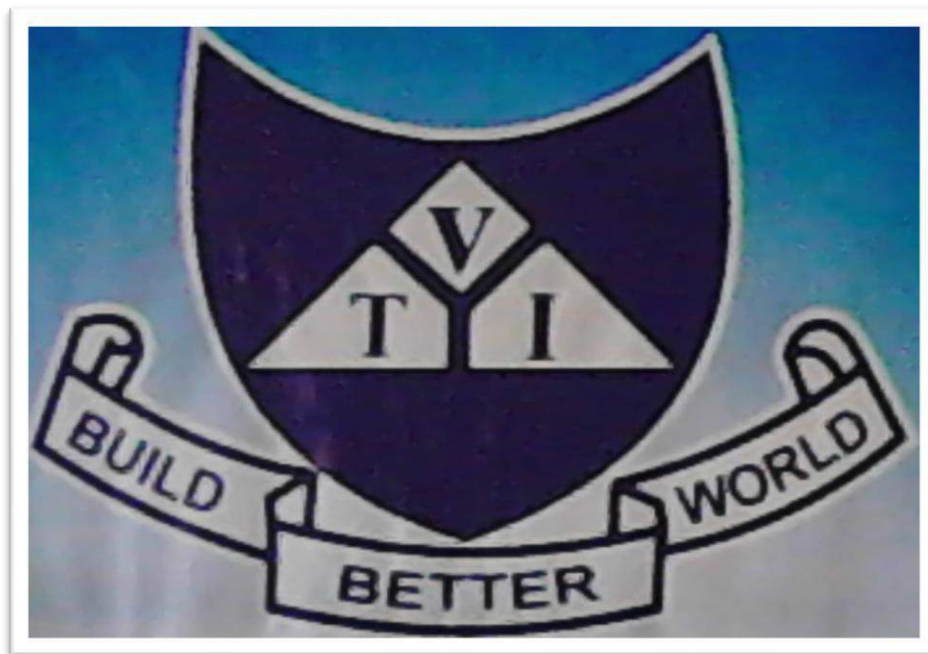# VOCATIONAL TRAINING INSTITUTE LTD [VTI]

STAFF HAND BOOK 2021-2022

A City & Guilds Gold Medal Award Institute

Approved/Recognized/Accredited by :

Mauritius Qualification Authority   [MQA] ;   Mauritius inst of Training and Development [MITD]

CTH   City & Guilds   athe | AWARDS FOR TRAINING AND HIGHER EDUCATION   aat Approved

1. Introduction

Staff Handbook-to be read with other related student policies and hand book, assessment/examination etc policies and reference to local labour law prevailing

Foreword

This Staff Handbook of the Vocational Training Institute[vti] is the official statement of the policies of the institute , governing the employment policies, procedures, rights, responsibilities and benefits for administrative and general staff members (herein referred to as "staff members") at the institute . Staff members are defined as staff members who hold positions other than, or in addition to, positions with faculty status. With respect to staff members who hold positions with faculty status, the terms of the Faculty Handbook control to the extent of any inconsistency with the Staff Handbook. Unless stated otherwise, all sections of this Handbook apply to all staff members employed by the institute at all locations.

This edition of the Staff Handbook supersedes all previous editions and supplements. Human Resources dept publishes this Handbook and its supplements and is responsible for the contents. Some policies included in this document are maintained and/or enforced by other institute departments and are noted as such.

The institute reserves the right to add, amend, delete or deviate from any benefit, policy or procedure stated herein at any time after consultation with the Staff and management . The institute seeks to employ individuals who will work together on an ongoing basis.. Nothing said or done by institute staff members or stated in this Handbook is to be considered a contract or guarantee of employment in a particular position or for a particular duration with the institute .

All staff members are required to sign acknowledging that they have been given the Staff Handbook. A copy of this form will be included in their personnel files.

Non-Discrimination Policy

It is the policy and practice of Institute to provide and promote employment and academic opportunities for all students, faculty and staff members without regard to race, color, sex, gender, age, marital status, order of protection status, religion, sexual orientation, gender identity, medical condition, national origin, ancestry, military status, physical or mental disability, or pregnancy (collectively, "the bases for unlawful discrimination"). All students, faculty and staff members are expected to abide by this policy and to assist in its enforcement.

It is the policy of the institute to hire, accept, train, educate, promote, compensate and/or administer all employment and/or academic practices, as the case may be, without regard to any of the bases for unlawful discrimination. Harassment, including sexual harassment, of staff members, students or faculty members because they are members of any of the previously-stated protected groups is strictly prohibited and will not be tolerated. Any student, faculty

member or staff member who engages in such prohibited conduct will be subject to appropriate disciplinary action, up to and including termination or dismissal, depending on the seriousness of the conduct in question and the surrounding circumstances.

The institute will periodically develop and mandate training programs for students, faculty and staff members in furtherance of this policy.

1 b Brief

INTAKE	a) <u>FULL-TIME</u>: Twice per year **(2nd week of January & 2nd week of June]**- Classes are held five (5) days weekly from 08:30 to 14:30 except on holidays- Remedial/detention classes (14:30 to 15:30) b) <u>PART-TIME</u>: Twice per year **(2nd week of January and 2nd week of June)** Classes are held on **Saturdays** from 08:30 to 5.00 pm[tutorials] and / with option three evenings per week from 3.30 to 5.30 pm [projects etc]
ABBREVIATION & RECOGNITION	a) **VOCATIONAL TRAINING INSTITUTE (VTI)** – Founded since 1975, the VTI is recognized both nationally by Mauritius Qualification Authority (MQA) and Internationally by City and Guilds (C&G-UK), Institute of Commercial Management (ICM_UK), , Confederation of Tourism and Hospitality[CTH] UK ;ABE-UK Association of Business Executives etc… b) **CITY & GUILDS (C&G-UK)** – Recognized from Government Employers, Professional Bodies – PSC, Local Government, Nationally & Internationally. City & Guilds Qualifications is a valuable passport for overseas employment such as in Australia, USA, etc… Also, <u>70 UK Universities</u> recognized C&G awards for entries and exemption purposes. It is offered in more than 100 countries (ask for more details). c) **CONFEDERATION OF TOURISM & HOSPITALITY (CTH-UK)** – Founded since 1982 to provide recognized standard of management training for Hotels & Travel Industries via its Syllabi, Examination & Awards internationally. d) **aaT** The **Association of Accounting Technicians** (**AAT**) is the world's leading professional body for Accounting Technicians, with over 150,000 members recognised worldwide e) **ATHE** is a global awarding organisation regulated by Ofqual and other UK and international regulatorsworking with more than 200 recognised centres in over 35 countries to complement our strong brand presence in the UK f) **MQA-Mauritius Qualification Authority** g) **MITD-Mauritius Institute of Training and Development**
FREE TRANSPORT	Free transport - NTA student bus pass- are available for Full-Time students of concerned courses
Other facilities	**Free remedial classes,/ health screening Computer Facilities, Library Photocopies, Industrial Visits, Job placement as and when requested by Companies, internship, Possibility for continuation of Higher Studies abroad, ', Free Wi-Fi Connection, mock exam ,Pastoral care Job fair; etc**

C] <u>VTI Hr Of Business</u>

Office   Mondays to Saturdays -8.30 -3.30 pm - Except On Fridays -8.30-13.30

Other Business/Public-   Mondays- Saturdays   9.00-2.00 PM- Except On Fridays -8.30-13.30

Class Hrs

                              Full Time-Mondays to Fridays 8.45-2.30 PM- Except On Fridays -8.30-13.30

                              Part Time Saturdays- 9.00 to 17.00 hrs **Remedial-** Mondays to Thursdays 2,30-3-30 PM

[D] VTI Vision and Mission Statements

Vocational Training institute ltd : focusing on innovative education, training, and career development for tomorrow's workforce.

Mission Statement

Vocational Training institute ltd provides quality education and training that enable a diverse student population to achieve its educational goals. Programs are enhanced by developing and maintaining partnerships with business, industry, and the community. Faculty are dedicated to teaching, advising, and scholarship. Both faculty and staff work to serve the Institute and the community.

Goals

The Institute recognizes its obligation to make available to the community all the opportunities implicit in its function as a part of Authority . In an effort to achieve this goal, the specific objectives of the college are as follows:

I. Quality

IA. To provide professionally competent faculty and staff.
IB. To demonstrate excellent and effective teaching and training.
IC. To provide student-oriented faculty and staff.
ID. To provide competent work force.
IE. To create an environment conducive to technical and vocational excellences and growth for all students.
IF. To provide and maintain safe, healthy physical facilities.
IG. To provide an active student development program to foster student participation in Institute actions.
IH. To develop programs to attract regional, state, and national recognition.
II. To provide guidance services to assist each student in making an appropriate vocational choice.
IJ. To provide education and training which allow students to advance rapidly in their chosen fields.
IK. To instill in students the desires to learn, which will guide their growth in their professions.
IL. To provide in-service training to persons currently employed .

II. Adaptability

IIA. To respond to community needs by designing curriculum and instructional methodologies and to provide the technological equipment relevant to changing society.
IIB. To ensure continued professional competence of faculty and staff in teaching, creative endeavors, and service.

III. Accessibility

IIIA. To provide open access for those who wish to attend.
IIIB. To recruit students for career and technical programs.
IIIC. To provide services for the community.

IV. Diversity

IVA. To promote a belief in the dignity, equality, and value of every person.

IVB. To recruit and maintain a diverse student population.

IVC. To decrease gender-bias stereotyping within traditional career and technical programs.

[E] Core Values

Community

We cultivate partnerships that develop solutions to community challenges which are important to economic vitality and quality of life.

Excellence

We strive for excellence in instruction and service by upholding high academic and professional standards, providing a quality educational environment, and continuously seeking improvement in all aspects of our work.

Innovation

We pursue excellence in teaching and learning through encouragement and support of creativity, experimentation, imagination, originality, entrepreneurial spirit and visionary leadership.

Integrity

We strive to demonstrate high standards of ethical conduct and to celebrate honesty, openness, and trust as keys to our relationships.

Respect

We recognize and value the uniqueness, diversity, and dignity of every individual.

[F] Our VTI Ltd Customer Charter

We take customer service seriously and are committed to ensuring that you receive an excellent level of service.

We commit to:

- Providing a prompt and efficient service within 5 working days
- Actively seeking and responding to your feedback on how we can improve your experience
- Delivering quality products and services on equitable terms
- Creating a diverse community that respects everyone and the environment
- Working with you to keep you safe and secure
- Actively supporting the local community in which we live and work
- Providing accurate and up to date information
- Resolving customer complaints fairly and consistently and within publicised timescales

[G] Student Charter

The Institute aims to inspire students to become innovative professionals, connecting them to exciting and rewarding careers. Everything we do is designed to equip you with both the academic knowledge and practical skills to succeed in your chosen career. We work in close partnership with the Students' and companies in order to achieve this and provide personal as well as professional development. This Charter underlines the commitments we make alongside those of the Students' and companies and what we expect from you.

The Institute undertakes to:

1.   Develop a culture of mutual respect, equality of opportunity and professionalism between staff and students and colleagues

The Institute   undertakes to provide:

2. High standards of teaching and academic support, advice and guidance.
3. Access to activities, including placements, work experience and volunteering, to enhance employability and personal development as and when available.
4. A personal trainer who support you in your academic studies.
5. Opportunities and support for feedback and formal student representation and participation so that students' views can be represented in course management and development and wider academic policy and review.
6. Access to student support services including counselling and advice on health and wellbeing; disability services; accommodation; finance and careers.
7. Access to library and IT facilities to support your learning.
8. An appropriate physical environment which supports your learning and your physical safety.

The Institute undertakes to provide the following information:

α) Course and module handbooks which details assessment criteria, contact hours, mode of delivery of course, assessment arrangements and professional requirements (where appropriate).
β) Clear guidance in handbooks and the student on regulations, academic guidance and support, appeals and complaints procedures.
χ) Clear deadlines and timeframes for assignments and feedback on submitted work.
3. Clear communication around changes to timetables, cancelled classes, re-scheduling of content etc.
4. Offer a public liability insurance scheme to public and vti family
5. Course fees and any additional costs, payment options and deadlines as well as entitlements to scholarships and bursaries.

You should undertake to:

α) Take responsibility for managing your own learning, actively engaging in your course, participating fully in learning activities and ensuring that you spend sufficient regular time in private study.
β) Treat staff and other students with courtesy and respect.
χ) Attend induction, participate in timetabled classes and attend meetings with personal trainers.
δ) Submit assessed work by stated deadlines and ensure you are familiar with the guidance around plagiarism.
ε) Provide feedback to improve teaching and learning through the student representative system, module feedback and the national student survey to ensure student views are heard.
φ) Pay tuition fees and any other charges promptly where required.
γ) Respect the physical environment of the Institute and behave respectfully towards neighbours.   And not limited to the above,
η) Insure yourself against accident during school
4. Support themselves to ensure they receive equal treatment and are aware of their rights and responsibilities.
5. Support themselves for participation in quality enhancement activities – especially through the development and training of course representatives.

6. Assist yourself with academic and welfare problems.
7. Represent the interests at local and national level.
8. Support active engagement, especially as regards combating antisocial behaviour.
9. Advocate for equal opportunities for all students

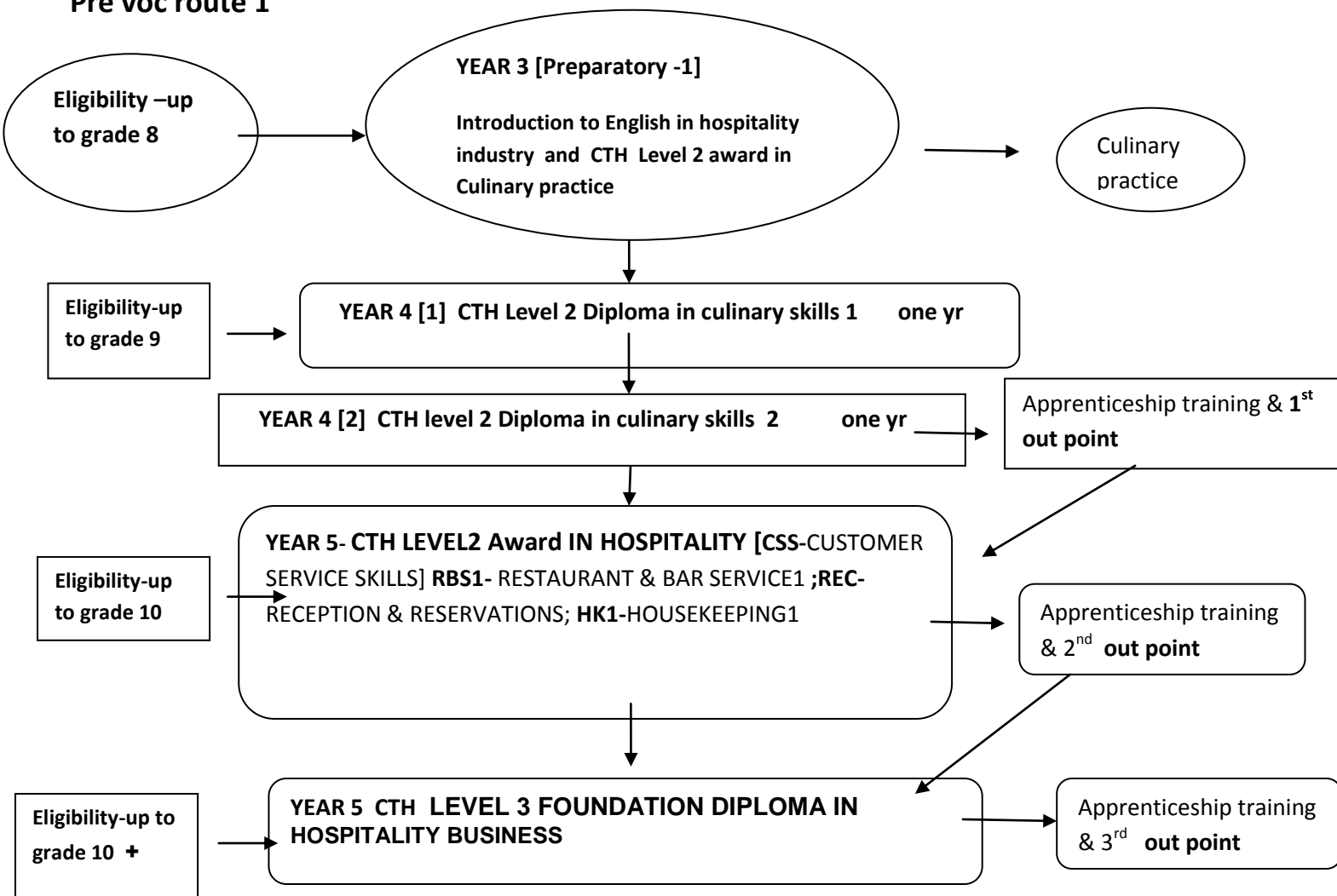For information regarding our Compliments and Complaints procedure, go to vti @intnet.mu

2. Route of continuation [full time mode
[a] Cooking/Culinary/Hospitality

Pre voc route 1

Eligibility –up to grade 8

YEAR 3 [Preparatory -1]

Introduction to English in hospitality industry and CTH Level 2 award in Culinary practice

Culinary practice

Eligibility-up to grade 9

YEAR 4 [1] CTH Level 2 Diploma in culinary skills 1   one yr

YEAR 4 [2] CTH level 2 Diploma in culinary skills 2   one yr

Apprenticeship training & **1**ˢᵗ **out point**

YEAR 5- CTH LEVEL2 Award IN HOSPITALITY [CSS-CUSTOMER SERVICE SKILLS] **RBS1-** RESTAURANT & BAR SERVICE1 **;REC-** RECEPTION & RESERVATIONS; **HK1**-HOUSEKEEPING1

Eligibility-up to grade 10

Apprenticeship training & 2ⁿᵈ **out point**

YEAR 5 CTH LEVEL 3 FOUNDATION DIPLOMA IN HOSPITALITY BUSINESS

Eligibility-up to grade 10 +

Apprenticeship training & 3ʳᵈ **out point**

Combination subjects- English[communication];Maths; Science/Physics Business and Trade Technology-Theory and Practice

Examination

Compulsory   CTH Examination as listed above **with Options**

GCE o Level with Maths, Science ,English and Business[as private candidate]

What opportunities for progression are there?

The CTH Level 3 AWARD is equivalent to HSC/A level and holders may be eligible unto first year undergraduate degree

They allows learners to progress into employment or to the following or both   -CTH Level 4 in Hospitality offered on part time basis and to an eventual level 5

[b] Accounting Technicians route

You are here

Pre voc route 1

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┌─────────────────┐        ╭───────────────────────────────────╮
│ Eligibility –up │        │  YEAR 3 [Preparatory -1]          │
│ to grade 8      │ ────►  │                                   │
│                 │        │  Introduction to English in       │
└─────────────────┘        │  accountancy industry  and        │
                           │  preparation to accounting field  │
                           ╰───────────────────────────────────╯
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┌─────────────────┐   ┌──┐
│ Eligibility-up │   │   YEAR 4 [1] aat foundation certificate in accounting -Level │
│ to grade 9 &   │ ────► │   2[part 1] One yr   │
│ 16 yrs   │   └──┘
└─────────────────┘

┌──┐   ┌─────────────────────────┐
│   YEAR 4 [2] aat foundation certificate in accounting   │ ────► │ Apprenticeship training │
│   -Level 2[final] One yr   │   │ out point   │
└──┘   └─────────────────────────┘

┌─────────────────┐   ╭──╮
│ Eligibility-up │   │ YEAR 5-[semester 1] aaT Level 3 Advanced   │
│ to grade 10   │ ────► │ Diploma in Accounting [part 1]   │
│   │   │   │
└─────────────────┘   │   semester 2   aaT Level 3 Advanced   │
                           │ diploma in accounting [final]   │
                           ╰──╯

┌─────────────────────────┐
│ Apprenticeship training │
│ & 2nd out point   │
└─────────────────────────┘

┌─────────────────┐   ┌──┐   ┌─────────────────────────┐
│ Eligibility-up │   │ YEAR 5 LEVEL 4 aaT Professional Diploma in   │ ────► │ Apprenticeship training │
│ to grade 10 +   │ ────► │ Accounting   │   │ & 3rd out point   │
└─────────────────┘   └──┘   └─────────────────────────┘

Continue a bachelor degree in Accounting/ACCA level 5 or with exemption on a hop on and hop off system in any university of your choice.

[c]   Law   route

Eligibility –up to grade 8

YEAR 3 [Preparatory -1]

Introduction to English in law and associated studies

Eligibility-up to grade 9

YEAR 4 [1] Preparatory of Law level 3 introduction with 4/5 academic subiects

Apprenticeship training & **1**ˢᵗ **out point**

Eligibility-up to grade 10

YEAR 5-[2-units]   Athe- Level 3 Diploma in law [part 1]

Apprenticeship training & 2ⁿᵈ **out point**

Eligibility-up to grade 10 +

YEAR 5 [2 units] Athe level 3 Extended Diploma in law

Apprenticeship training & 3ʳᵈ **out point**

Continue level 4 and 5 on a hop on and hop off system and complete LLB degree in any university of your choice.

[d] Electrical and Electronic route

Preparatory route

are here

You

YEAR 3 [Preparatory - 1]Introduction to electrical and electronics - One year

Grade 9   or equivalent

YEAR 4 –[1] One year Exam: - 2850-Level 2 - units 224 ; & 201 with brief introduction[Preparatory-] of MITD NC4 semester one –

YEAR 4[2] One year   Exam : [1] 2850-Level 2–units 211 ; & 202 [2] MITD NC4 –semester 2

Apprenticeship tra 1st out point

YEAR 5 One year   Exam [1] :2850 Level 2 [2 units] 223 & 256   &/   MITD NC4

MITD   NC 4

YEAR 5 One year   Exam [1] :2850 Level 3 -3 units

YEAR 5 One year   Exam [2] :2850 Level 3 units 3 units

Apprenticeship 2nd out point

Combination subjects- English[communication];Maths; Science/Physics Business and Trade Technology-Theory and Practice

Examination

Compulsory   City & Guilds 2850 IVQ 2- level 2 Diploma In Engineering – Electrical And Electronic Tech * and continue   City & Guilds qualifications: • 2850 - Level 3 in Engineering IVQ

with Options

[1] MITD NC4 –Electrical installation practice

 [2] GCE o Level with Maths, Science ,English and Business[as private candidate]

What opportunities for progression are there?

They allows learners to progress into employment or to the IVQ 4 Electrical and electronic engineering

[e] New Automobile Route -2019

Eligibility   up to grade 7
Continuation route

> **Year 3 –cycle mechanics & introduction to motor vehicle practice**

Up to grade8-9/pre Voc 3

> **YEAR 4[1] [Elementary -1] City and Guilds 4290-11 Level 1 Diploma in Vehicle Maintenance with Motor cycle [part 1]**

Craft-mechanic route

> **YEAR 4 [2] -One year   [intermediate 11] City and Guilds 4290-11 Level 1 Diploma in Vehicle Maintenance with Motor cycle [part 2]**

> **Apprenticeship tra... point**

Grade10-11 - / NC4

> **YEAR 5 [1]- One year [1] C&G 4290-12 -Level 2 Diploma in Light Vehicle Maintenance and Repair Principles --Part 1 &/ [2] & MITD NC4 –semester 1 & 2**

technician route

> **YEAR 5 [final] One year**
>
> **Exam :[1] [a] C&G 4290-12 [final 2];** Level 2 Diploma in Light Vehicle Maintenance and Repair Principles-final & **[2]   MITD NC4 semester 3&4 final**

> **Apprenticeship training out point**

Combination subjects- English[communication];Maths; Science/Physics Business and Trade Technology-Theory and Practice

Examination

Compulsory   City & Guilds 4290-11/12 Level 2 Diploma in Light Vehicle Maintenance and Repair Principles   **with Options**
[1] MITD NC4 –AUTOMOTIVE MECHANICS Plus /

[2] GCE o Level with Maths, Science ,English and Business[as private candidate]

What opportunities for progression are there?

They allows learners to progress into employment or to the following or both   -City & Guilds qualifications: •

• 4290-13 Level 3 Diploma in Light Vehicle Maintenance & Repair Principles Competence

offered on part time basis

[f]   MITD –Mauritius Institute of Training and Development Courses and   examination

 NOW offered   at **Vocational Training Institute- VTI- Vacoas** *on a double award scheme as from stage 2

- AUTOMOTIVE MECHANICS NC4 & City and Guilds Motor vehicle technician certificate[3905]
- AUTOMOTIVE ELECTRICITY AND ELECTRONICS NC3   & vti auto electronic attendance cert
- ELECTRICAL INSTALLATION WORKS NC LEVEL 4   &   City and Guilds Electrical and electronic eng [2850]

Entry Requirements

- Must be at least 16 years old
- Should have successfully completed form III OR Have successfully completed the NTC Foundation course OR VTI Year 4 OR Have an equivalent qualification acceptable to the MITD
- **Note ; VTI City and Guilds Students of stage 2[A]-year 5 or   Stage 2[B]-year 4/5 of the respective courses could sit for the above double award respective exams at no extra institute fees except that the MITD exam fees has to be paid**

Contact the office for more information Vocational Training Institute ltd[VTI]   JOHN KENNEDY AVENUE, VACOAS, MAURITIUS   Tel 6966051; Email : vti@intnet.m

[g] Full time/ PART TIME COURSES

SN	Courses	Exams Code	Duration	Units
1.→ *	[a] Level 2 Diploma in Engineering – Electrical and Electronic Tech*	C&G 2850-54	2 Years	6 Modules
	[b] Level 3 Diploma in Engineering – Electrical and Electronic	C&G 2850-90	1 ½ /2 yrs	6 modules
2	[a] Level 2 Diploma in Light Vehicle Maintenance & Repair Principles (4290 12)*With electric and electronic & Engine Management [NEW]	C&G 4290-12	2 Years	18 Modules
	[b] Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (4290-13)*[NEW]	C&G 4290-13 -	2 years	17 modules
3	A CTH Level 2 Award in Restaurant & Bar Service -	CTH level 2	6 months	3 modules
	b. CTH Level 2 Award in Housekeeping	CTH level 2	''	3 modules
	c. CTH Level 2 Award in Front Office	CTH level 2	''	3 modules
	d. CTH Level 2 Award in Hospitality Practice	CTH level 2	'	5 modules
	e. . Foundation Diploma inhospitality Business	CTH level 3	1 year	4 modules
	f. Diploma 2 in Culinary skills	CTH level 2	2 YRS	14 UNITS
4	Law			
	[i] Diploma in law- equivalent to A level	Athe level 3	1 yr	4 units
	[ii] Diploma in Law Equivalent to 1st year of a British Degree	Athe level 4	1 yr	4 units
	[iii] Diploma in Law –equivalent to 2nd yr of a British degree	Athe level 5	1 yr	4 units
5	I] aat Level 2 foundation certificate in accounting	aaT level 2	1 yr	5 units
	Ii] aat Level 3 Advanced Diploma in Accounting	aaT Level 3	1 yr	6 units
	Iii] aat Level4 Professional Diploma in accounting	aaT level 4	1 yr	6 units
6	Multi skills cert[Plumbing, Electric, Refrigeration /Air conditioning]	Attendance certificate	6 months 3 months	
7	Make up [basic/intermediate/advanced		each	

*double award for full time only : Full Time students Exam leading to [i] City and Guilds of London in respective trade ,[ii] MITD NC4 in respective trade & [iii] privately GCE O level in -Maths ; Communication [English –IT] & Science

Complete details of units/modules mode etc could be consulted on vti website
www.vtimauritius.mom

[H] Frame work

→ **MQA Framework NQF** COMPARE with **Uk/OFQUAL frame work NQF**

Example; NQF Level 3 of the MQA is compared equivalent to the UK NQF 1/ 2

LEVEL	PRIMARY / SECONDARY EDUCATION	TVET / WORKPLACE	TERTIARY EDUCATION		LEVEL
10			Doctorate		10
9			Masters Degrees eg MA, MSc, M.Phil Postgraduate Certificates, Postgraduate Diplomas		9
8			Bachelor with Honours, Conversion Programmes		8
7			Bachelor (ord. Degree)		7
6		Diploma	Diploma		6
5	HSC / GCE 'A' Level /BAC / IBAC	Certificate	Certificate		5
4					4
3	SC / GCE 'O' Level				3
2					2
1			Certificate of Primary Education		1

UNIVERSITY

LEVEL 8	Doctorate PhD		
LEVEL 7	Master's Degree MA, MSc, MPhil		
LEVEL 6	University Degree BA, BSc		
LEVEL 5		Foundation Degree FdA, FdSc	HND
LEVEL 4			HNC
LEVEL 3	A-Level / A2 / AS	L3 Extended Diploma (National Diploma)	L3 Diploma (National Certificate)
LEVEL 2	GCSE Grades A-C	L2 Diploma (1st Diploma)	
LEVEL 1	GCSE Grades D-G	L1 Diploma (Foundation)	
ENTRY LEVEL 3	Key Stage 3	E3 Diploma (Foundation)	

SCHOOL / 6TH FORM   F.E. COLLEGE

[g] International Recognition and employment mobility with qualifications at vti

<mark>DUBLIN ACCORD</mark> SIGNATORIES
SIGNATORIES HAVE FULL RIGHTS OF PARTICIPATION IN THE ACCORD

Qualifications accredited or recognized by other signatories are recognised by each signatory as being substantially equivalent to accredited or recognised qualifications within its own jurisdiction.**Australia** - Represented by Engineers Australia (EA) (2013)

- **Canada** - Represented by Canadian Council of Technicians and Technologists (CCTT) (2002)
- **Ireland** - Represented by Engineers Ireland (EI) (2002)
- **New Zealand** - Represented by Institution of Professional Engineers New Zealand (IPENZ) (2013)
- **Korea** - Represented by Accreditation Board for Engineering Education of Korea (ABEEK) (2013)
- **South Africa** - Represented by Engineering Council South Africa (ECSA) (2002)
- **United Kingdom** - Represented by Engineering Council United Kingdom (ECUK) (2002)
- **United States** - Represented by Accreditation Board for Engineering and Technology (ABET) (2013)

PROVISIONAL SIGNATORIES ARE RECOGNISED AS HAVINGAPPROPRIATE SYSTEMS AND PROCESSES IN PLACE TO DEVELOP TOWARDS BECOMING A FULL SIGNATORY

Malaysia - Represented by Board of Engineers Malaysia (BEM)

Sydney Accord 2001

Overview: Pioneered by the Engineering Council of the UK (ECUK) to complement the Washington Accord and signed in 2001, the Sidney Accord recognized the equivalency of degrees for engineering technologists or incorporated engineers in the signatory countries.
Signatories and Governance:
Signatories have full rights of participation in the Accord; qualifications accredited or recognised by other signatories are recognised by each signatory as being substantially equivalent to accredited or recognised qualifications within its own jurisdiction.

