Quality Assurance Policy Document

(GATEWAY Institute of Learning Ltd.)

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ABOUT INSTITUTE

Gateway Institute of Learning Limited (Institute) is an independent Institute based in Malta. Our objective is to provide an enriching and success orientated educational service to students of all backgrounds increasing their skills, knowledge and assisting in preparing students for the highly competitive employment market.

We currently offer a selective number of graduate, postgraduate and professional courses within the disciplines of business management and exam preparation courses. Our courses are targeted towards the EU countries; we are looking to offer our courses to the International students from October 2020.

The Institute's long-term goals are to provide a range of courses to attract a greater range of students with greater diversity in backgrounds. We aim to provide a more comprehensive choice of courses awarded by UK & Maltese awarding bodies to prospective students to enhance their career opportunities and for the Institute's growth potential to be realized.

We operate from purposely designed and adapted premises over three floors, located within a busy town centre. The premises consist of 11 classrooms, a large computer lab, library facilities, student common rooms, staff offices. We currently are expecting large number of students studying a range of courses from levels 4 to 7.

MISSION STATEMENT

It is the mission of Gateway Institute of Learning to enable its students to achieve their full potential by fostering a culture of learning, personal development and high aspirations. The Institute aims to provide high quality higher and further education with an international context for the intellectual, social and professional development of the individual and for the economic and cultural enrichment of both the Maltese and the international community.

The long-term goal is to provide a variety of courses to attract a greater range of students from a wider diversity of backgrounds. The aim is to provide a more comprehensive choice of courses for students, accredited by UK awarding bodies.

Gateway Institute of Learning believes that it must serve the needs of the individual, the enterprises, and the communities, from which its students originate. Therefore, the Institute's mission is to:

- offer high quality, affordable education and training in a friendly learning environment;
- instil confidence and enhance personal growth, critical thinking and the essential skill of applying knowledge to real life situations;
- encourage and facilitate each student in achieving his/her potential to succeed academically;
- prepare and produce individuals capable of improving their career opportunities and competitiveness.

The Institute aims to achieve its mission by:
- valuing, and developing to the full, the contribution of its staff;
- investing in specialist staff and technology as a resource for educating students now, and
  for researching and developing new short and long courses for the future;
- providing training and learning opportunities for students and staff.

Standard 1 -Policy for Internal Quality Assurance

a. The organization of the quality assurance system

The quality assurance system is integral to the success and viability of The Institute and therefore is at the heart of our quality assurance programme to our students. The IQA is laid out in accordance with the National Commission for Further and Higher Education (NCFHE) framework of eleven standards of Quality Assurance. The IQA is available online to for the public as well as available internally to all staff and students both electronically and hard copies. The IQA is reviewed annually by the senior management at The Institute.

b. The responsibilities of departments, schools, faculties, institutes and/or other organisational units as well as those of institutional leadership individual staff members and students with respect to quality assurance

The Institute Management team which includes the Academic Head, Director of Studies, Registrar and Heads of Departments all take a role in the academic planning and provision of The Institute. This planning includes aspects of curriculum outline, academic resources, administration of courses, planning and review of courses and new course development. Additional information of the organisation can be found in the organogram document.

Along with this IQA policy The Institute also has an Internal Quality Assurance System which contains information for all staff members to follow. Additional information can be found in this Internal Quality Assurance System document and outlines each members of staff's responsibilities.

The Registrar with the Director of Studies will regularly review and evaluate the College's practice through:

- the evaluation of relevant data;
- strategy meetings with the Director of Studies;
- a regular programme of management meetings with Heads of Department;
- performance Management Meetings with Heads of Departments, including lesson observations;
- implementation of the College development plan.

The Heads of Departments with the Registrar will regularly review and evaluate The Institute's practice through:

- regular meetings with staff;
- the evaluation of relevant data;
- examination results review;
- leading Team Reviews;
- performance Management Meetings with staff;
- implementation of relevant areas of the Whole School Development Plan.

c. Reference to the relationship between research and learning & teaching, where applicable

The Institute recognises the importance of the relationship between research and learning & teaching in education and therefore The Director of Studies will keep all staff up to date with relevant, peer reviewed pedagogical research that will aid in teaching enhancement and relevant training will be given in these areas throughout the academic year as part of the Continued Professional Development programme for staff. This peer reviewed research will be researched and disseminated by the Director of Studies utilising online journals as well as attending training days, conferences, online seminars and tutorials.

d. Procedures for ensuring against academic fraud

The Institute is passionate about making sure academic fraud does not happen within our courses and takes any form of academic fraud seriously. Academic fraud as highlighted in the Malpractice and Maladministration Policy includes these areas:

- Plagiarism of any nature, written guidance is given to students during their induction.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

The Internal Verifier /Assessor / Trainer will have training and will be provided with all of the appropriate resources / documentation prior to the beginning of their employment so they understand how to appropriately detect academic fraud.

Any member of staff that suspects academic fraud should report this straight to the Quality Assurance Manager who will then begin an investigation into the suspected fraud. The Quality Assurance Manager will then pass on their findings to the Principal. The Principal will discuss the malpractice issue with both parties and will come to a decision. If the learner is found to be in breach of malpractice, then they will be reported to the awarding body and potentially withdrawn from the programme. All learners are given a copy of the Complaints Procedures and Notes for Complainants Policy at the beginning of

their course. The Principal shall be the person who is in charge of recording and making sure that all penalties handed out to students is given in a consistent and fair manner.

Additional information can be found in the Malpractice and Maladministration Policy, The Assessment and Internal Verification Policy and The Complaints Procedures and Notes for Complainants Policy.

e. Procedures for ensuring the integrity, reliability, suitability and continuous availability of the technological infrastructure

The Institute has an abundance of technology available to both staff and students. There is WIFI available throughout the site as well as students having a specially designed Intranet – online learning system where electronic resources are put up along with lecture notes and additional reading material. It is also a form of communication between the student and College. The Director of Studies will make sure this technology is kept up to date.

f. Procedures for verifying the identity of all enrolled students

Students will be asked to provide copies of their passport's biometric page or government issued ID card when sending in their application form digitally. If the student is admitted to the course, upon their physical arrival to The Institute our registrar will cross check the copy of the passport page/government issues ID card with their original document. A copy of the student's visa, if necessary, for study in Malta, will also be taken and all student information will be kept private and confidential as explained in the Data Protection Policy.

Additional information can be found in the Data Protection Policy.

g. procedures for ensuring against intolerance of any kind or discrimination against the students or staff

The Institute is committed to working towards equality of opportunity in all aspects of its business for staff and students as found in the Equality and Diversity policy. Equality of opportunity is the right of all persons to receive fair, equal, and non-discriminatory consideration in the processes of education and employment, as outlined in various equality and anti-discrimination legislation. The Institute believes that commitment to principles of fairness and respect for all helps create an environment that is conducive to the free and open exchange of ideas, and the welfare of staff and students alike. The Institute endeavours to ensure that all its activities are governed by principles of equality and opportunity, and that all staff and students and other stakeholders are encouraged to achieve their full potential.

The Institute recognises the rights of individuals and groups to be free from discrimination and harassment on the grounds of marital status, family status, sexual orientation, religion,

age, disability or race. Additional information can be found in the Equality and Diversity policy.

The Director is the person on charge of acting upon any issues that are raised by staff or students. The Institute affirms the right of all staff and students to work and learn in an environment free from any kind of harassment including bullying and does not tolerate victimisation of students by employees and non- employees. Behaviour of this kind may lead to disciplinary action and other sanctions at the discretion of the Director and Head of The Institute. All staff and students are given information in their induction and additional information can be found in the Student Handbook.

Additional information can be found in the Equality and Diversity Policy and Student Handbooks.

h. The involvement of external stakeholders (OTHM) in quality assurance

As an approved centre we ensure that all learner work has met the standards through appropriate assessment and internal quality assurance processes as described above. Once we are satisfied that all units have met the standard, then we can request for an OTHM External Quality Assurer to be allocated to our centre. OTHM External Quality Assurers are occupationally and professionally competent to ensure accurate and consistent standards of assessment across OTHM delivery centres and over time. They are responsible for completing external quality assurance activities and providing feedback to the centres. Further the Institute commits to having an external NCFHE QA audit every five years

Standard 2 - Institutional Probity

The Institution's Leadership and Management structure is that consisting of a Director and Head as well as an Academic Head. These two positions are held by staff with relevant qualifications and experience and are able to deliver an excellent academic programme, they are fit and proper persons to hold these positions. The Director and Head of The Institute possesses an MA, MSc, and BA with over ten years' experience in educational management and leadership specialising in Business and Management. The Academic Head has over 24 years of experience in various teaching, and leadership roles in education possessing advanced degrees including an MBA and MSc along with Qualified Teaching Status and experience as an examinations officer.

The Head of Institution is appointed according to the Selection Criteria for the Head of Institution. As this role is specific rather than general the requirements set a level of MA/MSc qualification as well as having "considerable experience of managing staff including monitoring work performance, experience of conducting staff reviews/appraisals,

experience of interviewing and recruiting staff, and experience of carrying out formal performance procedures". If a new Head of Institute is needed then the recruitment process would follow that of the recruitment policy taking into consideration the selection criteria for this position. The position of Academic Head also follows the recruitment policy and selection criteria requirements.

The Institute is a legally registered Maltese Company acting under the name of Gateway Institute of Learning Limited. The legal representative running the company is a Maltese National with residence in Malta. The Institute has the correct financial probity in place and shall have annual financial statements available with regular budget plans created with and monitored by the Senior Leadership Team. The Institute employs a tax advisory cooperation which is a registered cooperate accountant business in Malta.

The Head of the Institution along with the Tax Advisory cooperation will ensure the long-term financial stability of the business.

Additional information can be found in in the Selection Criteria for Head of Institute and Recruitment Policy and Selection Criteria.

Standard 3 - Design and Approval of Programmes

Course design always begins with the students in mind looking at their learning journey and in consideration with the courses being offered. These courses include:

Diploma in Strategic Management and Leadership-Level 7

Diploma in Business Management-Level 6

Diploma in Business Management-Level 5

Diploma in Business Management-Level 4

The awarding body is OTHM UK and the programmes being offered are subject to external validation and inspection.

When a course is created for the first time there is collaboration with the Academic Head and Director of Studies to identify course outlines, learning objectives and outcomes, materials to be used and assessment criteria using both formative and summative assessment methodologies. All courses created and taught at The Institute shall define the expected student workload in terms of ECTS or ECVET learning credits. The senior management at The Institute will rely on numerous internal and external data when introducing a new course, this includes current educational trends, consulting with

experienced people in the industry, staff feedback as well as discussing with students and looking at feedback from students on their courses.

Additional information can be found in the Curriculum Policy.

Once the course has been delivered there is quality control which, in consultation with the course tutor, Director of studies and Academic Head discuss changes to the course.

At the end of each course written feedback is gathered from students and is reviewed and acted upon in conjunction with the subject teacher, Director of Studies and Academic Head.

