



## **CAT Graduate School of the Environment**

### **Quality Assurance Manual**

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## 1. Overview

### 1.1 Introduction

The Centre for Alternative Technology (CAT) is committed to continual improvement of the quality of the programmes it delivers and its students' learning experiences within the constraints of the resources available. This Quality Assurance Manual (Manual) is a summarised source of information of all the CAT's policies and procedures related to higher education (HE) teaching and learning. Its main objective is to underpin academic standards at CAT and to aid enhancement of the student learning experience. This Manual is not a static document and will undergo revision as part of the quality management process on a regular basis.

The Manual is a valuable source of information for both staff and students. Students can get advice from tutors and staff members on the use and interpretation of the Manual if they need it. This Manual is available online for students, all members of staff and interested third parties. Although it is not obligatory for the students to read it, it is essential that all members of the Graduate School of the Environment (GSE) familiarise themselves with the content.

### 1.2 The Centre for Alternative Technology

**1.2.1** CAT is an environmental education and visitor centre demonstrating practical solutions for sustainability. We cover all aspects of green living: environmental building, construction and design, eco-sanitation, woodland management, renewable energy, energy efficiency and organic growing.

**1.2.2** CAT's purpose may be defined as promoting sustainable attitudes and practical solutions for a sustainable world by:

**Inspiring** – instilling the desire to change by practical example

**Informing** – feeding the desire to change by providing the most appropriate information

**Enabling** – providing effective and continuing skills and support to put the change into practice.

**1.2.3** All Higher Education (HE) programmes at CAT are based in its Graduate School of the Environment (GSE).

### 1.3 Scope and Main Principles of the Quality Assurance Procedures

All teaching and learning activities within CAT are subject to CAT's quality assurance procedures. These are based on the following main principles:

- Accountability

Quality is the responsibility of every member of staff. Everybody has a contribution to make however there are certain key roles and committees which are accountable for the implementation, revision and enhancement of the quality assurance procedures. (section 1.5)

- Transparency and Accessibility

All the quality assurance procedures and resources are transparent, clear, understandable and publicly available to all students, members of staff and third parties. (section 4)

- Regular Review

There are regular reviews of all academic activities, policies and procedures to help ensure the best learning experience for students (section 2.2.2)

## **1.4 Management of Quality**

The management of quality at CAT is structured around two main types of committee. These are: Academic Council and Programme Committees. Terms of Reference for these committees are below. Further details, including membership and frequency of meetings, can be found in Annex A

### **1.4.1 Terms of Reference: Academic Council**

The Academic Council is responsible for:

- general issues relating to the research, scholarship, teaching and courses in the GSE, including criteria for the admission of students;
- advising the University of East London and Liverpool John Moores University on the appointment and removal of external examiners;
- policies and procedures for assessment and examination of the academic performance of students;
- the content of the curriculum;
- academic standards and the validation and review of courses;
- systematic review of academic procedures and policies;
- the progression of students;
- the awards of qualifications of the GSE (insofar as the responsibility lies with CAT);
- receipt of an annual report on each programme, including external examiners' reports and Programme Leaders' responses;
- receiving minutes of Programme Committee meetings and taking action where appropriate;
- the learning and teaching strategy, and the enhancement of student learning opportunities;
- the dissemination of good practice in learning and teaching across the GSE; and
- the expulsion of students for academic reasons.

The Academic Council also considers the development of all the academic activities of CAT and the resources needed to support them and advises the Chief Executive and Senior Management Team on these matters.

#### **1.4.2 Terms of Reference: Programme Committees**

Every course in CAT falls under the remit of a Programme Committee. Within its programme area the Committee is responsible for:

- advising Academic Council on the development of the academic activities of the programme area and the resources necessary to support them;
- implementing Academic Council policy for quality assurance in the programmes of study and parts of programmes of study for which the Committee is responsible, including arrangements for the approval of new programmes and the review of existing ones;
- advising the Head of School on admissions to the programmes of study and parts of the programmes of study for which it is responsible;
- implementing Academic Council policy on ensuring standards of the awards for which the Committee is responsible;
- considering and recommending external examiners to Academic Council;
- ensuring implementation of Academic Council policies and procedures on examinations and assessment;
- discussing and developing the curriculum of programmes of study within the Committee's remit;
- receiving minutes of the Staff-Student Committee meetings and taking action where appropriate;
- receiving anonymised student feedback and action plans resulting from same;
- receiving minutes of student/staff meetings for information, and possibly for resolution;
- advising the Programme Leader on staff-development requirements of the staff within the GSE; and
- overseeing the annual review of the Programme.

#### **1.4.3 Staff-Student Liaison Committee**

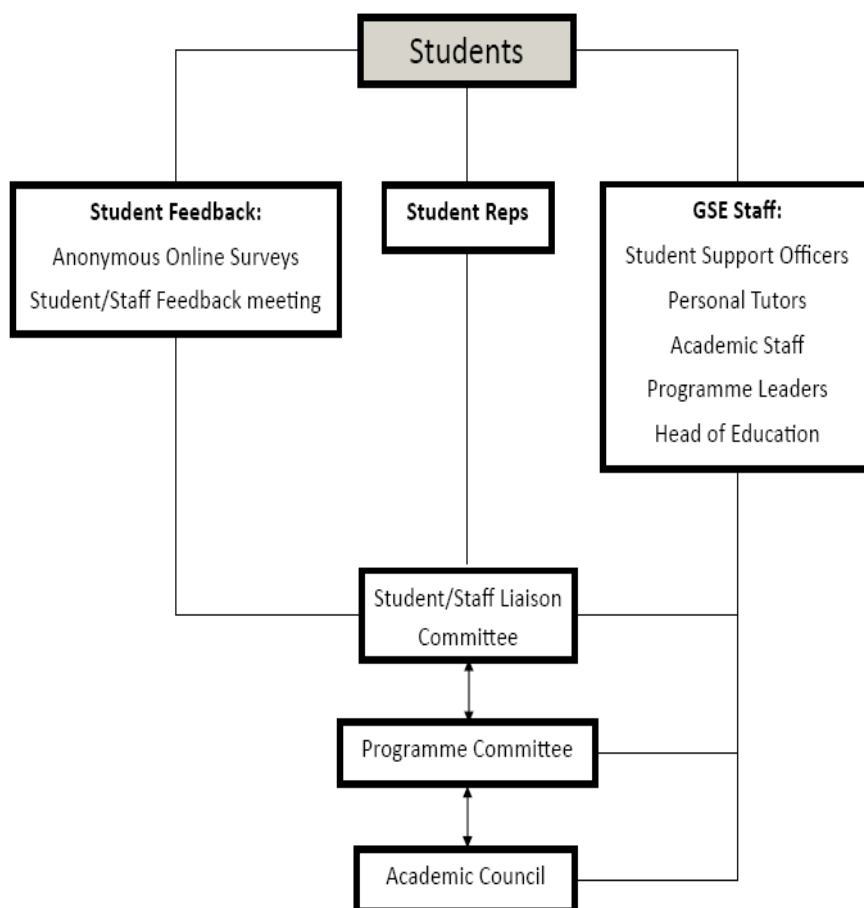
The Programme Staff-Student Liaison Committees (SSLCs) report to the Programme Committee, typically meeting three times per year, and each is made up of student representatives and members of academic staff. Student feedback meetings are run regularly within the SSLC structure seeking to formalise and build on this. The SSLC provides a link between staff and students, enabling discussion on matters to do with teaching and learning that don't fit the stricter remit of the Programme Committees. The SSLC deals with concerns at a local level and feeds into other committees as appropriate. SSLC provides a formal channel of communication between students and the GSE and is an essential part of that communication. The SSLC should be consulted about any major changes to course structure or content. The SSLC **must not** consider matters relating to named members of staff or students, nor are they the place for students to air any personal grievances.