- **Australia - Represented by Engineers Australia (2001)**
- **Canada - Represented by Canadian Council of Technicians and Technologists (2001)**
- **Hong Kong China - Represented by The Hong Kong Institution of Engineers (2001)**
- **Ireland - Represented by Engineers Ireland (2001)**
- **New Zealand - Represented by Institution of Professional Engineers NZ (2001)**
- **South Africa - Represented by Engineering Council of South Africa (2001)**
- **United Kingdom - Represented by Engineering Council UK (2001)**
- **United States - Represented by Accreditation Board for Engineering and Technology (2009)**

Acronyms and Abbreviations

NQF EXPLANATION

Level	Intro	City & Guilds	Academic	Other
Entry Level	If you've not got any prior experience and you don't feel confident about your abilities, then this level could be a good place to start.	Entry level vocational awards.		
Level 1	Ideal if you're just starting out or are new to the subject area. This level covers routine tasks and basic knowledge.	SVQ/NVQ level 1, Level 1 vocational awards, IVQ certificate, Level 1 International Introductory Awards*.	GCSE grades D - G, 3/Foundations S Grade, Foundation GNVQ	
Level 2	You need to have some knowledge or experience of the area.	SVQ/NVQ level 2, Level 2 vocational awards, IVQ Technician certificate, IVQ Diploma, Level 2 International awards*.	GCSE grades A* - C	Intermediate GNVQ, BTEC first certificate.
Level 3	Covers more complex work and will help you develop your supervisory skills.	SVQ/NVQ level 3, Level 3 vocational awards, IVQ Technician Diploma, IVQ Advanced Diploma, Level 3 International Awards*.	A-Level	AVCE, BTEC National, Certificate/Diploma, Vocational A-Levels. An ONC (Ordinary National Certificate) and OND (Ordinary National Diploma) are both broadly comparable to a Level 3 qualification
Level 4	Most likely you'll have management experience by this point.	Licentiateship (LCGI), Higher Professional Diploma, SVQ/NVQ level 4, Level 4 vocational awards	Undergraduate	Full technical certificate, BTEC HND/HNC
Level 5	Most likely you'll have management experience by this point.	Diploma SVQ/NVQ level 5, Level 5 vocational awards, IVQ Advanced Technician Diploma	Undergraduate	
Level 6	For senior managers.	Graduateship (GCGI), Associateship (ACGI)	Graduate	
Level 7	For senior managers	Membership (MCGI), Master Professional, Diploma	Postgraduate	
Level 8	As high as you can go	Fellowship (FCGI)	Doctoral	

3   Terms and Conditions of Employment

3.1 GENERAL INTRODUCTION: CONTRACTS OF EMPLOYMENT

Under current employment legislation, each employee must receive written particulars of the terms of employment within two months of commencement.Those who has not received the the particulars should request said from management in writing This statement, together with a description of the duties of the post, is issued to a member of staff by the appointing department in a standard Institute   format as the formal letter of appointment.

This whole section of the handbook supplements that statement by dealing under separate headings with each of the substantive conditions of service, some of which may have been referred to only in summary form in your appointment letter. It should be noted that most of your general conditions of service are stated separately and definitively in Institute circulars If you are in doubt or have any questions about your conditions of employment you should first of all consult the Departmental Administrator.

 Note: in some departments, faculties and other units the role of Departmental Administrator may be carried out by an equivalent person with a different title.

3.2 Trainingship / PROBATION

An appointment may be made subject to a defined probationary period, in which case the period is specified in your letter of appointment and/or statement of terms of employment. With/without stipend / employment facilities If your appointment is subject to a probationary period, your progress should normally be reviewed and discussed with you, normally no later than halfway through the probationary period, in addition to the usual monitoring of your performance as a new member of staff.

The purpose of a probationary period is to ensure that a post holder taking up a new appointment is, within a reasonable period of time, able to gain a full understanding of the requirements of the post and to achieve a satisfactory level of performance.

Probationary periods may, exceptionally, be extended to allow additional time for the postholder to demonstrate that he or she has achieved a satisfactory level of performance. This will normally be done through a formal process, following a formal interview held, in accordance with the probationary procedure, before the expiry of the probationary period. However, where the postholder has not been able to attend work for the full length of the stated probationary period (e.g. through sickness absence), the Institute   may decide to extend the probationary period to allow for this, in which case the probationer, having been unable to attend an interview, will be informed of the extension of his or her probationary period in writing before the date on which his or her probation would otherwise have been due to expire.

3.3 APPRAISAL

The vti appraisal scheme for academic-related staff is designed to encourage continuing self-appraisal and is directed towards your personal and career development, as well as to the effective operation of the section/division/department with which you are associated.

Appraisal is not related to promotion, merit awards or disciplinary action. There are likely to be differences in the detail of the implementation of appraisal between departments, but broadly speaking the procedures involve the completion of a self-appraisal form each year and a formal discussion with a nominated appraiser at least once every three years, although you or your appraiser may request an appraisal discussion at any time.

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3.4 SALARIES

3.4.1 Rate of pay, etc

The title of your post, your grade if any , commencing rate of pay and salary scale are stated in your letter of appointment.

If you feel that, because of a change or increase in your duties, the grade of your job should be reviewed, please speak to your Departmental Administrator in the first instance.

3.5 SUPERANNUATION

The Institute   intend to offer a number of different occupational pension schemes for eligible employees through insurance scheme,NPF etc .. You are an eligible employee if you have been issued a contract of employment /confirmation of employment with the Institute and are aged at least 18 and under 75. Eligible employees are admitted into membership of the pension scheme to be offered by the Institute/npf   .

If eligible, you will be automatically enrolled into the appropriate pension scheme until you give notice in writing to opt out of the scheme, to the Head of Pensions, Finance Division,. You must state that you wish to exercise your statutory right not to belong to the scheme. If you choose not to belong to a pension scheme you will not receive any form of compensation in lieu of pension scheme membership.

The pension schemes offered by the Institute will meet or exceed the qualifying standards set by the insurance company/npf .

Permanent and Pensionable schemes

The schemes offered by the Institute will be based on the policy and job description/NPF :

3.6 HOURS OF WORK

The hours of work of academic-related staff are normally specified in the letter of appointment [Mondays to Saturdays 8.00-4.00 pm/8.30 to 4.00 pm and] as those which are reasonably required to carry out the duties to the satisfaction of your head of department. In certain special circumstances (such as part-time staff providing rota cover for other staff) specific hours of work may be specified in a letter of appointment. In both cases, should it be necessary for longer hours to be worked, no additional remuneration will be payable.

Requests for flexibility of working hours for religious observance

All staff, regardless of religious belief or non-belief, are required to work in accordance with the arrangements set out in their letter of appointment. However, your line manager will make every effort to ensure that, if your religion requires you to pray at certain times during the day, you are free to do so. Please discuss any requests for flexibility with your line manager so that any agreed time away from work can, if necessary, be made up.

Dispensation from normal duties, secondments, holding of other appointments

Arrangements under which academic-related staff may be dispensed from normal duties, be seconded, or hold other appointments are made at the discretion of your head of department/school/supervisor. The agreement and approval of your head of department must be obtained before you accept any other appointment which may impinge upon your normal working time or which may reflect upon the department or the Institute .

Holding of outside appointments, including consultancies

Institute   employees are permitted to hold outside appointments up to a maximum total commitment of 30 days per year, subject to the approval of their direct line manager (where relevant) and their head of department. Exceptionally, permission may be given by the relevant divisional board for an employee to exceed the 30-day limit; in such cases a deduction from Institute   salary will be made. Applications must be and applicants should read carefully the accompanying detailed guidelines before making their application.

3.7 Public holidays arrangement

Academic-related staff are not eligible for overtime; however, members of the academic-related staff who are requested to work on public holidays will be compensated by equivalent time off in lieu.

3.8 Holidays/leave/lateness/absence

You are entitled to sick and local leaves as per local labour law prevailing in the country. Any locally agreed departmental/institute closure days will be deducted from the total entitlement of leaves.

1/ No leave/holiday/lateness/absence shall be granted a week before ; a week after and during assessment / exam period/s except on your own accident-with proof of police entry in their diary occurance book-

2] leave/holidays for those on probation,shall be guided by the local labour law

For any other leave before, during and after exam/assessment,, he/she should report personally at school for permission-No message/phone/third part call etc call will be entertained

Holidays are to be taken at times approved in advance by your Departmental Administrator (who will not unreasonably withhold consent). The normal leave year runs during revision classes/periods . Only in exceptional circumstances, and subject to the agreement of your head of department/supervisor , may up to five days of any balance of the annual entitlement be carried forward from one year to the next.

The above do not apply to staff/trainee staff less than a year of service/on probation

3.8.1 Holiday entitlement for part-time workers-saturdays

Holiday entitlement for part-time workers is pro rata to that of full-time workers, including pro rata time off in lieu for public holidays, according to the number of hours worked and wages could be deducted accordingly.

3.8.2 Additional holidays for long service

The Institute scheme for long service leave is set out below. The amount of long service leave is based upon your length of continuous service withinthe institute. Staff who have had a break or breaks in service for domestic reasons (i.e. maternity leave or family commitments such as the care of relatives), provided that during the break they have taken no other paid employment, should have any period of continuous service in employment with the Institute at the time of commencing each break in service for domestic reasons counted for the purposes of calculating long service leave entitlement.

Years of continuous service

More than (yrs)	Less than (yrs)	Days leave
5	7	1
7	10	2
10	15	3
15	20	4

More than (yrs)	Less than (yrs)	Days leave
20	-	5

Part-time staff will be entitled to accrue long service leave pro-rata to the above schedule.

3.8.3 Booking leave for religious observance

By custom, holiday arrangements include amongst other public holidays and fixed closure days.. Those practising religions should be given preferential treatment when booking leave on the religious festival dates of most significance to them, providing these days are booked with as much notice as possible in order to assist operational arrangements.

3.8.4 Untaken holiday for those leaving the Institute

If you are leaving the employment of the Institute any untaken holiday or lieu time should normally be taken prior to your last day of employment. It will be at the head of department's discretion to require that any period of outstanding leave is taken during the notice period. Exceptionally, if you have not taken your full holiday entitlement at the time you leave, you will be paid accrued holiday pay calculated in proportion to the period already worked during the leave year less the value of any days of holiday already taken - public holidays being ignored both in terms of entitlement and days of holiday taken. If you have taken more than your full holiday entitlement at the time you leave, calculated in proportion to the period already worked during the leave year, then the Institute   may deduct an appropriate sum from your final payment, or alternatively, by mutual agreement, may arrange for you to work for some or all of these additional days without further pay at a later date.

3.9 TERMINATION OF APPOINTMENTS

3.9.1 Termination of appointments by notice

The period of notice which you are obliged to give to terminate your appointment is laid down in your letter of appointment. Notice to terminate your appointment should be given to your department in writing.

The length of notice of termination of your employment by the Institute   that you are entitled to receive is similarly stated in your contract, and for those exempted from contractual agreement, there are certain minimum periods laid down by legislation, which are as follows:

- 1 month if your period of continuous employment is less than one years;
- not less than twelve weeks' notice if your period of continuous employment is more than one year or more.
- Plus termination obligation hand over etc

3.9.2 Termination of fixed-term appointments

A fixed-term contract includes notice of its expected expiry date. As the expiry date approaches departments will seek alternatives to expiry such as renewal or redeployment, where possible.   At three months before the expiry date, unless a renewal or redeployment has been confirmed, a reminder of the expiry date will be issued to you, together with information about the support that is available to you in seeking alternative employment within the Institute , if you wish to pursue this.

3.9.3 Retirement

The date at which all academic and academic-related staff have to retire is 30 September *preceding* the member of staff's 69th birthday. You will be notified of your own date of retirement at least 2.5 years prior to that date. There is a procedure for considering requests from academic and academic-related staff who wish to request to work beyond the retirement date.

Under the Institute policy , you may choose to retire at, or at any time after, the minimum pension age stipulated in the rules of the pension scheme to which you belong, on giving the amount of notice that would be required to terminate the appointment by ordinary resignation. Eligibility for retirement benefits, and the benefits payable, will be in accordance with the provisions of the pension scheme.

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3.10 PERSONNEL RECORDS AND CHANGES IN PERSONAL CIRCUMSTANCES

You should always notify your department in writing of any change to your name, address, marital status, next of kin, mobile , email,etc.

4. Sickness, Maternity Leave and Leave for Other Reasons

4.1 ABSENCE THROUGH SICKNESS

4.1.1 Notification of sickness and how to claim benefits

Under the Social Security Benefits Act and subsequent legislation, employers are responsible for paying certain prescribed rates of Statutory Sick Pay (SSP) to their employees, regardless of service but subject to certain exclusions, for up to 28 weeks* of sickness in any period of incapacity for work or as may be defined by the local law or as appropriate and stipulated in the local labour law.

Some members of staff may find themselves excluded from these arrangements, perhaps because they are over state pension age, or are paid less than the national insurance contribution lower limit, or have already received 28 weeks' SSP. If excluded for these or any of the other stated reasons, you will have to inform * Note: in some departments, faculties and other units the role of Departmental Administrator may be carried out by an equivalent person with a different title.

The procedures under which you apply for, and qualify for, sickness benefit are summarized in the labour law prevailing locally below or as per the labour law prevailing locally

*:or as specicied by local labour law

a) Immediate notification of sickness

If you are unable to attend for work because of illness you, or someone on your behalf, should inform the appropriate person in your department (you should have been notified who this will be but, if in doubt, notify your Departmental Administrator) by telephone on the first day of absence from work. If it is not convenient to telephone, a note written on the first day of absence should be sent. If you fail to provide such notification without good reason, sick pay (including payment under the Institute 's scheme) will be withheld.

b) Sickness absence from work for up to seven days

If you are absent through sickness for up to seven calendar days, you will be asked by your department to complete a self-certification-fitness form on your return to work. (The Institute feels obliged to point out that false statements on this form could lead to prosecution and/or disciplinary action by the Institute .)

c) Sickness absence from work for more than seven days

If you are absent from work because of sickness for more than seven calendar days, you should obtain a Fit Note, a copy of which should be sent to your department as soon as possible. You should continue to send in Fit Notes until the doctor decides that you are fit to return to work.

Please note that even though a Fit Note is not required for SSP purposes until you have been absent from work for more than seven days, you should nevertheless visit your doctor before that date if you feel sufficiently ill to require medical treatment. If the doctor gives you a Fit Note at that stage, you should forward a copy to the department immediately.

d) Withholding of sick pay

The Institute may withhold statutory sick pay (and sick pay paid out under its own sick pay scheme) if it has good reason to believe that your illness is not genuine. If the Institute decides to withhold payment of statutory sick pay for any reason, you will be so informed,. If you disagree with this decision to withhold payment, you should get in touch with your Departmental Administrator and raise the matter informally in the first instance. Alternatively, you can ask

the manager directly for their opinion or request a formal decision to be made on your entitlement to SSP. It is open to you to progress the matter through the grievance procedure if necessary.

e) Qualifying day

The statutory sick pay legislation requires that an employer must agree those days which are to count as qualifying days for statutory sick pay. The question of qualifying days has been raised within the joint committees representing employees within the Institute and it has been agreed that an employee's qualifying days for SSP will normally be Tuesday to Friday, but not a day after a public holiday/Sunday . Employees' working patterns should be recorded accurately to ensure an accurate payment of SSP.

f) Sickness affecting annual holiday

If sick absence prevents you taking annual leave or you are taken ill during annual leave, or a fixed-closure day which is deducted from the annual leave allowance set out in your contract, provided you satisfy your department by production of a self-certification form or a Fit Note from your doctor, you will be able to take the leave that you lose (other than leave that would have fallen on public holidays, or fixed-closure days which are in addition to your annual leave allowance) at a later date. You will normally be expected to rearrange this leave during the same holiday year, but, if this is not possible, you may carry the affected leave forward to the next year. The normal reporting requirements for sickness still apply when you are taken ill whilst on annual leave.

g) Holiday during a period of sickness absence

If you have not taken all of your statutory holiday entitlement in the current holiday year, you are entitled to take this holiday during a period of sickness absence if you wish. You should contact your Departmental Administrator to arrange this.

4.1.3 Third party claims for absence caused by an accident

If you are absent from work as the result of an accident or injury that happens whilst you are not at work and is caused by yourself / another person ,you are not entitled to receive sick pay if damages for loss of earnings are recoverable from the person who caused the accident, who is referred to as the 'third party'. In this event, the Institute   will, having regard to the circumstances of the case, advance you a sum not exceeding your entitlement to sick pay in accordance with the scale of on the understanding that, if you are awarded compensation for loss of earnings, you must refund to the Institute   any such compensation you receive, subject to a maximum of the total sum it has advanced to you whilst you were absent.

If you make such a refund, the Institute   will disregard the period of sick leave covered by the refund in making any calculation of entitlement to sick leave payments

Where no damages for loss of earnings are recovered, the Institute   will waive its right to seek a refund, and the period concerned will be regarded as sick leave. The requirement to refund advances from damages received does not extend to any non-salary related compensatory awards, nor to payments made directly by an insurance company without reference to third party recovery.

4.2 MATERNITY, ADOPTION, SHARED PARENTAL, PATERNITY OR BIRTH AND ADOPTION SUPPORT LEAVE

Refer to local labour law prevailing

4.3 TIME OFF TO CARE FOR DEPENDANTS/CARERS' LEAVE

Departments will normally grant additional leave in certain circumstances. Some suggested parameters for such leave are outlined below but the Institute   does not prescribe centrally the amount of additional leave that might be appropriate in each individual case; departments have discretion to authorise such leave according to the circumstances of the individual concerned. The following sections of the handbook describe some of the circumstances in which absence from work, which, depending on the circumstances, may be paid or unpaid, may be allowed.

In every case, save in the case of an emergency occurring overnight, or at the weekend, you must apply in advance to your Departmental Administrator or to the person to whom you would normally report sickness absence. You should not leave your place of work without having obtained permission from that person, or from your head of department or administrator.

As in the case of sickness absence , if you are prevented from attending at your place of work due to an emergency you should inform the appropriate person of the reason for the absence as soon as possible on the first day of absence.

4.3.1 Dealing with domestic emergencies and periods of acute caring responsibility

Whilst each member of staff is responsible for ensuring they have appropriate care mechanisms in place to meet their personal needs, the Institute   will endeavour to assist in circumstances where these arrangements have unavoidably broken down, or where additional unforeseen pressures arise for which time off may be required.

Staff may need to take short periods of absence to deal with domestic emergencies or acute caring responsibilities, for example:

- caring for ill dependants or accompanying them during an unexpected appointment/stay at hospital;
- making longer term care arrangements for the ill or injured;
- breakdown or unexpected disruption in care arrangements; or
- incidents at school.

Absence from work to attend to acute/unexpected caring responsibilities or domestic emergencies will normally be paid in the first instance to enable you to make the necessary arrangements for continued care or attention. Such paid leave will normally be limited to a period ranging from half a day to no more than two days. No more than five days paid leave of this type may be taken in any 12 month period. Additional leave, which will normally be unpaid or taken as annual leave, may be granted: in exceptional circumstances a further limited period of paid leave may be granted.

These provisions are intended to deal with emergencies, and acute and unexpected caring responsibilities: they do not cover the common illnesses of children or attending routine doctor/hospital appointment with a dependant. Annual leave should be taken in such circumstances. It is important that these provisions are not abused and departments will monitor the frequency of leave requests.

4.3.2 Bereavement Leave

Leave of absence to deal with the death of a close family member, such as a partner, child or parent, and to arrange a funeral or carry out executorial duties, will normally be granted as paid leave outside your annual leave. Sympathetic consideration will be given to the need for additional paid time away from work if you are coming to terms with such bereavement. When your own health is adversely affected by bereavement, a short period of sick leave might be more appropriate and your Departmental Administrator will advise you accordingly.

If you require extended time away from work for example, where long-distance travel is required, you should discuss your requirements with your Departmental Administrator or Head of Department, or, where this is the agreed arrangement within the department, with your line manager. Additional leave, which will normally be unpaid or taken as annual leave, may be granted at the discretion of the Head of Department or Departmental Administrator.

Departments may, however, in exceptional circumstances, grant a further limited period of paid leave for such purposes.

Up to one day's paid leave of absence will also be granted to attend the funeral of a person with whom there has been a close personal relationship.

4.4 LEAVE FOR OTHER REASONS

A department may exceptionally grant additional leave, with or without pay, in certain circumstances. The following are some of the circumstances in which absence from work may be allowed. In every case, you must apply in advance to your Departmental Administrator and you should not leave your place of work without having obtained permission from that person, or from your head of department.

4.4.1 Visits to doctor, etc

If it is necessary for you to arrange to visit, during the normal working day, to your doctor, dentist or a hospital to receive treatment, or for medical screening , attempts should be made to arrange the visit in such a way as to disrupt the work of your department as little as possible. Permission to attend will not be unreasonably withheld.

The Institute   is under a duty to provide reasonable adjustments for employees who are covered by the Equality Act. Such adjustments can include appropriate time off for medical visits and treatment in relation to the disability.

4.4.2 Antenatal appointments

Pregnant employees are entitled to paid time off for antenatal care. 'Antenatal care' can include antenatal or parenting classes if they have been recommended by a doctor or midwife. The prospective father (or mother's partner) is entitled to unpaid time off to attend **up to two** antenatal appointments.

4.4.3 Election

Two days of paid leave will be granted to employees who are standing as *bona fide* candidates for election and who have taken three or more days of personal leave in connection with their candidacy. This leave is to be taken at any reasonable time subject to operational requirements, noting that one of the two days offered by the Institute   is to cover, where possible, the day of election.

4.4.4 Jury service

If you receive a summons to serve on a jury you should report this to your department. Leave to attend for jury service is normally given with full pay.

4.4.5 Voluntary public service

Voluntary public service may include serving as a school or local councilor etc . Before undertaking voluntary public service which will require a commitment which cannot be scheduled outside of normal working hours, you should obtain the agreement of the head of department to the time involved. Departments have discretion to grant reasonable paid leave for such activities, normally up to no more than three days per year. Further time may be requested on an unpaid basis.

4.4.7 Young workers' (16 - 19 year olds)

Employees aged 16 - 19 may require time off for compulsory study or training. Please seek advice.

4.4.8 Other statutory rights to time off work

Certain employees have rights to take time off work for recognised activities. This includes members and officers of recognised trade unions, who are allowed time for specific trade union duties and activities, safety representatives, trustees of occupational pension schemes, and employee representatives acting under consultation requirements for either redundancy or business transfer

4.5 ABSENCE FROM WORK

The effective operation of these arrangements in the interests of all employees is dependent on requests for additional leave being made only when necessary and in good faith. Against the general background set out in the introduction, your Departmental Administrator may in appropriate circumstances ask for reasonable evidence that the leave requested is required for the purpose stated and withholding such evidence may result in loss of pay. Absence from work without good cause may also result in disciplinary action.

4.6 Sick and local leave

 No of local and sick leave of a permanent and pensionable employee are as per local labour law- 21 sick and 11 local per yr.

4.7 Refund of sick leave

11 sick leaves may be refunded.

5   Codes of Practice, Policies and Procedures

Academic Offences

.1.   Academic Offences Principles

.1.1.   The Academic Offences regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

.1.2.   Offences relating to an invigilated examination, coursework or other assessment include:

9.   Research/port folio/work book misconduct;

10. purchasing and selling of work;

11. fabrication of experimental results, research or other investigative work;

12. failure to gain prior ethical approval;

13. plagiarism;

14. unauthorised access to an examination paper before an examination;

15. forgery;

16. removal of a question paper, answer script or other examination stationery from an examination venue or any other Institute premises;

17. causing a disturbance during an examination;

18. refusal to cooperate with an invigilator or to follow an invigilator's instructions;

19. possession of unauthorised materials whilst under examination conditions, or leaving unauthorised material in an examination venue (including toilets);

20. access to, possession of or use of unauthorised material on, a computer, mobile telephone, or other electronic device during an examination;

21. communicating with another candidate while under examination conditions;

22. copying, or attempting to copy, the work of another candidate;

23. having writing on the body in an examination venue;

24. impersonation of another student in an examination or assessment, or the employment of an impersonator in an examination or assessment;

25. the fraudulent reporting of source material;

26. the fraudulent reporting of experimental results, research or other investigative work;

27. collusion in the preparation or production of submitted work, unless such joint or group work is explicitly permitted;

28. use, or attempted use, of ghost writing services for any part of an assessment;

29. submission of work, or sections of work, for assessment in more than one module or assessment (including work previously submitted for assessment at another institution);

30. all other forms of cheating.

1.3. Marking of work will not be suspended during any investigation or allegation of academic misconduct.

2. Plagiarism

2.1. The Institute defines plagiarism as the practice of taking someone else's work and/or ideas and passing it/them off as their own. It is also, where a student represents someone else's work as their own irrespective of whether this was intended. Close paraphrasing, without adequate attribution; copying from the work of another person, including another student; using the ideas of another person without proper acknowledgement, all constitute examples of plagiarism. In addition, where a student re-uses work, whether in part or in whole that they have previously submitted for graded assessment – at the Institute or another institution - without properly referencing themselves (known as 'self- plagiarism') shall also constitute plagiarism.

.3. Poor Academic Practice

3.1. This can only be applied to students in their first year of study at the Institute . Where the Course Leader, or authorised nominee, determines that the first offence is due to poor academic practice*, the following course of action shall apply:

*poor academic practice - this is where a first academic offence has been committed due to lack of knowledge of academic writing. This is also to be used where plagiarism has been identified as resulting from a lack of understanding and poor academic practice.

d) advise the student to obtain further support and guidance in referencing skills and;

e) require the student to resubmit a corrected version of the element of assessment within five working days following the meeting with the maximum mark uncapped, (except where a cap has already been applied);

f) ensure that a letter will be retained on the student's file to this effect for the period of one year, or where it is longer, for the duration of that level of study.

.3.2. Poor Academic Practice cases will normally be concluded within **10 working days** of the receipt of the case and will be dealt with internally by the Course Leader, or authorised nominee within the School/College. Where a student commits a further offence this should be considered as a Minor Offence or a Major Offence depending on the level of severity.

.4. Severity of Academic Offences

4.1. Academic Offences shall be dealt with according to the severity of the offence as follows:

Minor Offence - includes first offence of plagiarism, or other minor offence resulting from negligence or intent, where a student attempted to acknowledge their sources and/or comply with the regulations for

assessment, but a minor oversight or error has given cause for concern, and the student could benefit from further academic advice and referral for support

    i) **Major Offence** - includes subsequent Minor Offences of plagiarism, all examination offences and all other serious offences, all of which require referral to the Institute exam officer for further investigation by the Academic Offences Panel.

.4.2. In the case of a proven academic offence with a penalty requiring the resubmission of assessment, the resubmission must take place at the earliest opportunity during the current academic year and/or by the deadline set by the institute

4.3. Where a student does not resubmit, a mark of 0 shall be given for the assessment.

.4.4. All Academic Offences and outcomes must be reported to Academic Registry, where all student records are maintained.

.5. **Minor Offence**

.5.1. A student suspected of committing a minor academic offence shall be invited to attend an interview with the Head of Subject, or authorised nominee, and shall be given copies of all evidence submitted in support of the allegation.

.5.2. Notice of **five working days** will be given to the student of the interview date, time and venue.

5.3. Students should contact the Head of Subject, or authorised nominee, within **five working days** of notification of the allegation to make alternative arrangements if they are unable to make the original proposed date. If the student is unable to attend the next arranged date, the interview will proceed in their absence.

5.4. Where a student fails to attend or make alternative arrangements, the investigation will proceed in the absence of the student, and consideration will be given to the documentation available.

5.5. A student may be accompanied to the interview by a friend Under no circumstances may the student have legal representation or be represented by an external organisation.

.5.6. All interviews will be conducted according to the standard

5.7. As part of an interview, if the case warrants it, a student may be tested on subject knowledge by an oral examination. The oral examination shall be conducted by two members of academic staff with knowledge of the subject who will submit a report to the Head of Subject.

5.8. Where a **Minor Offence is proven**, the Head of Subject or authorised nominee, will ensure that one of the following penalties will be applied:

  10. where the Head of Subject, or authorised nominee considers the offence to be Poor Academic Practice, those related penalties will apply.
- require the student to resubmit the relevant element(s) of assessment by a specified deadline with the maximum element mark capped at the pass mark; and impose a formal reprimand to be retained on the student's file for the duration of the course of study. If the resubmitted work incurs further academic offence allegations, the case will be referred to a Major Academic Offences Panel.

5.9. All Minor Offence cases referred to the Head of Subject, or authorised nominee, will normally be concluded within **20 working days** of the receipt of the case and will be dealt with internally by the School/College.

5.10. Where the Head of Subject, or authorised nominee, determines following the interview, that there is evidence of an academic offence in an assessment that cannot be dealt with as a Minor Offence, the Head of Subject, or authorised nominee, will refer the case as a Major Offence **within five working days** to the Institute Registrar or authorised designate, who shall be responsible for investigating the case.

.6. Major Offence

6.1. Invigilators, assessors or Module Leaders who suspect a student of committing an academic offence in an **examination** shall **immediately** inform the Institute examination office , or their authorised nominee, who shall be responsible for investigating the allegation as a Major Offence.

.6.2. Where a member of staff suspects that a Major Offence has been committed as part of any **assessment**, the Module Leader or assessor shall **immediately** notify the Head of Subject or authorised nominee. This should be referred to the Institute examination office or authorised designate where it is a Major Offence **within five working days**.