One of the main academic strengths at The Institute is the quality and commitment of its teaching staff, most of whom are qualified to masters' level or above and are engaged in teaching and research. All teachers have the necessary bachelor's degree, teaching qualification and suitable criminal record check.

All teaching staff are well educated and have vast experience in their field of teaching, this allows students to learn not just academic processes but gain real world knowledge of their chosen subject. The Institute has a comprehensive staff development policy which includes an excellent Continued Professional Development (CPD) programme for all teaching staff. The CPD programme covers up to date teaching pedagogy research with ways to implement this in the classroom.

Additional information can be found in the Staff Development Policy, Curriculum Policy and The Learner Recruitment, Assessment and Progression Strategies Policy.

Standard 4 - Student-centred Learning, Teaching and Assessment

The Institute has identified student-centred learning as the basis of our curriculum and have strong strategies in place that plays a huge role in our students achieving excellent grades.

We believe that having a variety of different pedagogical approaches promotes learning to all of our students and our Academic Head welcomes the opportunity to work with teachers who have different approaches to teaching and learning that correlate to our philosophy at The Institute. During the recruitment process all teaching staff are interviewed and asked to give a presentation of their teaching style. Additional information can be found in the Recruitment Policy & Selection Criteria. Through on going CPD training, formal and informal feedback and student feedback our Academic Head is able to continually monitor and evaluate these pedagogical approaches from our teaching staff.

The Institute has identified four parts within the students' learning journey. Once students arrive, they are assigned a personal tutor where they will have an Initial Assessment Process and their learning journey begins at The Institute. In Part two Formative Assessment is used in the teaching and learning during the course. Our tutors will utilise formative assessment

throughout the programme to support and monitor progress. In Part Three we focus on Summative Assessment which is the final part of the assessment process for the learning journey. This includes either the Entry Level Task or the Action-based Activity or Desktop Task. There are regulations to consider mitigating circumstances if students are not able to attend their final exam, this can be found in the Registration and Exam Policy. In Part Four our students have the opportunity to discuss The Progression Route. This allows the learner to discuss their future aspirations with their personal tutor. Students are also given the opportunity to have additional careers advice given to them through a career adviser or additional information on organisations that offer further courses of study.

Assessment is integral to the learning journey. The purpose of the initial assessment process is to identify need, the formative assessment is to support learning and monitor progress, and the summative assessment is to achieve accreditation through an awarding body. Towards the end of the period of learning the tutor would begin to explore the possible progression route for the learner, either in terms of a further qualification in English or mathematics or in another curriculum/learning or work area. All staff and students are given the Learner Recruitment, Assessment and Progression Strategies Policy which details each step in our assessment process. Our teaching staff are given training in their induction and throughout the academic year in their CPD sessions on how to give constructive feedback to students that is consistent across the board.

The guidelines for summative assessment are clearly outlined in the guidance materials provided by the awarding bodies, available in both hard copy and from the awarding bodies' web sites, copies of which are given to students in their first week of studies and is part of their first day induction pack. Prior to the student starting their course they will be able to see the assessment methodology and criteria for both marking and assessment which will be published on The Institute's website.

The Academic Head takes control of quality assurance in regards to examinations and testing. All assessment processes are carried out consistently in accordance with national legislation and the appropriate Awarding Body policies and procedures. When there is a need for an assessor The Institute operates a system where by Assessors, Trainers and Internal Verifiers are hired on a 'needs-led 'basis. Gateway Institute of Learning ensure that each Associate member is recruited against a stringent set of criteria that can be found in the Assessment and Internal Verification Policy. The recruitment of the examiner will also focus on their familiarity with different assessment and examination methods. Additional information can be found in our Assessment and Internal Verification Policy & Procedure.

The Institute has rigorous procedures to check all student's identity and work in all examinations both internal and external and these procedures can be found in the Assessment and Internal Verification Policy.

There is a full procedure in place for students wishing to complain about any part of their course. Students are able to bring their complaints to their personal tutor, programme tutor or director of studies. Additional information can be found in the Student Handbook and complaints policy.

Additional information for this standard can be found in The Learner Recruitment, Assessment and Progression Strategy Policy, Student Handbook, Registration and Exam Policy, Complaints Policy and Assessment and Internal Verification Policy.

Standard 5 - Student Admission, Progression, Recognition and Certification

The Institute believes that a diverse student population contributes to a challenging and stimulating learning environment. We therefore welcome applications from all candidates with the potential to succeed, whatever their background. We are committed to equality of opportunity and aim to avoid unfair discrimination on any grounds, including disability, gender, age, ethnic background, sexual orientation, religion or belief. Additional information can be found in our Equality and Diversity Policy.

Students are required to fill in an application form to express their interest, we then discuss the academic aims of each individual to ascertain whether they have chosen programmes suited to their plans and needs. Entry Criteria for courses are clearly identified. We do not accept any students below the age of 18 onto our programmes. We explain in detail the structure of the programmes and progression options along with other issues clearly before students enrol. We make a judgement based on qualifications of the student and experiences on whether they will be able to study and complete the programme they have applied for. This judgement is made by looking through the Admissions Policy criteria which guides the Admissions team through both non-formal and informal learning to make sure that it is consistent across the board. Only once we are satisfied is admission granted. Students are advised and encouraged to declare any learning disabilities they may have to enable us to offer the appropriate support to meet their academic objectives, including extra time for assessments, weekly one to one session with tutors, ability to record lecturers and to have larger font print outs. Additional information can be found in our Admissions Policy.

The Institute has processes and tools in place to collect, monitor, manage and store in Malta information on student progression. This information is kept by the registrar in accordance with the Data Protection Policy.

English language requirements:

The language of instruction at The Institute is in English. All students registering must have English language requirements agreed at programme validation and must be verified and observed. Where applicants do not have a formal English language qualification or it is not their official language, they must provide evidence of equivalent competence by speaking with the Academic Manager. International Student must satisfy the English language requirements by meeting one of the following criteria:

- Hold a relevant IELTS score taken within the last two years.
- Hold a relevant TOEFL score taken within the last two years.
- Hold a relevant Cambridge certificate taken within the last two years.
- Can show evidence of currently being employed in a working environment which requires knowledge and practice of proficient English.
- Having a prior qualification (certificate, diploma or higher) which was delivered and assessed in English.
- The minimum level of English language required for courses is B2 level or higher. This will depend on either the MQF Level rating of the course or the content of the course.

Student recognition and certification:

Gateway Institute of Learning Learner Recruitment, Assessment and Progression Strategies Policy is in place to ensure that all students are able to access a consistent approach to assessment processes whilst accessing the professional development services. All assessment processes are carried out consistently in accordance with national legislation and the appropriate Awarding Body policies and procedures. on successful course completion, students receive documentation explaining the context, Malta Qualifications Framework (MQF) level, amount of learning credit, content and status of the qualification gained, in line with NCFHE regulations. Students will also have the learning outcomes referenced on their qualification.

Additional information can be found in the Admissions Policy and Learner Recruitment, Assessment and Progression Strategies Policy.

Standard 6 - Teaching Staff

The Institute ensures all teaching and academic staff have the necessary skills, knowledge, experience and qualifications for their position. Recruitment for all staff members follows the Recruitment Policy and Selection Criteria which allows the process to be clear and transparent to all potential employees. The minimum requirement for a teaching staff is to hold a good first degree in the same discipline. However, a competent, experienced staff

could also perform all the functions of the role effectively without a higher degree. During the interview stage all teaching staff are asked a series of questions relating to their teaching experience as well as asked to perform a presentation on their teaching methodology. Additional information can be found in our Recruitment Policy and Selection Criteria and Specification of selection criteria for teaching staff.

The Institute is fully committed to equality of opportunity in recruitment, selection, promotion and all other areas of employment. The Institute ensures that recruitment and selection exercises meet its operational and strategic requirements.

The recruitment manager identifies the need for a new member of teaching staff and seeks authorisation from the Academic Head prior to advertisement of the position. The Executive Board must authorise all positions of six months or more. To promote equality of opportunity The Institute will advertise all vacancies of six months and more.

During the selection process at least two members of staff will sit on the selection panel and must use the agreed job description and person specification to agree on the short listing of the interviewees.

During interview stage for teaching staff the interviewee will be required to give a presentation and this will be assessed on different factors. Upon agreement from the interview panel the offer of employment will be made and induction process begins.

New Staff are given a comprehensive induction which begins at the interview stage where all interviewees are given information about The Institute which includes the history and mission statement. Upon the new member of staff agreeing to the terms and conditions of employment. Each new member of staff is assigned a manager to be their point person for any questions they will have. The induction programme will also follow these key points:

- Introduction to The Institute including meeting of key staff and a tour of the site.
- Roles and responsibilities of all staff.
- Teaching and learning strategies.
- Terms and conditions of employment.

All of our academic staff are given opportunities to stay up to date with research and teaching developments in their area of study through taking advantage of internal CPD training and applying for and attending external conferences, webinars and training.

Additional information can be found in the Staff Induction Guidelines, Recruitment and Selection Criteria policy and Staff Development policy.

Standard 7 - Learning Resources and Student Support

The Institute has a range of learning resources and excellent student support mechanisms. There is a range of academic support including pastoral support. This pastoral support starts with each student completing an individual learning plan which are revised and reviewed throughout the year with their personal tutors.

Upon induction at The Institute all students are advised where and how they can obtain additional support during their study, this includes all aspects of health and safety along with expectations and implications of underperformance. All of these can be found in policies found in the student handbook.

Progress of each student is tracked by each lecturer on each module and this is then fed through to their personal tutor who can then discuss this in bi-semester meetings. Those students completing qualifications are given guidance opportunities available to them upon completion of their course along with higher education opportunities and transfer of credits.

Along with extensive pastoral and academic guidance there are purpose-built classrooms equipped with whiteboards and projectors. Students have access to WIFI and the internal, specially designed Intranet. This serves as an online learning system as well as holding all policies relevant for the students.

There are photocopying and printing facilities available to all.

For academic research all students have access to a well-stocked library and have access to the Harvard Review and Economist journals.

Those students with special educational needs also have availability for support sessions and staff will be appointed to students who have additional needs.

Disabled Students:

A disabled student is encouraged to disclose their disability at an early stage, such as at application or enrolment. The Academic Head aims to make contact with any student who has disclosed a disability, giving them the opportunity to make an appointment to discuss any support needs. A disabled student is usually required to provide written evidence of their disability (such as an educational psychologist's report) if they are requesting any reasonable adjustments.

Additional information can be found in the Student Handbook, Learner Recruitment, Assessment and Progression Strategies and Equality and Diversity Policy.

Standard 8 - Information Management

The Institute is fully aware of and must comply with the Data Protection Principles which are set out in the Data Protection Act Currently GDPR (EU) (2016/679). In summary these state that personal data shall:

- be processed fairly and lawfully;
- be obtained for a specified and lawful purpose and shall not be processed in any manner incompatible with the purpose;
- be adequate, relevant and not excessive for the purpose;
- be accurate and up-to-date;
- not be kept for longer than necessary for the purpose;
- be processed in accordance with the data subject's rights;
- be kept safe from unauthorised processing, and accidental loss, damage or destruction;
- not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data, except in specified circumstances.