The Staff-Student Liaison Committee's terms of reference may be found at Annex A.

### 1.4.3 Staff Responsibilities and Organogram

Overall responsibility for the GSE rests with the Head of School (HoS) who reports to CATs Chief Executive. Each course is allocated to a programme area and each programme has a Programme Leader.

CAT Quality Management Structure



**1.4.3.1** The Chief Executive is responsible for managing all Centre activities. The Academic Council has overall responsibility for academic quality (1.4.1), with the HoS having GSE-wide responsibility for ensuring that academic quality is maintained and enhanced. Programme Leaders have responsibility for liaison with the awarding bodies and day-to-day management of the programmes, whilst the Chief Executive, the HoS and the Programme Leaders are together responsible for allocating appropriate time and resources to support course delivery.

There is a responsibility on all staff members to manage, implement and deliver pro-actively the quality provision of standards and participation in the quality assurance procedures. However, the following roles are core for this process:

### **1.4.3.2 Head of School**

The Head of School (HoS) controls and directs the teaching activities of the GSE and its staff. This post has responsibility for the quality and standards of academic provision. It is the HoS's responsibility to ensure that all HE provision being delivered at CAT is of the highest possible quality and that students are more than satisfied with the provision they receive. The Head of School will play a central role in ensuring that CAT maximises its impact towards its charitable objectives by implementing a learning programme which enables the development of professional knowledge and skills for a sustainable future, and which provides inspirational learning experiences on sustainability themes with potential to effect behaviour change

### **1.4.3.3 Programme Leaders**

Programme Leaders are responsible, with the HoS, for all the relevant aspects of CAT's operations, which affect the standard and quality of programmes (teaching, student support, management and administration) in GSE. It is also the responsibility of Programme Leaders to:

- Work with the University of East London (UEL) and Liverpool John Moores University (LJMU), ensuring that the running of the programme is in accordance with accreditation and validation requirements;
- Maintain liaison with external organisations including UEL, LJMU and external examiners, and fulfil their requirements as necessary;
- Share the lead of the academic and administrative aspects of the programme and its modules, including assessment, with the resources available;
- Develop and update existing modules as required and develop appropriate teaching, learning and assessment strategies using a range of delivery techniques to enthuse and engage students;
- Arrange for the delivery of lectures, workshops, seminars, presentations and other relevant activities within the modules;
- Monitor the outcomes of the Programme and modules, complete annual monitoring exercises, take into account staff and student feedback and external examiner reports;
- Proactively interact with students and staff to offer or facilitate appropriate guidance, and ensure deadlines are met.
- Work with the marketing department to devise a marketing strategy, deliver visiting lectures, attend open days and participate in the recruitment of students;
- Nurture and encourage research, and liaise with other organisations to encourage collaborative ventures and research;



## **2. Academic Standards**

### **2.1 Introduction**

CAT is committed to monitoring the effectiveness of its quality assurance procedures. The effectiveness of quality assurance procedures is measured in a number of different ways.

Whilst the University of East London (UEL) and Liverpool John Moores University (LJMU), are responsible for setting the standards of the awards, CAT is responsible for delivering modules and programmes of study and maintaining the academic standards of the degree-awarding body. Annex A contains the responsibilities checklist for CAT, UEL and LJMU

### **2.2 Procedures for Monitoring the Effectiveness of the Quality Assurance Procedures**

**2.2.1** GSE has adopted a multi-layered approach to ensuring the quality of its HE provision using both internal and external reviews

**2.2.2** The first internal way that effectiveness is monitored is by Academic Council and Programme Committees. These meetings seek to resolve any issues outstanding as well as setting up strategies for further improvement:

#### **a) Academic Council Meeting**

Academic Council Meetings are held four times a year. Academic Council has the overall responsibility for the quality of the provision delivered by CAT.

#### **b) Programme Committee Meetings**

Programme Committee (PC) Meetings are held four times a year. Programme Committees are responsible for regularly reviewing all programmes with their remits. Reports from these reviews go to Academic Council.

**2.2.3** The second way to monitor the effectiveness of the quality assurance procedures is to review periodically the achievements and to analyse the results. The main reviews are the Annual Quality Assurance Report, External Examiners' reviews and UEL Programme Evaluations and Reviews.

#### **a) Annual Quality Assurance Report**

The HoS produces a Centre-wide Quality Assurance Report annually. This document is for internal use only and takes the form of a self-study, identifying existing strengths and areas for improvement of all the main areas of CAT's HE activities.

Prior to making the report, the HoS discusses all the issues: firstly, with the members of staff and course representatives during the Programme Committee meetings and secondly with the members of Academic Council. Then the feedback from Programme Committees and Academic Council are analysed. Finally, the HoS analyses all the data available and produces

a report. The report aims to cover all issues relating to the student learning experience including good practice and areas for improvement.

An important part of the report is the action plan, aimed at ensuring the achievement of ongoing quality improvement. The annual quality assurance report, including the action plan, is submitted to the Chief Executive and is considered at Academic Council. A meeting is then held with all the associated staff members in order to discuss the report and effect the action plan.

#### **b) External Examiners Reviews**

GSE responds quickly and comprehensively to all external examiner reports and reviews, through the UEL and LJMU processes. External Examiners play a vital role in the maintenance of academic standards, ensuring that assessment processes are conducted fairly, in accordance with our academic framework and without prejudice to any student.

#### **c) University of East London Reviews**

As part of our validation agreement with UEL, the University effects a ‘Quality Assurance and Enhancement Process’ which includes a Continual Monitoring Process covering CAT’s HE provision validated by UEL (see section 2.5): :

Annual Monitoring forms part of the process by the Graduate School is monitored and reviewed thereby ensuring that quality and standards are being met. It also supports the enhancement of the student experience and learning opportunities

The annual review includes the evaluation of and the development of action plans, one per programme, based on:

- external examiner reports and accreditation reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback obtained via programme committee and module evaluation questionnaires.

#### **d) Liverpool John Moores University Reviews**

As part of our validation agreement with LJMU, the University operates a Continuous Monitoring and Enhancement (CME) Process covering CAT’s HE provision validated by LJMU (see section 2.5):

Annual Monitoring forms part of the process by the Graduate School is monitored and reviewed to assure the alignment of the programmes with UK threshold standards, and the University’s own standards, as well as for regularly reviewing programmes to see how they can be developed to further enhance the student experience. This is articulated within a programme Enhancement and Development Plan.