6.3. A student accused of committing a Major Offence shall be invited to an Academic Offences Panel investigation by the Institute examination office or authorised designate and shall be given copies of all evidence submitted in support of the allegation.

.6.4. An Academic Offences Panel shall be convened with responsibility for determining whether assessment related offences have been committed and will determine penalties, where applicable.

.6.5. Notice of a minimum of **five working days** will be given to the student of the Academic Offences Panel investigation date, time and venue.

.6.6. A student may be accompanied to the Academic Offences Panel investigation by a friend .Under no circumstances may the student have legal representation or be represented by an external organisation.

6.7. As part of an investigation, a student may be tested on subject knowledge by an oral examination. In such cases, the oral examination shall be conducted by a minimum of two academic staff, with knowledge of the subject, who shall submit a report to the Academic Offences Panel.

.6.8. Students should contact the Institute Registrar or authorised designate within **five working days** of notification of the allegation to make alternative arrangements if they are unable to make the original proposed date. If the student is unable to attend the next arranged date, the Academic Offences Panel will proceed in their absence.

.6.9. The Academic Offences Panel investigation should proceed where a student fails to attend or make alternative arrangements, and the Panel will consider the case in the absence of the student and make a decision on the documentation available.

.6.10. On completion of the Academic Offences Panel investigation, the Institute examination office or authorised designate shall notify the student of the outcome of the case.

.6.11. The Academic Offences Panel shall comprise:

5. a member of academic staff who is a trained Chair, appointed by the authority of the ass manager . If for any reason the Chair is unable to act, the Ass.Manager or authorised nominee shall appoint an alternative Chair;

6. a member of academic staff from the same School/College to that of the student;

7. a member of academic staff from a different School/College to that of the student;

8. in attendance, an authorised nominee from Academic Registry to act as Secretary to the Panel.

6.12. The Academic Offences Panel shall have the authority to act in cases where a student admits or does not deny an offence.

6.13. The Secretary is responsible for advising the Academic Offences Panel on the Academic Regulations. In the event of the Panel being divided over a decision to be taken, the Chair shall have a second and casting vote to determine the decision.

6.14. If it is determined that a Major Offence has been committed, the student's file/record will be made available to the Panel at this stage along with the student's transcript. In arriving at a decision on penalties to be applied, the Panel will take account of any previous offences on record and shall impose the penalties on an individual basis; in cases involving a group of students, each individual will be considered separately.

6.15. If during the course of the Academic Offences Panel investigation, evidence of further academic offences is revealed, the penalties will also apply to those modules affected.

6.16. In deciding the appropriate formal penalty, the Academic Offences Panel will consider the following criteria, as supported by the necessary evidence:

6. Premeditation in order to gain an unfair advantage.

7. Intention in order to gain an unfair advantage.

8. Acting for financial gain.

9. Abusing a position of trust.

10. Previously proven allegations.

6.17. Where a **Major Offence is** proven, the Academic Offences Panel shall impose a formal reprimand to be retained on the student's file for the duration of the course of study and one of the following penalties for each module for which an academic offence is found to have been committed:

a) where the Panel considered the offence to be a Minor Offence or poor academic practice, those related penalties will apply.
b) failure (a mark of 0) in the element(s) of assessment in which the offence occurred, with the maximum mark of the resubmission element capped at the pass mark;
c) failure (a mark of 0) in the module of which the assessment forms a part, with the maximum module mark on any resit of the module capped at the pass mark; If the assessment is a resit attempt, the student will be required to retake the module, and the module will be capped at the pass mark;
d) discontinuation of studies at the Institute .

6.18. The outcome of all cases shall be confirmed to the student in writing.

.6.19. All Major Offence cases will normally be concluded within **20 working days** of the receipt of the case referral from the School/College, and will be dealt with by the Institute Registrar or authorised designate. The total time to conclude a Major Offence case is normally **25 working days**.

.7. Appeals

7.1. A student may appeal in accordance with the Appeal Regulations

5. EMPLOYEE HANDOVER POLICY (RESIGNATION & TERMINATION)

Intent & Scope

The purpose of this policy is to define a process based on which employees tender resignations in a way that ensures minimal disruption to the flow of work and is in accordance with professional work etiquettes. The policy also seeks to ensure the efficient transfer of all contents (i.e. physical equipment, documents, knowledge, connections, etc.), pertaining to a particular job position at the time of transition of responsibility between the predecessor and successor to a job. This transition may occur due to either one of the following reasons.

1. The promotion of an existing employee/ transferal to another department

2. The resignation/termination of an existing employee-with / without notice

3. In case an employee avails an extended leave period i.e. 3 days or more

Handing Over
Effective information transfer ensures continuity and a seamless flow of work during the transition between the outgoing and oncoming employee

The following contents explicate the handover procedure for all positions pertaining to the company. The content to be handed over shall remain specific to each position

Note, the company will issue a mail/notice/letter -subject under relevant employee name who has tendered resignation or subjected to terminating, the purpose of the particular mail-subject is for feasibility of handover except the he/she has stopped duty without notice.In this particular case,police to be informed as per his/her letter .

Responsibility
The responsibility of the handover procedure jointly falls on:

1. The Exiting Employee: Implementing the handover procedure is primarily the responsibility of the exiting employee. He/she will be responsible for ensuring that the procedure for handover is carried as specified within this policy document.

2. The Direct Supervisor of the Exiting Employee: This person shall be responsible for monitoring the handover process and ensuring that is carried through as per the satisfaction of the company management

Handover Procedure
Note, the procedures will differ depending on role and responsibilities of the particular employee thus the followings are not exhaustive

See hand over policy as per contract/letter of employment   /request from office

6   Injury and Incident Management and Reporting

This policy should be read in conjunction with the Health and Safety at Work Act prevailing in Mauritius

Purpose
Incident management is key to any workplace's Health and Safety systems/processes. Incident management requires a school wide approach with clear points of accountability for reporting and feedback. The purpose of this policy is to:
- outline the principles of incident management
- standardise the incident management process
- ensure consistency in definitions
- outline roles and responsibilities for incident management

Scope
This policy applies to and must be followed by all of our workers and others in all school workplaces. This includes all members of the schools leadership team, workers, contractors, temporary workers, volunteers, students and visitors.

The board will consult, co-operate and co-ordinate with other duty holders on matters when there are overlapping Health and Safety duties. For that reason, this policy can also be applied where an adequate risk policy does not exist in other workplaces.

How do we manage incidents effectively?
The principles of accountability, obligation to act, and collaboration should be applied at each step of the incident management process. The six steps include identification, notification, classification, investigation, action and evaluation.

See injury policy as per contract/letter of employment   / request from office

7. EFFECTIVE LESSON PLANNING, DELIVERY TECHNIQUES AND CLASSROOM MANAGEMENT SUGGESTIONS

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavor.

It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teacher/learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of a classroom management plan.

All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom. The school's code of discipline, which should be fair, responsible and meaningful, must be reflected in every teacher's classroom management efforts.

SUGGESTED PRACTICES

- Establish a positive classroom environment
    - Make the classroom a pleasant, friendly place
    - Accept individual differences
    - Learning activities should be cooperative and supportive
    - Create a non-threatening learning environment
    - Organize physical space; eliminate situations that my be dangerous or disruptive
    - Establish classroom rules and procedures and consistently reinforce them

- Begin lessons by giving clear instructions
    - State desired quality of work
    - Have students paraphrase directions
    - Ensure that everyone is paying attention
    - Ensure that all distractions have been removed
    - Describe expectations, activities and evaluation procedures
    - Start with a highly motivating activity
    - Build lesson upon prior student knowledge

- Maintain student attention
    - Use random selection in calling upon students
    - Vary who you call on and how you call on them
    - Ask questions before calling on a student; wait at least five seconds for a response
    - Be animated; show enthusiasm and interest
    - Reinforce student efforts with praise
    - Vary instructional methods
    - Provide work of appropriate difficulty
    - Demonstrate and model the types of responses or tasks you want students to perform
    - Provide guided practice for students; monitor responses and deliver immediate corrective feedback

- Use appropriate pacing

- o Be aware of your teaching tempo
- o Watch for cues that children are becoming confused, bored or restless; sometimes lesson have to be shortened

- Provide suitable seatwork
  - o Seatwork should be diagnostic and prescriptive
  - o Develop procedures for seeking assistance; have a "help" signal
  - o Develop procedures for what to do when finished
  - o Move around to monitor seatwork
  - o Vary methods of practice

- Evaluate what has taken place in your lesson
  - o Summarize the lesson and focus on positive gains made by students; use surprise reinforcers as a direct result of their good behavior
  - o Determine if the lesson was successful; were goals accomplished?

- Make a smooth transition into next subject
  - o Have materials ready for next lesson
  - o Maintain attention of students until you have given clear instructions for the next activity
  - o Do not do tasks that can be done by students (i.e. passing out paper or collecting assignments); use monitors
  - o Move around and attend to individual needs
  - o Provide simple, step-by-step instructions
  - o Utilize a freeze and listen signal, when necessary

- Develop positive teacher/student relationships
  - o Set a good example; be a positive role model
  - o Create an exciting learning environment for all students
  - o Reward good behavior; create special activities that children will enjoy doing
  - o Correct misbehaviors; have consequences of disruptive behavior; communicate them to children
  - o Handling disruptions
    - Keep is short and simple (KISS)
    - Use a warning system
    - Defer disruptive behavior proactively (eye contact, close space between you and student, use head/hand gestures)
    - Help students be successful
    - Use planned ignoring (and teach other student to also ignore)

8 Trainers-Staff daily obligation and duties –and not limited to the below

Duties Trainers

1 To be responsible for the vocational training of apprentices/students , unskilled workers and adult industrial workers in the relevant trades.

2 To assist in the laying out, installation, putting into operation and maintenance of equipment of a workshop/section, computing of lists of tools, equipment, raw materials and requisitioning same for conducting training and to render any other assistance, as required.

3 To prepare and adapt training programmes, syllabi, tests, examinations, standards and implement same.

4. To prepare the written instructional materials and audiovisual aids.

5. To teach up to National Certificate Level 3 and/or National Certificate Level 4 or equivalent , give shop talks, demonstrations and conduct assessments and trade tests.

6. To assist in the recruitment of trainees.

7. To ensure discipline among trainees and security measures in class/workshops.

8. To use ICT in the performance of his duties.

9. To perform such other duties related to the main duties listed above or related to the delivery of the output and results expected from the Instructor in the roles ascribed to him.

In Brief Attendance and absence* : [see also policy]

- Entry and departure/ finger print and attendance
- Letter of lateness immediately/absence prior to presence record
- Office Lesson recording in program copybook for reference
- Collection of all course material from office
- Class/station preparation prior to starting of course
- Free meeting

Delivery [see delivery policy]

- Class entering order and ordering discipline in class
- **Student sitting order and personal class rules re explained**

Phase I: Lesson start

- **Course and Lesson Objectives**
- **Warm-Up / Review**

Phase II: Guided Practice & Collaboration

- **Notice if any**
- **Any class check monitoring**
- **Daily Attendance and collection of absence letter etc-Parental notice to be reported prior to departure of student concerned**

- **All formative test notice to be clearly notified; recorded in the trainers record book and completed formative sheet submitted to supervisor for final recording ;**

Phase III: lesson development / Assessment (Independent Action) *Can occur in Phase II

Phase 1V : Wrap-Up / lesson Review and home assignment with record in trainer's personal copy book

Wrap up procedures [see exam formative and summative policy]

- Trainer"s dispatch book is compulsory and to be used for any/all internal communication purposes. No verbal communication would be accepted as evidence.
- Programme satisfactorily completion sheet to be filled[applies only to external exam programmes]
- Feedback if any to be completed
- **Clean board prior to leaving the class**

After class wrap up

Phase V : when assigned for remedial class/assignment/re sit assignment etc-leave class at 14.15 and not before otherwise class ends at 14.30 pm

Phase V1: record your report in student file prior to departing and make sure that no school materials are in your possession while departing and **.**

Phase Vll : record your departure time when departing **.**

Others

- Encourage student log book
- Entering and leaving the class discipline
- Absence letter Rs 5.00/ collection
- Class work/home work recording rules
- Student parent signature verification etc etc
- Student reporting procedure/s[see below]
    1. First warning-could be verbal BUT TO BE RECORDED
    2. Second formal warning
    3. Expulsion from class after recording in both student and trainers report book with signature and collection of pass/object..
    4. If student failed to abide, repeat and record the procedures and continue without bothering the student concerned. Report the supervisor once he/she is in the class or send a note to office..

Dont" and do"s [and not limited to the following]

Dont"

1. **Do not moles by words/action/physically /morally a student in any form**
2. **Do not ask favour/s and accept favour/s with student/s**
3. **Do not exchange telephone /address or any other form of contact with f/t students"**
4. **Doo not use telephone and any other electronic device in class for personal use**
5. **Do not leave class unattended**
6. **Do not talk /explain loudly to cause annoyance to other class**
7. **Do not pretend before class**
8. **Do not be seated when explaining /delivering lectures**
9. **Do not complete any sheet before explanation**
10. **Do not leave personal belongings in class**
11. **Do not attached with one student instead of the class**

Do"s

12. **Do always be responsible for your obligations**
13. **Do always clean board after leaving class**
14. **Do always disclose your conflict of interest for the class**
15. **Do always behave politely with students and others members**
16. **Do always be polite with staff, students and others**
17. **Do always in positing when in school as assigned-before class, during recess and after class-remedial**
18. **Do Ease and accompany students in recreativity hall before and during recess**

Office clerk 1[administration]

DUTIES
1. To assist in the proper administration of the VTI , the promotion of its good order and efficiency and the preparation of relevant legislation, rules and regulations for the Institute.
2. To take measures to ensuring the safeguarding of the intellectual property rights and products of the Institute.
3. To assist in the management of venues.
4. To assist in coordinating activities of alumni.
5. To assist in the management of scholarships and funding facilities.
6. To ensure that all VTI issues requiring legal advice are promptly attended to.
7. To ensure an effective and efficient registry operation/service and keeping of archives.
8. To ensure effective communication channels at all levels within the Division.
9. To deliver training, as and when required, to staff of the VTI .
10. To assist in the preparation of contracts for services, including relevant lease agreements.
11. To assist in the management of the VTI 's insurance covers including preparation of specifications, tenders and claims management.
12. To make arrangements for the application/renewal of work/residence permits of expatriate staff and foreign trainees.
13. To guide, counsel, coach, motivate and lead staff with a view to enhancing their performance.
14. To use ICT in the performance of his duties.
15. To perform such other duties directly related to the main duties listed above or related to the delivery of the output and results expected from the Administrative Officer in the roles ascribed to him/her .

In Bried

- **Telephone**

To Know all the basic of the school namely

[a] notice to students for parental info

[b] Admission info-course; intake ; fees; exam body; recognition etc

- **Fees**

[i]Student fee; dues; notice to pay;

[ii] **to prepare full cash record on a monthly basis-ist to 28/28/30/31st for   evaluation and decision for management**

- **Examination**

[1] Exam fees

       [a] notice for exam

       [b] date of payment

       [c] mode of payment

       [d] late fees

[2] exam time table

       [a] to deliver time table only to students having paid their full dues

       [b] external exam time table [theory; practical; evolve ;]

       [c] internal exam time table –theory; practical etc

[3] Exam record

    [a] internal

       [i] record all exam markings in soft and hard copies accurately

       [ii] prepare transcript

       [iii] deliver transcript result with fees detail**.   [not to issue result if fees due]**

    [b] external

       [i] record all exam result from exam bodies in soft and hard copies accurately

       [ii] check for missing result **and inform management for notification in writing** to concern authority

       [iii] **record all anomalies from student-names; date of birth; units etc for reporting to management**

       [iv] check for fees due and record on student personal fees list-both soft and hard copy prior to delivery

       [v] **to submit all remaining certificates to management for safety keeping after 6 months**

[4] Result and Apprenticeship

       [i] to record result in soft and hard copies –all successful [either in practical/theory/both [press/web]

       [ii] prepare soft copy of apprenticeship list of all courses with full name of students; address; mobile etc for companies request **and**

[5] to perform "*other duties directly related to the main duties listed above or related to the delivery of the output and results expected from incumbents in the roles ascribed to them according to the posting"* assigned by the Manager/ Director of Studies/ Supervisor; and to work cooperatively with the staff, students, faculty and administration of the SCHOOL.**

    And to also be conversant with

    [1] Fully conversant of the school regulation

    [2] Record staff attendance

    [3] Collect letter of lateness/absence and to record properly in both soft and hard copies

[4] Student administration-attendance. lateness, collect letters of absence/five rupees for parent calling.; expel from class[5 rupees to inform parent]

[5] Admission process with brochure

[6] Public information –with record

[7] Employment form

[8] Testimonial

[9] Exam form

[10] Storage of all office materials

[11] photo copies

Note :   Should strictly follow the code of confidentiality and sign the non disclosure agreement

Office clerk 2[administration

As above and in brief

[1] Fully conversant of the school regulation

[2] Record staff attendance

[3] Collect letter of lateness/absence and to record properly in both soft and hard copies

[4] Student administration-attendance. lateness, collect letters of absence/five rupees for parent calling.; expel from class[5 rupees to inform parent]

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And

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[i]Student fee; dues; notice to pay;

[ii] **to prepare full cash record on a monthly basis-ist to 28/28/30/31st for   evaluation and decision for management**

Examination

[1] Exam fees

[a] notice for exam

[b] date of payment

[c] mode of payment

[d] late fees

[e] proper and accurate record

[2] exam time table

[a] to deliver time table only to students having paid their full dues

[b] external exam time table [theory; practical; evolve ;]

[c] internal exam time table –theory; practical etc

[3] Exam record

[a] internal

[i] record all exam markings in soft and hard copies accurately

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[i] record all exam result from exam bodies in soft and hard copies accurately

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[i] to record result in soft and hard copies –all successful [either in practical/theory/both [press/web]

[ii] prepare soft copy of apprenticeship list of all courses with full name of students; address; mobile etc for companies request **and**

[5] **to perform "*other duties directly related to the main duties listed above or related to the delivery of the output and results expected from incumbents in the roles ascribed to them according to the posting"* assigned by the Manager/ Director of Studies/ Supervisor; and to work cooperatively with the staff, students, faculty and administration of the SCHOOL.**

Note :   Should strictly follow the code of confidentiality and sign the non disclosure agreement

Examination Coordinator/supervisor

DUTIES
1. To develop and maintain good working relationships with all stakeholders such that examinations are conducted as scheduled and results are declared in the most appropriate conditions and within reasonable time frame.
2. To make all necessary arrangements to ensure that examinations are conducted in a proper conditions and a safe environment.
3. To ensure that notices, labels and signage are affixed and outdated notices are removed.
4. To make accurate and timely assessment entries for external examinations and internal assessments in accordance with awarding body procedures.
5. To send scripts for external marking in accordance with awarding body instructions.
6. To carry out research tasks, as and when required, including statistical research and the award of equivalence statements.
7. To collect examination marks from trainers and check that marks have been correctly input on student database.
8. To ensure confidentiality at all levels of operations.
9. To use ICT in the performance of his duties.
10. To perform such other duties directly related to the main duties listed above or related to the delivery of the output and results expected from the Administrative Officer (Assessment and Certification) in the roles ascribed to him.

11. To assist the management in the preparation and administration of examinations leading to the collection, recording and distribution of examination results.
12. To develop and maintain good working relationships with all stakeholders so that examinations are conducted as scheduled and results are declared in the most appropriate conditions and within a reasonable time frame.
13. To take necessary action to ensure that effective communication procedures are put in place for candidates, parents, teaching staff and the Training Centre Managers regarding all matters relating to examination procedures.
14. To ensure that all candidates receive fair access to assessments (including any necessary arrangements for any access) and are not penalised by administrative errors.
15. To maintain accurate and up-to-date data on candidates and ensure that such data are maintained in accordance with the Data Protection Act.
16. To manage re-sit examinations and re-markings.
17. To be responsible for one or more of the major tasks of the Assessment Programme.
18. To maintain filing system for student examinations, oversee the use of such system and make such recommendations, as may be required.
19. To organise and manage Moderation Committees.
20. To co-ordinate processes leading to approval of awards by the Board.
21. To be present during the issue of results and be prepared to advise subject staff, parents and candidates on options for re-take, if necessary.
22. To ensure confidentiality at all levels of operations.
23. To compile results of statistics for necessary reporting.
24. To use ICT in the performance of his duties.
25. To perform such other duties directly related to the main duties listed above or related to the delivery of the output and results expected from the Examination Officer in the roles ascribed to him.

Those positions not elaborated there in -have already received their scheme /request them from office

9   Student Relationships

Introduction

1.1   This policy outlines the Institute 's position on relationships between members of staff and students. The relationship between students and staff are central to the student experience and this policy is intended to ensure that these relationships are professional, have boundaries, and are founded on mutual trust and confidence.

1.2   In the context of this document, a **personal** relationship is defined as:

2.   a family relationship;
3.   a business/commercial/financial relationship; or
4.   a sexual/romantic relationship, however brief.

1.3   A **professional** relationship is defined as:

31.   a teaching, assessing, supervising, tutoring, mentoring role; or
32.   a pastoral or welfare role; or
33.   an administrative or technical support role.

1.4   The difference in power between a member of staff and a student makes any personal relationships potentially vulnerable to exploitation. They also generate real or perceived inequalities, not only involving the persons concerned, but also affecting other members of the Institute , whether students or staff.

2   Scope of the policy

2.1   This policy applies to all staff members of the Institute, including hourly paid Trainers and other contracted staff employed directly by the Institute.

2.2   The policy also applies to staff who are enrolled as students.

3   Relationships with other policies

3.1   This policy is part of a suite of policies and guidelines that have been designed to protect staff and students and ensure all members of the Institute community can enjoy a positive environment in which to work and study. This policy should be read in conjunction with the following policies:

γ)   Guidance on Dealing with Unacceptable Behavior
η)   Staff Disciplinary Policy and Procedure
ι)   Safeguarding Policy
φ)   Dignity at Work
κ)   Declarations of Interest Policy
λ)   Guidance on the use of social media for staff

4   Policy statement

4.1   The staff-student relationship should be one of trust and confidence in order that students can benefit from the learning experience offered by the Institute. It is also vital that students benefit from equality of treatment and so it is important that a personal relationship between a member of staff and a student does not in any way prejudice that equality, in reality or perception.

4.2 Members of VTI LTD staff are strongly discouraged from entering into a personal relationship with any student and this policy covers all students regardless of their course. Although students (given the nature of the supervisor/student relationship) are seen to be more vulnerable, all students are affected by the imbalance of power in any such relationship. It should be noted that any relationships with students under the age of eighteen is regarded as a disciplinary matter under the Institute's Safeguarding Policy. In particular, under the Sexual Offences Act it is an offence for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

4.3 The Institute regards it as unprofessional for any staff member to actively seek to initiate a personal relationship or to pursue such a relationship with a student in any circumstance. It has a duty of care to its students to ensure that they can study in a safe environment and that their welfare is protected. The Institute may, therefore, take disciplinary action under the Staff Disciplinary Procedure where there is any behavior by members of staff that undermines the professional staff student relationship such as texting, inappropriate communications, asking them to socialise etc. Such behavior or that of a more serious nature such as asking for sexual favours or other forms of abuse, will lead to action.

4.4 VTI ltd does, however, recognise that such relationships may nonetheless develop where it may not have been initiated by the staff member or may pre-exist. Where a member of staff has a professional role in relation to a student with whom they have a personal relationship, it is the responsibility of the member of staff to inform their Head of School/Service promptly. The Head of school will review teaching, tutoring, assessment, administrative or any other arrangements to ensure the interests of the student is protected.

5 Guidance on maintaining professional relationships

5.1 Staff should aim to develop good professional relationships with students. Within this, certain boundaries are important to maintain to ensure that these relationships remain professional as follows:

- Although staff should aim to develop a professional relationship they should not see themselves as friends;

- Staff should maintain an appropriate boundary between work and home including not sharing personal information with them or socialising with them except on any appropriate course related functions;

- Staff should only communicate with students through official Institute channels such as VTI ltd email or blackboard. They should not give out personal phone numbers or email addresses. They should also not use social media platforms for communication such as WhatsApp or request students to be a 'friend' on Facebook or respond to such requests from students – staff should refer to the guidance on the use of social media for further information about what is acceptable.

6 Declarations

6.1 Staff must declare to their Head of School/Service where they have an existing personal relationship with a student. Where this exists, the Head of School should ensure that the members of staff does not teach or assess the student or

otherwise have any professional responsibility for them. Such relationships should also be declared and it is important that the student is not advantaged by the relationship above their peers.

6.2 Where a personal relationship develops, it is the member of staff must inform the Head of School/Service promptly. It must also be reported in accordance with the Declarations of Interest Policy. Where a staff member has not declared it will be viewed as a disciplinary matter.

6.3 Heads of School who become aware of a relationship that has not been declared should initiate appropriate action in conjunction with IQ Coordinator .

7   Reporting concerns

7.1 Students who are concerned about a relationship with a member of staff will be encouraged to use the Guidance on Dealing with Unacceptable Behavior where applicable (see 8 below).

7.2 Staff who have concerns about the relationships of other member of staff should inform their head of school/service or HR/IQ Coordinator.

8   Dealing with unacceptable behavior

8.1 The Institute is committed to providing and supporting an environment that promotes equality and diversity. It values the diverse community and aims to create an environment of respect where all are treated equally and where staff and students can reach their full potential.

8.2 Harassment, bullying and discrimination can lead to fear, stress and anxiety and may be unlawful. The Institute finds any form of such behaviour unacceptable. If a student is unsure whether a relationship with a member of staff could be defined as harassment or bullying, they should be encouraged to act promptly and seek advice from the Head of Services or advice team.

10   Capability policy – poor performance

Introduction

1.1   This document sets out the Institute 's procedures to address poor performance due to:

1.2   The purpose of the procedure is to be supportive if reasonably possible rather than punitive, and it should be recognised that the existence of this procedure is to help and encourage employees to achieve and maintain acceptable standards of performance and to ensure consistent and fair treatment for all.

1.3   If performance problems are judged to result from conduct over which the employee has control, the relevant institute disciplinary procedure will apply. The fundamental distinction between capability and conduct may be expressed as "can't" as against "won't" respectively, the latter implying some degree of control, deliberation and/or choice.

1.4   The processes described in this document deal only with poor performance and persistent short-term sickness absence/lateness/ lateness arising from capability and not voluntary action by the individual.

1.5   It may be necessary, depending on individual circumstances, to switch from the Capability (Poor Performance) and nothing in this procedure will preclude this from happening.

1.6   This document is a statement of the institute's policy and procedure and does not form part of any contract of employment or otherwise have contractual effect. The institute reserves the right, with the agreement of all the parties involved, to make practical/operational changes to these documented procedures to suit individual case requirements or changes in legislation.

m)   Poor performance, lateness and persistent short-term absence/lateness

2.1   The purpose of this procedure is to address poor performance ,lateness and persistent short-term absence/lateness. Poor performance is when an employee performs their role to a standard below that which is required by the institute. The Institute will ensure that the standards set are both realistic and measurable. Persistent short-term absence/lateness arises where an employee frequently takes time off work for a period of one or more days over a sustained period such that their sickness absence/lateness record prevents proper performance of their duties.

2.2   The Institute aims to assist and encourage all employees to achieve and maintain effective standards of performance and attendance. The purpose of this policy is to ensure consistent and fair treatment for all employees experiencing difficulties in performing to a satisfactory standard.

2.3   The line supervisor /Head of School/Unit is responsible in the first instance for addressing poor performance issues when they arise and for taking appropriate action.

2.4   Consideration will be given to invoking other Institute policies where the Manager/Head of School/Unit deems it appropriate.

- **Generally applicable procedures**

3.1   A member of Supervisor will attend all formal meetings.

3.2   Employees will receive an invitation to any formal meetings setting out the following information:

   j)   The procedure and the stage under which action is being taken;

   k)   Evidence/examples of the poor performance/persistent absence/lateness;

l)   Supporting documentation;

m) Details of any informal discussion(s) so far;

n)   The right to representation; and

o)   Details of the possible outcome(s).

3.3   Formal meetings will be chaired by the employee's line manager or a suitable alternative manager if there are extenuating circumstances provided by the individual. Appeal hearings will be chaired by an appropriate manager who is more senior than the manager who made the original decision.

3.4   Where applicable, there must be consideration of the requirements of the Equality Act 2010, which imposes obligations on the employer to take an employee's protected characteristics into account and to make reasonable adjustments.

3.5   Other than in respect of an informal discussion under the Capability (Poor Performance) Procedure (stage 1), employees are entitled to be accompanied at any hearing (including any appeal hearing) by a work colleague or Trade Union representative. The person accompanying the employee is entitled to advise the employee, address the hearing and ask questions but not to answer questions on the employee's behalf.

3.6   The employee should take all reasonable steps to attend the formal meetings on the date/time stated in the written notification however, the meeting will be re-scheduled to another time if their accompanying person is not available at the chosen time, and the employee proposes a reasonable alternative that is within 5 working days of the original date (this time limit may be extended only by mutual agreement). If the date/time of the meeting is unsuitable to the employee for another reason, they must contact Supervisor which will consider whether the hearing can be rescheduled to a mutually convenient time.

3.7   A meeting will only be deemed to have taken place if the employee concerned has had a reasonable opportunity to attend the meeting. Where an employee fails to attend or remain throughout a scheduled meeting through circumstances out with their control, the meeting or its continuation should be arranged for another time. Where an employee fails to attend or remain throughout such a re-arranged meeting without good reason, a decision may be taken in the employee's absence/lateness based on the evidence available.

3.8   **Stages in the process**

3.8.1 There are four stages of the procedure:

11. Stage 1: Informal discussion

12. Stage 2: First formal warning

13. Stage 3   Final formal warning

14. Stage 4: Dismissal Hearing

15. 3.8.2   The Institute reserves the right to omit stages depending on the circumstances.