Gateway Institute of Learning will keep different types of information for differing lengths of time, depending on legal, awarding or approving body and operational requirements. This data will be accessible for 40 years and will be archived in Malta. This archived information will include:

- admission records, student details, proof of assessment;
- profile of student population, including prevalence of vulnerable groups;
- course participation, retention and success rates;
- students satisfaction with their programmes;
- employment rates and career paths when the course states an orientation towards employment.

These data will be used to help guide The Institute in ongoing planning and preparation of courses and help highlight to potential student's career possibilities once they have completed course at The Institute.

The Institute has a rigorous and full policy for Data Protection and additional information can be found in this policy.

Standard 9 - Public Information

The Institute is committed to giving clear, concise and easily accessible information to potential and outside stakeholders.

For prospective students they are able to find information about The Institute and programmes that are offered online via our website. We also host several social media sites that allow for students to make contact with a member of staff at The Institute.

For those students wanting additional information in a hard copy we also offer brochures that outline the courses offered.

All public information on the website is kept up to date with content given from the Academic Head and given to the Principal and Head of Quality Assurance who updates the website and social media. The content that is added to the website is up to date and gives all prospective students relevant information that will help inform their decision and what their onward study or career prospects will be available to them.

Additional information regarding Public Information can be found in the Public Information Policy.

Standard 10 – Ongoing Monitoring and Periodic Review of Programmes

As a self-improving Institute, we are fully committed to continuously reviewing and evaluating all our practices and procedures to ensure we provide the highest quality of education possible to all.

Our commitment to review and evaluate all our practices also enables us to constantly monitor the quality of support, training and continued professional development (CPD) that we offer the staff at Gateway Institute of Learning.

Self-evaluation processes enable us to gain knowledge of our current strengths, as well as highlighting areas for further development – but the process does not end there. We are committed to developing strategies and structures that support staff to develop their skills and knowledge in order to impact on the constant improvement of teaching, learning and high-quality educational provision.

The Gateway Institute of Learning will regularly review its practices in order to continually improve its effectiveness at all levels. This implementation of the Quality Cycle will help guide our ongoing monitoring and improvement of all areas.

Quality assurance and self-evaluation procedures will operate at an individual, departmental, management and whole school level and will always frame review processes within a simple structure:

- How well am I/are we doing?
- How do I/we know?
- What are my/our strengths or weaknesses?
- What should I/we do to improve?

The Director of Studies and Registrar will regularly review and evaluate The Institute's practice.

Additional information can be found in the Internal Quality Assurance Statement.

Standard 11 - Cyclical External Quality Assurance

The Institute commits to having an external NCFHE QA audit every five years and OTHM (awarding body) QA audit every three years. The audit will produce a comprehensive report that is peer reviewed and an action plan will be created in conjunction with the recommendations of the audit. The Institute will then put into practice the improvements that are outlined in this action plan.

POLICIES & PROCEDURES

1. The Institute Organogram

Kaleem Iqbal

Head of Institute/Director of Finance/HR Officer/Marketing Manager

Saad Akhtar

Director of Studies/Welfare Officer/Examination Officer/Disability Officer

Quality Assurance	Admissions	Student Support	English Department	Business Department	Technical Support

Saad Akhtar QA Manager	**Raja Adnan** Registrar/ Admissions Officer/Administrator	**Raja Adnan** Senior Student Advisor/Financial Support Manager	**Antita Nan** Programme Manager/Lecturer	**Saad Akhtar** Head of Department/Lecturer	**Ahson Bajwa** Technical Support Officer
Raja Adnan QA Asst. Manager	**Antita Nan** Admission Officer/Administrator	**Antita Nan** Student Advisor/Staff Development Officer/Receptionist	**Ahsan Bajwa** Asst. Lecturer	**Ahsan Bajwa** Academic Programme Manager/Lecturer	**Raja Adnan** IT Support Technician

Kaleem Iqbal

Lecturer

Raja Adnan

Lecturer

2. Admissions Policy

The Institute believes that a diverse student population contributes to a challenging and stimulating learning environment. We therefore welcome applications from all candidates with the potential to succeed, whatever their background. We are committed to equality of opportunity and aim to avoid unfair discrimination on any grounds, including disability, gender, age, ethnic background, sexual orientation, religion or belief.

General Requirements

1:      The Institute normally requires candidates to have pursued a broadly based course of study, with at least three passes at GCE A Level (or equivalent). It is important for candidates to ensure that they will be able to meet the full subject requirements for their chosen degree course, as set out in the Prospectus / course information sheets.

2:      The course sheets/prospectus set out detailed entry requirements, and gives an indication of the typical offer level for each course, although these may be varied in individual cases. It is important to note that having achieved or being predicted to achieve the specified grades does not guarantee an offer of a place. The Institute receives many more applications than it has places available and the admissions process is therefore competitive. Each application is considered on its merits and in competition with others. The Institute selects candidates taking into account the personal statement and academic reference as well as grade-based information.   The Prospectus is prepared more than 18 months prior to entry to a degree programme. Whilst every effort is made to ensure its accuracy, some changes in the subsequent period are inevitable. Up-to-date advice is available from the Admissions & Recruitment Office.

3:      In exceptional circumstances candidates may be considered for exemption from part of a degree on the basis of previous studies. For most degrees, exemption for more than one year of study is not possible. This is dependent on the rules of the awarding body OTHM.

4:      The Institute welcomes applications from mature students (aged over 21 on 1st September in the year of admission). There are no set entry requirements for mature applicants although evidence of recent academic study is likely to be an advantage (see point 14). For advice on admission to specific programmes please contact the Admissions & Recruitment Office.

5:      Applications from students with disabilities are considered on the same academic grounds as all other applicants. Applicants are invited to disclose their disability at the point of application. Applicants can obtain advice concerning the suitability of the campus, the

degree programme, equipment and/or support available from the Institute's Student Disability Advisor.

Information regarding disability is sensitive personal data and is subject to the Data Protection Act. Gateway Institute of Learning will share disability related admissions information only amongst relevant admissions and disability staff. Applicants may speak to the Student Disability Advisor in confidence if they prefer.

6:      As the Institute gives equal academic consideration to all applications received by the deadline, it may be some time before a decision can be made on an application. Up to date information on an application can be obtained from the Admissions & Recruitment Office at any time and the team will notify applicants, of the outcome of their applications within five working days of a decision having been made. The Institute may at its discretion also consider applications made after the deadline date. Any applicant may be asked to attend an interview and/ or submit additional application materials.

International & EU Applications:

7:      Applicants with non-EU qualifications are welcome provided that the Institute considers their qualifications equivalent to GCE A level requirements. Details on qualification equivalencies can be found at: www.ncfhe.gov.mt /requirements

8:      All applicants whose first language is not English must meet the Institute's English language requirements. The Institute accepts a range of English language qualifications to satisfy the minimum level of competence required. For further details please refer to info@gatewayinstituteoflearning.com.

9:      GCSE's and GCE A-level qualifications with pass marks are considered sufficient evidence of English, additionally if someone has studied a British qualification overseas currently there is no need for additional English. If a student has secured a high grade in English as part of a non-EU course this may be sufficient reason to not expect a further English test. This will need to be considered on merit with all other factors including overall grade, the course applied for etc.

10:     For candidates offering GCE A levels, the Institute requires three subjects to be passed at GCE A level (A2). All subjects at GCE A Level carry equal weight, except for General Studies. The Institute does not impose a penalty on applicants retaking courses.

11:     The Institute recognizes as meeting its entry requirements a wide variety of qualifications other than GCE A Levels.

12:	The Institute offers a two stage admission policy, where firstly an offer is issued requesting the first year tuition fee to be paid. Where English is being studied it should include English + first year main programme tuition fee.

Access courses

13:	Mature applicants who have been out of education for some time will often find an Access course a useful preparation for degree level study. The Institute recognizes Access courses which are kite-marked for entry to Higher Education. Applicants who have taken a directly relevant Access course (such as Access to MBA Top-up) are preferred for some degrees, and details of these preferred Access courses are published in the Prospectus.

Validity of offers

14:	All offers of admission to pursue a programme of study as a student of the Institute are made by the Academic Registrar or an authorised deputy. All offers will have an offer valid until date. The offer is simply a letter stating that we have given an offer and to secure the place the first year tuition fee should be paid in full. It may state conditions required to be met. If a payment is made we will issue an acceptance letter which is used to apply for a visa. The payment must be made within the offer valid until date on the offer letter.

15:	After a course has been paid for we will issue an acceptance letter and visa letter. The Visa letter will also be issued stating the course fee, the course duration, and the documentation used to give a visa letter.

Unsuccessful applications

16:	The Institute reserves the right to reject applications to study at the Institute on academic grounds or if places are no longer available, and to give no reasons to such applicants save at its own discretion.

17:	If a candidate has any questions or needs clarification regarding the Institute's Policy on Admissions, he or she is welcome to contact the Admissions and Recruitment Office.

Notes for Admissions Officers

1. Applications form must be fully filled in, detailing full student details, next of kin, and personal statement. The correct version of the form should be checked to ensure current Terms & Conditions have been accepted. All original academic qualifications must be attached. If they are not, either a trusted agent must have signed them to confirm viewing the original, or GIL will visit the country and see the student and

provide all letters whilst there. All original documents will be sent back to agent or direct to student by courier with acceptance letters.

2. Gateway Institute of Learning will only accept students on academic ability grade, C and above.

Situation	Outcome
Student has IELTS or other appropriate language qualification + has sent original academic qualifications either via the agent or direct. Results are at grade C and above	Can give admission
Student has sent original qualifications but the results are poor	Do not give admission
Student has a good academic history, and has provided acceptable evidence of English BUT there are inconsistencies in education and or big gaps	Can give admission only after interviewing by skype. Must be satisfied student is student so we must have their passport and photograph with us in advance.
Student has a good academic history but does not have required English level from an external source	Ask the tutor for English language ability, check students interview must have at least CEFR at level A2. If we are satisfied that the student has this then we can accept the student or a GIL colleague will visit their country. If the students level of English is below A2 we cannot accept them at GIL. IF they are at level a2 we can accept them for a pre-sessional English course.

3. Application forms should be accompanied with all academic documents including proof of English which should be available in the form of a GCSE / A-level or other equivalent qualification. Additionally any high grades in English as part of a degree are currently being considered on merit and with other qualifications. Qualifications

wholly taught in English are also being accepted. Countries where English is the main language of tuition also do not require evidence of English. Finally holding the appropriate level of English in the form of IELTS/ British Council tests/ TOEFL are also accepted. A photograph is required plus academic references are recommended.

Anyone applying from a country where English is not taught must be able to prove the level of English as at level A2. In some countries such as Guinea it may not be possible for this due to an absence of British council and Embassy, what we will do in this case is take a reference from a tutor and then call and speak to the tutor, additionally we shall skype interview the student to check whether they can answer basic questions. If the tutor can answer certain questions and the students interview is successful then we shall proceed with admission. For details of which day to interview which agents students refer to appendix 2, for details of questions to be asked refer to appendix 2.