The review includes the evaluation of performance thresholds for modules and programmes based on:

- external examiner reports and accreditation reports (considering quality and standards);
  - statistical information (considering issues such as the retention and award data);
  - student feedback obtained via programme committee and module evaluation questionnaires.
- The programme Enhancement and Development Plan

**e) University Periodic Reviews**

In addition, separate periodic reviews of the University partnerships and programmes are undertaken on a five year cycle with each university by a panel that includes at least two external subject specialists. The review involves a critical assessment of the partnership between CAT and validating university including scrutiny by a University panel. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.

**f) Professional, Regulatory or Statutory Bodies (PSRBs)**

PSRBs are groups of organisations that include professional bodies, regulators and those with statutory authority over a profession or a group of professionals. They provide membership services and promote the interests of people working in professions. They engage with the HE sector to accredit or endorse programmes and courses that meet professional standards, and provide a recognized route through to professional practice, therefore they often participate in quality assurance activities. The MArch receives professional approval or prescription through the Architects Registration Board, who are also consulted during the validation and delivery of the MArch programme.

**2.5 The Awarding Body and Programmes Taught**

All HE courses at CAT are validated by either the University of East London or Liverpool John Moores University.

<b>Programme title</b>	<b>Awarding body/ organisation</b>	<b>Award level</b>	<b>Date programme was approved</b>
MSc Sustainability and Adaptation	University of East London	7	2017
MSc Sustainability and Adaptation in the Built Environment	University of East London	7	2017
MSc Sustainability and Adaptation Planning	University of East London	7	2017

MSc Sustainability in Energy Provision and Demand Management	University of East London	7	2017
MSc Green Building	University of East London	7	2019
M.Arch: Sustainable Architecture	University of East London	7	2017
MSc Sustainable Food and Natural Resources	Liverpool John Moores University	7	2020
MSc Sustainability and Behaviour Change	Liverpool John Moores University	7	2019
MSc Sustainability and Ecology	Liverpool John Moores University	7	2019

### **3. Assurance and Enhancement of Academic Quality**

#### **3.1 Introduction**

CAT is committed to ensuring continual improvement and enhancement of the HE courses it provides. It has a variety of policies and procedures to ensure this and to engage with students

Academic Council and Programme Committees will monitor processes to ensure continuous improvement in learning and teaching as evidenced by: student feedback on teaching; external reviews; student satisfaction; and through peer review.

These strategies, policies and procedures will be evident in the planning, procedures and learning and teaching processes for all courses of HE at CAT

#### **3.2 Learning and Teaching Policy**

The Teaching and Learning Policy adheres to the UK QUALITY CODE, ADVICE AND GUIDANCE: LEARNING AND TEACHING 2018 (previously: *UK Quality Code for Higher Education Part B3: Learning and Teaching*) and seeks to give a clear indication about what all students on CAT HE programmes can expect from CAT's learning environment. The strategy is in the Annex.

The strategy was originally approved at the January 2017 Council meeting and then entered a system of annual review as part of the annual quality enhancement process as overseen by the Academic Council.

### **3.3 Student Charter**

#### **We offer to all students:**

- a respectful inclusive and safe learning environment based upon the values of dignity and mutual respect
- high quality and innovative programmes that enable students to develop knowledge and skills
- an environment where the diversity of students' backgrounds and experiences is considered
- admissions procedures that do not unfairly discriminate between prospective students
- academic support which aids and encourages students to fulfil their academic and personal potential
- to deliver the qualification without prejudice or bias to any learner or groups of learners

#### **Students will have the opportunity to:**

- receive guidance that will enable them to choose an appropriate programme at an appropriate level and have access to clear and specific guidelines concerning academic and administrative procedures
- develop analytical and critical skills in order to reflect on their academic and personal progress
- experience a high standard of learning, teaching and assessment
- be given a clear indication of the level of academic work expected of them and be provided with timely feedback on how they are progressing towards attaining that level
- experience a variety of effective approaches to learning, teaching and assessment
- experience extensive learning resources and services, including teaching spaces, library facilities and technologies.

For further details see the Student Charter (Annex A)

### **3.4 Peer observation of teaching**

CAT recognizes the value and importance of peer observation of teaching. It is important both for enhancing the status of teaching and learning and for strengthening quality assurance processes. It is CAT's policy that senior management and teachers engage annually in peer observation of teaching.

Peer review procedure is a critical component of the monitoring of the quality of teaching. The Peer review is conducted regularly according to the scheme in Annex A.

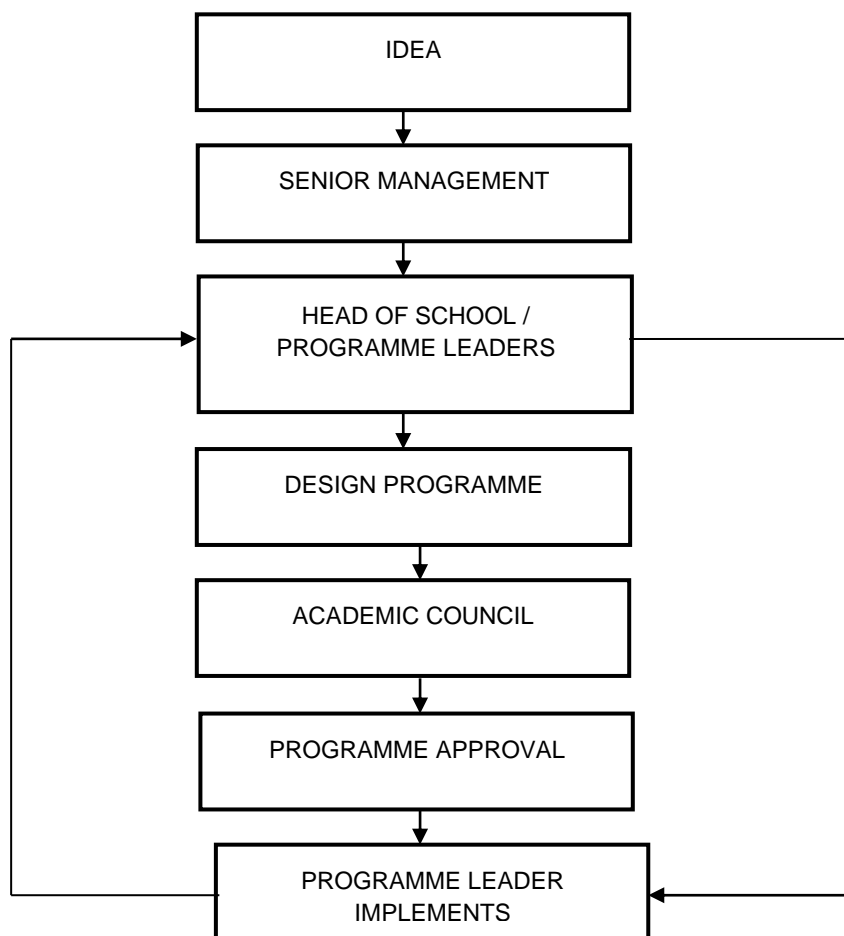
### 3.5 Programme Design and Approval

3.5.1 A new programme idea can originate from many sources including:

- Board of Trustees
- Senior management
- Academic Council
- Programme Committee
- Student Support Officers
- Lecturing staff
- Any other member of staff
- Students

3.5.2 Before a new programme is progressed, to optimise the allocation of resources in relation to programme development, it is necessary for the programme proposal to be initially reviewed by senior management. Once this has been effected, the Programme Leaders and head of School should design the programme in conjunction with the proposed teaching team. The new programme will be reviewed and approved by Academic Council and then implemented by the Programme Leader. An important part of this process will be determining student demand.

