- d. take reasonable steps to confirm the authenticity of submitted work;
- e. report suspected concerns through the appropriate process;
- f. avoid making conclusions based solely on automated detection tools;
- g. maintain confidentiality during an investigation; and
- h. follow awarding organisation reporting requirements.

11.3 Staff must not knowingly accept work that they believe is not authentic.

11.4 Failure by staff to follow assessment, authenticity or reporting requirements may be considered under the relevant staff or organisational procedures.

12. Complaints and Appeals

12.1 A student who wishes to challenge a decision relating to plagiarism, collusion or malpractice should follow the applicable Appeals Policy.

12.2 The appeal must be submitted within the stated timeframe and on one or more of the grounds permitted by the relevant appeals process.

12.3 A complaint may be submitted under the Complaints Policy where the concern relates to the administration, service or handling of the process rather than disagreement with an academic or malpractice decision.

12.4 Where an awarding organisation has made the final decision, the student may be required to use the awarding organisation's appeals procedure.

13. Related Policies and Guidance

13.1 This policy should be read alongside:

- a. Assessment Policy;
- b. Malpractice and Maladministration Policy;
- c. Appeals Policy;
- d. Complaints Policy;
- e. Internal Quality Assurance Policy;
- f. Student Charter;
- g. Data Protection Policy;
- h. qualification-specific assessment guidance;
- i. awarding organisation policies and procedures; and
- j. referencing and academic-writing guidance.

14. Policy Review

14.1 This policy will be reviewed periodically and whenever there is a significant change to:

- a. legislation or regulation;
- b. awarding organisation requirements;
- c. assessment practices;
- d. artificial intelligence technology;
- e. organisational systems or procedures; or
- f. identified academic-integrity risks.

14.2 We may amend this policy before the scheduled review date where an immediate change is required to protect students, qualifications or assessment integrity.

14.3 Current qualification-specific requirements and awarding organisation rules will continue to apply where they differ from or provide additional requirements to this policy.

Recognition of Prior Academic Learning Policy

1. Introduction

1.1 This Recognition of Prior Academic Learning Policy explains how prior academic achievement may be recognised when a student enrolls on a course or qualification with us.

1.2 The purpose of this policy is to set out how prior learning may be considered in a fair and consistent way, while maintaining the standards and requirements of the relevant qualification and awarding organisation.

2. Purpose and Scope

2.1 This policy applies to students seeking recognition of prior academic learning, including where this may support exemption, credit transfer, or related recognition arrangements.

2.2 The purpose of this policy is to:

- a. support students who have already achieved relevant learning with another provider or institution
- b. recognise relevant prior academic achievement where this is permitted
- c. support flexible learning pathways where appropriate
- d. ensure that all recognition arrangements remain in line with awarding organisation requirements

2.3 The recognition of prior academic learning may include exemption, credit transfer, or other forms of recognition, depending on the rules of the relevant awarding organisation.

2.4 This policy does not normally cover prior experiential or workplace learning unless recognition of that learning is permitted under the relevant qualification or awarding organisation arrangements.

2.5 Applications should normally be made as early as possible and, where practical, before the student begins the unit or assessment for which recognition is being sought.

3. Eligibility

3.1 Students seeking recognition of prior academic learning must be able to demonstrate that their previous learning is relevant to the course or qualification they wish to study.

3.2 Students may be asked to provide evidence such as:

- a. transcripts
- b. certificates
- c. course outlines
- d. confirmation of previous enrolment or study
- e. any other documentation required to support the application

3.3 Any prior learning submitted for review must meet the relevant learning outcomes, standards, and awarding organisation requirements for the course or qualification concerned.

4. Review and Decision

4.1 Applications for recognition of prior academic learning will normally be reviewed by the appropriate academic or curriculum team.

4.2 The review process may include:

- a. submission of supporting documentation
- b. review of the evidence provided against the relevant course or qualification requirements
- c. consideration of whether the prior learning is current, relevant, and of an appropriate standard
- d. confirmation of any awarding organisation requirements or restrictions that apply

4.3 Where applicable, students may be required to pay any relevant fees connected with the application, including fees charged by the awarding organisation.

4.4 We will communicate the outcome of the application to the student using the appropriate communication channel.

5. Credit Transfer and Application

5.1 Where recognition of prior academic learning is approved, the relevant credit, exemption, or recognised achievement will be applied in line with the rules of the awarding organisation and the requirements of the qualification.

5.2 The application of prior learning does not guarantee admission, automatic exemption, or automatic credit unless this has been formally approved.

6. Awarding Organisation Requirements

6.1 Recognition of prior academic learning is subject to the rules, requirements, and limitations of the relevant awarding organisation.

6.2 Depending on the qualification, the awarding organisation may decide whether prior learning can be recognised and how any exemption, credit transfer, or related recognition may be applied.

6.3 We do not override or change decisions made by the awarding organisation in relation to exemption, recognition, or credit transfer.