In certain countries it is possible that we may visit to complete the admission.

4. Where an applicant is applying on the basis of work experience the relevant work experience forms, cv and references should be supplied. If more information is needed please email the agent or the student directly requesting this information.

5. Once all the information is in place, please prepare an offer letter. Normally offer letters are only sent by email due to the poor postal services in many countries and because of cost issues as at this time we have not taken any payment from the applicant. If an applicant has applied through an agent the offer letter should be sent to the agent and if they have applied directly then it should go directly to them.

6. The offer letter contains the following information: course, course start date, duration, cost of course, cost required in advance. Any additional comments required including information on further documentation or language. If a student is required to attend an English course before attending their main programme and if they are required to achieve a certain grade then they must be told on the offer letter. So that they can make an informed choice on whether to accept the offer. The offer letter must also have an offer valid until date.

7. When a student does not respond to the offer letter it is assumed that they do not wish to take it up and at the end of the semester in which they applied their file will be discarded and the agent (if applied through one) will be informed.

8. If the tuition fee is paid then acceptance letters should be issued. You can check a payment has been issued by checking notes on database or the excel payment file document which details who has paid what and when.

9. The acceptance letters consist of 4 letters, acceptance, statement of course, expenses, accommodation letters. Acceptance letters must not have conditions on them otherwise visa students will not be allowed entry in Malta. The visa letter must contain all the information as set out in the template.

10. Acceptance letters are emailed to agents and also couriered. For direct students it is normally only couriered but if they wish to receive a scanned copy we can arrange this.

11. If a student successfully receives a visa then on arrival they are required to sign enrolment contracts and original copies of passports and academic documents checked and copies taken where relevant these should be signed and stamped.

12. If a student is refused a visa, we currently require the original visa refusal letter, original acceptance letters, and a cover letter requesting the account details and contact details of where to refund to. Refunds can take up to 12 weeks.

3. Assessment & Internal Verification Policy and Procedure

Gateway Institute of Learning Assessment Policy is in place to ensure that all students are able to access a consistent approach to assessment processes whilst accessing the professional development services.

Assessment Commitment

Gateway Institute of Learning endeavour to ensure that:

- All assessment process is carried out consistently in accordance with national legislation and the appropriate Awarding Body policies and procedures.

Assessment Responsibilities

The College operate a system where by Assessors, Trainers and Internal Verifiers are hired on a 'needs-led 'basis. Gateway Institute of Learning Concepts ensure that each Associate member is recruited against the following criteria:

- Have proven relevant, current knowledge and experience to deliver on the identified National Occupational Standards.

- Have possession of current DBS (Where required) documentation which has been seen by a senior officer of the company.

- In acting as an assessor for the company, they must either provide evidence of having completed the A1 Assessor Award, or equivalent nationally recognised qualification, or have a documented action plan for completing it within an 18 month time frame.

- In acting as an Internal Verifier for the company, they must either provide evidence of having completed the V1 Verifier Award, or equivalent nationally recognised qualification or have a documented action plan for completing it within an 18 month time frame.

The role of the Assessor is

- to judge the produced candidate's evidence against the National Occupational Standards;

- to determine whether the competency of a candidate, against specified criteria of an Awarding Body, has been demonstrated within the evidence provided;

- ensure that all the assessment processes are in line with all the relevant policies and procedures, both within the college, the identified Awarding Body, and any national legislation.

The role of the Internal Verifier is

- to oversee the complete assessment process for their designated training solution and to liaise with the Director of Training and Development to ensure that the appropriate administration is completed appropriately and promptly;

- to monitor, review and evaluate the conduct of the assessment procedures in line with Gateway Institute of Learning and the identified Awarding Body policies and procedures ensuring accurate and consent assessment conduct the Training and Development.

Monitoring and Evaluation

Gateway Institute of Learning firmly believe that rigorous monitoring and evaluation, at regular stages, is paramount in ensuring effective practice in order to maximise outcomes and impact by all involved. This will be achieved by ensuring that:

- Each candidate client will attend an induction session to outline the exact nature of the intended training solution, including delivery schedule, support and assessment requirements. Each will receive a comprehensive Induction pack.

- The Internal Verifier /Assessor / Trainer will be identified prior to the beginning of the training solution and be provided with all of the appropriate resources / documentation prior to the beginning of the training solution.

- Each Associate Member of Gateway Institute of Learning will attend an induction Session to outline their roles and responsibilities within the college.

- The Trainer / Assessor will provide support in completing any required Assessment Plans / Achievement Records etc. This will be an integral part of any training workshop where appropriate.

- The assessor will ensure that all the relevant documentation provided by the identified Awarding Body is completed in a consistent manner.

- The Assessor will assess in accordance with the relevant Awarding Body criteria.

- The Assessor will monitor that the types and methods of evidence produced are appropriate and documented accordingly.

- The Assessor and trainer keep all training / assessment re cording order and available for scrutiny at any time.

- The Internal Verifier will oversee the assessment proceeds regularly and assess a designated sample of assessed evidence from each training solution.

- The Internal Verifier / Assessor will liaise closely with the Director of Training and Development to ensure that all monitoring and evaluating systems are current and in line with any Awarding Body / legislation changes.

- The Director of Training and Development will liaise with the External Verifier from the identified Awarding Body to ensure that all assessment and Internal Verification and other relevant policies and procedures are adhered to.

- In line with the QCA Code of Practice, the Director of Training and Development will keep on record, for a minimum of three years, all the assessment records of each candidate.

Assessment Documentation

Gateway Institute of Learning provides each Assessor with the following documentation:

- Contact details of Gateway Institute of Learning time Schedules for the assigned Training Solution and a candidate register - including the candidate's completed application.

- Individual Candidate Progress Records.

- A complete copy of the relevant National Occupational Standards and any Awarding Body Assessment guidelines.

Documentation

- A copy of all Gateway Institute of Learning Policies and Procedures.

- Any other relevant assessment documentation.

Internal Verification Documentation

Gateway Institute of Learning provide each Internal Verifier with the following Documentation:

- Contact details of Gateway Institute of Learning.

- Time Schedules for the assigned Training Solution and a candidate register - including the candidate's completed application.

- Internal Verifier Candidate Cohort Sampling Record.

- Internal Verifier Portfolio Sampling Record.

- Internal Verifier Observation Report.

- Internal Verification Candidate / Client Professional Discussion.

Record

- A complete copy of the relevant National Occupational Standards and any Awarding Body.

- Assessment guidelines /Documentation.

- A copy of all Gateway Institute of Learning Policies and Procedures.

- Any other relevant Internal Verification documentation.

Lost Evidence

In the eventuality of lost evidence the Trainer and / or Assessor would seek guidance from the designated Awarding Body and support the client accordingly. Gateway Institute of Learning incorporates good practice organisational skills as an integral part of any of their training solutions and would not expect this to happen.

4. Curriculum Policy

1. Introduction
1.1: The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Curriculum, but also the extra-curricular activities in order to enrich the experience of the students. It also includes the 'hidden curriculum', or what the students learn from the way they are treated and expected to behave. We aim to teach the students how to develop knowledge and skills, so that they achieve their true potential. The Curriculum we follow is that of OTHM which has been pre-evaluated to meet the standards.

2. Values

2.1 Our institute curriculum is underpinned by the values that we hold dear at our institute. The curriculum is the means by which the institute achieves its objective of educating student in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our Institute values:

We value the way in which all students are unique, and our curriculum promotes respect for the views of each individual student, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in our society. We respect each student in our institute for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all students in our institute.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Aims and objectives
3.1 The aims of our institute curriculum are:

- to enable all student to learn and develop their skills to the best of their ability;
- to promote a positive attitudes towards learning;
- to teach academic subject appropriate to the curriculum;
- to enable students to be creative and to develop their own thinking.

4. Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of students. We review our long-term plan on an annual basis.

4.2 Our short-term plans are those that our lecturers consider on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

5. Student with special needs

5.1 The curriculum in our institute is designed to provide access and opportunity for all students who attend the institute. If we think it necessary to adapt the curriculum to meet the needs of individual student, then we do so but if only we have been consulted.

5.2 If a student has a special need, our institute does all it can to meet these individual needs. We comply with the requirements for students with special needs. If a student displays signs of having special needs, they are referred to the registrar who makes an assessment of this need. In most instances the lecturer is able to provide resources and educational opportunities which meet the student's needs within the normal class organisation.

5.3 The institute provides an Individual Learning Plan (ILP) for each of the students helping them to question and identify areas of improvement on their learning. It also sets out targets for improvement, so that we can review and monitor the progress of each student at regular intervals.

6. The role of the Programme Manager

6.1 The role of the programme manager is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor student progress in that subject area;
- provide efficient resource management for the subject.

6.2 It is the role of each programme manager to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the institute and plan for improvement with the academic manager. This development planning links to whole-institute objectives.

7. Monitoring and review

7.1 Our Quality Assurance team is responsible for monitoring the way the teaching and services are implemented. This team reviews each subject area.

7. 2 The Academic Manager is responsible for maintaining and improving standards by closely communicating with all staff members.

7.3 The Director of Studies and Academic Manger along with senior staff monitor the performance of the Institute and plan, implement and revise new strategies to improve teaching and services.

7.4 Programme Managers monitor the way their subject is taught throughout the academic years. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed.

5. Tutorial Policy & Procedure including Individual Learning Plans

Introduction

At Gateway Institute of Learning we aim to provide individualised learning and support for each student.

This Tutorial policy sets out our standard for tutorial provision. It provides a framework from which effective tutorial programmes can be designed and delivered. It builds on the examples of good practice existing within the institute and will support the work of students and lecturers.

The Institute Objective

- Identifying and bringing out potential.

- Educating Students for Work.

- Promoting and celebrating equality and diversity in all we do.

- To enable the mission to be achieved, strong tutorial support for students is essential.

Tutorial Policy

1.1   It is the policy of Gateway Institute of Learning to provide excellent tutorial support

        for all its students, appropriate to their personal needs and the nature of their

        course.

1.2   Aims, Objectives and Key Content of the Tutorial System:

A.   <u>Overall Aims of the Tutorial System</u>

1.   To maximise students' performance by

- providing a key caring person – the personal Tutor;

- fostering ownership of own learning and setting of challenging targets;

- tackling barriers to student progress by providing personal and academic support;

- providing a tutorial curriculum which equips students for life and work and enables them to progress;

- linking students to other support services as necessary;

- making adjustments to meet individual needs;

- motivating students and encouraging high aspirations.

2. To maximise attendance, punctuality, retention, achievement and progression rates.

B. Specific Objectives

1. To provide an initial welcome and induction process for students to ensure that they settle, are on the right programme and are aware of key Institute facilities and services.