#### 3.5.3 Programme Design and Approval Process



Programme design and development will also involve cooperation with our validating partners to ensure the course design meets our partner institution expectations and standards to meet University validation requirements. Course Design and Validation follows the principles within UK QUALITY CODE, ADVICE AND GUIDANCE: COURSE DESIGN AND DEVELOPMENT (2018).

### **3.6 Student Admission and Recruitment Policies and Procedures**

#### **3.6.1 Introduction**

In accordance with the UK QUALITY CODE, ADVICE AND GUIDANCE: ADMISSIONS, RECRUITMENT AND WIDENING ACCESS (2018) CAT's Admissions and Recruitment policy (Annex A) commits CAT to a fair admissions and recruitment system. The admission and recruitment policy covers all the activity involved in promotion and marketing, identification and recruitment, selection, offer of a place on a programme of study, enrolment, and induction.

CAT complies rigorously to UEL and LJMU's requirements regarding admissions.

An applicant is considered solely on the basis of his/her qualifications, aptitude, potential and the demands of the programme and is never discriminated against as a result of gender, ethnic origin, age, social background, religion, political beliefs, or sexual orientation or family circumstances.

Special considerations may be taken into account upon request or particular circumstances and appropriate adjustments made. CAT recognises students' previous achievements to enable credit transfers and exemptions where applicable.

CAT identifies routes of progression and makes them clear to all learners in the relevant marketing communications.

Student Support Officers ensure the accurate and timely registration of learners in accordance with UEL and LJMU's published policies and timelines.

CAT has incorporated the UK QUALITY CODE, ADVICE AND GUIDANCE: ADMISSIONS, RECRUITMENT AND WIDENING ACCESS (2018) (previously QAA UK Quality Code Part B: Assuring and enhancing academic quality Chapter Part B2: Admissions) into its policies and procedures. CAT commits to operate its admissions in a way that is transparent and justifiable with procedures that are fair, comprehensible, explicit and consistent to all students on all programmes.

#### **3.6.2 Recruitment, Selection and Enrolment of Overseas Students.**

CAT does not have a Sponsor Licence for Student Visas and therefore does not recruit full time overseas students onto site. However, it does have overseas students studying by distance learning and some who visit to study at CAT for a short period of time. The same admissions process for Home students is applied to overseas students.

Applicants whose first language is not English are asked to provide evidence of English language proficiency at IELTS 6.5 (or equivalent). This is proven by a valid English Language proficiency certificate, or other proof such as evidence that they completed their first degree in English or a reference from their employer confirming their English language competency. We also accept other evidence, for example, if they have completed their first degree entirely through the medium of English language or if they have worked for a company in the UK or who conduct their business in English, we will accept an endorsement from their employer

### **3.6.3 Admissions Feedback, Appeals and Complaints**

CAT receives a considerable number of applications and, as entry is competitive and standards are high, regrettably it is unable to make every applicant an offer. In the event that its entry to programmes is full it will operate a waiting list for applicants. This will be reviewed if places become available

#### **Feedback**

Due to the large volumes of applications Centre receives, it is unable to provide feedback to all unsuccessful applicants routinely. General feedback could be provided to unsuccessful applicants upon written request (by letter or e-mail). CAT will normally respond to requests for feedback within 30 days.

#### **Appeals**

There is no right of appeal against the outcome of an admissions decision. However, if additional relevant information can be provided by an applicant in support of their application which was unavailable when the application was originally submitted, CAT will take this into consideration and may reconsider the application.

#### **Complaints**

Applicants may complain if they are dissatisfied with the process of their application. CAT's complaints procedure (Annex A) will apply.

### **3.7 Student Induction**

#### **3.7.1 Introduction**

All students studying with CAT receive a comprehensive induction which introduces them to CAT and to the requirements of the course they are about to start. The Programme Leader arranges introductory meetings for all new students. Within the induction process, GSE ensures that all students are provided with:

- An opportunity to declare any disability, health issue or special educational need
- Required health and safety information.
- Guidance on their course.
- Guidance on progression and degree award regulations, academic offence matters, and appeals and complaints procedures.



- A student handbook and other materials as may be appropriate incorporating the above information.

See Annex A for further details

### **3.8 Data Protection**

**3.8.1** In line with the principles of the Data Protection Act 2018 and General Data Protection Regulations (GDPR), CAT will ensure that personal data will:

- Be obtained fairly and lawfully and shall not be processed\* unless certain conditions are met
- Be obtained for a specific and lawful purpose
- Be adequate, relevant but not excessive
- Be accurate and kept up to date
- Not be held longer than necessary
- Be processed in accordance with the rights of data subjects
- Be subject to appropriate security measures including protection against unlawful or unauthorised processing, access, loss, destruction or damage

\*The definition of 'Processing' is obtaining, using, holding, amending, disclosing, destroying and deleting personal data. This includes some paper-based personal data as well as that kept on computer.

Further details may be found in Annex A

**3.8.2 Students' Records are kept for the following purposes:**

- CAT quality control
- Recording assessment and other measures of student progression
- Support students with additional specified needs
- maintaining contact with registered students to keep them updated with relevant information

**3.8.3 CAT Records and Systems that Comply with UEL and LJMU's Requirements**

- CAT securely holds and transmits details of assessment outcomes to the Awarding Bodies
- CAT has the administrative system to ensure the ongoing tracking of students' progress, achievement, accumulation and transfer of credits and, where necessary, the recording of exemption through prior learning
- Only authorised members of staff have access to student data

CAT retains securely assessment and verification records for each learner for a minimum period of three years following certification

### **3.8.4 CAT will keep the following documents for each registered student:**

- Copy of a student's ID such as passport or driving licence. Collected as an electronic copy during the enrolment process and stored electronically on a password secured drive, accessible only on the computers of the student support officers.
- Recent photographs. Collected as part of the enrolment process and once a year if the student wishes to update the photo on their student card. Stored in the same way as the ID. The photos are sent to UEL to put on each student's student card.
- Student's contact details (home and UK residential address, landline telephone and mobile number and email address). These may be corrected as part of the enrolment process and then updated if notified by the student that any of their details have changed. Stored on an electronic database which is password secured, accessible only through the computers of the student support and finance officers.
- Any pertinent health details relevant to study support declared by the student and emergency contact name and details of the student. Collected as part of the enrolment process and updated if notified by the student. Stored on the electronic database and drive as above.
- Student's application form and copies of all relevant documents, including proof of English ability and academic qualifications. Copies of the application form are stored with the form service provider and in an email folder within each of the student support officer's email inbox.
- All examination results, including admissions assessment test (if applicable). Collected following each module marking deadline, once a month. Stored on an electronic database which is password secured, accessible only on the computers of the student support officers. Also stored within the online plagiarism reporting and marking facility called Turnitin.
- Records of the student's progress, including booking records, i.e. modules workshops and accommodation. Built up over the students' time on the course via their personal record kept on the electronic database. Reports are also sent via email to each student's personal tutor four times a year.
- Copy of a student's previous qualifications. Collected as an electronic copy during the enrolment process and stored electronically on a password secured drive, access to which is only installed on the computers of the student support officers
- Student Finance Entitlement and payment records and Bursary status if applicable.

