
Document Title: HE Student Conduct & Behaviour Policy & Procedure

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1 Summary of this document

The Institution ensures a safe and secure environment within which all learners may meet or exceed their potential. Our values Ready, Respectful, Potential are at the core of our shared expectations and actions to ensure we provide a positive learning environment where you thrive. See the Institution's [Student Charter](#) for further details.

By demonstrating British Values, democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and protected characteristics, we can support our learning community to become active and responsible citizens who contribute to the society in which they live. See [DfE reference](#) and [Equality Act 2010](#) for further details.

2 Scope

Our Higher Education Learner Conduct and Behaviour Policy and Procedure applies to all Higher Education registered students, applicants, graduate (within 6 months of award), staff, employers, and other stakeholders.

The document sets out our approach to dealing with learner conduct and behaviour in a fair, transparent, accessible, and inclusive manner, to improve your Higher Education learning experience. It is our duty to ensure we safeguard all members of the Institution's community and this is referred to in [Lakes College Safeguarding and Prevent Policy and Procedure](#).

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3 Responsibility

Title	Responsibility
Vice-Principal	Has overall responsibility for the strategic management of Higher Education Learner Conduct and Behaviour Policy and Procedure. The monitoring of student progression and achievements for the implementations for improvements in outcomes for learners.
Higher Education Academic Board	Responsible to the College Executive Team with primary duties to oversee Higher education academic standards, the quality of programmes within the Institution, and the learning experience.
Senior Leadership Team	Responsible for authorising and delegating authority to suspend learners if a serious/gross misconduct occurs.
Institution Board of Governors	Monitors the Higher Education provision to review performance. The Chair of the Academic Board will report to the Board of Governors.
The Executive & Cross-College Support Manager	Responsible for setting up motivational interviews and disciplinary hearing. This includes the communication of correspondence and information to support the process.
Curriculum Operational Leaders (COL)	Responsible for the management of staff delivering on Higher Education programmes. They will chair the Motivational Interview (MI) and be responsible for monitoring your progress during the MI process.
Programme Team Leaders	Responsible for making sure students and the Programme Academic Team know what good conduct is. Monitoring programme progress and addressing learner behaviour and conduct.

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Programme Academic Teams	Responsible for reporting behaviour and conduct of learners on the Institution's EBS system. They will liaise with the Progress and Welfare Coach (PWC) to support your development.
Progress and Welfare Coach	Responsible for monitoring your progress on the programme and will provide advice and support throughout your learner journey.

If you have any questions in relation to the Higher Education Student Conduct and Behaviour Policy, please contact info@lcwc.ac.uk.

4 Introduction

The Higher Education Student Conduct and Behaviour Policy and Procedure sets out the expectations for your conduct and behaviour during your time on your programme of study.

If you require assistance or reasonable adjustments to support access to the Learner Conduct Procedure please contact info@lcwc.ac.uk

Assistance is also available from the Student Services Team who can be contacted at tscs@lcwc.ac.uk

4.1 Our Expectations of You

- Commitment to study in accordance with good academic practice. Please refer to the which contains further details.
- Treat your fellow students and staff with respect in accordance with this policy and values as outlined in [w Lakes College - Harassment and Sexual Misconduct Policy.docx](#) and [Lakes College HE Student Charter](#).
- Attend inductions, participate in timetabled classes, attend meetings and tutorials, engage with independent and online learning, etc.
- Obtain agreement in advance for essential absences and record unexpected absences on [EBS](#) and with your Progress and Welfare Coach (PWC)

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- Take responsibility for managing your own learning: actively engaging in your programme; ensuring you spend sufficient regular time in independent study and participate in group activities.
- Submit assessed work by the stated deadlines and actively participate in feedback as outlined in the [Lakes College - Higher Education - Assessment Policy & Procedure](#)
- Support Course Representatives and participate in student feedback system which will lead to improvements in the quality of teaching and learning.
- Behave in a safe manner in accordance with the [Health and Safety Policy](#) and in line with the Health and Safety Act 1974.
- Act in accordance with the HE policies as set out in your [Health and Safety Policy](#)