2. To enable students to develop skills and responsibility for managing their own learning.

3. To encourage students to develop organisational, study and social skills.

4. To provide students with opportunities and skills to assess their progress, strengths and weaknesses.

5. To help students formulate individual targets and action plans which are regularly monitored, reviewed and updated.

6. To make students aware of Institute policies, course administration and extra curricular activities.

7. To provide a forum for students to express their views and to provide feedback on their learning experience, including participation in surveys.

8. To provide a supportive listening role for students to raise their problems and concerns.

9. To initiate referrals to specialist support services where appropriate.

10. To establish a group identity and responsibility as part of the institute community.

C. Tutorial Delivery and entitlement

1. Each student will have a named Tutor. The Tutor will normally be a lecturer on the course.

2. Timetabled group and 1:1 tutorial sessions will be provided as planned.

3. The Tutor with the quality assurance team will produce a Tutorial Programme mapped against the semester calendar.

4. The tutor will lead the induction programme. All students will be provided with a timetable and course handbook by the tutor outlining key information about the course.

5. Induction should emphasise rights and responsibilities of students, including attendance, punctuality and coursework expectations.

6. All students will be provided with information about and access to institute facilities and support services, and with current information about their course and institute activities.

7. Students' starting point and individual support needs will be identified from previous qualifications and experience, through diagnostic assessments and individual discussions and the tutor will refer and co-ordinate personal or learning support as appropriate.

8. Individual Learning Plans (ILP) with goals and targets will be developed in tutorials. Individual tutorials will cover target setting, action planning, on-programme advice and guidance, monitoring and recording of achievements, and progression planning.

9. Tutors will be the first point of call for students for support to help solve problems and make referrals to other support services.

10. Tutorial programmes will have individual tutorial sessions. Tutors should plan and manage their time to balance 1:1 and other activities through the year.

11. Students will receive regular feedback regarding attainment, in tutorial and summaries of this feedback will be kept on the ILP.

12. Students will be encouraged to participate in structured feedback and involvement opportunities including election of class representatives, surveys and enrichment activities.

13. All Tutors will be trained and regularly updated and will have a Head of Department to disseminate developments and best practice.

14. The contents of the ILP will be treated as confidential and kept in a secure place. Increasingly, tutorial records will be recorded within the students ILP for ready confidential access.

The Tutorial Entitlement summary

Entitlement	FT students
A designated Tutor	Yes
ILP	Yes
A timetabled tutorial	Yes
Formal review sessions, including ILP target-setting	Yes, 2 times a semester – ILP + 1:1 tutorials
Induction	Institute induction including policies, personnel and course information.

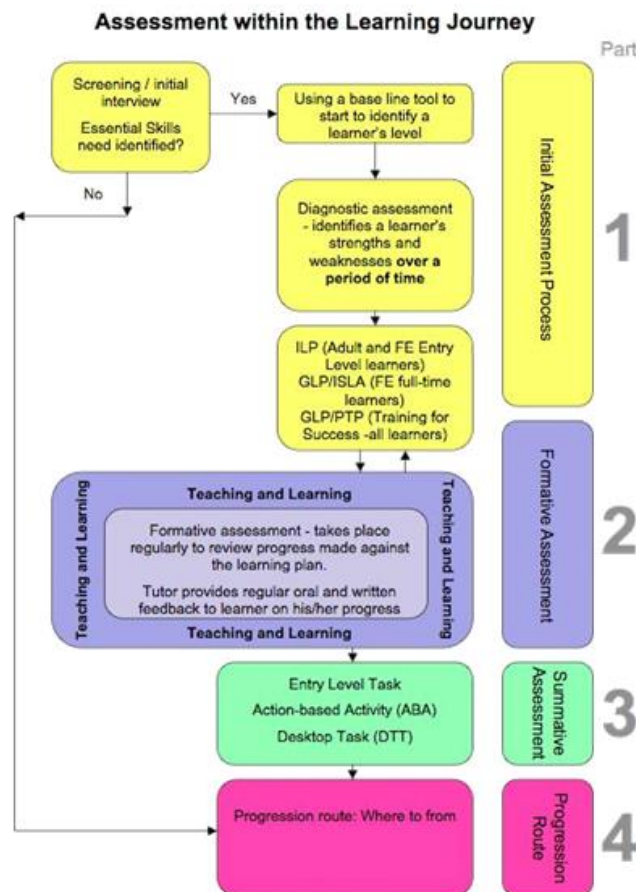## 6. Learner Recruitment, Assessment & Progression Strategies

Introduction

Assessment in its different forms plays a key role in the learning process. It includes the initial assessment process as well as formative and summative assessment and is integral to the learner's learning journey.

Within the assessment process a range of terms will be used, for example, an Individual Learning Plan (ILP) or Action-based Activity (ABA). It is important that all of these terms are clearly defined and their role within the assessment process articulated. A glossary of terms is included at the end of the guidance materials that provides a detailed definition of the terms commonly used by tutors.

The Learning Journey

To assist tutors in their understanding of the assessment process, and the relationship between the different types of assessment, the flow chart below illustrates the learning journey from the start of the initial assessment process, through the formative and summative assessment stage through to the progression route.

Assessment within the Learning Journey

```
                                                    Part
┌─────────────────┐   Yes   ┌─────────────────┐
│ Screening /     │ ──────► │ Using a base    │
│ initial         │         │ line tool to    │
│ interview       │         │ start to        │     Initial Assessment Process   1
│                 │         │ identify a      │
│ Essential Skills│         │ learner's level │
│ need identified?│         └─────────────────┘
└─────────────────┘                 │
        │ No                         ▼
        │              ┌─────────────────────┐
        │              │ Diagnostic          │
        │              │ assessment          │
        │              │ - identifies a      │
        │              │ learner's strengths │
        │              │ and weaknesses over │
        │              │ a period of time    │
        │              └─────────────────────┘
        │                         │
        │                         ▼
        │              ┌─────────────────────┐
        │              │ ILP (Adult and FE   │
        │              │ Entry Level learners)│
        │              │ GLP/ISLA (FE full-  │
        │              │ time learners)      │
        │              │ GLP/PTP (Training   │
        │              │ for Success -all    │
        │              │ learners)           │
        │              └─────────────────────┘
```

Teaching and Learning

Teaching and Learning

Formative assessment - takes place regularly to review progress made against the learning plan.

Tutor provides regular oral and written feedback to learner on his/her progress

Teaching and Learning

Formative Assessment   2

Entry Level Task

Action-based Activity (ABA)

Desktop Task (DTT)

Summative Assessment   3

Progression route: Where to from

Progression Route   4

The Learning Journey

PART: 1

The Initial Assessment Process:

What is meant by the term "an initial assessment process"?

First and foremost it is a process, it is not just the administration of a single test such as one of the commercially produced assessment tools (often labelled initial assessment test). The initial assessment process may include the appropriate administration of such an assessment tool to provide a baseline level. On its own, however, such a test provides insufficient data for a tutor to determine accurately a learner's strengths and weaknesses, and therefore the most appropriate level of qualification for the learner to work towards.

Why do learners need to undergo an initial assessment process?

The initial assessment process serves a number of crucial functions. By determining the learner's skills mastery/competence and deficits against the National Standards the initial assessment process serves to:

(i) identify if the learner has an need;

(ii) establish an agreed starting point for the learner;

(iii) help determine the most appropriate level of qualification for the learner to achieve;

(iv) inform the preparation and development of a teaching and learning programme; and

(v) establish contexts for the development of the which are meaningful and motivational to the learner.

If the initial assessment is not seen as a process by both the tutor and the learner, this may result in a learner working on a programme that fails to meet his/her needs and non-achievement.

The initial assessment process, however, is not the sole responsibility of the tutor. The learner must take responsibility for assuring that the results reflect his/her competence. The importance of the initial assessment process would be explained to learners, in particular to the 16-19 age group, by both the tutor and by the programme/vocational tutors where the learners are on a vocational course.

The purpose of the initial assessment process and the inclusion of as an integral part of the learning programme would be emphasised by the programme and vocational tutors during induction. The tutor's presence would be visible during induction. Establishing links with the

programme and vocational course team are necessary, not only for the initial assessment process but for the inclusion of appropriate contexts and materials to develop the learners'.

The initial assessment process may vary for different types of learners, for example, the Adult Learner in a Private FE College, Community or Workplace setting; the Further Education (FE) full-time16-19 learner and the trainee on the Training for Success Programme. Appendices A, B and C provide specific detail on how the initial assessment process would be administered for each of these different types of learners. However, irrespective of the context, the initial assessment process is completed for a definite purpose, in that it allows the tutor to make a professional judgement on the current competence of the learner, and to plan a teaching and learning programme appropriate to his/her needs.

PART: 2

Formative Assessment (Teaching and Learning):

The teaching and learning programme developed by a tutor, based on the findings of the initial assessment process, will be most effective where a tutor uses good formative assessment to support the learners and monitor progress.

The tutor would plan an appropriate programme of work that allows the learners to develop and apply the skills that were identified as areas for improvement through the initial assessment process and ongoing formative assessment.

Tutors are expected to build a programme of developmental learning based on the Adult Literacy and /or Adult Numeracy Core Curriculum that makes full use of the learners' social and personal interests, and in the case of the full-time Further Education and Training for Success learner their vocational programme.

Literacy and numeracy skills are not developed in a vacuum. The tutor, therefore irrespective of the learning programme, would provide opportunities for the learners to develop and apply their skills using interesting and motivational contexts.

At the end of the initial assessment process, and prior to the learner beginning the summative assessment, the tutor will provide opportunities for the learner to develop and apply this. During this teaching and learning time the tutor and learner, on an ongoing basis, will be carrying out/taking part in formative assessment activities to allow both the tutor and the learner to review progress made against the learning plan. Formative assessment is an important part of the learning process and feedback can be provided in both oral and written form for the learner.

Research supports the view that good formative assessment will raise standards. However, currently tutors over focus on the assessment of learning (summative assessment) rather than assessment for learning (formative assessment). As a result they miss opportunities to use assessment to improve their learners' learning. Informal classroom assessment with

constructive feedback to the learner will raise levels of attainment as it informs the learner how to make progress in his/her own further learning.

There needs to be more focus by tutors on:

(i) the quality of work presented rather than the quantity and presentation, the giving of advice on how to improve the quality of the learner's work rather than just grading and marking;

(ii) knowing the learning needs of their learners;

(iii) the sharing with their learners the assessment objectives/goals/standards they are aiming for;

(iv) the involvement of the learners in decisions about their work rather than being passive recipients of the tutor's judgement of it;

(v) the planning of how and when to assess the learners' attainment when originally planning the work;

(vi) the use of a range of assessment techniques, for example, open questioning, setting tasks which require learners to use certain skills, talking to learners about their work, paired and group work, group work, and peer and self-assessment ; and

(vii) the use of a manageable system to record the progress of individual learners.

Assessment is about supporting learning. Learners, particularly those low achievers in classes, too often see it as something which labels them and confirms their weaknesses and demoralises, rather than something that helps them to improve.

PART: 3

Summative Assessment:

This is the final piece of assessment completed in the learning journey.