12   Cause for Concern Policy

1   Aims of the Policy

1.1   This Policy aims to:

5.   raise awareness of how to recognise when a student is in difficulty;

6.   provide information about some common types of difficulty that students might experience;

7.   provide tools to decide how serious/urgent an issue is;

8.   identify appropriate internal and external sources of support to which students can be referred;

9.   give practical advice to help staff respond to situations effectively and with confidence;

10. ensure that the Institute is exercising its duty of care to students;

11. ensure that the Institute is meeting any statutory requirements

1.2   This policy is for all VTI ltd staff who come into contact with students and not just those with formal responsibilities for pastoral care. Staff who encounter students in their day-to-day role can play an important part in supporting them. Sometimes, just listening and showing that you care about their situation is all that is needed to help. In more serious situations, being aware of the signs of problems could mean that you could help prevent the situation from escalating and becoming more complex by signposting the student to appropriate advice and encouraging them to seek support. Prompt action can also help to minimise the impact of the problem on other staff members, the student's family and friends, and other students.

1.3   This policy should help staff by providing key information relating to different types of difficulty. In addition to this guide, advice can be sought from Student Services where necessary

1.4   For students under the age of 18, staff should read this policy in conjunction with the Institute's Safeguarding Children Policy. The Institute has additional duties in relation to how we address student difficulties for this cohort of students and we have additional responsibilities in terms of reporting abuse.

34.   Why students might seek help

2.1   Most people will experience difficult times and challenges during their lives, and being a student can be inherently unsettling or stressful. Any problems experienced by a student can be exacerbated by institute life (eg. being away from the usual support network, experiencing new challenges which they do not know how to tackle, worrying about the impact of an issue on their ability to meet course deadlines). Such difficulties can have a significant impact on their ability to make academic progress and to achieve their potential. Students may also be more vulnerable to outside influences that could have a negative impact on their lives, such as drink, drugs or other pressures.

3   When to report concerns

3.1   If you have identified a student you are concerned about or think needs help, you need to evaluate whether these concerns are urgent or non-urgent. Please see 'Student in Distress' flowchart see Appendix A. You may also wish to seek advice from a member of the Services team

3.2   Where there are significant concerns, such as substance abuse, self-harm, students being coerced into a forced marriage you should report these to Services. For students under 18 these should be reported using the Safeguarding Policy and Procedures

3.3   Any concerns about radicalisation should be reported to the Institute supervisor

n)   The Institute's role in supporting students

4.1   The Institute's aim is to ensure that students who need it receive an appropriate level of support to enable them to overcome obstacles to learning. Wherever possible, support should be delivered in a way that respects the students' right to make decisions about their own lives, fostering their development by enabling them to develop confidence in their ability to choose appropriate courses of action.

4.2   It is important to remember that institute employees do not have an *in loco parentis* role in relation to adult students. Students have a right to take decisions about their own lives, even if those decisions are not ones that we would take ourselves. We cannot for example alert a student's family about a situation without the student's consent as this would be a breach of the Institute's Data Protection Policy. We should, however, ensure that we provide students with clear and accurate information so that they are aware of what their options are.

4.3   It should be noted that Student Services can only work effectively with students who are willing to seek help and support. You should not take students to Student Services against their will, or insist that they have to contact Student Services. It can be detrimental to students' long-term wellbeing if support services are imposed on them. If they are not ready to engage then it can lead to them having a negative impression of the support services which could persist into the long-term. This could prevent them from seeking help in the future when they might need it.

5   Identifying difficulties

The student may report difficulties to you

5.1   Students may tell you personally that there is a problem, even if they do so in an indirect way (e.g. "Things are difficult right now…", "I've had a lot going on so I wasn't able to concentrate on my assignment", "Do you know if the institute has funding available for people who need it?").

5.2   Often, these sorts of phrases are used to see how you react, or because the student lacks the confidence to raise the issue directly. They may not know who to talk to, and if they are worried they would be bothering you then asking indirectly can be a way of broaching the subject. If you listen and respond to them then they know that

you have chosen to engage in what they are asking, rather than that you are feeling pressurised into it

5.3   A calm and understanding reaction can help to reassure students that this is a normal situation which will not result in them being seen negatively. It can be helpful to use open questions to see if they are willing to tell you more, for example, "Is there anything I can help with?" or "It sounds like things are difficult for you at the moment, would it help you to tell me a bit about it?" The information below includes some excellent guidance on having conversations with people about problems they're experiencing, which is recommended reading for anyone who has regular contact with students in the course of their role.

Other ways of identifying students who may be in difficulty

.4 In many cases, staff become aware of students in difficulty through being observant and noticing signs that students could be going through a tough patch. Examples of factors which could indicate an underlying issue are:

- The student's friends or classmates might tell you there is something wrong;
- Persistent or regular absence from classes, and/or a failure to submit work;
- Persistent lateness to class, or disorganisation;
- Declining academic performance;

- Doing too much work – are they bombarding you with questions about the subject matter or spending all of their time in the library/outside classes? This could be a sign of anxiety about their academic abilities or they might be using study to distract themselves from an issue in their life that they cannot face addressing;

- Odd or unpredictable behaviour, including disruptive or withdrawn behaviour;

- Behaviour which indicates persistent sadness, lack of emotion, excess of emotion, irritability, tenseness or agitation;
- Lack of concentration and energy, constant fatigue;
- Inability to make decisions or to think logical issues through;

- Poor personal hygiene and/or unkempt appearance, particularly if this is out of character- have they lost or gained a lot of weight, are they dressing poorly, failing to brush their hair etc?

- Sudden change in appearance or behaviour;
- Smelling of alcohol or signs of taking drugs;

- Lack of friends, or having difficulties maintaining academic and social relationships;
- Visible bruising, cuts or scars.

5.5 If you are concerned about a particular student, perhaps because you have observed one or more of the above points, then the next stage is to decide how urgent or non-urgent and significant the difficulty is). You might need to gather more information first, for example, it could be helpful to discreetly ask colleagues if they have noticed the same things as you. In many cases it is sensible to have an informal, private conversation with the student to let them know what you have noticed, and to ask them if they need any support. You can also seek advice from your Head of School. You should always document what you have done, particularly where the student does not wish to seek further help. Seek advice from a member of the Services team

6 Procedures for an emergency situation

6.1 The situation is an emergency if:

π) There is an imminent risk of suicide, ie. the student is actively suicidal and has the intention to act on it, or has already acted on it (for example by taking an overdose or cutting their wrists)

θ) You think that the student is likely to hurt other people, or there is a serious risk to their wellbeing

ρ) If the student is clearly mentally or physically ill and needs urgent help

σ) If the student is very disturbed or aggressive to the extent that others feel threatened

6.2 Urgent action is needed, so if possible do not delay the situation by contacting by taking the student to school Services.

6.3   If the student will accept help and if it is appropriate, you could facilitate them making an emergency appointment with their GP or transport to an A&E department of a hospital. This might involve looking up the contact details for them and allowing them use of a telephone. This option would be appropriate if, for example, the student is experiencing suicidal thoughts and wants to act to prevent them getting worse.

6.4   If the student will not accept help, or if they are so ill that they would not be able to get themselves to a GP or to A&E, tell them that you think they need emergency help and that you are going to contact emergency services. It is best if the student consents to this, but you can call emergency services without their permission if you have concerns for their safety or that of other people.

6.5   Ring Security and request that they call 999 for police and/or ambulance services. Give clear information so that they can find you, such as your room location and your name, as well as a description of the situation. If the student is not consenting, inform security because ambulance staff will only normally attend to treat a conscious non-consenting person if there is a police presence.

6.6   If you are with the student, try to get them into a safe and quiet place if they are not already. If there are colleagues available, make sure that one of them is aware of where you are, and keep Security updated if you move location.

6.7   Stay with the student until emergency services arrive (unless it is dangerous to do so), and answer any questions that the emergency services have. The Data Protection Act permits the disclosure of sensitive personal information if it is in the 'vital interests' of the individual or another person (eg. information that could prevent their death).

6.8   You do not need to accompany the student to hospital or the police station, even if they ask you to.

6.9   Write down a factual account of what has happened. This does not need to be long and could be in note form, but it should include key information such as date, times, key details of the incident, whether other students were involved, and who has been made aware of it.

6.10   Make sure to write fact not opinion, or at least to make opinions clear. For example, instead of writing 'she was rude and aggressive towards me', which could be open to interpretation, write down what was said or what actions took place.

6.11   Send a copy of your notes to thesupervisor , who can follow up to see if any additional support is needed for the student or for other students who were involved.

6.12   Seek support for yourself, if you need it after the incident.

7   Referring students where there are significant concerns

7.1   As outlined above, there may be students who present serious issues. You should always report serious issues such as mental health issues, substance abuse, or where there is evidence of a forced marriage to vti Services. For these issues you should keep a record of what you are reporting and why and talk to Student Services. Student Services will be able to provide sources of support for the student.

7.2   Where you have concerns about radicalisation you should report these to the Institute supervisor as soon as possible.

7.3   If you have any concerns that a student may be being radicalised, drawn into extremism or terrorism, you should keep a careful record of what is prompting your concern. For example, if a student has used a series of phrases which have concerned you, it would be sensible to write them down to aid your memory so that, if

a referral is required, you will be able to give accurate details. Note down dates and times where relevant. Concerns may also be raised by other students about a particular student's social media activity. Again this should be reported to the Institute Secretary.

7.4   Any concerns reported will be assessed by an experienced panel within the Institute and, if appropriate, referral will be made according to the Information Sharing Protocol attached at Appendix D. Please note that it is your responsibility to report concerns but it is not your responsibility to decide whether to refer a student to local authorities. If in doubt, you should inform the Institute supervisor of your concerns.

8   Referring a student to sources of support

8.1   This section should be used if you feel:

16. That the situation is urgent but not an emergency that requires emergency services, AND/OR

17. You are supporting the student with an issue and you need to provide them with information about other forms of support which are available

8.2   **How to refer students to Student Services**

8.3   In normal circumstances, it is best if you can simply give office Services contact details to the student, so that they can contact Student Services themselves. If you are worried about a student and you would like to know whether they have made contact with Student Services and accessed support, please ask the student to let you know directly. We are not able to tell you if a student is using our services unless we have explicit permission to do so.

8.4   If you are particularly worried about a student and they seem anxious about contacting us, you may wish to telephone Student Services while the student is with you. The frontline Welfare team will need to speak directly to the student themselves, but it can sometimes help if you make the initial call and then pass the telephone over to them. Alternatively, some students may like you to walk over to Student Services Service with them the first time. These options can be particularly useful if the student lacks the confidence, knowledge or language skills to explain to us what help they need.

8.5   Alternatively, you may wish to email us or call us to let us know that you have referred a student to us, and what your concerns are. We will not be able to tell you if the student does make contact with us, but we can note their name and our frontline staff team will look out for their contact. If you want to know the outcome, please ask the student to let you know.

8.6   Please keep in mind that we can only work effectively with students if they are willing and open to seeking help and support. Please do not insist that students come and see us if they do not wish to, as we are not able to work with students who are not willingly engaging with us.

8.7   If you have any questions about how best to refer students to us,

9   Supporting the student to help themselves

9.1   This section should be used:

If you are supporting a student who is experiencing a difficulty, which is not an urgent issue.

9.2   Remember that adult students are entitled to make their own decisions. Although you can offer options to students, you should not try to force your opinion. Even if you have experienced a very similar issue in your own life, everyone is different and will have different ways of coping. Telling a stressed person what you would do in their situation may only add an additional weight of expectation to the pressures that they are already experiencing. They may worry how they can justify to you that they do not want to take your advice.

9.3   Listen to the student in an empathetic way. Sometimes, just having someone who shows that they care can be enough to give the student strength to deal with the situation, and to prevent it from escalating.

9.4   Ask the student if they are already receiving support or if they have done in the past (for example, from their GP, mental health services, counselling services, financial advisors). If they have, it is sensible to explore whether they feel that they might benefit from further contact with those services.

9.5   Do be aware that, particularly if a student has experienced issues for a long time, they might not even realise that their experience is not the usual student experience. Signposting them to help that is available could make a significant difference.

9.6   Do not panic if there are tears – this is a natural response to heightened emotions, and does not necessarily indicate that a situation is out of control or an emergency. Reacting as if the crying is uncomfortable for you might make the student feel judged and as if they have embarrassed themselves. Just reassure them that it is OK to cry if they need to, and offer a tissue if you have one available. A few minutes silence will give them time to recover.

9.7   Do not feel you have to 'fix' the student's life, or that things will be resolved after just one meeting. Difficult issues often take time to resolve, and some may never be resolved. Sometimes, the most that can be hoped for is that students will learn how to cope with the difficulties in their life.

9.8   Do not worry too much about 'correct language' in relation to matters such as disability or mental health. It is more important to have a conversation than to say nothing because you are afraid that you will use the wrong word. As a rule of thumb, if you speak in a respectful tone and reflect back any language that a student uses, you are unlikely to cause offence. If you are particularly worried, you could even tell the student that you are not familiar with the terminology and ask them to correct you if needed.

9.9   Be honest with the student. Avoid making promises that you cannot be sure you can deliver on, such as "Everything will be fine", or "We'll make sure you get your degree one way or the other". Phrases such as, "I'm really sorry that things are so difficult right now, I'll do what I can to help support you whilst things are so bad" can be useful.

9.10   Look after yourself. You cannot support anyone if you are burnt out. Do not support a student if you feel out of your depth. In this case refer them to other appropriate avenues of support.

9.11   If you do offer support, set clear boundaries about what your role is, and do not be afraid to stick to them. For example, it is fine to say that you can offer support with assignment planning to help reduce any anxiety, whilst making it clear that you are not qualified to offer help with mental health conditions.

9.12   Do not offer support out of working hours, or provide your home or mobile telephone numbers. This can confuse the student and lead to over-dependence rather than the development of coping skills. If you are worried about how a student will cope when

you are unavailable, provide the contact details of a 24 hour support service such as Nightline (in term time) or Samaritans.

9.13 If you offer ongoing support to the student, regularly stop to consider whether you are still the best person to do this or if you are getting out of your depth in relation to an escalating situation (possibly through discussion with a Student Services colleague). If you are getting out of your depth, refer the student to other avenues of support.

9.14 Keep brief notes of what support has been offered and when.

10   If a student will not accept help

10.1 Apart from in a situation requiring emergency services' attendance, there is little that can be done without a student's permission. We cannot force students to engage in medical treatment or emotional support, and indeed it could be a breach of the Equality Act to try to require this. There is an offence of discrimination by perception, in which people are disadvantaged because of a perception that they have a disability, so we should not require a student to undergo additional obligations on the suspicion that they have a mental or physical health problem.

10.2 If a student is not prepared to engage with help or talk to you about their problems, then, in general, that decision needs to be accepted. However, this does not prevent you from implementing institute policies such as the disciplinary procedures or fitness to practise procedures if the student's behaviour is disruptive to others or if it presents a risk to others.

10.3 If a student will not engage with you, it is good practice to document this (ideally in a short email to the student explaining what options are available to them for support in case they wish to take it up in the future). Depending on the situation, you may also find it helpful to contact your Head of Subject, Head of School, or Head of Student Services if any for advice.

11   Student Confidentiality and data protection

11.1 In all cases, staff must be mindful that when a student discloses a problem to you, it is normally on the basis of trust. Students may at times ask you to keep the matter confidential. Where this occurs, you may need to explain to the student that there are some things you will need to disclose to others, and ideally seek their consent to do so. Most members of staff do not have a professional duty to keep information confidential, and it is also accepted that with service teams (eg. Counselling) there is a degree of disclosure that is appropriate between colleagues. What is vitally important is that a student's private business should be treated with discretion, that any information is relayed on a "need to know" basis, and that any written/electronic records are kept appropriately, with due regard to the Data Protection Act.

11.2 While dialogue between colleagues is important, the Data Protection Act prohibits staff from disclosure of any information about registered students to third parties (including parents and sponsors) unless there is a potential life and death situation.. Any queries about a student's progress, state of mind etc, (and even simple queries about whether they are registered at vti) should therefore be handled carefully and should not be answered without the student's consent in writing.

11.3 The Institute's Data Protection Policy and Appendix D of the Policy sets out guidance for staff on disclosure. Generally, personal information must not be

disclosed unless it is in the 'vital interests' of that person. Advice can also be obtained from the Institute.

12   References and helpful resources

12.1   Below are some sources which may help you deal with individual situations.

Employee Assistance Programme

12.2   The Employee Assistance Programme (Health Assured) can offer independent, free and confidential assistance to members of staff at vti

Equality Act

12.3   The Equality and Human Rights Commission ("EHRC") has drawn up specific guidance for Education institutions about the Equality Act and how it applies: *Equality Act Technical Guidance on Further and Higher Education*. It includes relevant examples and clear and straightforward explanations of each of the requirements.

Having conversations with people about their difficulties, and avoiding pitfalls

12.4   Samaritans' guidance on holding these sorts of conversations could be available on site.

12.5   They also have brief and straightforward guidance on active listening skills, which enable you to help people talk through their problems:

12.6   Student Minds have produced a guide called 'Look After Your Mates' which is aimed at helping students to support friends with mental health conditions. This may also be useful for staff who would like to develop basic listening and emotional support skills:

Mental Health information

12.7   There is some excellent guidance on different mental health conditions, treatments and so on, available on goggle

Radicalisation/Extremism

12.8   Under the Counter-Terrorism and Security Act, the Institute has to ensure it pays "due regard to the need to prevent people from being drawn into terrorism".

Safeguarding

12.9   The Institute's Safeguarding Policy and Procedure must be referred to when dealing with difficulties experienced by students under the age of 18.

13   Company's legal entity   and its INDEMNIFICATION

VTI limited is a legal entity and use of any/all its related directly or indirectly, internally or externally or both ,without permission and approval shall constitute a breach of its legal entity right.

Henceforth , the use of any/ all company's material, communication either internal or external or both and for any purpose/s and any use ,shall obtain and   be approved and copy of approval note with correction if any be filed ,scan and recorded prior to release. This applies to hard copy/ies , soft copy/ies or both or/ and also in any other form/s. Not abiding by shall constitute a breach of the legal entity of the company and the company or its Manager or both shall reserve the right for legal proceedings and / damages as he/she may seem dim fit.

You   shall agree to indemnify, defend and hold harmless the Company, its manager, directors, employees, agents, and third parties, for any costs, losses, expenses (including attorneys' fees), liabilities regarding or arising out of your enjoyment of or inability to enjoy the Site or its services and Company's services and products, your violation of the Terms or your violation of any rights of third parties, or your violation of the applicable law without prior approval of the Manager & owner of the Company that may assume the exclusive defense and you shall cooperate with the Company in asserting any available defenses.

14   Data Protection Policy

1   General Policy Statement

1.1   The Institute is committed to the protection of individuals' rights and privacy. The processing of personal data such as the collection, recording, use, and storage of personal information must be dealt with lawfully and correctly in accordance with this policy. All information containing personal data must be protected against unauthorised access, accidental loss or destruction, modification or disclosure.

1.2   The Institute regards the lawful and correct treatment of personal data as important to its successful operation, and to maintain confidence with our students and staff and other stakeholders.

2   Purpose and Scope

2.1   The Institute needs to process certain personal data in order to carry out its functions. These data relate to:

12. Staff in relation to their contract of employment

13. Prospective applicants and applicants to process applications and ensure they are properly informed of the study opportunities

14. Students in relation to their studies
15. Graduates in relation to creating an alumni community
16. Visitors to the Institute including those coming to Institute events
17. Contractors
18. Other third parties with whom it has dealings.

2.2   The Institute needs to collect, store, use, transfer and dispose of this data in order to fulfil its purposes as set out in the regulation. These include to undertake and administer students' education, to employ staff and undertake research. It also needs to meet its legal obligations to funding bodies, professional bodies, and the government.

2.3   For others purposes such as fostering an alumni community and undertaking enterprise, it is pursuing its legitimate interests.

2.3   This policy has been drawn up to ensure that all data is processed in accordance with the General Data Protection Regulations and the Data Protection Act which together form the Data Protection Legislation. This Policy sets out what the Institute is required to do to ensure correct and lawful processing of personal data, to ensure that all staff, students and other workers who process personal data on behalf of the Institute are doing so in accordance with the Data Protection principles.

2.4   The Policy applies to all staff, responsible parties, students, suppliers, contractors and others with whom the Institute has dealings.

3   Relationships with other policies, procedure and guidance

3.1   This policy should be read in conjunction with the:

35. Records Management Policy and the Institute's Records Retention Schedule;

36. The Information Security Policy;
37. Email Etiquette Guide
38. Breaches Reporting Procedure
39. Staff Guidance on Data Protection
40. Code of Practice on Research Ethics

4   Definitions

Data Protection Legislation

"Data Protection Legislation" refers to both the General Data Protection Regulations and the Data Protection Act

Personal Data

"Personal Data" means 'any information relating to an identifiable person who can be directly or indirectly identified in particular by reference to an identifier'.

See data protection policy as per contract/letter of employment   /request from office

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15   Staff Dignity at Work Policy and Procedure

1. Dignity at Work

1.1 The Institute is committed to ensuring a working environment that is characterised by equality, diversity and mutual respect where everyone has the opportunity to contribute to the Institute 's success and realise their potential.

1.2 The Institute considers that bullying and harassment is unacceptable behaviour in the workplace. Such behaviour reduces the contribution of those affected, reduces the morale and commitment of all who come into contact with it, prevents innovation and debate, and may cause absence from work.

1.3 All staff have a responsibility to ensure that they contribute to the development and maintenance of a positive working environment. The responsibilities of all staff and supervisors are set out in this policy.

1.4 This policy aims to ensure that no employee or other worker, stakeholder or clients of the Institute is subject to any form of harassment or bullying. The policy provides an avenue for members of staff who believe that they have been harassed or bullied to raise a complaint either informally or formally, providing a framework for resolving complaints and for stopping any behaviour that is causing offence or distress.

1.5 The Institute will treat all complaints of harassment and bullying seriously and will investigate them promptly, efficiently and in confidence.

19. Definitions and the Law

2.1 For the purposes of this policy, the Institute has adopted the following definitions:

2.1.1   The Equality Act defines **harassment** as unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating and intimidating, hostile, degrading, humiliating or offensive environment for that individual.

2.1.2   **Protected characteristics** are age, disability, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origin), religion or belief, sex, sexual orientation or because someone is married or in a civil partnership.

2.1.3   The law defines **bullying** as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

2.2 Harassment on grounds of any protected characteristic is unlawful discrimination and serious harassment may be a criminal offence under the Prevention of Harassment Act

2.3 It is generally unlawful to discriminate directly or indirectly, harass or victimise a member of the public (this includes other staff members, colleagues, stakeholders, students and clients including third party service providers) based on any of the protected characteristics in the provision of goods and services.

2.4 Conduct may be bullying and/or harassment whether or not the person behaving in that way intends to offend. Something intended as a "joke" may offend another person. Behaviour that any reasonable person would realise would be likely to offend will be bullying and/or harassment without the recipient having to make it clear in advance that behaviour of that type is not acceptable to him/her. Where it is not so clear in advance, first-time conduct that unintentionally causes offence will not be bullying and/or

harassment. It will however become harassment or bullying if the conduct continues after the recipient has made it clear, by words or conduct, that such behaviour is unacceptable to him/her.

2.5 Acts of discrimination, harassment, bullying or victimisation against employees or stakeholders are disciplinary offences and will be dealt with using the Institute 's Staff Disciplinary Policy and Procedure. Conduct of this type will often be regarded as gross misconduct which can lead to summary dismissal.

2.6 If it is established that an employee has made a deliberately false or malicious complaint against another person about harassment or bullying, disciplinary action will be taken against that employee.

2.7 For further guidance on the law and dealing with bullying and harassment .

3   Employee responsibilities

3.1 Every employee is required to assist the Institute to meet its commitment to ensure an environment of mutual respect.

3.2 Employees are required to behave appropriately and professionally in the workplace. Employees can be held personally liable as well as, or instead of, the Institute , for any act of harassment which may be considered unlawful discrimination. Serious acts of harassment may also be considered a criminal offence.

3.3 When sending e-mails or using other electronic messaging or websites, all members of staff should consider the content, language and appropriateness of such communication. Reported online harassment or bullying will be dealt with in the same way in accordance with this policy.

3.4 All employees are required to abide by

3.5 Any employee who witnesses an incident that he/she believes to be the harassment or bullying of another member of staff should if possible, appropriately intervene to stop inappropriate behaviour or conversation. Employees must report the incident in confidence either to his/her line supervisor or to their Supervisor . The Institute will take all such reports seriously and will treat the information in strict confidence as far as it is possible to do so.

4   Supervisor responsibilities

4.1 Supervisor should ensure that:

4.1.1   there is an appropriate environment in their School or department which promotes mutual respect and tolerance;

4.1.2   all staff are aware of this policy and appropriate standards of conduct;

4.1.3   all staff are appropriately trained;

4.1.4   they act quickly and in accordance with this policy, if there are any allegations of bullying or harassment.

4.2 Supervisors must act to stop incidents of bullying and harassment as soon as they become aware of such behaviour and deal with any reported incidents of bullying or harassment as quickly as possible. All incidents of harassment/bullying should, in any event, be reported to the Human Resources Partner.

4.3 Supervisors have a duty to consider complaints of harassment or bullying thoroughly and objectively and to take corrective action in order to ensure that this policy is complied with. In progressing the complaint raised, they should refer to their Human Resources Partner for advice, along with this policy, the Grievance Policy and the Staff Disciplinary Procedure.

See complete dignity at work policy as per contract/letter of employment   /request from office

16 STAFF GRIEVANCE POLICY AND PROCEDURE

Policy statement

1.1. The Institute recognises the importance of maintaining good working relationships and seeks to promote a working environment in which problems that arise can be discussed and easily resolved at an early stage through open and honest communication.

1.2. All employees should be treated fairly and with respect.

1.3. Every effort should be made to deal with matters informally, promptly, and without unreasonable delay.

1.4. Where a complaint cannot be resolved informally, the formal grievance procedure will be followed for all employees of the Institute.

41. Overview and scope

2.1. Grievances are substantive concerns, problems or complaints that employees raise with their employers. A grievance should be concerned with the way in which an employee believes they have been treated by the Institute or managers acting on its behalf, or about any aspect of their employment.

2.2. Complaints or grievances should not be raised regarding the Institute's expectation of the professional performance of duties of the role contained within the employee's job description, employment contract nor in the application and adherence to Institute policies or procedures.

2.3. Issues that are the subject of collective negotiation or consultation with the trade union will not be considered under the grievance procedure.

2.4. If an employee's complaint relates to bullying or harassment on the part of a colleague or manager, the matter should be dealt with under the Staff Dignity at Work Policy and Procedure in conjunction with this policy. Complaints that amount to an allegation of misconduct on the part of another employee will be investigated and dealt with under the Staff Disciplinary Policy and Procedure. Where necessary the Resources Partner will advise on the appropriate resolution channel for complaints.

2.5. Grievances raised whilst an employee is subject to disciplinary, probationary or capability proceedings will usually be heard only when the disciplinary process has been completed unless there are grounds for hearing the grievance first. Insofar as a grievance has any bearing on the disciplinary proceedings, it can be raised as a relevant issue in the course of those proceedings. Complaints about any disciplinary action taken against an employee should be dealt with as an appeal under the disciplinary procedure.

2.6. The grievance procedure will not be available in respect of matters raised in a prior grievance.

2.7. It would ordinarily be expected that any concerns raised under the grievance procedure would be brought to the attention of the relevant manager within 28 days of the concerns arising.

2.8. The Institute recognises that using the formal grievance procedure can be difficult for

all parties involved.

o) Resolving a complaint informally

3.1. Employees should speak with their manager informally in the first instance, with a view to resolving any concerns. Most problems can be raised and settled during the course

of everyday working relationships, allowing for problems to be settled quickly. **The Institute expects the majority of complaints and concerns to be resolved in this way**.

3.2. If an employee does not feel able to speak with their line manager, they may speak with either a more senior manager or their Resources Partner who will discuss options for resolving the matter informally. If the employee and manager believe it to be useful, they may consider an employee or trade union representative to support the employee during the informal stage as required.

3.3. In some cases, depending upon the nature of the concern, mediation can help resolve problems especially those involving working relationships. This involves the appointment of a third-party mediator, who will discuss the issues raised by the grievance with all of those involved and seek to facilitate a resolution. The use of mediation will be at the discretion of the Head of Resources (or his / her delegate) and will be considered in appropriate cases.

3.4. **Only where genuine attempts to resolve the matter informally have been exhausted, will it be appropriate for an employee to raise a formal grievance under this procedure.**

- **Raising a formal grievance**

4.1. An employee should put their complaint in writing. This should be sent to their line manager. This written statement will form the basis of the subsequent grievance meeting or investigation, so it is important that this sets out clearly the nature of the grievance and the outcome that is sought, along with any relevant evidence. If the grievance is unclear, an employee may be asked to clarify the complaint before the matter is progressed.

4.2. If the complaint relates to the line manager, it may be sent to the next level of management or the Resources Partner.

4.3. If the matter is in relation to an action and / or decision of the line Manager then the grievance and evidence should be sent directly to the Head of Resources.

4.4. Depending on the nature of the complaint, further attempts may be made to resolve the matter informally including mediation. However, if the action does not resolve the issues of concern, the matter will be dealt with under the formal procedure.

4.5. The Institute may investigate the grievance prior to formal consideration of the grievance.

See complete policy as per contract/letter of employment   /request from office

17 **Acceptable Use of Information Assets Policy**

1 Purpose and scope

1.1 This document applies to anyone accessing the Institute 's Information Assets and/or using Institute Information Systems..

1.2 The purpose of this document is to define clear rules for the use of the Information Assets provided or arranged by the Institute .

1.3 It is also to inform Approved Users that their usage of Information Assets and Information Systems is subject to monitoring arrangements.

1.4 Use of any Information Assets that involves communication outside the boundaries of the Institute 's Network is also governed by the Policy

1.5 In applying this policy, the Institute will have regard to the need to ensure that staff have freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions. The Institute will also have regard to the need to ensure that such freedom is exercised in a way which does not unduly infringe on the legitimate rights and interests of others.

2 Definitions

2.1 **Information Systems** – includes all servers and clients, portable computers, mobile phones, removable storage media, network infrastructure, system and application software, and other computer subsystems and components which are owned or used by the organisation or which are under the organisation's responsibility. The use of an Information System also includes the use of all internal or external services, such as Internet access, e-mail, etc.