4.2 What you May expect of Us

We will:

- Provide support corresponding with the application of this policy.
- Ensure respect and prompt action with regard to concerns or complaints
- Ensure impartial investigation and resolution within an appropriate time frame (a maximum of 90 calendar days in line with the OIA Good Practice Framework [oia-good-practice-framework.pdf \(oiahe.org.uk\)](#))
- Ensure matters will be looked into fairly without bias.
- Provide a safe space to report any concerns that you have about staff and/or student conduct and behaviour. Please refer to the [Lakes College - Higher Education - Complaints Policy and Procedure](#) for further details.
- Ensure confidentiality with reporting.

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- Use outcomes to improve the student experience and minimise the potential for similar issues arising again.

Learner Conduct and Behaviour Policy

5 Policy

We are committed to support you to develop on your projected career path. The Learner Conduct and Behaviour Policy identifies the key expectations of your conduct and behaviour as a higher education student.

5.2 Definitions

This Policy and Procedure defines:

- **Behaviour** as a range of actions and responses to a situation.
- **Conduct** as how you behave and the responsibility of your actions.

5.3 Personal and Interpersonal Behaviour

All staff and student members of the College community commit to:

- Respect each other's rights and liberties as individuals.
- Not engage in, accept, or tolerate behaviour which makes anyone feel:
 - Threatened,
 - Uncomfortable,
 - Embarrassed or afraid,
 - Or anything which interferes with your progress in learning.
- Adhere to our HE Equality, Diversity and Inclusion Policy which states the College commitment to take all incidents relating to learners with protected characteristics seriously under the Equality Act 2010.

If you or any student feels a victim of discrimination, harassment, bullying or behaviour that is deemed unacceptable you have the opportunity to report

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confidentially, with confidence that appropriate action and support will follow. Please refer to the [Lakes College - Higher Education - Complaints Policy and Procedure](#) for further details

5.3 Criminal Behaviour

Any behaviour which is anti-social or illegal is unacceptable to the institution and may be referred to the Police and/or appropriate authorities.

In this instance, you may be suspended pending the completion of any investigation. Please see the [Lakes College - Higher Education - Terms and Conditions](#) for further details.

We work in a multi-agency manner and will seek guidance from appropriate services including the Police; Local Authority or any organisations connected to Safeguarding and the Prevent Duty where necessary.

5.4 Academic Behaviour

Our shared expectations are that you will:

- Complete your own required work and assessments.
- Be punctual.
- Attend and engage in sessions as part of your learning agreements.
- Work co-operatively with tutors, support staff and each other.

Any disruptive or offensive behaviour, which interferes with study or the learning environment, will be addressed accordingly as detailed in the

[Lakes College - Higher Education - Academic Conduct Misconduct Malpractice and Maladministration Policy and Procedure.docx](#)

and

[HE Learner Engagement and Attendance Policy and Procedure](#)

6 Behaviour towards the Institution Environment.

- We expect that you will work with us to maintain a safe, healthy, and secure working environment.

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- Damage to any property will be not tolerated. External and internal untidiness that leads to health and safety risks and non-return of resources is not acceptable.
- We operate a no-smoking/vaping site other than in designated areas. Site plans are available for people to see where these positions are located.

7 The Disciplinary process

The disciplinary process covers a spectrum of behavioural and conduct issues ranging from lapses in judgement to gross misconduct. Similarly, our response will be flexible, proportionate and designed to improve the learning experience of all students.

7.1 Minor Misconduct

For minor offences, there is an informal process which will be used positively in supporting behavioural improvements. Interventions will be recorded to provide an auditable trail of evidence that contributes to more formal stages of intervention if required.

7.2 Serious Misconduct

For repeated or more serious offences, there is an ascending scale of sanctions, through oral, written, and final written warnings. The most serious cases may lead to exclusion. Guidance information on escalation of the disciplinary procedure should be implemented where needed.

7.3 Gross Misconduct

Cases of gross misconduct will be dealt with through a disciplinary hearing conducted by a member of the Senior Leadership Team or delegated representative. This could lead to exclusion for a set period.