The summative assessment process includes the completion of:

(i)   the Entry Level Task ; or

(ii)   the Action-based Activity (ABA) and Desktop Task (DTT) at Levels 1 and 2.

The tutor would not begin the summative assessment until he or she has addressed the learner's weaknesses identified through the initial assessment process.

The tutor would be confident that the learner, through formative assessment, has mastered the skills he/she must demonstrated independently in the ABA and the DTT before commencing this summative assessment process.

The guidelines for summative assessment are clearly outlined in the guidance materials provided by the awarding bodies, available in both hard copy and from the awarding bodies' web sites.

PART: 4

The Progression Route:

The progression route is the mechanism within an organisation that allows the learner to discuss his/her future aspirations. As a learner comes towards the end of his/her identified learning journey it is the responsibility of the organisation and/ or tutor to take time to discuss with the learner the possible progression route he or she may wish to select. This would take the form of an informal interview where the learner has the opportunity to discuss with the tutor what his aspirations are for the future.

For some learners this may be progression within the range of qualifications. If this is the case, the discussion would include how to enrol in a class that offers the appropriate progression level within the organisation or with another provider. It is the organisation's responsibility to have the necessary information to hand on the provision within its own organisation, as well as provision by other local providers.

Where the learner wishes to progress away from the tutor may decide it is appropriate to set up an interview with a careers adviser, or to make the learner aware of organisations that can provide information on appropriate courses.

Where learners are required to contact outside organisations the tutor would confirm that the learner is aware of the organisation's phone number. Tutors would also check at a later date that the learner has made an appointment. Where the learner is particularly reticent about contacting another organisation then the tutor would volunteer to ring the organisation and make an appointment.

It is the responsibility of providers of to record the progression of their learners. This includes not only the learners' progression within but also beyond.

Conclusion:

Assessment is integral to the learning journey. The purpose of the initial assessment process is to identify need, the formative assessment is to support learning and monitor progress, and the summative assessment is to achieve accreditation through an awarding body. Towards the end of the period of learning the tutor would begin to explore the possible progression route

for the learner, either in terms of a further qualification in English or mathematics or in another curriculum/learning or work area.

Appendix A

The Initial Assessment Process

For the adult learner the initial assessment process will include:

(i)   an initial interview;

(ii)   a base line tool (preferably completed on paper); and

(iii)   a diagnostic assessment.

The Initial Interview

The interviewer would:

a) put the learner at ease by asking some general questions about his/her previous learning experience, life and work, and future plans;

b) give the learner a chance to ask some questions; and

c) provide the tutor with sufficient information to enable them to select tasks for the rest of the initial assessment process that are appropriate to the learner.

Requirements for the Tutor Completing the Interview

The tutor carrying out the interview would have received some training/guidance in the interview process, as successful interviewing of a prospective learner needs to be dealt with sensitively. The tutor needs to be able to:

(i)   put the learner at ease;

(ii)   listen sensitively;

(ii)   know when to prompt and when to wait for a response;

(iv)   explore the learner's aspirations;

(iv)   know what learning opportunities are available in the organisation; and

(vi)   gauge how much information the learner can cope with at this stage.

Information from the initial interview would be recorded in a standardised format and forwarded to the class tutor.

After the Interview

Based on the findings of the initial interview the learner would be placed in a class according to his/her preferred time and/or the appropriate level. In best practice classes would comprise of no more than two adjacent levels, for example, Entry Level 3 and Level, or Level1 and Level 2. Where Entry Level and Level 1 and 2 learners are in the same group the tutor needs to be supported by volunteer tutor/s, who have received appropriate training, and/or the numbers within the class would be capped to allow the tutor to meet the needs of the learners.

During the first class the tutor will begin the remainder of the initial assessment process. This may include a base line tool to help establish a level but more importantly the diagnostic assessment. The latter will take place over a number of weeks using a range of materials and scenarios that are of interest to the learner. Tutors would bear in mind that interactive computer based assessment tasks may not be suitable for adult learners. It is important that tutors ascertain if the learner has any basic ICT skills before administering this type of assessment.

Where possible tutors would be involved in cross marking/moderation and the sharing of evidence on how judgements are made, and would be part of the standardisation process. For new and inexperienced tutors, who are less confident at working at different levels, this is an important exercise in developing their confidence in completing the initial assessment process and making judgements on a learner's attained level. It will also help them in marking the summative assessment tasks.

The adult learner would be fully informed of the purpose of the initial assessment process. Both oral and written feedback would be provided so they are able to understand how the tutor has come to a decision regarding the level of accreditation to be targeted. Learners often underestimate their skills, and positive feedback can enhance their self-confidence. Learners need privacy when receiving feedback as they may be sensitive about assessment issues.

Following the initial assessment process the tutor in conjunction with the learner will draw up an Individual Learning Plan (ILP), irrespective of the level of the learner.

There is no agreed format for the ILP, however, it will take into account the results of the initial assessment process, and include:

(i)   assessed and targeted level;

(ii) learner's background and past learning experiences;

(iii) learner's learning style;

(v)   details of the class and tutor name;

(v)   short and long term targets;

(vi)   reasons for inclusion of identified skills;

(vii)   resources required to bring the plan into action;

(viii)   review dates;

(ix)   a section for the tutor to review and record progress with the learner to include the learner's comments;

(x)   end of course review and progression route; and

(xi)   certification achieved.

The summative assessment process would not begin until the tutor is confident through formative assessment that the learner has mastered the skills.

Appendix B

The Initial Assessment Process

For the full-time FE students, the initial assessment (IA) process will include:

(i)   a screening of his/her current highest level of English and mathematics qualifications;

(ii)   the use of an initial assessment base line tool; and

(iii)   the use of diagnostic assessment.

The Screening and Use of Initial Assessment Tool

(i) and (ii) may take place during induction week, and it is the responsibility of the vocational lecturer to inform the student of its importance as part of the initial assessment process.

For those students for whom the screening process has identified they have already achieved a level 2 qualification in English/Communication and/or maths/Application of Number, then they will not normally progress to stages (ii) and (iii) of the IA process.

We use an initial assessment tool for all students to help them identify learning support needs.

During induction the lecturer's presence would be visible to the student to place at the centre of the student's learning programme. (During the enrolment process the college's recruitment and entitlement policy re English and mathematics qualifications to be achieved during the student's programme of study would already been made known to the learner).

Identification of any need would also be the responsibility of the vocational/course lecturer, who during the vocational programme may identify weaknesses in aspects of literacy and numeracy that will need to be addressed if the student is to be successfully retained on the vocational programme. This intervention may require support in specific topics, for example, report writing, presentation skills, data handling or algebra for engineers rather than a full course.

After the Screening and Use of Initial Assessment Tool

As a result of the findings of the screening and initial assessment base line tool those students who are placed in any class would undergo a diagnostic assessment. This is designed to provide a detailed assessment of a student's skills and abilities against the requirements set out in the national standards. This would be completed by the lecturer over a period of time.

Diagnostic assessment tasks are available commercially or can be downloaded (or requested) free. Many literacy diagnostic assessment tools, however, do not assess (or adequately assess) writing. Therefore, for literacy one of the tasks must include a piece of free writing. Most students perform at a lower level in writing than in reading or speaking and listening. Consequently, the level at which a student can perform in writing would normally be the better indicator of attainment, to help ascertain the right qualification level for that student. The topic/s for the piece of free writing would be of sufficient interest to the students, that they are able to produce a piece of writing of an appropriate length that allows the lecturer to confidently make a judgement. To encourage students in their writing they can be provided with prompts around the subject of the piece of written work.

In the case of numeracy, where online diagnostic assessment tools have been used, it is good practice to include some paper-based activities. These will allow the lecturer to assess the nature of errors and explore the thinking behind the error. For example, an error in a question relating to area may actually be due to an incorrect recall of multiplication tables, or a misconception in place value when multiplying rather than a misconception of area.

Packs of diagnostic assessment materials at different levels can be prepared by the team and the appropriate level of materials given to the student. Where possible paper based materials would be contextualised to NI. The lecturer would give the learner diagnostic assessment materials at a level determined by the evidence gathered up to that point in the initial assessment process. The literacy diagnostic assessment materials would include:

(i)   a piece of free writing;

(ii)   extracting information from a number of texts; and

(iii)   identifying errors in a piece of text to include verb and subject agreement, spelling and punctuation errors.

The outcomes of this assessment, however, may indicate that the student requires further diagnostic assessment tasks at a lower or higher level to enable the lecturer to make a more refined judgement. Throughout the Initial Assessment process the student would be made aware of the purpose of each part of the process.

Where possible lecturers would be involved in cross marking/moderation and the sharing of evidence on how judgements are made, and this would form part of the standardisation process. For new and inexperienced lecturers, who are less confident at working at different levels, this is an important exercise in developing their confidence in completing the initial assessment process and making judgements on a student's attained level. It will also help them later in marking the summative assessment tasks.

The findings of the initial assessment process would be fed back to the student individually and confidentially. Managing this process can be difficult. However, when there are large number of students, individual interviews can be arranged during class time whilst the other students are given work to complete, or at another agreed time. Students need privacy when receiving feedback as they may be sensitive about assessment issues. It is important that students are made aware of the results of the initial assessment process, and how the decision regarding their target qualification level has been arrived at.

The outcomes from the diagnostic assessment will be used to ascertain the correct qualification level and they are also used as the basis for the development of a student's individual learning plan (ILP) for an Entry level learner and to complete a group learning plan (GLP) for learners at Levels 1 and 2.

The findings from the initial assessment process would be fed into the individual student learner agreement (ISLA), or its proposed replacement, alongside the other elements of the vocational programme. Thus providing visibility for the learner and vocational course lecturer of the needs of the student, and places them at the centre of the learning programme.

It is the responsibility of the lecturer to communicate the results of the initial assessment process to the vocational lecturer, to assist the latter in actively promoting the development and consolidation of the learner's.

The GLP would not cover more than a term's work approximately 12 weeks and would be reviewed at that time.

7. Internal Quality Assurance System

Strategy Statement

This document outlines the IQA strategy and procedure which was agreed by all IQAs. All IQAs must acquaint themselves with the policy and use these procedures and associated documentation. There are three main strands to quality assuring:

1. Sampling assessments decisions.

2. Monitoring assessment practice.

3. Standardising assessment judgments.

The purpose of the sampling strategy is ensuring the reliability of QCF evidence. IQA will make sure that different units and assessment methods across the learners' portfolios are sampled in order to carry out the full check certification.

There is one sampling activity for short/long courses. There are three sampling activities for all programmes.

Programmes under QCF are sampled across the cohorts of the basis of 25% sample is taken from each cohort and 1 unit is sampled on first sampling (if work is not referenced portfolio layout is discussed and checked); 2 units for interim and 3 units are sampled for summative/final (1 knowledge and 2 competence) across the assessors and assessor's competency and consistency. If specific assessment methods are sampled the number of units will vary; for G (see RAG) assessors the number of units with decrease.

Standardised implementation of the RAG rating system is used (Red, Amber, and Green) to ensure that assessors and tutors are supported across the whole process of working with learners.