2.2 **Information Assets** – in the context of this Policy, the term Information Assets is applied to Information Systems and other information/data irrespective of form, i.e. electronic information and paper documents.

2.3 **Approved Users** – refers to all members of staff and students of The Institute and any other persons granted access to information systems.

3 Acceptable Use

3.1 The Information Assets are provided for use in furtherance of the mission of the Institute , for example to support teaching, learning, research or in connection with your employment by the institution.

3.2 Use of these facilities for personal activities (provided that it does not infringe any of the regulations, and does not interfere with others' valid use) is permitted, but should be kept to a minimum.

3.3 Personal use is subject to the following limitations:

20. it is only available for use by approved users;
21. the level of use must be reasonable and not detrimental to the mission of the Institute ;

22. priority must be given to use of resources for the main purpose for which they are provided;

23. personal use must not be for a commercial purpose;

24. personal use must not be of a nature that competes with the Institute 's business;

42. personal use must not be connected with any use or application that conflicts with an employee's obligations to the Institute as their employer;

43. personal use must not be connected to any use or application that conflicts with the Institute 's rules, regulations, policies or procedures, including this policy; and

44. it is a privilege that may be withdrawn at any point.

3.4   Due to the insecure nature of electronic communication, the Institute does not accept any liability for damage or loss of whatever nature caused by the use of the email service for personal purposes. This exclusion does not apply where personal injury or death is caused by the Institute 's negligence.

3.5   **Use of Information Systems for non-institutional commercial purposes, or for personal gain, is prohibited**.

4   Information Systems

4.1   **You must not do anything to jeopardise the integrity of the Information Systems** by, for example, doing any of the following without approval:

p) Damaging, reconfiguring (e.g. disabling the anti-virus) or moving equipment (desktop PCs, printers, scanners and monitors);

q) Loading software on the Institute equipment other than in approved circumstances;

r) Reconfiguring or connecting equipment to the network other than by approved methods;

s) Setting up servers or services on the network;

t) Deliberately or recklessly introducing malware;

u) Attempting to disrupt or circumvent any Information Security controls.

4.2   Installation of software on desktop PCs or laptops must be carried out by IT Services.

5   Information Assets

5.1   If you handle internal, restricted or confidential information, you must take all reasonable steps to safeguard it and must observe the Institute 's Data Protection and Information Security policies and guidance particularly with regard to removable storage media, mobile and privately owned devices.

5.2   You must not infringe copyright, or break the terms of licences for software or other material.

5.3   You must not attempt to access, delete, modify or disclose Information Assets belonging to other people without their permission, unless it is obvious that they intend others to do this.

5.4   Where information has been produced in the course of employment by the Institute , and the person who created or manages it is unavailable, it may be retrieved in accordance with the Institute Access to User Data policy.

6   Inappropriate material

6.1 The Institute has a legal duty, under the Counter Terrorism and Security Act , termed "PREVENT". The purpose of this duty is to aid the process of preventing people being drawn into terrorism.

6.2 You must not access, create, download, store or transmit unlawful material, or material that is indecent, offensive, defamatory, threatening, discriminatory or extremist. The Institute reserves the right to block or monitor access to such material.

6.3 If such material is accessed accidentally, advice and guidance should be sought, in the case of members of staff from their line supervisor , and in the case of students, from their personal tutor.

6.4 The Institute has procedures to approve and manage valid activities involving such material for valid research purposes where legal with the appropriate ethical approval.

6.5 There is also an exemption covering authorised Information Security and IT staff involved in the preservation of evidence for the purposes of investigating breaches of the regulations or the law.

7 Prohibited activities

7.1 It is **prohibited** to use information assets in a manner that unnecessarily takes up capacity, wastes staff effort or other IT resources, weakens the performance of the information system or poses a security threat. It is also **prohibited** to:

- Send unsolicited bulk or 'marketing' emails (junk) or chain emails.
- Use the Institute provided email address to register on websites that are not connected with teaching, learning, research or other business activities (e.g. online auction, gambling or similar websites).

- Install software on a local computer without the explicit and prior permission by the Director of IT Services.
- Access, create or transmit, or cause the transmission, of any offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material, other than as set out in sections 6.4 and 6.5.

- Create or transmit material with the intent to cause annoyance, inconvenience or needless anxiety.

- Access, create or transmit material that is either discriminatory or encourages discrimination on racial or ethnic grounds, or on grounds of gender, age, sexual orientation, marital status, disability, political or religious beliefs, other than as set out in sections 6.4 and 6.5.

- Create or transmit material with the intent to defraud.
- Create or transmit defamatory material.
- Create or transmit material such that this infringes the copyright of another person or organisation.

- Disrupt the work of other users, deny them access to services, or corrupt or destroy their data.

7.2 You should not consume excessive bandwidth by uploading or downloading more material (particularly video) than is necessary. **Do not waste paper** by printing more than is needed, or by printing single-sided when double-sided would suffice. **Do not waste electricity** by leaving equipment needlessly switched on. **Use resources wisely**.

8 Taking assets off-site

8.1 Equipment, information or software, regardless of its form or storage medium, may not be taken off-site without prior written permission by the asset owner. Such permission applies when the Information Asset is taken off-site for a long period of time (more than one month) and the time limit must be clearly specified.

8.2 As long as said assets are outside the organisation, they have to be controlled by the person who was granted permission for their removal.

8.3 The use of information assets when off-campus is governed by the Institute **mobile and remote working and mobile device policy.**

9 Return of assets upon termination of contract

9.1 Upon termination of an employment contract or other contract on the basis of which various equipment, software or information in electronic or paper form is used, the user must return all such information assets to his/her line manager or the asset owner.

10 Backup procedure

10.1 IT Services is responsible for the backup of data stored on centrally maintained systems. Such data must be backed up so that no more than 24 hours of data is at risk of loss following an incident (i.e. the Recovery Point Objective is 24 hours). Highly critical systems must be recoverable with 4 hours of an incident. Business critical systems must be recoverable within 24 hours. All other data within 3 days.

10.2 Users are responsible for backing up their own data, whether that data is stored on individual devices (PCs, laptops, mobiles) or on removable storage media or in 'the Cloud'. Users are reminded that all Institute data must be stored lawfully and securely. The Institute reserves the right to retrieve its data from any device and/or service at any time.

11 Antivirus protection

11.1 Appropriate anti-virus must be installed on each computer and have automatic updates activated.

11.2 Users must be vigilant when accessing email file attachments of accessing unknown websites.

12 Authorizations for Information Assets use

12.1 Access to the Institute 's Information Systems will only be granted to duly authenticated users through a unique and secure user name and password combination.

12.2 Users may only access those Information Assets for which they have been explicitly authorised by the asset owner.

12.3 Users may use the Information Systems only for purposes for which they have been authorised, i.e. for which they have been granted access rights.

13 User account responsibilities

13.1 The user must take all reasonable precautions to safeguard any credentials (for example, a username and password, email address, smart card or other security token) and must not, directly or indirectly, allow another person to use his/her access rights, i.e. username, and must not attempt to obtain or use anyone else's credentials.

13.2 You must not allow anyone else to use your account. Nobody has the authority to ask you for your password and you must not disclose it to anyone.

13.3 You must not impersonate someone else or otherwise disguise your identity when using the Information Systems provided.

13.4 The owner of the user account is its user, who is responsible for its use, and all transactions performed through this user account.

13.5 Users must follow the Institute Password Policy when selecting and using passwords.

14 Clear desk policy

14.1 If the authorised person is not at his/her workplace, all paper documents and data storage media containing sensitive information must be removed from the desk or other places (printers, fax machines, photocopiers, etc.) to prevent unauthorised access.

14.2 Documents containing sensitive information must immediately be removed from printers, fax and copy machines.

14.3 Such documents and media must be stored in a secure manner.

15 Clear screen policy

15.1 If the authorised person is not at his/her workplace, all sensitive information must be removed from the screen, and access must be denied to all systems for which the person has authorisation.

15.2 In the case of short absence, the clear screen policy is implemented by logging out of all systems or locking the screen with a password. If the person is absent for a longer period of time (over 3 hours), the clear screen policy is implemented by logging out of all systems and turning off the workstation.

16 Internet Use

16.1 Access to certain Internet pages may be blocked for individual users, groups of users or all employees at the Institute. If access to some web pages is blocked, the user may submit a written request to the Institute Information Security Manager for authorisation to access such pages. The user must not try to bypass such restriction autonomously.

16.2 The user is responsible for all possible consequences arising from unauthorised or inappropriate use of Internet services or content.

17 Copyright

17.1   Users must not make unauthorised copies of software owned by the organisation, except in cases permitted by law, by the owner, or by the Director of Services.

17.2   Users must not copy software or other original materials from other sources, and are liable for all consequences that could arise under intellectual property law.

t)   Monitoring the use of information and communication systems

18.1   The Institute monitors and logs the use of its information and communication systems for the purposes of:

18. detecting, investigating or preventing misuse of the facilities or breaches of the Institute 's regulations;

19. monitoring the effective function of the facilities;
20. investigation of alleged misconduct;
21.   complying with the obligations set out under PREVENT.
22.   18.2   Monitoring operations will be carried out in accordance with the Institute Data Protection policy and with relevant legislation..

18.3   The organisation may use specialised tools for the purpose of identifying and blocking forbidden methods of communication and filtering forbidden content.

18.4   All data which is created, stored, sent or received through the Information Systems or other Institute communication systems, including various applications, e-mail, Internet, fax, etc., whether it is personal or not, is considered the ownership of the Institute . However, this clause refers to the electronic form of the data, and does not affect the author's ownership, copyright, or intellectual property rights.

18.5   Users agree that authorised persons from the Institute may access all such data, and that access by such persons will not be considered a violation of the users' privacy.

18.6   The content of emails and/or files stored in personal storage will only be checked in accordance to the Institute 's Access to User Data policy.

18.7   The Institute will comply with lawful requests for information from law enforcement and government agencies for the purposes of detecting, investigating or preventing crime, and ensuring national security.

18.8   Any request for the disclosure of information collected as above should be made through the Data Protection Officer.

18.9   Staff who consider they have suffered unjustified detriment through the monitoring arrangements being inappropriately applied have the right to invoke the Institute 's Grievance Policy and procedures. Likewise, students have the right to complain in accordance with the Students Complaints Procedure.

19   Unauthorised Monitoring

19.1   You must not attempt to monitor the use of information or communication systems without the explicit permission of the Assistant Manager or and Chief Information Officer. This would include:

a) Monitoring of network traffic;
b) Network and/or device discovery;
c) Wi-Fi traffic capture;

d) Installation of key logging or screen grabbing software that may affect users other than yourself;

e) Attempting to access system logs or servers or network equipment.

19.2   Where cyber security is itself the subject of study or research, special arrangements will have been made, and you should contact your course leader/research supervisor for more information.

20   Security Incidents

20.1   Each employee, supplier or third person who is in contact with data and/or systems of the Instituten must report any system weakness, incident or event pointing to a possible incident to the IT Service Desk.

20.2   In addition, as described in the Institute Data Protection Policy, all breaches of data protection should be reported immediately to the Data Protection Officer and the Information Security Manager, using the Breach Reporting Process.

21   Infringement

21.1   If you become aware of an infringement of these regulations, you must report the matter to the Information Security Manager, the assistant manager and Chief Information Officer, or the Institute Secretary and Chief Compliance Officer.

21.2   The Institute   will investigate complaints received from both internal and external sources, about any infringement of these regulations. In support of this process a technical investigation may take place, e.g. to determine the source of an offending email message.

21.3   The Institute may choose not to investigate anonymous or verbal complaints.

21.4   All employees are required to adhere to this policy. Any breaches may lead to disciplinary action. Serious breaches of this policy may constitute gross misconduct and lead to summary dismissal.

21.5   All students are required to adhere to this policy. Serious breaches of this policy may be a breach of the student Code of Conduct and lead to disciplinary procedures.

21.6   If the institution believes that unlawful activity has taken place, it will refer the matter to the police or other enforcement agency.

21.7   If the institution believes that a breach of a third party's regulations has taken place, it may report the matter to that organisation.

21.8   The involvement of external authorities will not prevent the Institute   from taking appropriate action in accordance with the Institute 's regulatory framework.

18 INFORMATION SECURITY POLICY

"Information, whether financial or about people and systems, is the lifeblood of any organization."

Foreword to the Information Security Policy

The Vocational Training Institute ltd [vti] has an ethical, legal and professional duty to ensure the information it holds conforms to the principles of confidentiality, integrity and availability. In other words, the information VTI is responsible for is safeguarded where necessary against inappropriate disclosure, is accurate, timely and attributable, and is available to those who should be able to access it. This information security policy sets out its approach to information security management.

In today's highly connected, highly electronic world, information is generated and used everywhere from the point at which a prospective student first makes contact with VTI and the right the way through the student journey to alumni. Data can underpin research and intellectual property. It also supports the management of the institution. Sharing data is easier than it ever has been and more and more people chose to access systems (and therefore data) through personal devices.

VTI considers information to be a strategic asset that is essential to its core mission and objectives. It has a responsibility to manage effectively the risks around protecting the confidentiality, integrity and availability of its data and in complying with all statutory, regulatory and legal requirements.

The Information Security Policy set out bellow is an important milestone in the journey towards effective and efficient information security management. It sets out the responsibilities we have as an institution, as managers and as individuals. It has, therefore, my full support and I expect all VTI staff, students and anyone else who has access to VTI information to read it and abide by it.

19 Control of Documents

NTRODUCTION

The VTI has an ethical, legal and professional duty to ensure the information it holds conforms to the principles of confidentiality, integrity and availability. In other words, the information VTI is responsible for is safeguarded where necessary against inappropriate disclosure, is accurate, timely and attributable, and is available to those who should be able to access it.

This information security policy outlines VTI 's approach to information security management. It provides the guiding principles and responsibilities necessary to safeguard the security of the institutey's information systems.

Under that umbrella, supporting policies, procedures and guidelines provide further detail on how to implement those information security arrangements.

v) **STATEMENT OF INTENT**

w)

The main purpose of this policy is to describe the <u>minimum</u> level of protection that VTI <u>expects</u> of all VTI 's information systems to mitigate the risks associated with the theft, loss, misuse, damage or abuse of these systems.

A secondary but very relevant purpose of this policy is to ensure that all users understand their responsibilities for protecting the confidentiality and integrity of the data that they handle, including making users aware of relevant legislation.

The directives set in this policy were defined in the context of the information security programme, which has the overarching objectives:

To support the Institutional business objectives in a flexible and effective way

To maintain adequate regulatory compliance

To protect VTI 's information assets

To maintain business continuity

The policy of the VTI is to protect information systems from unauthorised access, use, disclosure, destruction, modification, disruption or distribution.

The VTI Senior Management Group will ensure business, legal, regulatory requirements and contractual information security obligations are met.

The information security management system will be monitored regularly with regular reporting of the status and effectiveness at all levels.

This policy is the cornerstone of VTI 's on-going commitment to establish and maintain our information security procedures. It has, in consequence, my full support, and I ask all VTI staff, students and anyone else who has access to VTI data and/or systems to read it and abide by it in the course of their work.

- **SCOPE**

This policy is applicable, and will be communicated to all staff, students, other members of the VTI and third parties who interact with information held by the VTI and the information systems used to store and process it. This includes, but is not limited to, any systems or data attached to the VTI data or telephone networks, systems managed by VTI , mobile and personal devices used to connect to VTI networks or hold VTI data, data over which VTI holds the intellectual property rights, data over which VTI is the data owner or data custodian, communications sent to or from the VTI .

See capability policy as per contract/letter of employment   /request from office

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20   Mobile and Remote Working and Mobile Device Policy

Introduction

1.1. Mobile and remote working is essential for and enables flexible learning and working practices. The need for access to the Institute 's information resources on and off-site makes it necessary to maintain availability to these resources anywhere and anytime to authorised individuals.

1.2. As much as mobile and remote working provides great benefits, it is necessary to balance these benefits against the risks they may present by ensuring appropriate security controls are in place to maintain the confidentiality, integrity and availability of the Institute's information resources in mobile and remote working situations.

1.3. Mobile devices (Laptops, tablets, smart phones and removable storage devices) are highly desirable and widely used for personal purposes and for mobile and remote working. As a result, they are susceptible to loss or theft, cyber hacking, and data leak or loss.

1.4. Staff should avoid the transport of personal data in any form - by email, in hard copy, on an electronic device or memory stick

Objective

2.1 This policy is to ensure that the security of the institute's data and information resources are maintained in mobile and remote working situations.

Scope

3.1 This policy applies to all staff, students, visitors, contractors (contractors should be sent the policy as part of their engagement) and third-party agents and includes mobile devices either personally owned or owned by third parties or contractors issued by the Institute that are used to access the Institute's data and information resources.

3.2 The policy also covers Institute information in hard copy format used for remote and mobile working.

3.3 Special Categories data is defined as data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade membership, genetic data, biometric data used for identification, data concerning health or data concerning a person's sex life or sexual orientation. Special category data, or data relating to criminal offences and convictions, must not be taken off-site without the express permission of the Data Protection Officer or his/her delegated authority.

3.4 Any exception to this policy must be approved by Institute Secretary & Chief Compliance Officer or Associates & Chief Information Officer or his or her nominee.

Links to other policies and procedures

4.1. This policy supports and is referenced in the Institute's Data Protection Policy, the Information Security Policy and the Acceptable Use of Information Assets Policy

4.2. This policy also supports the Institute's Occupational Health, Safety and Welfare Policy

Principles

5.1. The Institute will implement as appropriate, measures to mitigate information security risks associated with its remote and mobile working practices.

5.2. The Institute will provide user awareness and training, relevant policies, procedures and guidelines to promote good security practices for remote and mobile working and will monitor compliance with policies.

5.3. The Institute's <u>Data Protection Policy, Data Retention Policy and any data handling procedures</u> must apply when accessing Institute information resources for all remote and mobile working. The following basic rules must apply:

Sensitive or highly sensitive Institute data including personal identifiable data must be accessed and/or shared only on a "need-to-know" basis.

Data confidentiality, integrity and availability must be maintained at all times in all mobile and remote working situations.

5.4. Securing Mobile Devices

5.4.1. All mobile devices whether personally owned or issued by the Institute <u>that are used to access or process</u> Institute data must be protected by a password or pin code*. Where possible, disk encryption should be used.

(*at least a 6-digit pin code must be used but a stronger alphanumeric password of at least 8 characters is recommended.)

5.4.2. Institute issued mobile devices must be reset to factory settings and pin codes removed prior to returning the devices to IT Services when no longer required.

5.4.3. Passwords or pin codes on mobile devices that access Institute IT resources must be kept private. No one else must have access to the device; this includes family members.

5.4.4. Use of Institute issued mobile devices for personal purposes must be reasonable and minimal and must not be used for activities that could expose the device or Institute data to information security risks or excessive cost.

5.4.5. Unlicensed software must not be installed on any Institute issued devices.

5.4.6. "Jailbreaking" - that is to remove software restrictions imposed by the manufacturer - changing the security settings or amending configuration files on any mobile device issued by the Institute is prohibited. This includes disabling passwords, pin codes and any installed security programs (e.g. Anti-Virus or remote management applications). Jail broken personal devices must not be used to access Institute data.

5.4.7. Email links and attachments should be accessed with care as they may contain malware or viruses that could infect mobile devices. Any suspected malware or virus infection relating to a Institute's issued mobile device must be reported to the IT Service Desk as soon as possible.

5.4.8. Personally owned devices must be adequately protected against the threat of malware, virus or other compromise. For example, home PCs and laptops must have up-to -date anti-virus software installed, operating systems and applications must be kept up-to-date and patched to remove any known security vulnerabilities.

5.4.9. Mobile devices and laptops must not be kept in full view in a vehicle even for a short period of time but stored away e.g. in the boot of the car. Mobile devices must not be left in a vehicle overnight, even in a locked boot.

5.4.10. During a long absence from a work area or at the end of a work day, mobile devices should be locked away in drawers or cabinets etc. or carried along by the user if practicable.

5.4.11. Mobile devices must not be left unattended in public places or an open area in a Institute building even for a very short period of time.

5.4.12. When travelling by air and subject to the airline's and local regulations and law, mobile devices must always be carried in the cabin and not placed with checked- in items.

5.4.13. All mobile device users must take shared responsibility for the security of Institute issued mobile devices and the data they may hold.

5.4.14. In the event that a Institute owned smart phone is stolen, the user must

notify the police, security, their line manager and the IT Service Desk as soon as possible. The Institute will arrange for the immediate remote removal of Institute data and a block put on the use of the device.

5.4.15. In the event of a personally owned device being lost that either contains Institute data or presents a risk to Institute data, the user must notify the police, security, their line manager and the IT Service Desk as soon as possible. The Institute may arrange for the immediate remote removal of Institute data and request that a block put on the use of the device.

5.4.16. Any laptop or other mobile devices issued to staff and the data it holds remain the property of the Institute and must be returned to the appropriate line manager or the IT Service Desk when leaving the Institute or when the device is no longer required for work. The device may not be retained.

5.4.17. There are no exceptions to the policy requirement for Institute staff to return Institute owned devices when departing from the Institute. Personal data and apps must be removed from the device before returning it to the Institute.

5.5. Securing Data

5.5.1. Any personal data that is taken off-site must be appropriately encrypted, both at rest and in transit.

5.5.2. At all times, appropriate safeguards must be in place to prevent unauthorised access to Institute data arising from mobile or remote working.

5.5.3. When not in use during mobile and remote working, store confidential papers away in a secure place e.g. locked cabinet or drawer. Device screens must be locked with passwords or pin codes when left unattended. This can easily be done by using the "Windows key" + "L" on a PC and by choosing Sleep from the Apple menu (or "Ctrl" + "Shift" + "Media Eject/Power") on an Apple Mac computer.

5.5.4. Keep confidential information whether digital or paper based from public view or access during remote or mobile working.

5.5.5. Store Institute data on encrypted storage drives such as encrypted USB drives** where the Institute's network is not available or on the local drive of a Institute issued laptop. Any changes made to files (or data) normally stored on Institute shared drives whilst not connected to the Institute's network should be copied back to the normal storage location when the network becomes available, being careful not to overwrite any newer changes.)

(**contact the IT Service Desk if you require an encrypted USB drive).

5.5.6. Institute data (digital and paper based) and IT equipment must be disposed of safely and lawfully in accordance with the Institute's Disposal of IT Equipment and Data Retention schedule.

5.5.7. Mobile devices should never hold the sole copy of any important Institute data.

5.6. Wi-Fi Connection: Public or free Wi-Fi should be used with caution during mobile and remote working, and websites visited should be checked to ensure they are genuine. Confidential data (including login details and other business sensitive information) must not be transmitted or accessed on a non-secure Wi -Fi (e.g. over the unencrypted http web protocol) as it is possible that the information could be viewed by unauthorised individuals.

5.7. Remote Access: Secure remote access or VPN connections provided by the Institute must be used to access network shared areas, and other information systems that may hold sensitive data. This includes remote access by system administrators. If you are any doubt as to the security implications of your remote work, contact the IT Service Desk an always err on the side of caution.

5.8. Email and Cloud Solutions: Only Institute provided or approved email and cloud facilities must be used for remote and mobile working – currently making use of the Institute's Microsoft Office 365 subscription. Personal email and cloud solutions (including other Office 365 accounts) must not be used for the Institute's business.

5.9. Exchange ActiveSync: Passcodes with a minimum length of 6 digits must be enabled on any mobile device that is activated to use the Institute's Exchange ActiveSync.

5.10. The Institute reserves the right to refuse network connections for particular devices or software where it considers that there is a security or other risk to its data or information resources.

5.11. The Institute owns all information resources, and all data present, transmitted or processed on a mobile device during the course of the Institute's business or otherwise on the Institute's behalf – irrespective of who owns the mobile device.

5.12. The Institute reserves the right to request access to inspect, or delete Institute data held on a personally owned mobile device to the extent permitted by law and for legitimate business purposes. Every effort will be made to ensure that the Institute does not access private information relating to the individual. If a user is are unhappy with this clause then they should not use their own personal device to access or process Institute data.

6. Compliance

6.1. All staff, researchers, third party agents, and visitors must take responsibility for ensuring the security of the information they handle during remote and mobile working in line with the Institute's information security and data protection policies.

6.2. Students must ensure that the use of their mobile devices to access the Institute's information resources must not involve activities that could expose these resources to information security risks. Advice and training will be provided during the IT induction and periodically through the academic year.

6.3. Loss of Institute data caused by disregarding this policy will be the sole responsibility of the user of the mobile device, and the appropriate disciplinary action may follow. Reporting losses or suspected losses as soon as possible will help the Institute to take action to protect the data and meet its compliance obligations. Prompt reporting will be considered as a mitigation in any disciplinary action taken.

x) Relationship with other policies

7.1. This Policy is related to the following Institute policies:

Information Security Policy and its supporting policies

Data Protection Policy

Acceptable Use of Information Assets Policy

Occupational Health, Safety and Welfare Policy

Data Retention Schedule

Disposal of IT Equipment Policy

y) Policy Review and Maintenance

8.1. This policy will be reviewed and updated annually to ensure that it remains appropriate in the light of changes to business requirements, statutory laws or contractual obligations.

Acknowledgements

VTI gratefully acknowledges the Institute of Information and Library Services upon whom policy this document is based.

Appendix and Links

9.1. Appendix A: Do's and Don'ts for Mobile Devices

9.2. Institute information security policies

9.3. Institute   Data   Protection   Policy

Appendix A – Guidance for good mobile and remoting working practice and protecting mobile devices

Dos and Don'ts

Do create and use a password or pin code to prevent unauthorised access to your mobile device.

Do turn your mobile device off or use screen lock and put it in an appropriate carrying case when travelling.

Do keep all drinks and any other liquids away from your mobile device. Any spillage on the device can result in data loss and expensive repairs.

Do avoid turning off your laptop when the hard disk light is on. This can result in data corruption and / or data loss.

Do make sure that you always copy back any amended documents or data to your departmental shared folder after working remotely, making sure you do not overwrite newer data.

Do report a loss or theft as soon as possible.

Be aware of your surroundings and ensure no-one can "shoulder-surf" your password or see the data on your screen.

Do use antivirus/malware software to check and remove virus or malware on your mobile device if you suspect it may be infected with a virus or malware.

Do inform the IT Service Desk immediately if you believe a Institute device is infected with a virus/malware or has been compromised.

Don't leave your mobile device unattended. If you need to leave your desk, put the device in a lockable drawer or take it with you. Lock your office door if appropriate. If you are travelling and cannot keep your mobile device with you when it is not in use, then where possible, store the device in a safe, or at the very least lock it in your room.

Don't use your mobile device to access sensitive Institute data in public places if there is a possibility that the data could be breached.

 Don't "jailbreak" your mobile phone.

To encrypt a file, first choose a good password, for example by choosing three random words and putting them together. Then you can either:

- o Encrypt a Word or Excel file from the application by choosing File, Protect Document, Encrypt with password. You will need the document to be in the newer .docx or .xlsx formats.

- o Right-click any file, choose 7-Zip, Add to Archive, make sure the encryption method is set to AES-256, and enter the password.

- o Remember not to store or transmit the password together with the encrypted file.

21 Political Impartiality

Whatever be their own political beliefs, vti staffs owe loyalty to the Government of the day. They should always serve the Government of the day. VTI Staffs should observe political neutrality in their day-to-day functions and avoid activities likely to impair, or seen to impair, their political impartiality or the political impartiality of the education Service. They should not, therefore, act in a way that is determined by party political considerations or use official resources for party purposes..

Responsibility towards the Parent/student /public

Parent/student /public/Private employment carries with it a unique obligation to uphold the parent/student /public interest and this demands that people working in the Service attain standards of professional behaviour which will maintain parent/student /public confidence and trust. VTI Staffs shall in all circumstances be polite, courteous and respectful towards the parent/student /public. They shall treat members of the parent/student /public with fairness and equity. VTI Staffs shall address the needs of any member of the parent/student /public regardless of the status, religion or sex of the person. They shall understand that, while discharging their duties, they are doing no favour to members of the parent/student /public. They shall diligently, fairly and sympathetically attend to inquiries from members of the parent/student /public. It is the duty of VTI Staffs to give to the parent/student /public any information required or advice and to provide reasonable assistance. They shall help the parent/student /public to understand their rights and obligations in terms of education/unit/course/etc.

22   Professional Email Etiquette

A Quick Guide to College Email Etiquette

You've probably written countless emails in your life by now and can post, text, and tweet with the best of them. But professional correspondence is a whole new ball game. Here are some pointers to keep in mind:

Use a Professional Email Address

You may prefer to be known by a witty screen name, but at best you won't be taken seriously and at worst, your email will land in a spam folder. We recommend either using your official university email address or creating a professional email address with your first and last name.

Use a Formal Salutation

Professional correspondence should have a certain level of formality including a standard greeting. Unless you are invited to use a first name, it is best to address your recipient by his or her title, such as Dear Mr., Ms. or Professor. Hint: If you don't know a recipient's gender, a quick Google search will usually help clarify if you are addressing a Mr. or Ms.

Lead With a Clear Subject Line

A concise and specific subject line will help your reader know exactly what to expect. If you are writing to a networking contact, you may use the subject: Career Question from Tufts Senior. If you are writing to a professor, consider including your class department and number. For example, a question about midterm might have the subject: SPN 0003-B Midterm Question.

Be Clear, Polite, and Succinct

Emails to networking contacts should be requests for advice or career information, rather than a job/internship. Emails to professors should reference the course, and if appropriate, the name of the assignment. If your question relates to your academic record, include your student ID number.

Before sending, review your copy and make sure that it meets these criteria:

- It is written in complete, coherent sentences
- There are no spelling errors
- No part of it is written in all caps

Sign Off with a Thank You

It is common courtesy to thank someone for his or her time and help. End your email with a "thank you" or "best" and your full name. Staff and professors are often keeping track of thousands of students, so clearly identifying yourself is the easiest way to ensure you get an answer.

Boost Your Image with a Strong Email Signature

There is no exact template you have to follow, but your ultimate goal should be to clearly state who you are and how to easily contact you.