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7.4 Appeals

Appeals within the formal disciplinary process will be heard by an appeals committee. This will take place in line with the [HE Appeals Policy and Procedure](#).

7.5 Warnings, Cautions and Penalties

Warnings, cautions and penalties will occur if your behaviour and conduct is not in line with the HE Learner Conduct and Behaviour Policy.

	Warning, Caution & Penalty
Minor Misconduct	Behaviour and Conduct note recorded on EBS for warnings or informal cautions
Serious Misconduct	Cause for Concern raised which leads to a Motivational Interview for warnings. The following penalties may be applied to you: - Disallowing, in part or whole, any piece of assessed work. - Capped mark. - Removing the opportunity of resubmission - Withhold credit for a module. - Withdrawing registration. - Compensation to the Institution
Gross Misconduct	Disciplinary panel with formal outcomes recorded on your learner record. The following penalties may be applied to you: - temporary or permanent exclusion. - temporary or permanent expulsion. - Compensation to the Institution - Disallowing, in part or whole, any piece of assessed work. - Capped mark.

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	- Removing the opportunity of resubmission - Withhold credit for a module. - Withdrawing registration.
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8 Role of the Awarding Body

Your awarding body organisation will have academic guidelines in relation to conduct and behaviour. Please refer to the links below:

Awarding Body	Conduct and Behaviour role
Pearson	BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment 2022-23 (pearson.com)
Open University	Code of Practice for Student Discipline (open.ac.uk)
University of Central Lancashire	regulations-conduct-of-students-2324 (uclan.ac.uk)
University of Cumbria	Student Code of Conduct and Disciplinary Procedure MyCumbria

HE Learner Conduct & Behaviour Procedure

This sets out the Higher Education Learner Conduct and Behaviour Procedure in line with the Higher Education Learner Conduct and Behaviour Policy. We are committed to a fair, transparent, accessible, and equitable process.

9 Learner Conduct & Behaviour Procedure

9.1 Minor Misconduct

9.1.1. Informal Warning:

If we observe a lapse in your conduct or behaviour, we will warn you informally that your conduct is inappropriate. We will challenge you directly

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and record the incident in the central pastoral system as a Behaviour and Conduct note on EBS. This is an entirely internal system, and no formal record will be made on your student transcript.

9.1.2 Strikes Model

If your inappropriate conduct or behaviour persists, a '**3 strikes**' model will then be used to ensure that your conduct or behaviour is dealt with in a constructive and timely manner.

At each Strike, you will be supported by a meeting with your Progress and Welfare Coach. At this meeting you will agree on your Conduct and Behaviour goals.

If, within one academic year, you meet the Conduct and Behaviour goals set as part of this process, no further record or action will be taken in relation to that misconduct.

- **Strike 1** - When a lapse in conduct or inappropriate behaviour results in a learner having a recorded note on EBS this will account for 'Strike 1'. Conduct and Behaviour goals will be entered onto the record.
- **Strike 2** – You have not met the Conduct and Behaviour goals at Strike 1, or you have carried out further new minor misconduct.
- **Strike 3** – As per Strike 2 you have not met the Conduct and Behaviour goals at Strike 2 or carried out further new minor misconduct. This will be your final strike before further action is taken.

	What will happen to my records?		
	Year 1	Year 2	Year 3
Strike 1	Remain until completion of year 1	Will remain until the end of your programme	Will remain until the end of your programme

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Strike 2	Remain until completion of year 1	Will remain until the end of your programme	Will remain until the end of your programme
Strike 3	Remain until completion of year 1	Will remain until the end of your programme	Will remain until the end of your programme
End of the year action	Will be removed from your record after year 1	Will roll over to year 3 of your programme	Will roll over to your next year of the programme (if applicable)

This process will only account for minor issues.

We reserve the right to accelerate the “3 strikes” model dependent upon specific circumstances. For example, misconduct that relates to the institute’s policies on matters including:

- Safeguarding,
- Health and Safety
- Radicalisation and Extremism,
- Violent and criminal conduct,
- Discriminatory language

If deemed appropriate in such circumstances, an immediate suspension will be enacted leading directly to a Disciplinary Hearing.