**3.8.5** By signing our Application Form the student is giving CAT the right to obtain and process personal data relevant to CAT in accordance with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

### **3.9 Online/Remote Learning**

An online Virtual Learning Environment (VLE), is used as the primary platform for delivering teaching of the distance-learning modules. Use of the VLE will ensure that students are made to feel part of the graduate school community whilst studying by distance-learning. It will also facilitate accessibility to a full range of teaching resources and materials, which will include written lecture notes, tutor hand-outs, handbooks, bibliographies, primary sources, additional reading, e-journal articles and extracts. LJMU and UEL host their own separate VLEs. CAT will use these where relevant for administrative purposes and submission of

assessment. Delivery of teaching resources and materials will take place through the Microsoft Teams VLE to ensure consistency of access and materials for students studying through either UEL or LJMU validating bodies.

### **3.10 Equal Opportunity Policy**

#### **3.10.1 Statement of Policy**

CAT is committed to the active pursuit of an equal opportunities policy which addresses the need and right of everyone in CAT to be treated with respect and dignity, in an environment in which a diversity of backgrounds and experiences is valued. It aims to ensure that no prospective or existing student should receive less favourable treatment on any grounds that are not relevant to academic ability and attainment. CAT has a continuing programme of action to bring about the implementation of its policy.

#### **3.10.2 Code of Practice to Ensure Equal Opportunities**

The encouragement of equal opportunities is consistent with the broader aims of CAT, in making a vital contribution to the core activities of teaching, learning and research, and in supporting CAT's commitment to academic excellence. An equal opportunities policy should go beyond the avoidance of unfair discrimination, to the encouragement of academic activities that reflect a diversity of cultural experience.

- a. The policy is intended to ensure that no prospective or existing student shall receive less favourable treatment on the basis of their sex, sexual orientation, race, colour, ethnic origin, nationality, disability, marital or civil partnership status, gender reassignment, pregnancy and maternity, caring or parental responsibilities, age, beliefs on matters such as religion and politics, or any other criterion accepted as unjustifiable by CAT.
- b. CAT recognises the need to identify specific areas for future action within the field of equal opportunities in academic affairs so that the policy may have practical outcomes.
- c. Within the resources available, it is committed to a programme of equal opportunities monitoring, and the provision of advice and training to ensure the implementation of equal opportunities policies within CAT.

CAT's Equal Opportunities Policy is at Annex A

#### **3.10.3 Widening Participation**

The aim of CAT's widening participation activities is to offer opportunities to groups within the population, who are under-represented in Higher Education, notably those from areas with higher levels of deprivation; people with disabilities; and people from specific ethnic minorities. CAT is committed to a policy of equal opportunities and seeks to ensure that those with disabilities have access as far as reasonably possible to the full range of academic, cultural and social activities which CAT can offer. This commitment means that CAT will take all reasonable steps to meet both the general need for access as well as the specific needs of individuals who wish to benefit from those activities.

CAT welcomes applications from potential students of all social and ethnic backgrounds. Its admissions policy aims to promote equal opportunities, while at the same time selecting students who have the ability and motivation to benefit from the courses that they intend to follow and who will contribute to work and life at CAT.

A wide range of factors is considered by selectors in the admissions process, such as pre-CAT experience and breadth of interests. In the case of mature students these factors may, where appropriate, be considered in place of previous examination results.

#### **3.10.4 Monitoring**

CAT is committed to a programme of monitoring student admissions. The results of such monitoring will be reviewed by senior staff, to consider the implications for equal opportunities, and to act where appropriate.

#### **3.10.5 Teaching, Learning and Assessment**

CAT's aim is to ensure that teaching, learning and assessment strategies are equitable, undertaken with awareness of the different needs of students, and directed towards the encouragement of academic and personal development. Within a context of academic excellence, CAT recognises the contribution of a diverse student body to the learning environment, and further recognises the importance of encouraging such diversity to be reflected in the content of courses, teaching methods and forms of assessment, where appropriate.

CAT will continue to make provision for, to monitor and to review, the needs of particular groups of students. It believes that those with disabilities should have access to the full range of academic, social and cultural activities in CAT. To this end, in the spirit of the Equality Act 2010, CAT will undertake reasonable adjustments to meet both the general need for access and the specific needs of individuals with disabilities who wish to benefit from those activities. It will ensure that such individuals are adequately and appropriately consulted about their needs and their views taken into account.

#### **3.10.6 Facilities and Services**

All facilities and services provided by or in association with CAT should operate in accordance with CAT's equal opportunities policy.

#### **3.10.7 Special Religious or Cultural Needs**

CAT recognises all major religious holidays and will make reasonable efforts to meet the special needs of any individual arising from religious or cultural obligations. See Prevent Policy, Annex A

### **3.10.8 Complaints about Equal Opportunities**

CAT will give a full hearing to any applicant or student who believes that he or she has been treated in a way that is not consistent with the equal opportunities policy. Complaints about discrimination against either staff or students are taken very seriously and could provide grounds for disciplinary action that may lead to dismissal or expulsion from CAT or even trigger prosecution.

CAT complaints procedure (see Annex A) should be used to make a complaint.

Students may also wish to contact the relevant national body mandated to investigate discrimination, the Equality and Human Rights Commission <https://www.equalityhumanrights.com/en>. Contact information is provided to students via the Programme Handbooks.

### **3.11 Staff Recruitment and Selection Policy and Procedures**

#### **3.11.1 Policy Statement**

The CAT staff recruitment and selection policy aims to ensure:

- the efficient and effective recruitment of staff
- the legal framework for recruitment is adhered to
- that applicants are treated fairly, consistently and courteously
- all recruitment and selection decisions are based on merit alone
- the appointment of suitably qualified and skilled employees.

#### **3.11.2 Scope**

CAT is committed to employ, train and support a sufficient number of appropriately qualified staff. The policy covers all the recruitment and selection of staff within CAT including fulltime, fractional and sessional staff.

### **3.12 Staff Induction and Training Policy**

#### **3.12.1 Induction Policy**

##### **Introduction**

CAT recognises the contribution employees make to its success. CAT understands the importance of ensuring all employees begin their work with CAT in a positive and supportive environment. This policy covers induction for new employees joining CAT. It also recognises that to maintain a committed and competent workforce, it needs to ensure that there is adequate training and development provided for all employees.