7. Appeals and Complaints

7.1 If a student is dissatisfied with a decision relating to recognition of prior academic learning, they should first refer to the requirements of the relevant awarding organisation, where applicable.

7.2 Where an internal review or complaint route is available, students may refer to the Complaints Policy for further guidance.

8. Limitations

8.1 Any limits on the amount or type of prior learning that may be recognised will be determined by the relevant awarding organisation.

8.2 Recognition of prior academic learning may not be available for all qualifications, courses, or units.

8.3 Students should be aware that all recognition decisions are subject to the evidence provided and the rules of the relevant awarding organisation.

9. Conclusion

9.1 We are committed to supporting student progression where prior academic achievement can be recognised appropriately and in line with the requirements of the relevant qualification and awarding organisation.

10. Policy Review

10.1 This policy will be reviewed periodically to ensure it remains clear, fair, and up to date.

Reasonable Adjustment and Special Consideration Policy

1. Introduction

1.1 This policy explains how we support students who may need a reasonable adjustment or special consideration in relation to their studies or assessments.

1.2 The purpose of this policy is to promote fairness, inclusion, and equal access to learning and assessment, while maintaining the standards and requirements of the relevant course, qualification, and awarding organisation.

1.3 This policy applies to students who have a disability, medical condition, or other significant circumstance that may affect their ability to access learning, complete assessments, or meet course requirements.

2. Definitions

2.1 Reasonable Adjustment – an agreed adjustment to teaching, learning, assessment, or related processes to support a student with a disability, medical condition, or other recognised need, so that they can access learning on an equal basis.

2.2 Special Consideration – a review of a student's circumstances where an unexpected or exceptional event has affected their performance in an assessment or their ability to meet a requirement at the relevant time.

3. Principles

3.1 We are committed to supporting students fairly and consistently.

3.2 Students should have equal access to learning and assessment wherever possible.

3.3 Any reasonable adjustment or special consideration must be appropriate to the individual circumstances and must not compromise the integrity, standards, or learning outcomes of the course or qualification.

3.4 Any support provided under this policy will be considered in line with the requirements of the relevant awarding organisation, where applicable.

4. Reasonable Adjustments

4.1 Students who believe they may need a reasonable adjustment are encouraged to tell us as early as possible, ideally during enrolment or at the start of their course or qualification.

4.2 Requests for a reasonable adjustment should normally be made through Student Services or another appropriate contact point made available to the student.

4.3 Students may be asked to provide supporting evidence, such as medical information or other relevant documentation, where this is needed to review the request.

4.4 Reasonable adjustments will be considered on an individual basis and may include, where appropriate:

- a. additional time for assessments
- b. an alternative assessment format

- c. access to assistive technology
- d. adapted learning materials
- e. another appropriate adjustment based on the student's needs

4.5 Any reasonable adjustment approved will be implemented in line with the requirements of the relevant course, qualification, and awarding organisation.

5. Special Consideration

5.1 Students who experience an unforeseen or exceptional circumstance that affects their studies or assessment should contact us as soon as possible.

5.2 Requests for special consideration should normally include:

- a. details of the circumstances
- b. the date or period affected
- c. the assessment or requirement affected
- d. any supporting evidence, where available

5.3 Special consideration may be considered in circumstances such as:

- a. illness
- b. bereavement
- c. personal or family emergency
- d. another significant event outside the student's control

5.4 Special consideration will be reviewed in line with the relevant course, qualification, and awarding organisation requirements.

5.5 Depending on the circumstances and the rules of the relevant awarding organisation, special consideration may result in an adjustment, alternative arrangement, revised deadline, post-assessment action or another arrangement permitted under the relevant requirements.

6. Awarding Organisation Requirements

6.1 The availability and form of a reasonable adjustment or special consideration may vary depending on the qualification and the rules of the relevant awarding organisation.

6.2 In some cases, approval may depend on the awarding organisation's own procedures and evidence requirements.

6.3 Where qualification-specific arrangements apply, details will normally be provided through the relevant course guidance or within the student's mystudyspace account.

6.4 Where a request relates to an imminent assessment or examination, students should contact Student Services as soon as possible. Some adjustments require awarding organisation approval and cannot be guaranteed. Where a requested adjustment cannot be approved, we will consider whether an appropriate alternative is available within the applicable requirements.

6.5 If a request is declined, the student will be told the reason and any available review or complaint route.

7. Confidentiality

7.1 Information shared under this policy will be handled sensitively, confidentially, and in line with applicable data protection requirements.

7.2 Information will only be shared where necessary to review, approve, or implement the support requested.

8. Complaints

8.1 If a student is dissatisfied with a decision made under this policy, they may raise a complaint in line with the Complaints Policy.

9. Policy Review

9.1 This policy will be reviewed periodically to ensure it remains clear, fair, inclusive, and up to date.