9.2 Serious Misconduct

9.2.1 If you receive ‘3 strikes’ in relation to minor misconduct, this will lead to a recording of a Cause for Concern on the internal system.

9.2.2 A single incidence of Serious Misconduct will lead to a recording of a Cause for Concern on the internal system.

9.2.3 A Motivational Interview will take place on any 4th incident of Minor Misconduct or first instance of Serious Misconduct. Your Progress & Welfare Coaches will usually lead on initial discussions in conjunction with subject tutors where appropriate.

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9.2.4 The Executive Cross College Services Manager (ECCSM) will arrange a Motivational Interview (MI) and will inform you by letter of the meeting. The MI, whilst being supportive, is a disciplinary meeting.

9.2.5 The letter will include information on sources of support and what you will be required to bring to the meeting. We will also ask whether you require reasonable adjustments to the process to support you. Please refer to [Lakes College HE Reasonable Adjustment Policy & Procedure](#). You may wish to nominate an advocate to speak on your behalf. You may alternatively/also bring one person to support you.

9.2.6 The MI will:

- Be chaired by the Curriculum Operational Leader (COL)
- Support you to consider ways to improve your behaviour.
- Provide improvement and performance targets which will be agreed with you and will be recorded and monitored via EBS.
- Establish a two-week monitoring period, to be reviewed by COL and your Progress & Welfare Coach.

9.2.7 The outcomes of this meeting may be used at any later formal Disciplinary Hearing to show what steps have been already taken to bring about a change in behaviour, conduct or performance. The MI may be repeated once (a maximum of two MIs) before escalation to the Formal Stage.

9.3 Formal Actions

Where there has been no change in conduct or behaviour following the MI, you will be moved onto the formal process. The formal process will proceed with an investigation. You will be notified of this in writing by the ECCSM with the reasons for this decision specified.

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9.4 Gross Misconduct

- 9.4.1 If Gross Misconduct has occurred, you will be automatically moved into the formal process. You will be notified of this in writing with the reasons for this decision specified.
- 9.4.2 If you admit your misconduct, a hearing will be arranged through The ECCSM and team.
- 9.4.3 For all instances of Gross Misconduct there must be an investigation by us, the Institution.
- 9.4.4 If the matter has already been referred to the Police, or is progressing through civil or criminal court proceedings, the institution's investigation will be paused. Once completed, if appropriate, the institution's investigation may be re-opened.
- 9.4.5 Under normal circumstances, the disciplinary process will take a maximum of 90 days, not including any Police investigation.
- 9.4.6 You will be told how the investigation will be conducted and be kept informed throughout the process.
- 9.4.7 Interviews will be carried out by the Investigating Officer, with anyone who may have information about the Gross Misconduct. Factual information is recorded in writing. A report is written up by the Investigating Officer, outlining the evidence and the information gathered during the investigation.
- 9.4.8 We will provide you with a copy of the report and access to statements and any other evidence.
- 9.4.9 The hearing will be conducted by a member of Institution staff from a pre-approved list of eligible Chairs, to ensure impartiality and fairness of process.
- 9.4.10 The Cross-College Administration Team (CCA) will arrange formal correspondence and coordinate hearing dates/times.

9.5 Suspension

- 9.5.1 Suspension involves the removal of you from the Institution premises, until such time as a Disciplinary Hearing can be

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arranged. This decision is taken in relation to any concerns around safeguarding.

- 9.5.2 Senior Leadership Team members may authorise or delegate the authority to suspend learners.
- 9.5.3 The staff member suspending the learner must inform him/her of the reason for the suspension and if possible, get a statement from the learner, which will be used as part of the investigation.
- 9.5.4 Your safety and wellbeing will be considered when suspending from the Institution during the working day.
- 9.5.5 Arrangements for remote study will be put in place during any suspension.
- 9.5.6 You will be informed in writing when you can return to the Institution. You may not be allowed to return until after the Disciplinary Hearing
- 9.5.7 The suspension does not constitute, in itself, a part of the disciplinary process or action.