Induction is the process by which a new employee is integrated into the organisation, which begins with the first contact with the employee and ends when the person has been fully integrated. Induction ensures that all employees obtain a good understanding of how the organisation works including its principles, values and objectives. It ensures that all employees have good understanding and knowledge and the skills necessary to perform their role in a safe working environment. CAT is committed to integrating new employees into the organisation as effectively as possible by providing them with the information, support and training to become productive and satisfied members of the organisation.

All new employees who are appointed to positions within CAT should receive an appropriate induction programme. The core content and aims of induction for all employees remain the same. However, it is expected that certain aspects of induction will differ, and this will reflect the specific needs and requirements of the individual and their role.

Further details are in Annex A

### **3.12.2 Training Policy**

#### **Introduction**

CAT recognises the importance of study, training and continuous development of every employee. Study, training and constant improvement of the skills help members of staff to achieve their individual goals and help to maintain CAT's reputation as a quality educational provider.

CAT encourages the continuous education of all members of staff. Therefore, we recognise the employees' statutory rights to request time off for study or training.

#### **Aims of the Policy**

The main aims of this Policy are:

- a. to allow members of staff sufficient opportunity to attend study, training and development activities, achieve their learning and development objectives and to maximise their career aspirations;
- b. to provide guidance to the staff members considering requests for time off for study or training, in line with the legislation;
- c. to promote equal opportunities and to encourage members of staff to actively participate in study, training and development activities.

#### **Principles**

CAT will consider all formal requests for time off for study or training. However, the request submitted may be refused, subject to complying with the relevant legislation, when there is a good business reason to do so.

Each member of staff should be advised that allowing sufficient time off to attend study, training and development activities requires careful planning. Therefore, the Head of School

should be approached first in order to make necessary provisions to ensure that service levels are not compromised as a consequence of training related absences.

Further details in Annex A

### **3.13 Staff Review and Development**

**3.13.1** The CAT review system allows line managers to support their staff. A review period provides an opportunity for a supervisor and staff member to share observations, give feedback, set objectives and goals, and discuss issues and concerns. The process exists primarily to help and support staff. See Annex A.

For academics an important part of this process is the peer observation system (see Annex A)

### **3.14 Student Support and Development**

#### **3.14.1 Overview**

Student Support and Development refers to the range of CAT provision intended to help students maintain and improve their wellbeing, personal and academic development and their understanding of CAT practices, employability, and sense of community.

#### **3.14.2 Induction**

CAT ensures that all students obtain a clear and timely communication of their induction arrangements. See section 3.7 and Annex A for further details.

#### **3.14.3 Central Support Services**

Students are advised of any technical needs of the mode of study and the support they can expect to receive from CAT. CAT is fully committed to acquiring essential and sufficient equipment, facilities and resources for the successful achievement of awarding bodies' qualifications (materials, access to UEL or LJMU's electronic library etc.)

CAT has all required resources as identified within the specification for those qualifications it delivers.

The following central support services are responsible for providing student support and development.

#### **Student Support**

Student support comes from two main areas: there is a team of Student Support Officers who can respond to, and address mainly programme and pastoral issues; and each student has an identified tutor whom they can approach mainly for academic support.

## **Technical Support**

- Resources are available to sustain the integrity of CAT computer infrastructure and there are plans for ongoing maintenance of both hardware and software.
- CAT has appropriate backup systems and contingency procedures are established and in place to minimise disruptions caused by any hardware or software failures to ensure no learner is disadvantaged.
- All members of staff involved in the assessment process and students have access to compatible hardware and software throughout the assessment process.
- Students are advised about the technical needs of the mode of study
- All learners and members of staff involved in the assessment process receive advice and technical support throughout the length of the programme.

### **3.15 Student Handbooks**

Student Handbooks (Annex A) are in part a written copy of information communicated at induction. The student also receives information on the programme itself, the assessment regulations, code of conduct, deferral information and other important information.

Annex A contains the details of each student handbook.

### **3.16 Student Engagement**

#### **3.16.1 Overview**

This policy covers CAT's arrangements to ensure that students are fully involved and represented in all aspects of their learning experience and have a range of opportunities to engage in CAT's quality assurance systems, at Centre level, at programme and academic level.

#### **3.16.2 Definition of Student Engagement**

This policy sets out CAT's responsibilities to provide a suitable learning environment and a comprehensive range of support services for students, and to involve students in decision making processes. There are a wide variety of ways used by CAT to engage with students:

#### **3.16.3 Membership of CAT Committees**

Student representatives sit on all Programme Committees and on the Academic Council. These representatives are elected from amongst their fellow students and are full members of the committees they sit on.

#### **3.16.4 Staff-Student Liaison Committees**

SSLCs are committees made up of a variable number of student representatives and members of academic staff.



The SSLC provides a link between staff and students enabling discussion on matters to do with teaching and learning that don't fit the stricter remit of the Programme Committees. The SSLC deals with concerns at a local level and feeds into other committees as appropriate. SSLC provides a formal channel of communication between students and CAT, and it is an essential part of that communication.

See Annex A for details

### **3.16.5 Feedback Procedures**

The School takes student feedback very seriously, and there are several systems in place to facilitate recording of feedback from our students and communication of how feedback has been used to enhance programme delivery:

- 1. Module Survey:** There will be an on-line feedback survey released for each module (typically accessible through the VLE) that can be completed anonymously, in which students can score their level of satisfaction with and provide written comments on the module's academic activities and administration;
- 2. Feedback Meeting:** There will be a feedback meeting held between students and key staff during each residential module onsite at CAT, which gives an opportunity for wider feedback on the module. Three times per year these meetings are run as SSLC meetings following a broader agenda, inviting programme wide discussion and feedback
- 3. Programme Representatives:** 'Programme Reps' represent students in Academic Council, Programme Committee and SSLC meetings amongst other official duties, acting as an on-going conduit for student feedback on programme wide matters. This initiative aims to be a valuable forum for engagement and communication between staff and students. Current Reps can be contacted through the Student Support Officers. It is intended that Reps will act for a year at a time.

We will endeavour to release a copy of the feedback for each module within a month. The central part of the consistent quality improvement process and engagement of students with decision making process is the feedback procedure in place.

### **3.16.6 Other Ways for Students to Engage with CAT**

Students can become involved in CAT as an organisation. For instance, via volunteering on the site, inputting into the research for ZCB, taking part in staff research contributing to the members' magazine, "Clean Slate", participating in the members' conference and indeed, by becoming members of CAT themselves during their studies. It is hoped that on graduation students will continue with their engagement with CAT and continue as CAT members.

### **3.17 Assessment Policy and Procedures**

CAT is responsible for ensuring the quality and reliability of the assessment procedures in place. CAT believes that the assessment should be valid, fair and reliable. CAT recognises

that both candidates and assessors need to be clear on what is being assessed and all the assessments should be provided in open manner.