We recommend following these guidelines:

- Include essential information such as your name, major, school (Tufts) and expected graduation year.
- Limit your signature to 3 or 4 lines. Use colons or pipes to separate.
- Include your preferred email address and phone number.
- Include links to your social media accounts such LinkedIn and Twitter. Make sure these are accounts with a professional message.
- Avoid fancy fonts, colors, graphics, and inspirational quotes.

A Few Final Thoughts

Emails Are Forever

You cannot take back what gets sent, and without a clear tone of voice, it can be easy to sound offensive. Read your message before you send it and keep in mind that some issues are better discussed in person. If it can't be wrapped up in a short paragraph, consider making an appointment or visiting office hours.

Patience Is a Virtue

We all like instant gratification, but everyone is busy and sometimes a reply takes more time than you'd hope. If your question or concern is time sensitive it may be appropriate to write a follow-up email, but be realistic about your expectations.

Practice Common Courtesy

If you expect timely, helpful replies, you should do the same for others. Check your email regularly, and respond as soon as you are able

23 Public Interest Disclosure Policy (Whistleblowing)

Public interest disclosure policy

1 Introduction

1.1 The Institute is committed to the highest standards of openness, probity and accountability and encourages a free and open culture in dealings between its officers, employees and all people with whom it engages in business and legal relations. In particular, the Institute recognises that effective and honest communication is essential if concerns about breaches or failures are to be effectively dealt with and the organisation's success ensured. It seeks to conduct its affairs in a responsible manner taking into account the requirements of the funding bodies and the standards in public life set out in the reports of the Committee on Standards in Public

1.2 The Public Interest Disclosure Act (the Act) gives legal protection to employees and former employees against being dismissed or penalised as a result of publicly disclosing certain serious concerns. It aims to promote greater openness in the workplace. Where an employee discovers information which they believe shows malpractice/wrongdoing within the Institute then this information should be disclosed without fear of reprisal, and may be made independently of line management.

1.3 It is expected that an employee, student or other person associated with the Institute will be loyal to it and not disclose confidential information about its affairs; where an individual discovers evidence of wrongdoing, the Institute will ensure that they may speak freely to a designated officer to report the matter and will treat all concerns raised fairly and properly. This procedure enables individuals to bring such issues to the attention of a senior member of the Institute and it is reasonable to expect the procedure to be followed rather than for concerns to be raised outside the Institute. However, employees who raise genuine concerns under this policy will not under any circumstances be subjected to any form of detriment or disadvantage as a result of having raised their concerns.

2 Scope of Policy

2.1 This policy is designed to allow employees or other members of the Institute to raise concerns and/or disclose information which he/she believes shows malpractice or wrongdoing and to provide guidance to all those who work with or within the organisation who may from time to time feel that they need to raise certain issues relating to the organisation with someone in confidence.

2.2 This policy is intended to cover concerns which are in the public interest which might include:

25. financial malpractice or impropriety or fraud;

26. failure or likely failure to comply with a legal obligation or with the Instrument and Articles of Association of the Institute:

45. dangers or likely dangers to health and safety or the environment;

46. criminal activity or likely criminal activity
47. modern slavery allegations
48. academic or professional malpractice
49. improper conduct or unethical behaviour
50. attempts or likely attempts to conceal any of the above.

If in the course of the investigation a concern raised appears to relate more appropriately to other procedures, these will be invoked. Where it is unclear which Procedure applies, the decision of the designated person will be final.

2.3 The policy is not designed to question financial or business decisions taken by

the Institute, nor may it be used to reconsider any matters which have already been addressed under harassment, complaint, grievance or disciplinary procedures.

2.4 It is also not applicable to the concerns of an employee about their personal relationship with the Institute, where there is no additional public interest dimension. Such concerns should be raised through the Grievance Procedure.

2.5 Where the concern is related to child protection issues the matter should be reported to a designated safeguarding officer and dealt with under the Institute's Safeguarding Policy.

3   Safeguards

3.1 The Public Interest Disclosure Act gives legal protection to employees against dismissal or other detriment by their employer or fellow worker as a result of disclosing certain concerns. This Policy provides protection to employees who disclose such concerns provided the disclosure is made in the reasonable belief of the employee making the disclosure that it tends to show malpractice and is in the public interest.

3.2 If an employee makes a disclosure which he or she reasonably believes is in the public interest and tends to show malpractice and is in the public interest, which is not confirmed by subsequent investigation, no action will be taken against that employee. If, however, an employee makes a disclosure which does not satisfy those criteria, and particularly if he or she persists with making them, disciplinary action may be taken against the employee concerned.

3.3 Employees may be personally liable if they subject a worker to any kind of detriment on the grounds that s/he has made a protected disclosure and the Institute will take all reasonable steps to protect employees from any form of harassment for making a disclosure.

4   Anonymous Allegations

4.1 This policy encourages employees to put their name to any disclosures they make. However, the Institute will consider anonymous allegations in line with the procedures set out below, provided that there is sufficient information to enable an investigation. An anonymous allegation cannot be explored in more detail and therefore consideration of the matters raised may be limited.

5 Confidentiality

5.1 The Institute will treat all such disclosures, insofar as is possible, confidentially. The identity of the employee making the allegation may be kept confidential as long as it does not hinder or frustrate any investigation. It is likely that an investigation will be necessary and the employee who has made the disclosure may be required to attend an investigatory hearing and/or a disciplinary hearing (as a witness) and/or provide a statement as part of the evidence that may be necessary. Appropriate steps will be taken to ensure that the employee's working relationships are not prejudiced by the fact of the disclosure.

6 External disclosures

6.1 The aim of the Policy is to provide an internal mechanism for reporting, investigating and remedying any malpractice. In most cases employees should not find it necessary to report their concerns outside the Institute. The law recognises that in some circumstances it may be appropriate to report concerns to an external body[1], for example the Funding Council, a Research Council, the Health and Safety Executive or a regulatory body. It will very rarely, if ever, be appropriate to alert the media.

7 Making a disclosure

7.1 The employee should make the disclosure to the designated person.

7.2 The designated person is the Institute Secretary/IQ officer. If the disclosure is about the Institute Secretary/IQ officer, then the disclosure should be made to the Manager. If the disclosure is about the Manager , then the disclosure should be made to the Authority.

7.3 Where there is a valid reason for not making the disclosure to the designated person, the employee may make the disclosure to the authority

8 Initial consideration of the disclosure

8.1 The designated person to whom disclosure is made will consult as appropriate and will then determine (a) whether there is a prima facie case to answer under the terms of this public interest disclosure procedure (meaning that, on initial consideration of the facts, there is sufficient basis to indicate that a case to answer exists); and (b) whether an investigation should be conducted and if so what form it should take.

8.2 The designated person may also instigate an initial investigation to establish the relevant facts.

See complete policy as per contract/letter of employment   /request from office

24 Social media guidelines for students

Introduction

Social media is a powerful and important part of modern life.

Social media can:

- Let you express and share your ideas and creativity

- Connect with people and build a network of contacts

- Present yourself to future employers and enhance your career opportunities.

But it can also:

- Cause harm to others and yourself

- Damage your reputation with future colleagues or employers

- Put you at risk of legal or disciplinary action

These guidelines are intended to help you get the benefits of social media while avoiding the potential problems. It uses a very broad definition of social media: "any technology platform which allows the creation and sharing of content across a virtual community". This definition includes the well-known services like Snapchat, Facebook, Twitter, LinkedIn, YouTube, and Instagram, but also smaller services like personal blogs, discussion forums, or even the comment sections on web sites. This guide covers your personal social media activity; separate guidelines are applicable if you are helping to run an official Institute or Students' group social media account. Nothing in these guidelines is intended to limit your freedom of speech or your academic freedom.

The Golden Rule

The golden rule of social media is to assume that anything you put on social media will not stay private, will not stay anonymous, and will stay on the internet forever. So always think before you post and express yourself with care. In particular:

z)   **Don't** harass, bully, or defame individuals or groups.

aa) **Don't** reveal confidential or personal information about yourself or other people

bb) **Don't** post links to content that is discriminatory or illegal.

cc) **Don't** breach copyright or intellectual property.

dd) **Don't** post evidence of you breaking the law.

Take particular care if you are using social media with your fellow students, perhaps as part of a study group or working on a project together. Think about how others will interpret what you say. Consider using Institute provided tools, such as black board notice for this type of collaboration.

What might the consequences be?

t the wrong things on social media and you risk future employers seeing them, breaking the institute code of student conduct and potentially facing disciplinary action, or even getting into trouble with the law.

If your area of study or planned career leads to professional accreditation or has a professional body, they may have their own expected standards of conduct. For example, in the engineering professions there are very strict rules around confidentiality. Putting the wrong things on social media in this context could lead to a fitness to practice process. Your course leader can give you specific advice for your area of study.

What steps can I take to avoid negative consequences?

Understand your digital footprint – the combination of all the things you do online. It's easy for people to make the connections between your different social media accounts and build up a picture of you. It's worth occasionally Googling yourself or using a specialist search engine to see what's out there.

While it is a good idea to assume nothing you post on social media will stay private, you should still check the privacy settings for the social media tools you use, especially if you're posting your original creative content.

Be aware that fraudsters and scammers use social media too. Don't assume everyone is who they claim to be, and use the same care when following links or opening attachments that you would when reading an email. Also be careful to keep your social media secure. Use a good password – we suggest three random words strung together. Consider turning on Two Factor authentication if it available; this feature sends a confirmation text to your phone before allowing access to your social media account from an unfamiliar computer.

Social media is a great way to discuss and challenge people's ideas, but things can get out of hand and you end up just arguing on the internet. Take a break if things are heating up. More generally, having an occasional break from social media can be a healthy thing to do.

If you have a disagreement with or a complaint about another student, a member of Institute Staff, or the Institute itself, you may find that other channels are more effective in resolving matters. Consider all your options before posting to social media. The Students' Union can offer independent advice to students with complaints about any aspect of their student experience.

How to report bullying and harassment on social media

At the Institute we take bullying and harassment of another individual very seriously. If you're being harassed or bullied on social media, there are a number of options available to you. You can discuss the issue with supervisor or take independent advice from the office about your options. If you consider that you are being bullied or harassed by a member of staff or another student, see also the advice in the Institute 's dealing with unacceptable behavior guideline

25 Disciplinary Policy and Procedure

POLICY

Purpose

1.1   The purpose of the Disciplinary Policy and Procedure is to set standards of conduct within the Institute, and to address concerns in a transparent and consistent way. It is designed to provide a framework for dealing with employees who fail to achieve and maintain satisfactory standards of conduct.

Scope

2.1   This policy and procedure applies to all employees including contractual employees/cleaners. For new employees who are in their probationary period, the Institute reserves the right to vary the procedure, for instance by omitting stages including for a first act of alleged misconduct.

2.2   The Staff Managing Poor Performance Policy and Procedure and the Sickness Absence Management Policy and Procedure should be used for issues related to performance or absence.

Principles

3.1   All employees will be treated fairly and with respect in accordance with the Institute's Dignity at Work Policy and the Equality Act.

3.2   Employees subject to disciplinary proceedings will have access to the Employee Assistance Programme (EAP) if requested and need be.

3.3   Line supervisor/s should contact Assistant Supervisor for advice and support in dealing with disciplinary matters at all levels.

3.4   Every effort should be made to deal with matters informally. Where this is inappropriate, or does not result in the necessary improvements to behaviour or conduct, the formal stages of the procedure will be followed.

3.5   An employee who is subject to the disciplinary process may be accompanied at formal meetings by a trade union representative or a work colleague.

3.6   The disciplinary procedure will normally operate sequentially through each stage. However, in more serious cases of misconduct, or where there has been an earlier pattern of unacceptable behaviour with insufficient improvement, the Institute reserves the right to begin the procedure at the most appropriate stage.

3.7 Disciplinary action will not be taken until the matter has been investigated and the employee has had an opportunity to state their case.

3.8 Where a disciplinary sanction is given, the employee will have the right of appeal.

3.9 Due regard will be given to the 'academic freedom' of academic staff to hold and express opinion, question and test established ideas, and present controversial or unpopular points of view, without putting their employment at risk. This right of 'academic freedom' is balanced by the obligation to use that freedom responsibly and professionally and within the law.

3.10 Notes of meetings will be taken to summarise key points.

3.11 In formal proceedings, a copy of the meeting notes will be distributed to the parties present to comment on their accuracy. If it is not possible to agree on the notes, both views will be incorporated into the record with the point(s) of disagreement noted.

3.12 The Institute prohibits the covert audio or video recording of formal or informal meetings or discussions. Covert recording will be considered a disciplinary matter.

See complete policy as per contract/letter of employment /request from office

26 Stress Management Policy and Procedure

Policy Statement

Purpose and Core Principles

This Policy sits within the Institute 's overall Safety, Health and Wellbeing Policy that aims to provide a safe and healthy environment for work and study. Its purpose is to set out the core principles for managing work-related stress and to provide information and procedures for identifying, evaluating and managing exposure to workplace stressors.

The Institute has a duty to provide a healthy and safe place of work and in doing so acknowledges the importance of identifying and reducing risk through work-related stress. The Health and Safety Executive (HSE) defines work-related stress as 'the adverse reaction people have to excessive pressure or other types of demand placed on them'.

Scope

This policy and procedure covers all aspects of work that have the potential to cause stress and has been written to support supervisors to identify and manage work related stressors their employees may be exposed to.

Responsibility

Every member of the Institute has a responsibility for health and safety; these duties as they apply to work-related stress are outlined ,has responsibility for monitoring the implementation of this Policy and its supporting procedures and will provide advice and guidance to supervisor and employees.

Review

This policy and procedure will be monitored and reviewed every three years and/or amended in light of legislative changes and organisational requirements as appropriate.

See complete policy as per contract/letter of employment /request from office

27   Emergency evacuation procedure for examinations

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.

- Collect the attendance register (**in order to ensure all candidates are present**).

- Evacuate the examination room in line with the instructions given by the appropriate authority.

- Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet.

- Candidates should leave the room in silence.

- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.

- Make a note of the time of the interruption and how long it lasted.

- Allow the candidates the full working time set for the examination.

- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.

- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

28   Equality, Diversity & Inclusion Statement and Policy

1   Equality, Diversity and Inclusion Statement

1.1   The Vocational Training Institute ltd-VTI is committed to providing and supporting an inclusive environment that promotes equality and diversity. We are proud of our diverse community where all can reach their full potential and flourish, whatever their background.

1.2   We are committed to providing an environment where all students, staff, visitors, contractors and stakeholders are welcomed and treated with respect. No one should experience less favourable treatment or discrimination because of their age; disability; gender identity or reassignment; marital or civil partnership status; being pregnant or recently becoming a parent; race; religion or beliefs, sex or sexual orientation.

1.3   We believe that socio-economic background also plays an important role in access to education and employment and we are committed to ensuring that social class does not affect student outcomes or staff's employment where possible.

1.4   The Institute recognises that members of staff and students may have a range of aspirations and goals and wishes to provide a positive working and learning environment for all. It also recognises that students and staff members have different needs and that these may be shaped by their family and/ or any caring responsibilities. All staff and students should have equal access to the full range of institutional facilities, and adjustments to working and learning practices are considered, wherever appropriate, in order to accommodate a more diverse Institute community.

2   Scope of the Policy

2.1   This Policy applies to all staff , students and visitors to the institute.

    o   The Policy should be read in conjunction with the **Dignity at Work Policy,** the Student Code of Conduct, Dealing with Unacceptable Behaviour Guidance and staff and student Disciplinary Procedures.

See complete policy as per contract/letter of employment   /request from office

29 Safety, Welfare, Training and Promotion

<u>SAFETY AND WELFARE</u>

It is the policy of the Institute   to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all its employees and members. There is a Consultative Committee for Health and Safety, for this purpose, which continually reviews matters of health, safety and welfare.

However, since no safety policy can be successful without their cooperation, it is equally the policy of the Institute   to ensure that all members of staff are aware of their own duty to exercise care in preventing injury to themselves and to others.

Full details of the Institute   Safety Policy are kept in a red loose-leaf folder in your Departmental Library or convenient alternative location. It comprises the following:

- The Institute 's Safety Policy;
- Statement of Safety Organization/ in workshop ;
- safety rules and systems of work.

When you join the Institute   *you have a duty* to read these papers and make sure you are familiar with them. Ignorance of their contents will not be accepted as an excuse in case of accidents or prosecutions..

Action in the case of fire or other emergency

Each department has its own procedures to be followed in the case of fire or other emergency. You should ensure that you are familiar with them and that you know what action to take if (a) you discover a fire and (b) you hear a fire alarm.

Accident procedure

You should familiarise yourself with the first aid provision in your department and with the procedures to be followed in the case of accidents requiring more than first aid. Each department is required to keep accident report forms and if you have an accident at work you should immediately notify your Departmental Administrator (or equivalent)* who must then inform the Safety Office so that it may be recorded. * *Note:* in some departments, faculties and other units the role of Departmental Administrator may be carried out by an equivalent person with a different title.

Illness or accident at work, and Institute   medical arrangements

The Ministry of Health provides specialist occupational health medical advice to all public and. Employees should contact the locality dept as and when required.

Note: use of private cars by members of the Institute for transporting patients and without specific insurance cover for use on Institute business are covered by the Institute 's insurers, but against third-party claims /public liability only. If it is deemed appropriate to use a car, preferably have a person, other than the driver, to accompany the patient. Should this not be possible, the use of a taxi should be considered.

In case of emergencies, refer to 999.

Overseas travel

Members of the Institute travelling overseas in the course of their work or going on expeditions may if they wish.. As much notice as possible must be given, as it is often impossible to arrange appropriate protection at short notice.

WELFARE MATTERS

Most departments have arrangements for dealing with welfare matters, and advice and help should always be sought in the first instance within your own department.

EDUCATION AND TRAINING

Staff development and training

The Institute is committed to supporting and developing its most important resource: its staff. Professional and educational development opportunities are provided to staff by various departments of the Institute . Staff are encouraged to make the most of these opportunities to enhance their personal and career development.

The institute encourage a range of development opportunities for staff, including an annual programme of seminars and courses in areas as diverse as committee servicing, assertiveness, appraisal, time management, and writing research papers. The Institute also works with departments to identify development needs for staff and to help implement responses to these.

The Institute houses a small library of resources which can be borrowed by Institute staff. These include books and journals, and a selection of videos and IT-based learning resources. Information about external courses is also held at the Institute.

Continuing professional development

Continuing professional development activities (CPD) can include attendance at externally provided courses, or distance and open learning programmes (such as those offered by the Open Institute). In some cases, CPD activities may be supported by your department. The support which may be offered might include time off to attend taught courses, exam leave, and the provision of facilities such as library access for the use of the student by arrangement with the library or department concerned. If you are considering undertaking a course of CPD it is important to discuss this with your Departmental Administrator as early as possible, in order to ascertain the level of support, if any, that the department will be able to provide.

.30   GRIEVANCE, DISCIPLINARY AND CAPABILITY PROCEDURES: INTRODUCTION

It is the policy of the Institute   to ensure that fair and effective arrangements exist for dealing with disciplinary issues, and to ensure that uniform standards are developed throughout the Institute   with regard to both work and behaviour.

The following procedures apply to all staff employed in the Institute 's support staff .The procedures recognise that it is the employer's responsibility to avoid the need for disciplinary action wherever possible by providing guidance and constructive criticism, and to take whatever disciplinary action is necessary promptly and consistently.

The formal procedures allow a member of staff to be accompanied at their request by a colleague of their choice from within the Institute . It is also the Institute 's normal custom not   to permit a member of staff to be accompanied in situations outside the formal procedures.

Note: in some departments, faculties and other units the role of Departmental Administrator may be carried out by an equivalent person with a different title.

Wherever practicable the formal procedures should be preceded by private and informal counseling..

The formal procedures are designed to deal with situations where the members of staff concerned know clearly what is expected of them by way of standards of work or behaviour.

They require that periods of time are specified between certain interviews. The period should in no case be less than one month or more than three months.

Normally where an employee has completed a period of one year during which they have maintained the necessary improvement then previous warnings, both oral and written, should be reviewed in discussion with the employee with a view to removing the record of any formal warning from their file in their presence.

Certain disciplinary issues may also involve an employee in criminal proceedings. In such cases the Institute   reserves the right to suspend, with or without pay, or dismiss the employee according to the circumstances of the case. Criminal offences outside work will be dealt with in accordance with the local law prevailing

Arrangements for dealing with medical capability matters

The Institute   does not regard medical capability as a disciplinary matter. However, where an employee's sickness absence renders them incapable of satisfactorily carrying out their duties, with the result that the employing department cannot continue to sustain their employment, the formal procedures set out below will be used as a medical capability procedure to warn the employee of their position and, where necessary, to terminate employment. In such cases correspondence with employees will, of course, refer to medical capability and not to misconduct or poor performance.

8.2 FORMAL DISCIPLINARY PROCEDURE

If any disciplinary action beyond informal counselling is contemplated against Institute Management should always first be consulted

8.2.1 Formal warnings

Disciplinary action involving, for example, dismissal or suspension may in certain serious situations not be preceded by formal or informal warning. Normally, however, it is anticipated that the first stage of the formal procedure will be a formal warning, issued in the course of a formal interview by the head of department or their nominee. The employee will have the right to state their case and to be accompanied at their request by a colleague of their choice from within the Institute . The formal warning, if given, will be confirmed in writing to the employee, will specify the reasons for which it is given, and will specify the period of time allowed for the necessary improvement to be made. (The period allowed for improvement should in no case be less than one month or more than three months.)

If a first formal warning is not effective in producing the necessary improvement in work or behaviour, the head of department or their nominee should issue a second and final warning. The procedure will be as for the first formal warning, but the warning itself and the written confirmation should make it clear as to what further disciplinary action will be taken if the necessary improvement is not achieved within the specified period. The type of possible further disciplinary action should be clearly stated. Suspension without pay should be considered as an alternative to dismissal, but if either suspension without pay or dismissal is subsequently to be put into effect then the provisions of paragraph 8.2.4 below should be followed.

8.2.2 Serious misconduct or alleged serious misconduct

In cases of serious misconduct or alleged misconduct the employee(s) must not be dismissed instantly: rather the head of department, or the duly authorised person acting on their behalf, should normally suspend the employee concerned on the currently appropriate rate of pay pending an investigation and subsequent hearing... The subsequent hearing should normally be held within five days and the employee concerned will be informed of the complaint against them. The employee will have the right to state their case and be accompanied at their request by a union representative, or by a colleague of their choice from within the Institute .

.Examples of some acts at work for which after the due processes of investigation and hearing the disciplinary action of summary dismissal (i.e. dismissal without notice and without payment in lieu of notice) may result include theft, violence, wantonly endangering the safety of others, sexual or racial harassment (see paragraph 8.2.3 below), wilful damage to Institute property, and incapability through alcohol or being under the influence of illegal drugs.

8.2.3 Unacceptable behaviour at work which causes deep personal offence

Unacceptable behaviour at work which causes deep personal offence, including in particular racial or sexual harassment, will be treated as a serious disciplinary offence

and may constitute gross misconduct leading to summary dismissal. Concerns relating to this form of behaviour should be pursued informally via senior members of staff in the complainant's department, trusted colleagues, representatives or Institute supervisor / HR. If the matter cannot be resolved informally, the relevant grievance procedure should be pursued. Any disciplinary action taken as a result of such a complaint will be treated in accordance with the disciplinary procedure set out above.

In the case of harassment, concerns may also be raised informally with 'Confidential Advisers' nominated by your head of department in accordance with the Institute 's policy for harassement or with members of the Advisory Panel serving the whole Institute .

See complete policy as per contract/letter of employment   /request from office

31 Assessment Policy and Result Policy

1] Introduction

1.a) Under New Academic Structure 2016, all students are expected to complete respective units/modules in respective course/year -which aims to measure the attainment of students. Upon completion of units/modules /yearly he/she would be eligible for promotion onto other level/year.

1.b] I t is important to know that Courses are recognized by the MQA only if all units/modules as per award level/s are successfully completed. [1] Unit/s/module/s award   and / OR [2] Theory route award/s is/are not recognized by the MQA/ Authority .

1.c] External annual membership/registration and modular Exam Payment:
   [a] latest by 15th of February for June exam series:
   [b] latest 15th of July for December exam series :
The Management of the VTI ltd[i] reserve the right to amend the date/s as a notice only and [ii] may impose a late fee

1. Objective
The objective of this policy is to provide a framework for the design, delivery and implementation of assessment of students in award and non-award courses and units. Assessment is designed to contribute to high quality learning by students, and to allow for quality assurance and the maintenance of high academic standards.

2. Scope
2.1. This policy applies to:
[a] not limited to ,students enrolled in all Practical coursework awards and units, including theses/assignment/observation /short answered questions   in coursework courses
(b) staff developing
[c] others

3. External Exam minimum threshold and Registration

Each external examination body set its minimum threshold limit/policy-as per   below   If the minimum number of student/ fees as per minimum threshold is not   met, the student/s name /fees will be transferred to the next cohort/session and will be notified. If student is not satisfied and may request for exam registration/ exam fees refund **only** and exam registration/exam fees -refund policy apply**.**

Student will be eligible for a VTI LTD course completion testimonial if decided to cease-due to exam minimum threshold restriction

City & Guilds of London -C&G -Minimum Threshold

To deliver the right quality of service and outcomes to our centres and learners, a minimum amount of resources and activity must be allocated to manage each individual approved centre. The minimum threshold ensures that we can continue to offer a quality service to every single centre which chooses us as their awarding organization.

All centres approved for delivery of regulated qualifications with City & Guilds in the UK are required to spend a minimum order value each year. Where centers fail to meet the minimum threshold **an annual top-up invoice** will be issued to cover the cost of ongoing centre support. The exact threshold for each year can be found in our centre charged list **[5,000 GBP per year]**

City & Guilds reserves the right to exempt customers from this threshold. Customers that may be affected by this will be contacted via letter each year. Invoicing will be shortly after year end, for information our financial year runs from September 1st to August 31st each year

ATHE-UK

Annual Minimum Financial Guarantee
• Centres are required to make a minimum of **£1000** of registration and learner verification payments with ATHE within any twelve-month period from the date of their Centre Recognition beginning. This is reviewed annually on the anniversary of Recognition.
• This minimum guarantee payment will become payable less the actual amount received by ATHE for learner registrations for the twelve-month period in question.

CTH-UK

Centers are required to make a minimum of 8 candidates per cohort for registration

AAT-UK

Centers are required to make a minimum of 15 candidates per accredited qualification per year

4.   2020 -VTI Price list –examination fees*

*All external exams: annual membership,exam registration,module exam fees and mes local fees for students at and through VTI Ltd shall include VTI Ltd administration charges,cost,commision and accessories,continuous assessment and processing fee as per above and could be changed as a notice only. Refer to exam fees and admin fee

5.   Candidates Eligibility

[a] Internal candidate Eligibility

- Candidate entry requirements for external examination varies. However, candidates should have the potential and opportunity to gain and complete the qualifications successfully.

Age restrictions: - There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.

Initial assessment and induction

An initial assessment of each candidate is made before the start of their programme to identify: • if the candidate has any specific training needs, • support and guidance they may need when working towards their qualifications. • any units they have already completed, or credit they have accumulated which is relevant to the qualifications. • the appropriate type and level of qualification. We provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

[b] External-Private candidates

[1] Notice to Teachers/Trainers/lecturers dispensing Private Tuitions

[a] Teachers/Trainers/lecturers dispensing private tuitions for the following:

- Motor vehicle [C&G4290 [Level 1 , 2 & 3]
- Electrical and electronics [C&G 2850[Level 2 & 3]
- CTH HOSPITALITY [Level 2 & 3]
- AAT –Accounting Level [2,3 & 4]
- ATHE-UK-Law Diploma [Level 3,4 & 5]

Henceforth and Knowingly that their students could not register and appear for the examination, their students could do so and register and appear for any of the above exam both theory and practice as external candidate through the VOCATIONAL TRAINING INSTITUTE-VACOAS,MAURITIUS[vti ltd] and but should satisfy paragraph   [b] below.

[b] EXTERNAL Candidate

<u>External candidate:</u> A private **candidate**, also known as an **external candidate**, in the external examination system is a person who enters an examination after satisfying all the exigencies of the examination through the VTI LTD but is not enrolled as either full time /part time student at the institute.

Exigencies:

1. No yearly/monthly   full Time/Part Time tuition fee will be charged

2. he/she Should satisfy also the below exam exigencies namely

6. Responsibilities

A   Specialist teacher /tutor
1] Undertakes preparation work, if necessary, for a particular examination.
2\ for examinations comprising practical tests or the use of equipment such as a computer, familiarize with any equipment to be used is present in order to deal with machine faults including very clear snaps and photos/videos for proof and
3] Is in addition to the invigilator.

B. Invigilator

1] Responsible for the conduct and integrity of all examinations, written, online and practical.
2] are responsible for
familiarizing themselves with external examination requirements including the *Regulations For the conduct of examinations,*

Accurately observing the time allotted for the examination

Reading out the 'rules to candidates' prior to commencing the examination

ensuring that all examination scripts are collected immediately after the examination and handed to the person responsible for dispatching them

ensuring compliance with all other regulations relating to the examination.

C. Assessor
1] To assess candidates' performance and related knowledge in a range of tasks and to ensure that the competence/knowledge demonstrated meets the requirements of the qualification
2] .Is responsible for
ensuring that each candidate is aware of his/her responsibility in the collection and presentation of evidence

agreeing and recording an assessment plan with each candidate

Fully briefing candidates on the assessment process

following assessment guidance provided by External examining body and the centre

demonstrating commitment to anti-discriminatory practice and equal opportunities

observing candidates' performance in the workplace and/or in simulated conditions (where applicable) and/or conducting other forms of assessment in accordance with the requirements of the qualification

recording all questions used and answers given for the purposes of meeting the evidence requirements

judging the evidence and making assessment decisions against the standards

ensuring validity, authenticity, currency and sufficiency of evidence produced by candidates

providing candidates with prompt, accurate and constructive feedback

maintaining accurate records of candidates' achievement

confirming that candidates have demonstrated competence/knowledge and completing the required documentation

keeping themselves up to date with External examining body publications relating to the quality control of the qualification(s)

agreeing new assessment plans with candidates where further evidence is required

making themselves available for discussion with the internal verifier and/or external verifier

maintaining confidentiality for sensitive information.