9.6 The Disciplinary Hearing

- 9.6.1 A disciplinary hearing will be held following the unsatisfactory completion of the MI process or following an investigation into an allegation of Gross Misconduct. We will notify you of this in writing, asking you to confirm a suitable date for the hearing. If we do not hear back from you within 15 working days, a hearing date will be set.
- 9.6.2 We will confirm the following to you in writing:
 - The date, time, and venue of the hearing,
 - The name of the person chairing the hearing
 - The reason for the hearing, including the nature of the complaint and an outline of the outcome of the investigation,
 - That the purpose of the hearing is Disciplinary.

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- Your opportunity to submit evidence to support your case prior to the hearing, within a specified timeframe.
- The possible outcome.
- Your right to request reasonable adjustments, to attend remotely or not attend for your own wellbeing.
- Your entitlement to be accompanied by an advocate and/or another person to support you, or for the advocate to attend and speak on your behalf.
- That non – attendance will result in the hearing being conducted in your absence.

9.6.3 The Institution bears the burden of proof. The standard of proof which applies is the ‘Balance of Probabilities’.

9.6.4 If no response has been received from you within 15 working days of the letter inviting you to the disciplinary hearing, the matter will proceed on the basis that you deny the alleged misconduct.

9.6.5 If you are an apprentice with us, your employer will be informed.

9.6.6 If a safeguarding concern has been raised, you may not be permitted to attend the hearing in person. In these circumstances, you will be permitted to attend remotely, via a live link, and/or submit a written testimony. Your representative would still be able to attend in person.

9.6.7 During the hearing, the person conducting the hearing:

- Explains the purpose of the meeting,
- Identifies those present, confirming whether you have a representative,
- Informs you of the reasons for the interview,
- Presents the evidence or asks the investigator to outline the case and give details of evidence, such as reports from the Institution’s staff and learners or CCTV footage,
- Listens to your case and evidence (which may include witness statements),
- Takes into consideration any mitigating circumstances,

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- Checks whether any further information is available,
- Decides the outcome, in consultation with the other staff attending the interview,
- Either informs you immediately of the outcome, or gives a time (usually within 24 hours) when the outcome will be decided and finally,
- Summarises the hearing, together with the outcome and records all information on the Institution's central EBS pastoral system.

9.6.7 Records of the hearing and all associated documentation will be retained in accordance with the [HE Data Protection Policy](#).

9.6.8 The person conducting the hearing ensures that you are informed in writing of:

- The penalty(ies),
- The reason for the penalty(ies),
- The date the penalty(ies), will take effect from,
- The duration of the penalty(ies),

9.6.9 This information will be recorded on the EBS Pastoral System by the Chair (or delegated administration support where appropriate).

9.6.10 If you fail to attend the Disciplinary Hearing, without reasonable cause, or cannot be contacted by the Institution, the person conducting the hearing will determine the outcome based on the available evidence. This will be communicated as per 9.6.8.

10 Exclusion, Expulsion and Withdrawal

If the outcome of the hearing is exclusion, expulsion and/or withdrawal from the course, a letter confirming the outcome will be sent to you.

It will clarify the duration of exclusion if applicable.

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For withdrawal and/or expulsion, you will be withdrawn from your programme. If you wished to continue your studies at the Institution a reapplication and readmission process is required and which will include review by the Institution's Inclusion Panel, prior to offer of a place and enrolment on any programme of learning.

Any appeal against exclusion, expulsion and/or withdrawal is heard by the Appeals Committee.

11 Appeals

11.1 You may appeal against the decision of a hearing. The grounds for appeal may include that:

- The hearing has not been carried out fairly and equitably, i.e. the policy and procedure as described has not been substantially followed.
- The hearing reached an unreasonable decision.
- There is new material evidence that was unavailable, for valid reasons, to the hearing.
- There was bias or reasonable perception of bias during the hearing.
- The penalty imposed was disproportionate, or not permitted under the procedures.

11.2 Notice of the appeal and the grounds for the appeal must be given to the Dean of HE in writing within 10 working days of the date upon which you received written notification of the outcome. Appeals made outside this timeframe will only be considered in exceptional circumstances.