### **3.18 Academic Appeals Policy and Procedures**

#### **3.18.1 Introduction**

CAT recognises that a robust academic appeals policy and procedures is the cornerstone of successful assessment. CAT has a duty to maintain and enhance the quality of assessment procedures for students and to provide an effective and reliable system for handling academic appeals. The Academic Appeal Policy and Procedures (Annex A) contains an exhaustive list of the grounds for the appeal, thus preventing students from misusing the procedures and notably from using the appeals procedure as an instrument for improving the grades.

It should be noted that there can be no appeal against academic decisions: a grade or a mark. Students must be able to show that there has been an administrative mistake or error to make a successful appeal.

Any student who believes that his/her piece of work has been internally assessed by the assessor and internal verifier unfairly, inconsistently or not in accordance with the standards and level required by the awarding body, has the right to appeal against the assessment mark. CAT upholds the principle that students should have an opportunity to raise academic appeals without fear of disadvantage and in the knowledge that confidentiality is respected.

Although CAT operates a robust marking system to guarantee fair assessment that complies with awarding body requirements, it recognises that there could be exceptional circumstances when students dissatisfied with the assessment of an assignment, or an examination result may wish to appeal against decisions relating to the assessment. The Appeals and Procedures in Annex A outlines the action that may be taken in such circumstances.

While students are encouraged to follow CAT's internal policy, CAT recognizes the students' need to appeal directly to the awarding body after the final agreed outcome is known. Students appealing against a decision by UEL must use UEL's appeal system and procedures.

#### **3.18.2 Scope of Policy and Procedure**

It is the responsibility of students to inform CAT if they are not satisfied with the process of marking of any piece of work.

In the first instance any concerns should be discussed with the appropriate member of the teaching or service team. While CAT would hope that in most circumstances student queries relating to assessment can and will be resolved informally, the formal appeals procedure should be available to support students in their appeal.

Further details may be found in Annex A.

### 3.19 External Examining

**3.19.1** CAT's definitions of External Examining, and the formulation of its associated procedures and practices, have been informed by reference to key documents produced by the Quality Assurance Agency for Higher Education (QAA). Thus, for external examining CAT adheres to UK QUALITY CODE, ADVICE AND GUIDANCE: EXTERNAL EXPERTISE (2018) (previously UK Quality Code for Higher Education Part B7: *External Examining*).

**3.19.2** CAT has a policy of responding robustly and comprehensively to all external examiners' reports. It uses such reports to enhance the student learning experience.

### 3.20 Programme Monitoring and Review Procedures

CAT is committed to permanent improvement of the quality of courses it provides. We monitor the teaching and learning process as well as student performance to deliver the best outcomes for all our students and to constantly improve their learning experience.

Due to the particularity of every programme taught at CAT, the monitoring and review procedures depend on the course taken and the assessment provided. The following paragraphs outline the monitoring and review procedure.

All the results of students' performance are monitored on a regular basis. CAT analyses the performance results of every intake in order to improve the quality of teaching and student learning experience so that any difficulties or irregularities are resolved as soon as possible. CAT is committed to making the learning process smooth and easily comprehensible by all students regardless of their abilities. Therefore, we analyse student performance using the following procedure:

1. **Data collecting.** All the relevant data (such as the marks for the assignments, feedbacks, test results, etc.) regarding every student performance are collected and kept on the student file.
2. **Data analysis:** all the relevant data are transferred to the relevant Programme Leader responsible for the programmes. They analyse the data and determine any necessary follow up action.

CAT also uses extensive student feedback mechanisms in order to monitor the quality of the teaching and learning. Further information may be found at section 3.16.5.

### 3.21 Complaints

CAT is committed to delivering high quality services and we encourage our students to let us know where there is a cause for concern and room for improvement. CAT's complaints procedure adheres to UK QUALITY CODE, ADVICE AND GUIDANCE: CONCERNS, COMPLAINTS AND APPEALS (2018)

We aim to handle complaints in a way that encourages informal but fair, efficient and confidential resolution. Every effort will be made to ensure that the procedure operates as closely as possible to its declared timetable and with minimal documentation. All

procedures will be handled in manner fair to all sides. If a complaint cannot be resolved by CAT or with the support of our validating institutions, then a complaint can be made to the Office of the Independent Adjudicator. CAT subscribes to the Office of the Independent Adjudicator, an independent body set up to review student complaints about higher education providers in England and Wales. Their service is free for students.

Details can be found at Annex A.

### **3.22 Extenuating Circumstances**

CAT recognises that there may be times when, through no fault of a student and despite managing their learning and assessment appropriately, they find it impossible because of a serious and unforeseen event to attend an examination or other assessment activity, or to complete an assessment, or to perform to the full extent of their ability.

In such instances CAT's intention is to respond sympathetically and to support them in addressing the assessment shortfall. CAT can only do this if it is aware of the situation, and it is therefore the student's responsibility to inform CAT of such circumstances as soon as possible after they occur. Documentary evidence will be required to support claims made under extenuating circumstances procedure.

Details can be found at Annex A

### **3.23 Academic Integrity**

CAT takes academic integrity very seriously. It is an offence for any student to be guilty of, or party to, attempting to commit or committing collusion, plagiarism, or any other misconduct in an examination or in the preparation of work which is submitted for assessment. Allegations will be investigated using standardised procedures. Clear guidelines will be provided to help reduce the practice.

Details can be found at Annex A

### **3.24 Student Disciplinary Procedures**

In joining CAT, students acquire the right to study and enjoy a social life unhindered by the misconduct of others. CAT makes pledges to students in the *Student Charter* about the quality and level of service that students may expect. In return, by enrolling, students have also given certain undertakings about their own behaviour. CAT's Student Disciplinary Procedures describe a code of conduct for students and expected behaviours. If these are breached, then it may be necessary to invoke the Student Disciplinary Procedures. See Annex A for further details

### **3.25 Progression Policy and Procedures**

CAT's progression policy and rules seek to allow students to successfully progress but without risking failure because of too heavy an academic workload being imposed on a student.

Details can be found at Annex A.

### **3.26 Collaborative Provision**

CAT has no collaborative provision currently. However, were this to change then its definitions of collaborative provision, and the formulation of its associated procedures and practices, would be informed by reference to and consistent with the UK QUALITY CODE, ADVICE AND GUIDANCE: PARTNERSHIPS (2018).

### **3.27 Prevent Policy**

The Prevent strategy, published by the UK Government in 2011 and revised in 2021, is part of the overall UK counter-terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by preventing people from being drawn into terrorism. Education is considered as one of the most important arenas for challenging extremist views and ideologies

The CAT takes its Prevent duties very seriously and has developed a set of policies and procedures to minimise any risk. See Annex A for further details.

CAT is committed to academic freedom and for all members of CAT community to have the opportunity to engage with a wide range of thought-provoking opinions and perspectives. Our commitment to discussion and critical thinking is a fundamental principle of our institution. We regularly invite a wide range of speakers to our site.