D Internal verifier

1] Monitor the work of all assessors involved with a particular qualification, to ensure the accuracy and consistency of assessment activities and decisions.
2] Is responsible for

ensuring that assessors follow the qualification assessment guidance provided

establishing procedures, advising and supporting assessors to assist them in interpreting and applying the qualification requirements correctly and consistently

Sampling, including by direct observation, assessment activities, methods and records to monitor consistency of assessment decisions

sampling an increased ratio of assessment decisions by new assessors and being responsible, and accountable, for arranging the checking process

providing assessors with prompt, accurate and constructive feedback on their assessment decisions

maintaining up to date records of internal verification and sampling activities and ensuring that these are available for the external verifier

undertaking an active role in raising issues of good

liaising with the assessment manager

maintaining regular contact with the internal verifiers whose work s/he co-ordinates

ensuring that internal verification is carried out efficiently and consistently across the qualifications(s)/sites with which s/he is involved

E. Assessment manager

NOTE: two or more roles may be undertaken by the same person, e.g. <u>assessment manager</u> <u>and internal verifier.</u>

The assessment manager is the person responsible for ensuring that the management, administrative and quality assurance systems for all External examining body qualifications are properly maintained throughout the centre

This role may be performed by the principal/head of centre/head of department, an internal verifier or some other person within the organization but they will need to

have an appropriate background in assessment management, administration and quality assurance

possess the necessary authority within the centre to ensure that management, administrative, assessment and internal verification procedures are implemented correctly and consistently across the centre as a whole

have regular contact with the internal verifiers whose work s/he co-ordinates

ensure only suitable staff are used in the assessment and internal verification processes in accordance with external examining body's requirements

ensure staff involved in training, assessment and/or internal verification have access to and regularly participate in activities for continuous improvement

ensure sufficient and effective support is available for confirming decisions of new/inexperienced assessors and internal verifiers

ensure assessors and internal verifiers are able to apply equal opportunity principles to assessment

ensure assessors and internal verifiers are familiar with the qualifications they are assessing or verifying and have sufficient knowledge to enable them to interpret the knowledge requirements, values and documentation

ensure assessors and internal verifiers are familiar with the recording systems, documentation and procedures for assessment and internal verification quality assurance

ensure assessors and internal verifiers understand their role and are supported and allowed sufficient time provide proof of candidates' identities where this is required

ensure candidates' projects and prepared practical work are forwarded on time, where applicable

liaise closely with other staff members to obtain, and provide external verifiers with, detailed information on the overall operation of the centre

Co-ordinate visit arrangements for external verifiers, if appropriate

ensure any corrective actions required by the External examining body external verifier or EXAM head office/branch office are implemented within the agreed timescales

circulate all general correspondence between EXAM and the centre to all relevant people with the centre.

In addition to the above, the assessment manager is responsible for all the administrative duties specified

F. Examinations secretary

Role

Although the assessment manager has overall responsibility for the delivery of qualifications within the centre, a separate person can be appointed to be responsible for ensuring:

Registrations/claims for certification are sent to us in accordance with specified procedures

Printouts, where appropriate, sent by us of registration details are correct

All interested parties are notified of assessment/examination dates well in advance

There are appropriate security arrangements for written papers, assessment materials, etc

Invigilators fully understand their role and responsibilities

There is appropriate, suitably equipped, accommodation for examination purposes

There is sufficient equipment, paper and or other appropriate materials for each examination

Examinations and online testing are conducted in accordance with our regulations

Appropriate records, results or other evidence of achievement are released to other centres or the candidate (as applicable) in cases where candidates transfer

7. Assessment principles , marking and grading

4.1. Every enrolled student is assessed unless they have been excluded from assessment.

4.2. Student results in a unit are determined by the means specified in the course and unit approval instrument, set out in the Prescribed syllabus, and detailed in the unit outline.

4.3. Components of assessment may be administered in any form and unit to any conditions specified in the unit outline.

4.4. Students enrolled in a unit must be:

(a) available, prepared and equipped for the time, place and mode of assessment; and

(b) be available in the scheduled examination and assessment period, and the supplementary assessment period, for the unit.

4.5. **Absence or lateness** due to misreading the timetable or similar error does not entitle a student to special consideration or any further examination or assessment.

4.6. The final results for any unit are not official until completion of assessment in that unit and formal publication by the Exam coordinator and external examination body.

Exclusion from assessment by the Exam coordinator

4.7. The Exam coordinator may direct that a student be excluded from attempting any component of assessment, or that the results obtained by the student in any assessment be withheld, if the student:

(a) has not paid all fees or charges owed to the Institute ;

(b) has not paid all fines or other penalties imposed on them; and/or

(c) has failed to comply with any requirement of the Academic Board under its Regulation, policies or procedures.

4.8. The Exam coordinator must inform the relevant team leaders /trainers of any directions given under 4.7.

Exclusion from assessment by a team leaders /trainers

4.9. A team leaders /trainers may exclude a student from attempting any component of assessment, or place any conditions the team leaders /trainers thinks fit on a student's attempt at a component of assessment, if the student fails to:

(a) attend any required class;

(b) submit any required assessment tasks; and/or

(c) perform any required practical, workshops -kitchen , field or research work.

4.10. The team leaders /trainers must allow the student to be heard by them, or a committee appointed by the team leaders /trainers, prior to reaching a decision.

Board of assessors

4.11. The team leaders /trainers must establish a board of assessors (BoE) for each unit.

4.12. The BoE consists of at least:

(a) the chief examiner in the unit, usually the unit coordinator; and

(b) unit to section 4.13, the head of the appropriate department.

4.13. The team leaders /trainers or a person nominated by the team leaders /trainers takes the place of the head of department on the BoE if:

(a) the head of department so requests; or

(b) two or more departments share responsibility for giving lectures in the unit.

4.14. The head of the relevant department or an academic staff member nominated by the team leaders /trainers, chairs the BoE.

4.15. The quorum for a BoE is two academic staff members.

4.17. The chairperson of a BoE may, with the approval of the team leaders /trainers, appoint assistant markers to assist the assessors in any unit.

4.18. If a unit pertains to more than one faculty the team leaders /trainers of each of the faculties concerned decide which faculty is to be regarded as the appropriate faculty for the purposes of this policy.

4.19. The Board has oversight of assessment and is responsible for overall quality assurance and continuous quality improvement in assessment across the Institute .

4.20. The BoE is responsible for the design, preparation, administration, marking and grading of all components of assessment with prior approval of the external examination body

Assessment design, marking and grading

4.24. Assessment and grading in units must be criterion-referenced and aligned to specific unit learning outcomes, including the students attributes and the generic skills they encompass.

4.25. Assessment tasks must:

(a) clearly link teaching objectives, content, learning and teaching activities and intended learning outcomes at the unit level; and

(b) be designed to accurately evaluate the knowledge and skills, and the application of knowledge and skills, that a student has obtained up to the point at which the task is completed.

4.26. Assessment tasks in units core to a major must be aligned to the major's intended learning outcomes, which must in turn be aligned to the course intended learning outcomes, the students attributes and the generic skills they encompass.

4.27. Assessment tasks in compulsory units must be aligned to the unit and course intended learning outcomes, the students attributes and the generic skills they encompass.

4.28. Assessment must be balanced to provide diagnostic, timely and meaningful feedback on formative assessment tasks, as well as summative judgments about academic performance.

4.29. Assessment must be fair, equitable, inclusive, objective and auditable and meet the needs of a diverse student population.

4.30. Grading must be designed to record and report whether or not students have demonstrated an overall level of performance that warrants successful completion of a unit and to allow excellent achievement to be recognised and rewarded, in accordance with the approved marking scheme for that unit.

4.31. Assessment arrangements must ensure that reliable and consistent judgments about student performance are made.

4.32. Student achievement in individual units must be graded in accordance with the external awarding body /Institute grading scheme.

4.33. Examinations are to be marked anonymously as far as practicable if possible .

4.34. Re-marking must be done anonymously as far as is practicable without reference to the original mark or the assessors comments.

4.35. Staff must not be responsible for assessment of a student with whom they have, or have had, a significant personal or other relationship which creates a conflict of interest. Conflicts of interest must be declared to the chair of the BoE who must manage the process of assessment for the affected student.

4.36. Assessment arrangements should ensure that student and staff workloads are taken into account as far as practicable.

Academic integrity and assessment

4.37. Where particular discipline specific protocols for acknowledging the work of others exist, the team leaders /trainers must make these available to students undertaking studies in that discipline.

4.38. The BoE must ensure that:

(a) as far as possible, the same assessment task and questions are not set for subsequent offerings of the same unit;

(b) when an assessment task requires students to consult text and/or online resources in the preparation of their assessment task, and therefore requires them to appropriately reference these resources, a component of the marks for the task should be explicitly assigned to this aspect of the student's work;

(c) assessable tasks are to be designed in ways that do not encourage or promote any form of academic dishonesty, including plagiarism and collusion;

(d) in regard to assessment tasks for group work, particular care must be taken to explain to students what level of cooperation and collaboration is acceptable for each task, and what may be considered academic misconduct; and

(e) examination papers if any are securely stored using Institute -approved systems and secure file transfer processes.

Equivalence of unit offerings

4.39. The BoE must ensure that if a unit is offered at more than one location or in more than one mode of study unit intended learning outcomes are the same.

4.40. The Board must monitor equivalence as set by and in the framework.

Assessment weightings and amounts

4.41. Each assessment component is assigned a weighting, expressed in terms of the percentage of the total mark in the unit as per syllabus and examination assessment .

4.42. The BoE must approve units in accordance with the accepted assessment amounts and weightings, and their equivalences as set by the external awarding body.

Provision of assessment task information

4.43. The BoE must ensure that all Prescribed syllabus - unit descriptions include the fixed assessment requirements for the unit including:

(a) type of assessment task;

(b) length in words or time equivalent;

(c) timing;

(d) percentage weighting of the item; and

(e) any special requirements, including hurdles.

4.44. The BoE must ensure that all variable assessment requirements in a unit:

(a) reflect the fixed components published in the Prescribed syllabus ; and

(b) are included in the unit outline as soon as practicable, but no later than within the first two weeks, or the first quarter of the teaching period, whichever occurs first, including:

(i) detail of the requirements of each piece of assessment and the tasks included in each component of assessment;

(ii) the specific due date for submission or performance of each component of assessment;

(iii) the format for submission;

(iv) the prescribed style guide including citation styles;

(v) penalties that apply to failing to cite correctly;

(vi) penalties that apply to late submission, exceeding word limits or incorrect format of submission;

(vii) the expected date for return of results for the assessment task;

(viii) where relevant, guidelines for a resit of a test or examination;

(ix) where relevant, guidelines for being excused from an assessment task.

4.45. The BoE must ensure that information about special consideration and extension arrangements for the unit are published in the unit outline.

Assessment penalties

4.46. The BoE may set penalties for student non-compliance with assessment requirements, and must ensure any assessment penalties are applied equally to all students enrolled in a unit and that the penalty is proportionate based on all the following:

(a) the level of the unit;

(b) the length of time allocated to complete the assignment (e.g. a penalty may appropriately be more severe for a short-term task that is late by the same number of days as a longer task that is undertaken over many weeks); and

(c) the nature of the task

Assessment criteria

4.47. The BoE must ensure that:

(a) clear assessment criteria are published with the details of each assessment task in the unit outline; and

(b) assessment standards are explicit, and provide an explanation or example of the qualities of work required to achieve particular grades. Explanations of assessment criteria are:

(i) specific to each task;

(ii) clearly worded in plain English;

(iii) sufficiently detailed so as to provide guidance to students undertaking assessment tasks, but not so detailed as to make the task meaningless (i.e. by providing 'the answer');

(iv) justifiable (i.e. linked to the learning objectives of the unit);

(v) except for pass/fail/refer units, structured to enable differentiation between levels of performance;

(vi) appropriate to assessment weightings (i.e. of sufficient detail given the relative importance of the task); and

(vii) supported by a verbal or written statement about what constitutes the various levels of performance (e.g. what constitutes 'outstanding' versus 'adequate' level work and examples of each where practical)

Hurdle requirements if any

4.48. Where a hurdle requirement is part of the assessment for a unit, the particular nature of the requirement, and the consequences for failing to meet it, must be published in the unit outline.

4.49. Students who do not satisfy the hurdle requirements in a unit fail that unit, even if they have obtained the marks available by completing other components of assessment.

4.50. A BoE may also set pass/fail hurdle requirements where a task (such as practical work):

(a) is not able to be graded; and

(b) where the final result in the unit is dependent on performance in theoretical work weighted of the assessment.

Group, collaborative and syndicate work

4.56. When setting group tasks and collaborative work as assessment tasks, the BoE must ensure that:

(a) the tasks are carefully planned to ensure that contributions from all students to a project or task are equal, or that where they are not, marks are assigned to individuals on the basis of their contribution;

(b) assessment marking criteria indicate how particular aspects of the group activity and the final product, relate to the intended learning outcomes and objectives of the unit; and

(c) where teamwork and cooperation are to be assessed as part of group work, the marking criteria clearly outlines how performance on these aspects are judged by the examiner

Assessment timing

4.62. The BoE must be mindful of the formal Institute assessment periods when setting assessment tasks.:

(a) Wherever possible, students should be provided with meaningful formative assessment tasks early in the teaching period, as early assessment of performance may assist in identifying students 'at risk' and addressing academic performance issues.

(b) at least one assessment test component must be set so that it is submitted, marked and returned to the student within the first 6 weeks of the teaching period to allow students to act on the feedback in preparation for final assessment.

(c) The final piece of assessment in a unit is due within the defined assessment period for the unit, following the conclusion of teaching.

(d) Assessments tasks or due dates for assessment tasks must not be scheduled appropriately

Marking criteria

4.63. The BoE must ensure that agreed documented assessment marking criteria are used to set standards which:

(a) ensure alignment between intended learning outcomes and assessment;

(b) ensure, as far as practicable, that every examiner and assistant marker in the unit applies the same marking standard to demonstrate equity of marking; and

(c) reduce the number of differences in marking during moderation of results.

4.64. The level of detail appropriate in marking criteria depends on the task, unit r level, weighting of the assessment component.

4.65. Marking criteria must align with the explanation of assessment criteria provided to students.

4.66. The BoE must ensure that all staff marking assessment tasks apply the approved marking criteria to assist in fair and equitable treatment of students.

Double marking

4.73. Double marking is only required for failed assessment tasks where a student has failed the unit overall.

4.74. A student can only be deemed to have failed a unit after each failed assessment component in the unit (except class participation) has been marked by two independent assessors or assistant markers, at least one of whom is a member of the BoE or authorised to mar by the BoE chair.

4.75. Wherever possible, copies of submitted work will be retained, in a secure location, whether failed or passed, until six months after the conclusion of the assessment in the unit, to enable double marking as required.

4.76. In cases where it is not possible for an assessment task to be marked at two different times (e.g. performance or oral presentation), two assessors should be present at the execution of the assessment task and agree on a mark to be awarded or a recording of the assessment task used for the second marking.

4.77. To ensure that assessment is perceived to be unbiased, the chair of the BoE must:

(a) be aware of, and act to mitigate, any potential conflict of interest; and

(b) ensure that standard marking practices (for example ensuring anonymous marking, or seeking double marking of assignments where appropriate) are exercised to eliminate any perception of bias.

Determination of final results

4.78. The BoE determines whether each student has passed each unit, and the grade and mark to be awarded, or, where this cannot be determined, the offer of additional assessment where appropriate.

4.79. The availability of additional assessment and reassessment must be published in the unit outline.

Further assessment (supplementary assessment)

4.80. The BoE may allow a student to undertake further assessment if the assessors are in doubt as to whether the student has passed or otherwise satisfied the assessment requirements; or the grade to be awarded to the student. Students cannot apply for further assessment.

4.81. Further assessment:

(a) must be undertaken before publication of the results for the assessment task;

(b) in any form and unit to any conditions specified by the BoE.

Reassessment

4.82. Re-assessment is available in all courses. The team leaders /trainers determines the availability of reassessment and publishes applicable details in unit outlines. Students can apply for reassessment.

4.83. The team leaders /trainers may only offer a student reassessment as a second or third attempt at passing a unit if a borderline failure in a single unit (other than a research project or thesis/assignment) has a significant impact on the student's progression through their course. **A resit fee will be charde.see exam fees**

4.84. A borderline failure is usually a mark of 45% or more, however the team leaders /trainers may apply a 40% mark threshold where failure may have a significant impact on course progression.

4.85. The BoE determines the form of reassessment to be offered to students.

4.86. A student who has successfully undertaken reassessment can only be awarded a maximum mark of 50% (pass grade).

Distribution of grades

4.87. To ensure consistency and equality of outcomes, the team leaders /trainers must monitor and review the distribution of grades awarded in each unit.

4.88. The team leaders /trainers is not required to conform to a specific distribution of grades, but any distribution method must be applied consistently within a unit as per external awarding body.

Re-scaling/standardisation of marks

4.89. The BoE may authorise the moderation or standardisation of provisional results of a unit where:

(a) an error has been identified in the application of marking guidelines;

(b) the results for a cohort are disproportionate;

(c) an irregular distribution of grades is observed (that is, where results are outside an appropriate distribution).

4.90. Whenever adjustment takes place it must be documented and transparent.

4.91. Moderation or standardisation must respect the determination of a pass or fail/refer result as a separate judgement.

Uncollected assignments

4.92. The teaching department retains uncollected assessment tasks for at least six months following release of final results in the relevant unit.

4.93. Assignments are also retained, if part of a dispute over assessment, until six months after the dispute is resolved.

4.94. Following the six month period or resolution of the dispute assignments are disposed of as confidential waste according to Institute process

Final unit assessment

4.95. A team leaders /trainers may grant an additional assessment in a unit to a student who has a maximum of 12.5 points required to complete the award course, if the unit was undertaken in one of the student's final 2 progress review periods of unit enrolment, and:

(a) the student achieved a final result between 40 – 49% in the relevant unit; and

(b) the relevant unit is worth 12.5 points or less; and

4.96. Students cannot apply for final unit assessment.

4.97. In cases where there is more than one fail in the relevant progress review period(s), the unit for which **FSA** will be offered is determined by giving preference to failed units in the following order:

(a) a unit that is compulsory or core in the course or major;

(b) a unit undertaken in the most recent teaching period;

(c) the unit with the highest mark.

4.98. Final unit assessment is only available once to a student in respect of a particular course.

4.99. Final unit assessment is not available in all courses or all units.

4.100. Final unit assessment is not available if:

(a) failure in the unit is a result of a finding of student academic misconduct; or

(b) a student was awarded a **NH** grade due to failure to participate in a component of assessment that was a hurdle requirement or failure to attend or participate in the unit as required.

4.101. The BoE must determine the form of final unit assessment to be offered.

4.102. Assessors can only award a maximum mark of 50% (pass grade) in a unit where final unit assessment has been offered and satisfactorily completed.

Review of assessment of student work

4.103. A BoE may review an item of assessment to determine whether:

(a) the assessment item was correctly marked; and / or

(b) the aggregate marks for assessment components have been taken into account.

4.104. A student may request a review of a result in an assessment task within 10 business days after the publication of the results for the assessed item unless, in exceptional circumstances, the team leaders /trainers allows a longer period. The request must include a rationale.

4.105. Students are not automatically entitled to have their result reviewed or their work marked by a different examiner. Students should initially seek feedback on their mark. After doing so, and if the

student wishes to pursue an allegation of an error in academic judgement by an examiner, the chair of the BoE must determine whether the original mark was appropriately reached according to established marking criteria.

4.106. Where the chair of the BoE determines that the original mark was appropriately reached, in accordance with the marking criteria, the mark will not be reviewed further.

4.107. If the chair of the BoE allows a review, and remarking, following the review, a BoE may:

(a) award an improved mark;

(b) decide that the original mark stands; or

(c) award a lower mark.

Feedback to students

4.108. The team leaders /trainers must ensure that students are provided with formative and summative feedback about their academic performance.

4.109. Assessors must not communicate with students about the result of an assessment component before the results of that component are released, and feedback should only be given once results are released.

4.110. A student wishing to enquire about an assessment component prior to the publication of results should make an application in writing to the relevant team leaders /trainers.

4.111. Feedback and comments to students should indicate how the student has performed against the assessment criteria. Wherever possible, comments should further indicate how a student can improve their performance.

4.112. Students may request access to their examination scripts/practical short answered etc by making a request in writing to the team leaders /trainers by the end of the second week or less of the following teaching /assessment period.

4.113. The team leaders /trainers must provide appointment times for students to consult with assessors after return of results on each assessment component to allow students to address any problems / poor performance and/or be able to access support services of the Institute provided for them if required.

4.114. The chair of the BoE must ensure that assessors in each unit are available to provide feedback to students about their performance after the release of results in that unit.

4.115. If requested, assessors must provide students with a detailed account of their marks for a unit, including the marks awarded to each assessment component and the calculation used to determine the final overall unit mark and grade.

Assessment adjustments

4.116. Where one of the circumstances in section 4.117 (a) – (c) apply, and all of the standards in section 4.118 are met, the Institute provides for three types of assessment adjustment:

(a) extensions to assessment due dates of up to 10 business day;

(b) special consideration; and

(c) alternative assessment arrangements for ongoing circumstances.

4.117. The Institute recognises that the ability of a student to complete assessments or meet assessment deadlines may be genuinely and significantly affected by:

(a) exceptional and extenuating circumstances outside the student's control; for example, acute illness, loss or bereavement, hardship or trauma; or

(b) events or circumstances of national or state significance within cultural, sporting, military, emergency service or legal domains which require a student's participation; or

(c) faculty sanctioned academic activities; for example, presenting at a conference.

4.118. In the circumstances outlined at 4.117, reasonable and equitable assessment adjustments may be provided and must ensure:

(a) the academic integrity of assessment, attainment of intended learning outcomes, and meeting the core participation requirements for units and/or courses;

(b) equity for all students in that unit; and

(c) that the marking criteria ensures equivalence between marks awarded for a student undertaking an alternative assessment task and those awarded to a student undertaking the prescribed assessment task.

Extensions to assessment due dates of up to 10 business days

4.119 A team leaders /trainers may grant an assessment extension to a due date of up to 10 business days due to circumstances that accord with **4.117** which impact a student during the time allocated for the preparation of an item of assessment, providing that the standards in **4.118** are met.
4.120 Students must apply for an extension under this section
(a) directly to the relevant faculty and/or in accordance with the faculty's published process; and
(b) prior to the submission deadline or performance date of the assessment task.
4.121 Applicants must be advised of the outcome of an application for an extension under this section within 3 business days of the receipt of the application.
4.122 Nothing in this section prevents a team leaders /trainers from determining that students must apply for extensions through the special consideration application process, in which case the special consideration application provisions and processes apply.

4.119. A team leaders /trainers may grant an assessment extension to a due date of up to 10 business days due to circumstances that accord with 4.117 which impact a student during the time allocated for the preparation of an item of assessment, providing that the standards in 4.118 are met.

4.120. Students must apply for an extension under this section:

(a) directly to the relevant faculty and/or in accordance with the faculty's published process; and

(b) prior to the submission deadline or performance date of the assessment task.

4.121. Applicants must be advised of the outcome of an application for an extension under this section within three business days of the receipt of the application.

4.122. Nothing in this section prevents a team leaders /trainers from determining that students must apply for extensions through the special consideration application process, in which case the special consideration application provisions and processes apply.

Special consideration

4.123. Special consideration is an equity measure to ensure that the assessment of students takes into account circumstances that adversely impact a student's ability to undertake, prepare for, and/or complete an assessment task.

4.124. Circumstances that are recognised by the Institute as acceptable grounds for applying for special consideration include, but are not limited to:

(a) acute illness or serious injury on the day of an examination or during the period immediately leading up to an examination or assessment due date;

(b) bereavement or other serious emotional disturbance, e.g. witnessing or being the victim of a serious crime, sudden loss of accommodation or family violence;

(c) hardship or trauma such as a car accident, sudden loss of income, or severe disruption to domestic arrangements; and/or

(d) significant religious or cultural reasons which impact a student's ability to undertake or complete assessment on a particular day(s) or at a particular time(s).

4.125. The eligibility criteria are the same, regardless of the size of the assessment task.

4.126. Students who have obtained reasonable adjustments through an Assessment Adjustment Plan on the basis of one event or situation (e.g. a long-term medical condition) may apply for special consideration on the basis of:

(a) a different event or situation that is outside the scope of the Assessment Adjustment Plan, or

(b) an acute flare-up of the known condition that prevents a student from undertaking/completing an assessment task.

4.127. Students should not attempt assessment tasks, including attendance at examinations if in doing so, they would further compromise their own health or the health of other people.

4.128. Students are not eligible for special consideration for an assessment task where there is an outstanding allegation, or a finding of, academic misconduct in that task whether or not the assessment task was completed. If an allegation of academic misconduct is subsequently dismissed a student may be eligible for special consideration in the relevant assessment task

Timelines, notification and documentary requirements for special consideration

4.129. Applications for special consideration must be made prior to, or within four business days after, the examination date or assessment due date and must be supported by documentary evidence that may include:

(a) a pro-forma report completed by a health professional;

(b) medical certificate, letter from a medical professional;

(c) letter from a social worker, lawyer, psychologist;

(d) death notice or certificate;

(e) police report;

(f) statutory declarations (except for medical issues); or

(g) notification from:

(i) defence services

(ii) Juries Commissioner's Office

(iii) emergency service organisations such as the Country Fire Authority

(iv) elite athlete/performer support program.

4.130. If the original application was not supported by appropriate documentation the student may submit the supporting documentation within four business days of the original application.

4.131. Medical and professional certificates must indicate that the severity of the impact on the student was such that the student was unable to prepare for, complete, or attempt the specific assessment task. Retrospective proformas and/or medical certificates will not be accepted unless a health practitioner confirms a condition which the health practitioner has been managing

4.132. To support timely academic progress of students, outcomes of special consideration applications, including details of the special assessment where relevant, must be provided to an applicant within five business days of receipt of the application and the supporting documentation.

Late special consideration applications

4.133. The Exam coordinator will determine whether a late application for special consideration will be accepted.

4.134. Students submitting a late application for special consideration must provide:

(a) an explanation for late submission of the application and evidence to show that the submission of a timely application was not practicable and/or possible; and

(b) all other supporting documentation required for a timely application.

Special consideration applications eligibility decisions

4.135. Eligibility assessments for special consideration are decided by the Exam coordinator.

Providing special assessment outcomes

4.136. Special assessment outcomes in response to an eligible application are decided by the team leaders /trainers and can be:

(a) a deferred assessment;

(b) an extended period for assessment;

(c) special arrangements for assessment;

(d) additional assessment;

(e) resubmission of assessment;

(f) adjusted relative weighting assigned to components of assessment where this does not affect learning outcomes or academic standards (applies to shorter assessments only, i.e. up to 25% weighting); or

(g) an authorised late withdrawal from the unit.

4.137. Adjustment of the mark for assessment components, or the overall unit mark (except as set out at 4.136(f)), is not permitted.

4.138. Assessment adjustments will only be made that allow the student to meet the inherent requirements/core requirements, and the intended learning outcomes in the unit.

4.139. When deciding on special assessment tasks and the timing of those tasks, the duration and impact of the student's condition must be taken into account.

4.140. Where a student is offered, accepts and undertakes a special assessment/examination, the mark from the special assessment/examination replaces the mark from the first assessment/examination, regardless of which is the higher.

Declined special consideration applications

4.141 An application for special consideration may be declined if:
(a) it is not submitted in the manner and timeframe required by this policy;
(b) the student has not complied with all other mandatory requirements, to date, for successful completion of the unit; and/or
(c) it is not supported by appropriate documentary evidence.

4.141. An application for special consideration may be declined if:

(a) it is not submitted in the manner and timeframe required by this policy;

(b) the student has not complied with all other mandatory requirements, to date, for successful completion of the unit; and/or

(c) it is not supported by appropriate documentary evidence.

Further special consideration

4.142. Special consideration applications relating to a particular assessment task for which special consideration has already been granted are only considered in exceptional circumstances and, in those cases, only once.

4.143. Where a student is unable to complete special assessments granted in accordance with 4.142 and:

(a) submits documented supporting evidence within four days of the assessment task scheduled/due, the student will be withdrawn from the unit and their study plan adjusted accordingly; or

(b) does not provide supporting documentation within four days of the assessment task scheduled/due, the mark for that assessment task will stand.

Registering and eligibility for ongoing alternative assessment arrangements

4.144. Students with an existing disability, medical or other ongoing circumstance must notify the Exam coordinator, within five business days after the commencement of a unit or course, or as soon as reasonably possible of becoming aware of the circumstance, to allow time for reasonable alternative assessment arrangements to be made.

4.145. Requests for reasonable alternative assessment arrangements must be supported by documentary evidence that may include:

(a) a pro-forma report designed for completion by a health professional; or

(b) other appropriate supporting evidence as determined by the Exam coordinator, as detailed on the website.

4.146. Eligibility for ongoing alternative assessment arrangements is decided by the Exam coordinator.

Providing alternative assessment arrangements for ongoing conditions

4.147. Alternative assessment arrangements are decided by the team leaders /trainers, taking into account the Exam coordinator's recommendations.

4.148. The team leaders /trainers may refuse particular recommended alternative assessment if:

(a) the alternative assessment arrangements requested are not reasonable;

(b) the alternative assessment arrangements mean the student will not meet the inherent requirements, or core participation requirements, of the unit or related course;

(c) the request is not made within a reasonable time to allow adjustments to be made; and/or

(d) the request is not supported by documentary evidence appropriate to the alternative assessment arrangements, in that unit or course of study.

4.149. In providing alternative assessment arrangements, factors that are considered include:

(a) the nature of the student's educational disadvantage or particular needs;

(b) the inherent requirements and any constraints of particular assessment items or tasks; and

(c) the inherent requirements and any constraints of particular unit or course.

Coursework thesis/assignment /assignment

4.151. A team leaders /trainers can only admit a student into a course with a compulsory thesis/assignment component/assignment if:

(a) an appropriate supervisor can be appointed in a timely manner and adequate supervision can be provided on a continuing basis;

(b) appropriate resources can be provided to support the student;

(c) a suitable thesis/assignment topic is available; and

(d) the thesis/assignment component can be examined in accordance with this policy.