11.3 Appeals are heard by the HE Appeals Committee. This is comprised of three Governors, including the Principal in his/her capacity as Governor. If the Principal has conducted the prior

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Disciplinary hearing, another Governor will replace him/her on the panel.

- 11.4 No person involved in any prior stage of the disciplinary process and hearing may be part of the Learner Disciplinary Appeals Committee.
- 11.5 The Clerk to the Governors will attend to take notes and ensure that the meeting is conducted fairly and impartially.
- 11.6 The appeal is heard as soon as possible, but you will receive 20 working days' notice of the date, time, and venue of the appeal hearing, unless an alternative date has been mutually agreed.
- 11.7 The HE Appeals Committee has access to all the reports and statements used in the earlier hearing.
- 11.8 At the appeal hearing:
- You, or your representative will be invited to outline the grounds for the appeal.
 - The person who conducted the initial hearing will be invited to provide evidence to show that the hearing was conducted in line with this policy and procedure, or that the new evidence is neither valid nor significant, or,
 - Agree that the new evidence is admissible.
 - You or your representative, may make a closing submission,
 - The parties withdraw while the Committee makes a decision.
- 11.9 The decision of the Committee is notified to you as soon as practicable (within 24 hours of the hearing decision), but no later than 2 working days. Written confirmation of the decision will be sent to you, where the decision is final.

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11.10 Where your appeal is upheld, any written reference to the exclusion sanction will be withdrawn from your record.

12 Referral to The Office of the Independent Adjudicator (OIA)

If the appeal is not upheld or is not permitted to proceed under the grounds of appeal, an Institution Completion of Procedures Letter (ICOP) will be sent to you within 28 days. This will explain decision reached and the reasons for it.

12.1 Should you wish to refer the matter to The OIA, the time limit is 12 months. It is important that you do this promptly.

13 Data Protection

Your personal records will be kept confidentially and securely in line with the [HE Data Protection Policy](#).

Any information provided by you during the learner conduct and behaviour procedure will only be shared with a limited number of staff who are directly involved in the process. Staff with access to this information will abide by the HE Data Protection Policy and Procedure.

We are required to provide anonymised statistical data returns to our regulators and statutory agencies. This does not identify individuals.

14 Sources of Further Information

Team	How can they support you?	How can you contact them?
Student Progress and Welfare Coach	Provide pastoral support and guidance	teammentors@lcwc.ac.uk or room G36
Curriculum Operational Leader	Listen to your concern and resolve issues with programme	Please refer to your programme specification
Programme Leader	Listen to your concern and resolve issues with your programme	Please refer to your programme specification

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Review Date:	29/10/2028	Version:	1

Programme Academic Team	Listen to your concern and resolve issues with your programme	Please refer to your programme specification
Executive Cross College Services Manager	Will log the complaint and start the complaint process	teamcca@lcwc.acuk

13 Other relevant policies and procedures

- [LCWC HE Student Charter](#)
- [LCWC HE Strategic Plan 2023-2024](#)
- [LCWC HE Assessment Policy and Procedure](#)
- [LCWC HE Appeals Policy and Procedure](#)
- [LCWC HE Safeguarding & Prevent Policy and Procedure](#)
- [LCWC HE Equality, Diversity, and Inclusion Strategy](#)
- [LCWC HE Complaints Policy and Procedure](#)
- [LCWC HE Data Protection Policy](#)
- [LCWC HE Academic Conduct, Misconduct, Malpractice and Maladministration Policy and Procedure](#)
- [LCWC Reasonable Adjustments Policy and Procedure](#)
- [LCWC Fitness to Study Policy and Procedure](#)