Given CAT's unique delivery of HE (monthly residential teaching sessions, ten months a year), it believes that the following risk factors are applicable:

- CAT makes significant use of external lecturers. However, these are all subject-specific and no one lecturer will have a significant amount of time with students. Nonetheless we will apply our Prevent policy on speakers.
- Students are here for one, intensive week a month and will have seminars and tutorials throughout that time. Academics will be given training to help them identify students at risk. Any students deemed to be at risk will be referred to the Head of School and Prevent/Safeguarding Panel who will then decide whether to refer on to the Channel Panel and will inform HEFCW.
- Students, whilst on site at CAT, have access to the internet. However, wireless access to the internet from CAT's remote site is limited in quality and speed and this minimises this risk. Access to the internet through CATs internet provision passes through an automated Smoothwall filter which blocks access to sites that could breach its commitment to its Prevent duties. Should a legitimate and safe academic site be blocked by the Smoothwall system, the automated decision can be overturned through contacting the IT department, and site access provided.
- CAT does host several external organisations' events on campus. If the named principal organiser of an event, any student or member of staff believe that an event that they are organising poses a risk under the CAT Prevent policy they are required to refer the matter in the first instance to the Chief Executive as a possible "designated event".

The UK Government is currently consulting on the Protect Duty which relates to the protection of the public at publicly accessible locations from acts of terrorism. As part of its Prevent activities and general site Health and Safety CAT already has good relations with local law authorities to support site security. As and when the Protect Duty becomes statutory CAT will continue to comply with the necessary site security measures.

## **4. Provision of Information**

### **4.1. Overview**

This part of the Quality Assurance Manual has been designed in compliance with the requirements of the UK QUALITY CODE, ADVICE AND GUIDANCE: ADMISSIONS, RECRUITMENT AND WIDENING ACCESS 2018 (previously UK Quality Code for Higher Education *Part C: Information about higher education provision*). It covers all marketing information, but not academic publications.

### **4.2 Publishing Policy and Procedures**

#### **4.2.1 Policy Statement**

CAT considers sound publishing policies and procedures as a core component of the successful and efficient performance of its functions. To guarantee that all the materials published can be demonstrated to conform to this principle, no publicly available information should be produced that has not been properly authorised.

#### **4.2.2 Purpose**

The purpose of this policy is to ensure that all the staff members who publish or aim to publish the information relating to and on behalf of CAT have obtained the necessary permission do so, and that the information has, where appropriate, been approved by the Chief Executive.

#### **4.2.3 Publication Approval Processes**

All HE marketing material must be approved by the HoS. Where they deem it appropriate, they will consult and agree the final version with the Chief Executive.

### **4.3 Information on CAT's mission, values and strategy**

CAT makes information about its mission, values and strategy available on its web pages, and in printed format in the Quality Assurance Manual.

### **4.4 Information for prospective students**

CAT undertakes to provide appropriate and sufficient information to prospective students to enable them to select their programme of study, and to know what will be expected of them when they register to study at CAT. This information is available through a variety of routes, including Open Days (on site and virtual), the Prospectus (brochure), CAT's web

pages ([www.cat.org.uk](http://www.cat.org.uk)), videos and social media channels. Guidance and advice are available from Graduate Marketing Support Officer, Student Support Officers and academic staff to assist prospective students through the applications process.

#### **4.5 Marketing**

CAT prospectuses are produced under the editorial control of the Marketing department which is responsible for ensuring that their contents meet the required standards of accuracy and clarity. Courses offered are also checked with the Head of School to ensure that they have received necessary approval.

Every effort is made to ensure that the information contained in publicity materials is fair and accurate at the time of going to press to comply with the requirements of the Competitions and Marketing Authority. However, as the courses, services and other matter covered by prospectuses are subject to change from time to time and no guarantee can be given that changes will not be made following publication or after candidates have been admitted to CAT, applicants will be contacted with details of any substantive changes to publicity materials. Any complaints concerning the fairness or accuracy of Centre publications should be made using CAT's complaints procedure.

#### **4.6 Information for current students**

CAT provides information for current students about their chosen programme of study and students should know at the start of their course how their courses will be taught and assessed. CAT publishes a comprehensive range of policies and procedures to guide staff and student conduct and the delivery of the programmes. All students receive a Programme Handbook containing helpful generic information on CAT policies and as well as assessment guidance specific to their programme of study. (Programme Handbooks are at Annex A)

#### **4.7 Information for students on completion of studies**

Students are entitled to receive a full record of their academic achievements when they leave their programme of study. Upon completion of the programme students will receive transcripts of their grades and an award certificate. CAT maintains close contact with its alumni and encourages graduating students to become members of CAT.

#### **4.8 Reviewing Existing Policies and Procedures**

**4.8.1** Normally all policies are reviewed every three years, but the time frame can be shorter if it is necessary. Also, occasionally, an existing policy or procedure needs to be updated or amended because it is no longer fit for purpose. In all cases, the process is as follows:

1. The HoS sends the document for comment and feedback to relevant staff and committees
2. All existing related forms are also to be reviewed at this stage of the process
3. Feedback and suggested changes are sent to Academic Council for final agreement

4. Once the document is ratified it is circulated to all staff for implementation and all copies are updated.

Any staff member can raise issues related to any of CAT's policies, procedures, guidelines and forms via the individual or committee that is responsible.

## **4.9 Miscellaneous.**

### **4.9.1 Master copies and version control**

The latest versions of all policies, procedures, guidelines and forms are maintained in printed and electronic versions. They are also published on the web. If there is any doubt, then the web version is to be used.

### **4.9.2 Legal Framework**

CAT is committed to taking very seriously all the Intellectual Property Rights Infringements. According to the current UK legislation (notably the Copyright, Designs and Patents Acts) the permission of the owner of the intellectual property must be sought before any use of it is made. It also should be noted that CAT logo and title are the property of CAT, and they may only be used for official CAT documents.

### **4.9.3. Data Protection**

CAT is committed to following the Data Protection Procedures strictly. All the further details can be found in CAT's Data Protection Policy.

### **4.9.4 Bursaries and Scholarships**

CAT is able sometimes to provide a limited range of bursaries and scholarships aimed at assisting the prospect students with their studies. Information about bursaries and scholarships are published on the CAT website.



## Annex A

1. Terms of Reference for Academic Council
2. Terms of Reference for Programme Committees
3. Terms of Reference for Staff/Student Liaison Committees
4. GSE Organogram
5. Responsibilities Checklist
6. Teaching and Learning Policy
7. Student Charter
8. Peer Observation
9. Student Admissions Policy and Procedures
10. Complaints Policy
11. Student Induction
12. Data Protection Policy
13. Equal Opportunities
14. Prevent Policy and Procedures
15. Staff Induction
16. Staff CPD Policy
17. Staff Review
18. Student Handbooks
19. Appeals Procedure
20. Extenuating Circumstances
21. Academic Integrity Policy and Procedures
22. Student Disciplinary Procedures
23. Student Progression Policy

All documents are on the CAT website, staff intranet or on VLE Teams

QAA documentation is available through <https://www.qaa.ac.uk/quality-code>

Date Document Approved: September 2016

By: Academic Council

Minor modifications approved Nov 2021

Version 1.2

To be Reviewed by: November 2024