4.152. Where a student is on exchange from another institution the team leaders /trainers must ensure that an appropriate contractual arrangement is agreed with the other institution and the student, taking into account all of the provisions at 4.151.

4.153. The team leaders /trainers must determine faculty rules governing the following matters and publish them to students:

(a) the number of assignment verifiers to be appointed;

(b) processes for the submission of assignment -portfolio proposal, the acceptance of candidature and the approval of the topic;

(c) deadlines for submission of progress reports and of the final thesis/assignment , and intermission of and extensions to thesis/assignment candidature;

(d) the form of presentation of the completed thesis/assignment or report, the form of binding (where relevant) and the nature of any oral presentation that is required; and

(e) the process for examination, including the number of assessors and whether the assessors are internal, external or a combination of both.

4.154. The team leaders /trainers must:

(a) advise students no later than their commencement in the thesis/assignment unit on how the supervision process will proceed

(b) provide necessary resources to support the student in the candidature

(c) hear any complaints concerning the candidature, within the terms of Institute policy on the handling of student complaints and grievances

(d) provide appropriate induction to students on the research and the submission of the thesis/assignment , including policies on:

(i) research integrity;

(ii) academic misconduct and plagiarism;

(iii) research ethics; and

(iv) intellectual property.

4.155. The team leaders /trainers must appoint assignment verifiers in a timely way, ensuring that:

(a) assignment verifiers are qualified to at least one AQF level higher than the student they will supervise, and have formal qualifications or experience and knowledge in the relevant discipline;

(b) where a student is placed in an affiliated organisation for the purpose of undertaking the thesis/assignment or project, and a member of staff of that organisation will supervise the student as the principal or sole supervisor, that person is contracted to the Institute for the purposes of supervising the student;

(c) where a member of staff from a non-affiliated external organisation will supervise the student, they are appointed as an associate supervisor, not the principal supervisor;

(d) where the principal supervisor is not a member of the student's home department, the program co-ordinator (or nominee) acts as a departmental supervisor; and

(e) where a supervisor becomes unavailable during a student's candidature, a replacement is appointed as soon as practicable so that there is no loss of continuity in supervision.

4.156. A team leaders /trainers may appoint an additional supervisor from an appropriate discipline to co-supervise students where the research is of an interdisciplinary nature

Results release and publication

4.157. The chair of the BoE must ensure that final assessment results in a unit are returned in the form and timeline specified by the Exam coordinator.

4.158. Prior to the release of final results, assessors may provide students with raw scores (or provisional results) on return of a component of assessment. If the score is unit to adjustment, for example, scaling to take account of distribution of grades, students should be advised accordingly.

4.159. The Exam coordinator publishes all results of final assessment as and when confirmed by the external awarding body.

Changes to results

4.160.The result grade is final except if appeal is done.

4.162. All other result changes must be approved by the president of the Board.

4.163. The BoE must keep a record of all results changes and the team leaders /trainers must report all changes to results after publication to the Academic secretary and recorded record.

Final Result Types

4.165. The results are used at the completion of a unit and appear on the academic transcript.

Course level results

4.168. Unit results listed in this policy do not negate course-level completion requirements.

4.169- **Refer in Assignment/practical**
-Refer in assignments/practical unit/s (a) student/s who has/have failed to pay his/her institute fees in time or/ **[b) for incomplete work/assignment/p-Folio is/ OR been absent and/ has/have produced medical evidence and a VTI ltd local refer fee of Rs 100/= per student per sitting per assessment will be charged.** **Only two refer will be allowed for each practical exam/test**

4.170 **Mock examination**

Vti ltd organise mock exam at the last week of each semester –see for more detail

4.171 **Collection of Exam practical/assessment Materials**

-All materials on project/assignment submitted for the External examination. Practical Assignments shall be the property of the student concerned.

- Arrangements have to be made to collect said immediately within a week after result.

-VTI nor its management or both shall not be liable for any damage / lost, a week after result.

-The Assignments materials shall remain and be the property of VTI, a month after.

8. .Coursework thesis/assignment supervision in line with the syllabus units

5.11. The supervisor(s) and as per the external awarding body must:

(a) determine a suitable research topic, or where the thesis/assignment topic is negotiable, negotiate a suitable research topic with the student and, where applicable, assist the student to prepare the research proposal;

(b) complete the supervision checklist in consultation with the student;

(c) participate in student induction processes concerning policies relevant to the research topic and methodology, and assist students with any queries on research policies as required;

(d) discuss authorship, citation and intellectual property issues before the start of the thesis/assignment ;

(e) arrange regular meetings with the student to discuss the design and conduct of the research, its outcomes and the preparation of the thesis/assignment or report and any oral presentations required;

(f) guide the student to appropriate reference material;

(g) provide advice and feedback on the conduct of the research, on any seminars and written submissions presented by the student and on drafts of the thesis/assignment or report prior to submission;

(h) inform the team leaders /trainers if the student fails to attend scheduled meetings without reason;

(i) check drafts for writing style and presentation problems; and

(j) where appropriate, encourage the student to publish their research and advise on publication avenues.

Coursework thesis/assignment examination

5.12. The chair of the BoE must ensure that thesis/assignment examinations are undertaken within a published timeframe, recognising the contribution of coursework thesis/assignment marks to students' options for employment and further study.

5.13. The chair of the BoE appoints the assessors .

5.14. Assessors must be given clear guidelines about assessment criteria and standards required for the various grades of assessment.

5.15. There must be two assessors who, where practicable, must not be made known to each other and cannot be members of the supervisory team.

5.16. The process for arriving at a single mark and grade is:

(a) If the assessors ' numeric marks are 80 or above, the average of the assessors ' numeric marks are recorded as the final mark.

 (b) The BoE releases an overall mark for the thesis/assignment . The chair of assessors provides feedback on the thesis/assignment to the student based on information of a general nature included in the written assessors ' comments ensuring that the anonymity of assessors is preserved.

The weighted average mark (WAM)

5.17. The weighted average mark calculation does not include units with pass/fail or completion only grades as aligh with the external examination guide line .

Examination Rules

5.23. The examination rules apply to all supervised written/practical examinations, including online examinations, at the Institute . The Exam coordinator will publish additional rules for management and supervision of online examinations and examinations supervised outside the Institute .

5.24. Students must follow all instructions given by examination assignment verifiers .

5.25. Examination assignment verifiers must record any breach of examination rules in an incident report and submit the report to the Exam coordinator (for centrally managed examinations) or the team leaders /trainers (for faculty managed examinations).

5.26. Any breach of the examination rules is misconduct and is dealt with in accordance with the student academic integrity policy or the student conduct, whichever applies.

Examination Rules - Arrival and departure

5.27. Students must bring their Institute NTA student identification/ ID card to the examination venue, or the photo identification provided at registration with an external invigilation service for online examinations.

5.28. Students who have lost their Institute student identification card must bring a copy of their statement of enrolment and one of the following alternative forms of photo identification:

(a) a passport;

(b) an state or territory issued drivers licence; or

(c) an state or territory issued proof of identity card.

5.29. If students do not have their Institute student identification card or approved alternative identification with them, they must:

(a) advise an examination supervisor prior to the commencement of writing time; and

(b) report to the examination supervisor at the end of the examination in order to have their identity validated against the image stored in the student system.

5.30. Where a student's identity cannot be confirmed at the examination venue, the supervisor may photograph the student for later verification. The supervisor must inform the Exam coordinator if a student's identity cannot be verified.

5.31. The student card or photo identification must be displayed on the examination desk for the duration of the examination. The student's online statement of enrolment may be checked at the examination venue.

5.32. Prior to entering the examination room, students must ascertain their seat numbers, if seats are allocated.

5.33. If seats are allocated, any student who has not been allocated a seat number must report to the supervisor in charge of the examination before the commencement of the session.

5.34. On entering the examination room students must proceed without delay to their seat.

5.35. No student may enter the examination room, or log on to an online examination, more than 30 minutes after the commencement of the writing period except if their lateness was due to factors outside their control and if no student has already left the examination.

5.36. Students arriving or logging on late who are admitted to the examination are not given extra time to complete the examination.

5.37. Students who arrive late and who are not admitted to the examination, may submit an application for special consideration in accordance with this policy.

5.38. Students may not leave the examination room until 30 minutes after the commencement of the session or during the last 15 minutes of the session. Students in an online examination may log out at any time but will not be permitted to log back in.

5.39. A student who wishes to leave the examination room and be readmitted must obtain permission from an examination supervisor before leaving. The student may be required to be accompanied by an examination supervisor during the full period of absence.

Examination Rules - Reading and writing time

5.40. Reading time takes place at the start of the examination.

5.41. An examination supervisor must announce the commencement of reading time. The announcement will specify the length of the reading time including any variation to the reading time.

5.42. Examination assignment verifiers must announce any known corrections to examination papers before the commencement of the examination.

5.43. Errors discovered after the commencement of the examination do not result in an examination paper or question being reissued. In such cases, unit coordinators adjust the criteria applied and the marks for the examination within the previously notified limits of the assessment task.

5.44. The time allocated for the writing of answers is shown on the front page of the examination paper.

5.45. Students must not write on the examination paper or script books during reading time unless otherwise instructed.

5.46. Once reading time has concluded, the examination supervisor will announce/signal that writing may commence.

5.47. When the writing signal/announcement is given and before answering any questions, students must:

(a) enter their personal details and sign the examination attendance form distributed with their examination paper;

(b) complete the information required on the cover of the script book, or the examination paper and/or answer sheet as directed;

(c) if more than one script book or examination paper and/or answer sheet is used, the information must be completed on each; and

(d) in each script book students must record how many scripts books were used to complete the examination, as follows 1 of 3, 2 of 3, 3 of 3.

5.48. Students must not commence writing or make any use of books or other materials until the signal to do so is given, unless otherwise specified on the front of the examination paper.

5.49. Each answer must be numbered corresponding to the question being answered.

5.50. Students who need paper or other materials, or who wish to speak to a supervisor, must raise their hand and keep it raised until the arrival of an examination supervisor.

5.51. Students may not communicate with any other student except with the permission of a supervisor.

5.52. Students must not look at or copy other candidates' work.

5.53. Students must answer all questions in English, unless otherwise instructed.

5.54. Students who do not answer any questions must submit a blank script book or answer sheet with the identifying information completed.

5.55. A warning signal is given 10 minutes before the end of the examination

5.56. A final signal is given at the end of the examination time. and all writing must cease, including numbering of questions and completion of covers/identifying information.

5.57. At the final signal students must:

(a) cease all writing, including numbering of questions and completion of covers/identifying information;

(b) place all materials, including examination papers and completed script books/answer sheets and other materials together as directed; and

(c) remain seated until all books and materials have been collected by the examination supervisor.

5.58. Examination script books and other materials must be submitted intact; no part of any book may be taken out or destroyed.

5.59. Students must not remove any script book, answer sheets, examination paper or other Institute property from the examination room.

Examination Rules - Authorised materials

5.60. Students may bring into the examination room:

(a) loose pens;

(b) pencils;

(c) erasers;

(d) permitted mathematical instruments;

(e) a clear bottle of water;

(f) prescribed / necessary medications; and

(g) any other items approved as part of alternative examination arrangements, such as:

(i) ergonomic supports,

(ii) heat packs,

(iii) diabetes testing and treatment kits, and

(iv) technology customised to individual needs, e.g. Braille note computer.

5.61. Small items listed at 5.60 must be carried into the exam in a clear plastic bag.

5.62. Calculators may only be brought into the examination room if their use is required or permitted by the BoE for the unit being examined.

5.63. Items specifically indicated on the examination cover sheet and academic materials permitted for use during the examination may also be brought into the examination room. These items may be specific or general.

5.64. Dictionaries, where permitted, must not contain notes or annotations of any kind.

5.65. Where an examination has been nominated as open book, authorised materials include hard copy textbooks and course notes, and any other materials specified by the unit coordinator and indicated on the examination cover sheet.

Examination Rules - Unauthorised materials

5.66. Unauthorised materials taken into an examination venue must be placed beneath a student's desk before the commencement of reading time.

5.67. Examination assignment verifiers must check examination desks for unauthorised materials and, if found, ask the student to place them on the floor.

5.68. Examination assignment verifiers must confiscate unauthorised materials if it appears that they are being used improperly. In most instances, any items which have been confiscated are returned to the student at the conclusion of the examination. However, confiscated items may be retained by the Exam coordinator or the team leaders /trainers for a further period of time if they consider that the item(s) may be relevant in academic or general misconduct proceedings.

5.69. A supervisor who takes possession of material must make a note of the relevant events and report them to the relevant faculty team leaders /trainers or, where the student concerned is enrolled in a course which does not pertain to a faculty, to the Exam coordinator.

5.70. Except as otherwise indicated at 5.65, the following are unauthorised materials:

(a) textbooks;

(b) notebooks;

(c) diaries;

(d) paper, including blank paper except with permission ;

(e) manuscripts;

(f) course notes and other study materials;

(g) calculators, unless authorised by the examiner;

(h) dictionaries, unless authorised by the examiner;

(i) wristwatches;

(j) mobile telephones;

(k) audio or video equipment;

(l) tablets, laptops and other electronic devices;

(m) pencil cases;

(n) notes of any kind including those written on rulers, calculators or calculator covers, on the student's body or anywhere else;

(o) periodic tables and formula sheets;

(p) bags;

(q) equipment cases; or

(r) any other item or material that may cause disruption or provide students with an unfair advantage.

Placement of unauthorised materials

5.71. Mobile phones, tablets, laptops and other electronic devices, wallets and purses must be placed beneath the student's desk.

5.72. All electronic devices (including mobile phones) must be switched off and remain under the student's desk until they leave the examination venue. No items may be taken to the toilet.

5.73. Personal possessions are left at the students' own risk and the Institute is does not provide reimbursement for any items lost or damaged during examinations.

Examination scheduling

5.74. The Exam coordinator will publish principles for scheduling examinations and resolving anomalies in scheduling.

5.75. For centrally organised examinations, the Exam coordinator must notify students of their examination timetable via the Student Portal.

5.76. Examination schedulers:

(a) must endeavour to minimise the number of:

(i) examinations a student is required to sit in a 24-hour period;

(ii) examination clashes for students;

(iii) examinations of differing durations held in the same venue at the same time.

(b) arrange special sittings for students who have:

(i) more than two examinations on one day; or

(ii) two or more examinations scheduled for the same session.

5.77. The team leaders /trainers may allow a student to sit an external examination in exceptional circumstances.

5.78. Students are notified of their supplementary/special examinations timetable or by email shortly after results are released.

5.79. Team leaders /trainers must schedule faculty-based examinations held during the examination period in consultation with the Exam coordinator.

5.80. In the case of electronic (online) examinations, team leaders /trainers must ensure the security of the electronic examination paper and students' answers, and maintain the integrity of the examination. In the event of system failure students must not be penalised and the team leaders /trainers must make alternative examination arrangements

Unexpected disruption to examination conditions

5.81. If circumstances outside the Institute 's control disrupt examination conditions, the examination will continue and the impact minimised where possible.

5.82. If there is an unexpected disruption, the examination supervisor must alert the unit coordinator who, in consultation with the Exam coordinator or the team leaders /trainers, determines appropriate measures to ensure that students are not disadvantaged.

5.83. In the event of a disruption to an examination resulting in students having to leave the venue, or abandon an online examination, the examination will be cancelled and appropriate alternative examination arrangements made which may include rescheduling the examination.

5.84. The chair of the Board of Assessors for the affected unit must approve any alternative arrangements made under sections 5.82 and 5.83 and notify the affected students and the Exam coordinator of the action to be taken within 2 business days of the disruption.

5.85. Any alternative arrangements must not disadvantage or advantage students and must be equitable for all students being assessed in the unit.

5.86. The chair of the Board of Assessors must report any alternative arrangements made under this section to the Academic Secretary within 2 business days of giving approval.

Complaints, reviews and appeals

5.87. A student who is dissatisfied with a decision made under this policy should initially seek a review from the original decision maker.

5.88. A student who is dissatisfied with the outcome of the review may lodge a request for a further review of the decision with the supervisor , Student Grievances and Complaints in accordance with the student grievance and complaint policy

5.89. A student who is dissatisfied with the outcome of the review may lodge an appeal with the Academic Secretary in accordance with the student appeal to the academic board policy.

5.90. The Student Appeal Panel may decide any dispute or question arising under this policy other than a decision by an examiner or BoE in relation to the academic performance of a student in any assessment component which is based solely on academic judgement.

9. Definitions

"alternative assessment arrangement" means a reasonable adjustment or alteration to assessment processes to enable a student with a disability or long-term medical condition to demonstrate their learning to the best of their ability.

"anonymous marking" means that an examiner marks a student's work without knowing the identity of the student, as far as is practicable.

"assessment" means the method of determining-

- whether a student has passed; or

- whether a student has otherwise satisfied the requirements of the unit; or

- the grade to be awarded to a student in a unit

"assessment component" means a discrete assessment task for a particular unit. A component may be a single task (eg. examination, essay), or a set of tasks (eg. workshops -kitchen reports, weekly exercises)

"assessment materials" means any resources that support any part of the assessment process

"award" means a qualification that is conferred on completion of a Institute accredited course by awarding body

"Board" means the Academic Board of the Institute

"board of assessors " (BoE) is a faculty-based committee consisting of the assessors in a unit or group of units and is responsible for all assessment in the unit(s) assigned to it.

"business day" means any day on which the Institute is open for business and excludes all Sundays, public holidays that are observed by the Institute and Institute holidays declared on an annual basis (such as Easter Tuesday and Christmas shutdown periods etc).

"component of assessment" means a discrete assessment tasks for a particular unit and may be a single task (eg. examination, essay), or a set of tasks (eg. workshops -kitchen reports, weekly exercises)

"course" means an award or non-award course

"coursework thesis/assignment " means a thesis/assignment or research project completed as part of a course unit

"criterion-referenced assessment" means students' work is assessed with reference to written criteria derived from explicit learning outcomes.

"defence reservist" means a student who is a member of the Reserve Service, or Reservists, or Defence Reservists, and has particular obligations and commitments as a result.

"course" includes any unit, year, part of course or course for a diploma or certificate/any preliminary course or part of any preliminary course

"double marking" means the marking of a piece of assessment by two independent assessors and is only required for a student who has failed a unit. Only failed assessment tasks need to be double marked.

"due date" means the date by which an assessment task must be submitted to avoid incurring a penalty for late submission

"formative assessment" means assessment that assists in monitoring student progress against standards, and provides feedback comparing their progress to the standards, with a view to helping students to achieve the standards.

"elite athlete" is a status assigned to a student if they are identified and recognised as an elite athlete

"elite performer" is a status assigned to a student if they are identified and recognised as an elite performing artist

"emergency volunteer" means a student who is a member of the State Emergency Service (SES), Country Fire Authority (CFA) or similar organisation servicing the State of Mauritius and has particular obligations and commitments as a result.

"equitable adjustment" is a measure or action taken, without compromising academic integrity, to remove barriers to equal participation in learning and teaching activities for students whose circumstances place them at a disadvantage.

"examination" is a formally supervised assessment including formally supervised written /practical/online examinations; written or online tests; oral tests; performances; aural tests; as part of the Semester 1, Semester 2, Summer or supplementary/special examination period.

"examiner" is an individual academic staff member involved in the marking of pieces of assessment designated by the chairperson of the board of assessors from those teaching the unit.

"final result" means the mark and grade determined by the board of assessors as a student's result for the unit as a whole.

"grade" means a notation that describes a student's performance in each unit, derived from the mark, with the exception of incomplete grades.

"hurdle requirement" means an assessment requirement that must be satisfactorily completed in order to pass a unit, irrespective of the marks achieved by completion of other components of assessment in that unit.

"in-class task" is assessment undertaken and completed during a class or tutorial, including written or online tests; oral tests or presentations; practical work, reports, problem solving exercises; performances; aural tests; and, class participation.

"longer assignment" means a substantial piece of assessment, completed outside class time and submitted by a pre-determined due date; including an essay, dissertation, research project, portfolio, report, or other longer written project, design or programming task. In general, an individual task worth more than 25% of the unit points, and/or of more than 1000 words is considered a 'longer assignment'.

"mark" is the numeric figure (e.g. 75%) expressing the result for each unit in percentage terms.

"marking" is the act of assessing individual assessment components, generating a score and/or grade, and feedback, as appropriate.

"non-award course" is a program of study - vti attendance certificate and which does not lead to an external award .

"primary examination venue" means the venue at which most students in the unit are sitting an examination.

"reasonable adjustment" means a measure or action which enables a student with a disability to participate in education and training on the same basis as other students.

"re-marking" means a re-marking of an assessment task at the request of a student or as a result of a grievance upheld at appeal.

"return of results" is the day by which results have to be submitted within the Student System by teaching departments.

"special assessment" means an assessment task awarded as an outcome of a successful application for special consideration which is similar in weighting, duration/length, difficulty and unit matter coverage to the original assessment task addressing the same intended learning outcomes. It will usually take the same form as the original assessment task.

"special consideration" is a special concession in assessment, sought by a student claiming that the student's preparation for or performance in an examination or in another assessment task was adversely affected by illness or another cause.

"special examination" means an examination awarded as an outcome of a successful application for special consideration which is similar in weighting, duration/length, difficulty and unit matter coverage to the original examination addressing the same intended learning outcomes.

"student" means any person enrolled in an award or non-award course or unit.

"unit" means a unit of academic work in which the student enrols and on completion of which the student is awarded a grade, such grades appearing on a student's academic record.

"unit coordinator" means an individual academic staff member responsible for the teaching and administration of a unit. information, unit information such as the class schedule and weekly topics, and readings and resources assembled for the student.

"summative assessment" means assessment used to make a judgement about student achievements against explicit
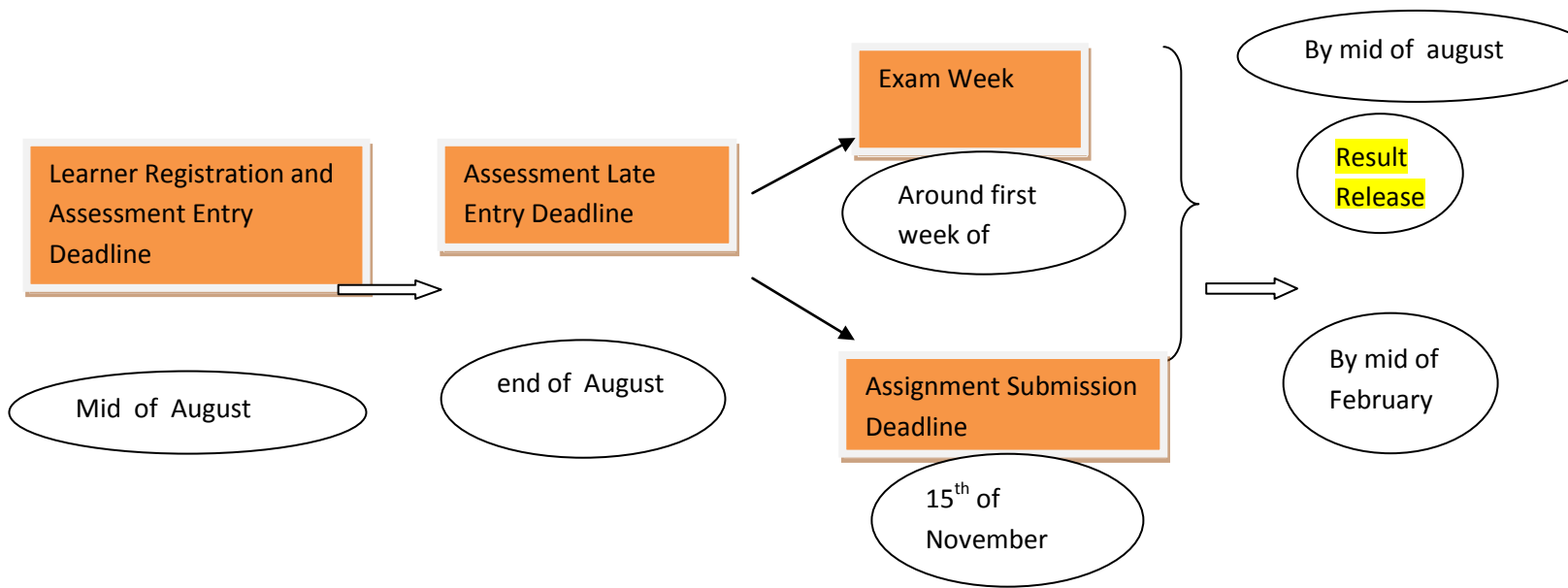
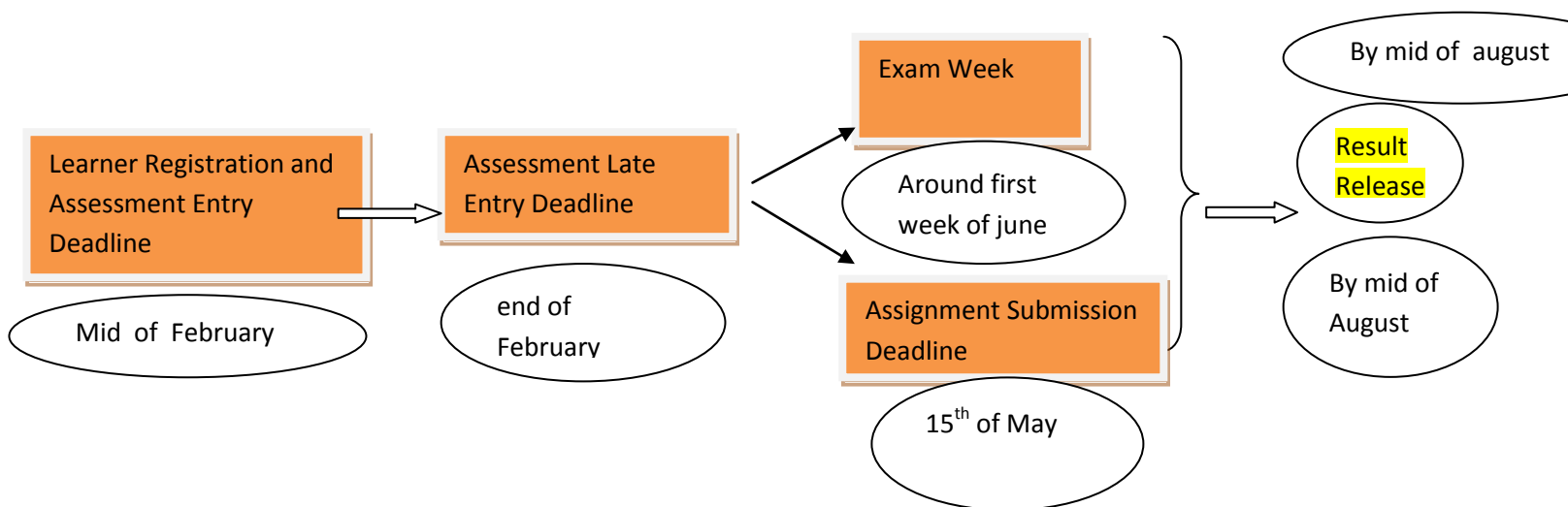| Events	Dates	Notes
June exam week	Last week of May and 2nd week of June	Request for tentative dates a month before
Registration dead line	Mid of February	Ensure that your exam details- name, date of birth, exam code, units etc are correctly filled and registered
Late registration dead line	End of February	With a late fee of Rs 500 / approximate
Assessment submission dead lines	Mid of May and /as may be decided by external exam body	Follow the notice to avoid disappointment
Result declared dates	Mid of August	MES to deliver result
Materials collection	Week after result	Follow vti rules for material collection after result
Certificate issue	Two weeks after result	
December exam week	Last week of November and 2nd week of December	Request for tentative dates a month before
Registration dead line	Mid of July	Ensure that your exam details- name, date of birth, exam code, units etc are correctly filled and registered
Late registration dead line	End of August	With a late fee of Rs 500 / approximate
Assessment submission dead lines	Mid of November and /as may be decided by external exam body	Follow the notice to avoid disappointment
Result declared dates	Mid of February	MES to deliver result
Materials collection	Week after result	Follow vti rules for material collection after result
Certificate issue	Two weeks after result	

32 .   Exam Dates for your Diary

See below

External Assignment deadline

[a] January session

Learner Registration and Assessment Entry Deadline	→	Assessment Late Entry Deadline	→	Exam Week		By mid of august
Mid of August		end of August		Around first week of		Result Release
			→	Assignment Submission Deadline		By mid of February
				15th of November		

[b] June session

Learner Registration and Assessment Entry Deadline	→	Assessment Late Entry Deadline	→	Exam Week		By mid of august
Mid of February		end of February		Around first week of june		Result Release
			→	Assignment Submission Deadline		By mid of August
				15th of May		

33   Fair Access to Assessment policy

VTI ltd has a duty to ensure that the integrity of all awards, including its own awards and those of external award bodies and apprenticeships are maintained at all times. At the same time vti has a duty to ensure that it provides equality of opportunity and fair access to assessment while maintaining these standards.

1.2   It should be noted that while this policy covers arrangements on an individual basis, sometimes making adjustments to assessments for all students, provided that they meet the learning outcomes and criteria is the most inclusive way to ensure equality of opportunity.

2   Aims of the policy

2.1   The aim of this policy is to ensure that the Institute has the necessary systems and procedures to allow the provision of fair access to assessment, including reasonable adjustments for those with disabilities or short term circumstances that require them. These should reflect the needs of individual students and must also ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of all learning outcomes against the stated assessment criteria.

2.2   The policy also provides for special consideration to be given to students that experience temporary illness, injury or indisposition at the time of an assessment. This should allow them to demonstrate the achievement they are capable of for the units that are subject to special consideration.

3   Scope

3.1   This policy applies to the following:

30. VTI staff;

31. Assessors;

32. Internal Verifiers;

33. Quality Reviewers and External Verifiers;

34. Key stakeholders involved in unit and qualification development;

35. Qualifications Regulators.

3.2   This policy applies to all awards of the Institute and all the external awards:

See **Fair Access to Assessment policy**

34   Internal Assessment Verification   Toolkit
Examiners/Instructors Manual for Practical Examinations

Refer to   internal assessment tool kit