14 Any external references

- Equality Act 2010 [Adjustments for disabled persons](#)
- Health and Safety Act 1974
- Office for Students [Home - Office for Students](#)
- Office for the Independent Adjudicator [Office of the Independent Adjudicator for Higher Education - OIAHE](#)
- Consumer Rights [Consumer Rights Act 2015 \(legislation.gov.uk\)](#)
- CMA [Higher education: consumer law advice for providers - GOV.UK \(www.gov.uk\)](#)
- Quality Assurance Agency for Higher Education [The Quality Assurance Agency for Higher Education \(qaa.ac.uk\)](#)
- [The Consumer Contracts \(Information, Cancellation and Additional Charges\) Regulations 2013 \(legislation.gov.uk\)](#)

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15 Glossary of Terms

Term	What is it?
Awarding Body Organisation	Is an institution who is responsible for designing, developing, and administering assessments, examinations, and qualifications.
British Value	Is the rule of law, individual liberty, mutual respect for tolerance of those with different faiths and beliefs, and those without faith.
Cause for Concern	Is a category used on EBS to highlight that your behaviour and/or conduct is a concern. This will start the formal actions with your behaviour and conduct.
Conduct and Behaviour Note	Is a category used on EBS to record informal cautions and warnings.
Conduct and Behaviour Goals	Is the setting of targets to support you in developing your behaviour and conduct.
Disciplinary	is the action to address concerning or unacceptable behaviour.
EBS	Is the Institution's student record system used by internal staff to record behaviour and conduct notes.
Extremism	Involves actively promoting for and engaging in extreme or radical actions.

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Gross Misconduct	Is actions and behaviours that is sufficiently serious to suspend you from your programme of study.
Independent Study	Is a form of education activity which is carried out by you, the student. This is carried out
Induction	Is the process which sets out the expectation and programme information.
Institution Completion of Process (ICOP)	The Institution Completion of Process is a letter provided by the Institution to confirm the outcomes of a complaint.
Motivational Interview	Is an internal meeting to address your behaviour and conduct on your programme of study. It will be chaired by the Curriculum Operational Leader and recorded on the Institutions EBS system.
Protected Characteristics	These are specific personal attributes or characteristics which are legally protected from discrimination under the Equality Act 2010.
Office for Students	Is a government organisation which oversees and regulates higher education institutions.
Office of the Independent Adjudicator for Higher Education (OIA)	Is an independent body which students are allowed to ask the OIA to review their complaint if they are

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	unhappy with the outcome from the awarding body organisation.
Radicalisation	Where an individual or a group develop views and ideologies towards a more extreme beliefs or ideologies.
Safeguarding	Is the promotion and protection of the well-being, safety, and rights of individuals, especially those who may be vulnerable to harm, abuse, neglect, or exploitation.
Suspension	The temporary removal or interruption to your programme of study.
Tutorials	Are small sessions designed to provide guidance, instructions, or training on a particular subject.

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Initial Screening for Equality Impact Assessment (including Safeguarding)

To be completed prior to a Policy or Procedure being introduced and at each review.

Name of Policy/Procedure:	
Is this a new or existing policy/procedure? ☐ New ☐ Existing	
1. To ensure that the policy / procedure complies with the Equality Act 2010, which of the listed categories could be impacted by the policy / procedure? (The categories follow the College Single Equality Policy, and the impact could be positive or negative.) ☐ Age ☐ Compliance with Children & Families Act 2014 ☐ Disability ☐ Gender ☐ Race/ethnicity ☐ Gender Re-Assignment ☐ Marriage/Civil Partnership ☐ Pregnancy/Maternity ☐ Socio-Economic ☐ Sexual Orientation ☐ Religion/Belief ☐ All of the above ☐ None of the above expected	
2. What are the risks of introducing this policy / procedure change to any of the above groups?	
3. What are the expected benefits of introducing this policy / change to any of the above groups?	
4. Are there any areas or issues that could impact on the safety of staff or learners?	
5. What evidence do you have for your responses to questions 2, 3 and 4? (e.g. evidence could be provided to counteract identified risks and, therefore, a full screening would not be required)	
6. What is the level of risk for the policy / procedure?	☐ High ☐ Medium ☐ Low
7. Is a Full Screening Impact Assessment required?	☐ Yes (complete the box below) ☐ No
What are the recommendations from Equality Impact Assessment?	
Date of Review:	
Reviewer's Name:	
Reviewer's Job title:	