IQA increases the extent of their sampling beyond the above if they have identified concerns about assessment practice. The reason should be recorded.

Quality Assurance

- Standardisation meetings will take place as per Operating Schedule to formulate assessment and agree assessment issues. Minutes must be kept in the QCF meeting file. Further standardisation activities will occur during the year. This will be across all programmes areas. Priority will be given to sampling new IQAs and assessors.

- Any grievances during the Internal Quality process should be brought to the attention of the Lead Internal Quality Assurer for the specific programme area.

- CPD training will be taken to ensure competence of assessors.

- Whenever you sample (including assessor observations, interim sampling, end--- unit sampling or learner interviews) you will:

Check what the sampling plan requires you to look at;

- ✓ Check back against the results of previous sampling for that learner/unit/assessor, take account of any issues you identified previously and look for these issues to have been addressed in this sampling;
- ✓ Check back against any previous sampling reports for that learner and update them (and your IQA activity log) to show if earlier actions have been completed or not;
- ✓ Always complete an IQA report;
- ✓ Always enter learner name, assessor name, IQA name, qualification and unit sampled (if appropriate – this might not be the case for records checks and learner interviews);
- ✓ Comment on Sufficiency, Authenticity, Currency, Reliability, Consistency and as appropriate either tick, cross or enter N/A against each and explain your reasoning;
- ✓ Comment on portfolio/evidence presentation and as appropriate either tick, cross, or enter N/A and explain your reasoning;
- ✓ Maintain an IQA log to ensure auditable tracking of IQA process;
- ✓ Provide written and verbal feedback immediately after assessments.

  - Ensure follow up on actions identified in IQA reports.

  - You should initial and date evidence items/assessments sampled in red.

  - You should tick in red against the criteria on evidence items and on the grids where you agree with the assessor's judgments and initial and date in red on the grid against those items you have sampled.

  - You should circle in red against criteria on the evidence items and grids where you disagree with assessor's judgments and straight line if you agree.

  - You should sign and date statement(Competence has been demonstrated in all of the units/award recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency. The learner has/has not completed all of the Units. (Please explain below if the learner has not achieved the full award) on final IQA report.

  - You should sign and date ROAs, and grids in black for the units/elements you did not sample but are signing off based on those you did sample.

  - Learner interviews should be recorded on the centre learner interview records sheet.

  - Assessor observations should be recorded using a generic evidence record sheet and clearly describing nature of IQA – e.g. "observation by IQA of assessor AB working with learner ZX" or "record of interview with learner Z".

  - Your observations of your Assessors can be indexed against the awarding body requirements as a way of checking that assessors continue to operate to good practice standards.

- Ensure all centre records are kept as per awarding body requirements.

- When using Witness Statement, RPL and Work Product, ensure all appropriate documentation is kept at the centre.

- Ensure all new assessors and expert witness is included and competent to assess, give testimony to the award.

After Sampling

You are advised to discuss your sampling reports with your assessors and not simply post/email them out. You should ensure that your assessors sign and date the reports and make comments on the original of your IQA report.

Original IQA reports come to the assessment centre, copy for you and copy to your assessor for discussion/action.

You should:

1. file your original IQA reports in the relevant section of the relevant IQA reports folder and update your IQA log in the folder;

2. update the relevant learner spreadsheet with the details of your IQA activity.

Internal Quality Sample Framework (Policy and process)

- Our practice of IQA will confirm with Awarding Body requirements. IQAs must complete the IQA sampling framework record for the Award, level and learner intake, period, cohort for which they are responsible.

- The IQA sampling framework record ensures that all aspects of the assessment process, evidence gathering methods, observation requirements are recorded and passed on to the IQA on completion of the Award.

- When working with assessors who have not achieved D32/33 or A1 or A2 or TAQA, all units' summaries must be countersigned in black by the second line of qualified assessor and red by qualified IQA.

- When working with IQA who have not achieved D34 or V1 or TAQA, allunit's summaries must be countersigned in red pen by qualified IQA.

- The Lead IQA will sample quality assurer decisions made within the IQ team taking into consideration the identified common units plus other units from the award. They will provide feedback to the IQA team using the Lead IQA sampling/standardisation summary sheet.

8. Malpractice & Maladministration Policy

Introduction

- To identify and minimise the risk of malpractice by staff or learners.

- To respond to any incident of alleged malpractice promptly and objectively.

- To standardise and record any investigation of malpractice to ensure openness and fairness.

- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.

- To protect the integrity of Gateway Institute of Learning and awarding bodies qualifications associated with delivering our programmes.

In order to do this, Gateway Institute of Learning will:

- seek to avoid potential malpractice by using the induction period and the course information to inform learners of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice;

- show learners the appropriate formats to record cited texts and other materials or information sources;

- ask learners to declare that their work is their own;

- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used in a bibliography;

- conduct an investigation in a form commensurate with the nature of the malpractice allegation.

Such an investigation will be supported by the Head, Quality Manager and all personnel linked to the allegation. It will proceed through the following stages:

- Investigation by Assessor and Internal Verifier.

- Investigation by Quality Assurance Manager.

- Investigation by Head.

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

- Give the individual the opportunity to respond to the allegations made.

- Inform the individual of the avenues for appealing against any judgment made.

- Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties/sanctions:

- Repeat the work involved.

- Reassessment of previous units with regard to investigating previous malpractice.

- Repeat of all work/removal from course.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by Gateway Institute of Learning at its discretion:

- Plagiarism of any nature.

- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.

- Copying (including the use of ICT to aid copying).

- Deliberate destruction of another's work.

- Fabrication of results or evidence.

- False declaration of authenticity in relation to the contents of a portfolio or coursework.

- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by Gateway Institute of Learning Staff

This list is not exhaustive and other instances of malpractice may be considered by Gateway Institute of Learning at its discretion:

- Improper assistance to learners.

- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made.

- Failure to keep learner coursework/portfolios of evidence secure.

- Fraudulent claims for certificates.

- Inappropriate retention of certificates.

- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Gateway Institute of Learning staff producing work for the learner.

- Producing falsified witness statements, for example for evidence the learner has not generated.

- Allowing evidence, which is known by the staff member, not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.

- Facilitating and allowing impersonation.

- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.

- Falsifying records/certificates, for example by alteration, substitution, or by fraud.

- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

If a learner has conducted malpractice, then the following actions will occur:

- The learner and incident will be reported to the Quality Assurance Manager.

- The learner will write their account and the teacher/assessor will write their account of the incident.

- The Quality Assurance Manager will keep original statements and pass copies of the statements to the Head of The Institution.

The Head of The Institution will discuss the malpractice issue with both parties and will come to a decision. If the learner is found to be in breach of malpractice, then they will be reported to the awarding body and potentially withdrawn from the programme.

Rights of the Accused Individuals

When, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual whether a learner or a member of staff, accused of malpractice must:

- be informed (preferably in writing) of the allegation made against him or her;

- know what evidence there is to support that allegation;

- know the possible consequences should malpractice be proven;

- have the opportunity to consider their response to the allegations (if required);

- have an opportunity to submit a written statement;

- have an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required);

- be informed of the applicable appeals procedure, should a decision be made against him or her.

9. Data Protection Policy

1. Introduction

1.1.Gateway Institute of Learning processes information about learners, corporate clients, and other data subjects for administrative, approval and commercial purposes. When handling such information, Gateway Institute of Learning and all staff or others who process or use any personal information, must comply with the Data Protection Principles which are set out in the Data Protection Act Currently GDPR (EU) (2016/679). In summary these state that personal data shall:

- be processed fairly and lawfully;
- be obtained for a specified and lawful purpose and shall not be processed in any manner incompatible with the purpose;
- be adequate, relevant and not excessive for the purpose;
- be accurate and up-to-date;
- not be kept for longer than necessary for the purpose;
- be processed in accordance with the data subject's rights;
- be kept safe from unauthorised processing, and accidental loss, damage or destruction;
- not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data, except in specified circumstances.

1.2.Definitions

"Staff", "learners" and "other data subjects" may include past, present and potential members of those groups including other terms including 'Learner', 'Student', 'Delegate', 'Trainer'. 'Assessor', etc.

"Other data subjects" and "third parties" may include contractors, suppliers, contacts, referees, approving, awarding and monitoring organisations and bodies etc.

"Processing" refers to any action involving personal information, including obtaining, viewing, copying, amending, adding, deleting, extracting, storing, disclosing or destroying information.

2. Notification of Data Held

2.1.Gateway Institute of Learning shall notify all staff and learners and other relevant data subjects of the types of data held and processed by Gateway Institute of Learning concerning them, and the reasons for which it is processed. The information which is currently held by the Gateway Institute of Learning and the purposes for which it is processed will be amended when processing for a new or different purpose.

3. Responsibilities

3.1.All people in which information is held:

ensure that all personal information which they provide to Gateway Institute of Learning is accurate and up-to-date;

inform Gateway Institute of Learning of any changes to information, for example, changes of address;

check the information which Gateway Institute of Learning shall make available from time to time, in written or automated form, and inform Gateway Institute of Learning of any errors or, where appropriate, follow procedures for up-dating entries on computer forms. Gateway Institute of Learning shall not be held responsible for errors of which it has not been informed.

3.2.Staff shall ensure that:
- all personal information is kept securely;
- personal information is not disclosed either orally or in writing, accidentally or otherwise to any unauthorised third party. Unauthorised disclosure may be a disciplinary matter, and may be considered gross misconduct in some cases.

3.3.When staff supervise learners doing work which involves the processing of personal information, they must ensure that those students are aware of the Data Protection Principles, in particular, the requirement to obtain the data subject's consent where appropriate.

4 Learner Responsibilities

4.1. All learners shall:

- ensure that all personal information which they provide to Gateway Institute of Learning is accurate and up-to-date;

- inform the Gateway Institute of Learning of any changes to that information, for example, changes of address;

- check the information which Gateway Institute of Learning shall make available from time to time, in written or automated form, and inform Gateway Institute of Learning of any errors or, where appropriate. Gateway Institute of Learning shall not be held responsible for errors of which it has not been informed.

5   Rights to Access Information

5.1.Staff, Learners, Corporate Clients, Approving or Awarding Organisations and other data subjects in Gateway Institute of Learning have the right to access any personal data that is being kept about them either on computer or in structured and accessible manual files. Any person may exercise this right by submitting a request in writing to Gateway Institute of Learning.

5.2.Gateway Institute of Learning will make a charge of EU10 for each official Subject Access Request under the Act.

5.3.Gateway Institute of Learning aims to comply with requests for access to personal information from Staff, Learners, Corporate Clients, Approving or Awarding Organisations and other data subjects, as quickly as possible, but will ensure that it is provided within 40 days unless there is good reason for delay. In such cases, the reason for the delay will be explained in writing by the Information Security Officer to the data subject making the request.

6   Subject Consent

6.1.Gateway Institute of Learning may ask for information about particular health needs, such as allergies to particular forms of medication, or conditions such as asthma, arthritis. Gateway Institute of Learning will only use such information to protect the health and safety of the individual, for example, in the event of a medical emergency or in carrying out physical activities.

7   The Data Controller and the Designated Data Controllers

7.1.Gateway Institute of Learning is the data controller under the Act, and is ultimately responsible for implementation.

8   Assessment Marks &Learner Certificates

8.1.Learners shall be entitled to information about their marks for assessments, however this may take longer than other information to provide.

9   Retention of Data

9.1.Gateway Institute of Learning will keep different types of information for differing lengths of time, depending on legal, awarding or approving body and operational requirements. Hard copies of data regarding to information such as student records, exam results will be kept for a minimum of 40 years in a safe and secure building in Malta.

10   **Compliance**

10.1.Compliance with the Act is the responsibility of all learners and members of staff. Any deliberate or reckless breach of this Policy may lead to disciplinary, and where appropriate, legal proceedings.

10.2.Any individual, who considers that the policy has not been followed in respect of personal data about him or herself, should raise the matter with Gateway Institute of Learning.

10. Equality and Diversity Policy

Gateway Institute of Learning Ltd welcomes diversity in its student population valuing differences in race, gender, sexual orientation, disability, religion or belief, class and age. We actively oppose discrimination, aim to remove all conditions that put people at a disadvantage, strive to improve access and to provide outstanding support.

We are committed to providing an inclusive learning environment. We have reduced a Valuing Diversity policy, a Race Equality statement, a Disability Equality Scheme and a Gender Equality Scheme which set out our response to statutory obligations and our approach to the active promotion of equality and diversity. Please discuss your support needs with us and we will make every effort to make adjustments to help you succeed.

Valuing Diversity Policy Statement

The Centre recognizes and celebrates diversity in its staff and student community. This diversity reflects visible and non-visible differences, which include factors such as age, disability, HIV status, marital status, mental health, national origin, political affiliation, race, religion, sex, sexual orientation, social background and trade union membership. Harnessing these differences will create a productive environment within the Angular College in which all individuals are valued, where their potential is maximised and in which the Gateway Institute of Learning mission can be achieved.

Gateway Institute of Learning Ltd will approach managing diversity by recognising the diverse needs of staff and students (both actual and prospective) and by ensuring that barriers to diversity are removed in relation to:
- understanding the concept of diversity in order that management and staff efforts will underpin the Gateway Institute of Learning Strategic and Operational Plans;

- providing objective and fair policies and processes for all aspects of the student and staff experience;

- enhancing each individual's commitment to diversity by promoting awareness and understanding of its approach;

- ensuring that the Gateway Institute of Learning activities are managed in a way which makes all individuals feel valued and harnesses their potential;

- ensuring that the concept of diversity informs all policies, practices and procedures;

- promoting the recognition of individual rather than group differences;

- encouraging a culture of empowerment through an environment characterized by

open communication, participation and consultation and an absence of prejudice and discrimination;

- welcomes diversity in its student population valuing differences in race, gender, sexual orientation, disability, religion or belief, class and age. We actively oppose discrimination, aim to remove all conditions that put people at a disadvantage, strive to improve access and to provide outstanding support.

We are committed to providing an inclusive learning environment. We have produced a Valuing Diversity policy, a Race Equality statement, a Disability Equality Scheme and a Gender Equality Scheme which set out our response to statutory obligations and our approach to the active promotion of equality and diversity.

11. Recruitment Policy and Section Criteria

1 Introduction

1.1 The Gateway Institute of Learning is committed to equality of opportunity in recruitment, selection, promotion and all other areas of employment.

1.2 This Policy is underpinned by Procedures and Good Practice Guidelines, which form the basis for its implementation.

1.3 This Policy and associated Procedures aim to attract high caliber staff to the Institute by ensuring that recruitment and selection processes are effective, systematic, equitable and promote equality of opportunity.

2 Objectives

2.1 To ensure that recruitment and selection exercises meet the Institute's operational and strategic requirements.

2.2 To ensure that all appointments are made on the basis of suitability for the position by assessment of evidence against the selection criteria for the post.

2.3 To ensure that all candidates are treated equitably and consistently.

2.4 To ensure compliance with the Institute's Equality and Diversity Policy and employment legislation.

3 Scope

3.1 This Policy applies to the recruitment and selection of all staff to the Institute.

3.2 Modified recruitment procedures apply to the appointment of Graduate Teaching Assistants reflecting the nature of these appointments.

4 Principles

4.1 Awareness and training:

4.1.1 Employees involved in the recruitment and selection of staff, are responsible for familiarising themselves with and complying with the provisions of this Policy and associated procedures.

4.1.2 The recruiting manager responsible for the position is required to ensure that any external advisers or recruitment agencies participating in any recruitment exercise are aware of, and comply with, the Institute's Equality and Diversity Policy, this Recruitment Policy and associated procedures.

4.1.3 Staff involved in the recruitment process and in particular Chairs of Selection Panels, are required to attend the Institute's Recruitment and Selection training. As a minimum, at least one member of each Selection Panel must have undertaken this training.

4.1.4 The Institute is committed to promoting equality of opportunity and in this respect, employees involved in the recruitment and selection are required to maintain a positive approach towards equality of opportunity. Staff are encouraged to attend Equality and Diversity training offered as part of the Institute's Staff Development programme.

4.2 Conflict of interest:

4.2.1 If an employee involved in recruitment processes has a close personal or familial relationship with a candidate, the employee should declare this to the Human Resources Department as soon as they are aware of the candidate's application. In such situations, it would normally be appropriate for the member of staff to have no further involvement in the selection process.

4.2.2 If a candidate has named a member of staff involved in the selection process as a referee, the candidate will be asked to provide details of alternative referees, where practical.

4.3 Identifying vacancies:

4.3.1 Recruiting managers are required to fully evaluate the need for new, changed or replacement posts prior to seeking authorisation for the position.

4.3.2 Managers should consider if the duties of the post could be eliminated or reallocated to existing post‑‑‑holders taking into account of workload.

4.3.3 Managers should seek to identify how the position will contribute to Faculty plans, administrative department plans or Institute's business plans and strategic objectives, as appropriate to the level of the post.

4.4 Authorisation of positions:

4.4.1 Recruiting managers are responsible for ensuring all vacancies are approved by the appropriate authority in the Institute.

4.4.2 Executive Board must authorise all Institute‑‑‑funded new or changed positions of six months duration or above.

4.4.3 Replacement Institute‑‑‑funded positions can be authorised by the Head of Department and Registrar.

4.4.4 All externally funded positions must be authorised by the Research Manager.

4.4.5 Further information can be found in the document 'Staffing costs: Authorisation levels'.

4.5 Advertisement:

4.5.1 To promote equality of opportunity, all vacancies of six months or more must be advertised. Permanent posts and fixed---term positions of over one year's duration must be advertised externally.

4.5.2 In the following circumstances, vacancies may not be advertised:

- Where positions may provide suitable alternative employment for existing staff whose post has been identified for redundancy, (including the ending of fixed term contracts or following a restructuring exercise) or staff requiring redeployment for medical reasons or for reasons of disability.

- Temporary positions covering absence for maternity, adoption, unpaid leave etc. If the permanent post---holder decides not to return to his/her post following his/her leave, then the post will normally be advertised.

- Where the post has already been unsuccessfully advertised and the recruiting manager can demonstrate that further advertising is unlikely to be effective.

- Where an employee's duties have changed to a degree which necessitates re---grading of the position in line with the Institute's Grading Review Procedure. In such cases, advertisement would be inappropriate as the post is held by an existing member of staff and his/her non---appointment would create a redundancy.

    If the successful candidate requires a work permit/certificate of sponsorship to work in the Malta, the post must be advertised to meet work permit/certificate of sponsorship criteria in line with Immigration Office regulations.

4.5.3 All externally advertised vacancies at Grade 6/AC1 upwards will also be advertised in the website.

4.5.4 When selecting the most effective methods for publicising vacancies, managers should consider any under---represented groups and how best to target them. Managers should consider placing advertisements in publications aimed at under---represented groups.

4.5.6 Posts will be normally advertised with a minimum of two weeks between the publication of the advertisement and the closing date. Academic (teaching and research) posts will normally be advertised for four weeks between the advertisement and closing date.

4.5.7 All advertisements will include a statement that the Institute aims to be an equal opportunities employer.

4.6 Selection processes:

4.6.1 All recruitment processes will be based on agreed job descriptions and person specifications. Person specifications should only consist of the necessary skills, qualifications, experience and competencies required to carry out the duties of the post.

4.6.2 Applicants must be selected against the criteria listed in the person specification and no other criteria. The reasons for selection decisions relating to the person specification criteria must be recorded.

4.6.3 Applicants who declare a disability and who meet the essential criteria on the person specification for the post, will be offered an interview.

4.6.4 At least two members of the selection panel must be involved in the shortlisting process.

4.6.5 Interviewing must be undertaken by a minimum of two individuals to mitigate against the possibility of prejudice or stereotyping.

4.6.6 If the interviews for a vacancy take place over more than one day/session, the same panel must interview all candidates.

4.6.7 Interview panels should normally include members of both genders and wherever practicable, include individuals of different ethnicities.

4.6.8 Any selection tests (e.g. in---tray exercises, typing tests) must relate to the role and the results of tests assessed against selection criteria.

4.6.9 Candidates for academic (teaching and research) positions (and certain non---academic positions) will be required to give a presentation and they will be assessed in relation to the content, style and time management of their presentation and their response to questions. At least one member of the interview panel should attend the presentations and record feedback which should be given to the interview panel for consideration when making the selection decision.

4.6.10 Interview questions must relate to the selection criteria outlined in the person specification.

4.6.11 Selection decisions, including decisions not to appoint applicants, should be made by majority decision of the interview panel

4.7 Feedback:

4.7.1 The Institute will give feedback to any candidate who requests it within three months of the selection decision made at shortlisting or interview stage. Candidates are required to request and receive their feedback in writing. Internal candidates will normally also receive feedback in person.

4.8 Confidentiality:

4.8.1 All applications will be treated as highly confidential by the Institute.

4.8.2 In accordance with the Institute's Data Protection Policy and legal requirements, candidates have the right to request any documentation relating to their application (e.g. interview and shortlisting records and notes, references).

4.8.3 Any data relating to recruitment and selection processes may be legally disclosed in the event of tribunal proceedings against the Institute and staff involved in the recruitment process must apply due diligence at all times.

4.9 Offers of employment:

4.9.1 All offers of employment will be subject to eligibility to work in the Malta (including a successful work permit application/certificate of sponsorship for Immigration and a successful application to enter or remain in the Malta if applicable).

4.9.2 Offers of employment for all non---casual staff will also be subject to the receipt of satisfactory references and qualification checks.

4.9.3 The Administration Department must make all formal written offers of employment to salaried staff as a means of promoting internal comparability.

4.9.4 When academic (teaching and research) staff starting salaries are determined, consideration should be given to the individual's skills, qualifications and experience and in line with any internal comparators identified by the Dean and Head of Department.

4.9.5 Following recommendations from the Head of Department and a relevant senior member of staff where appropriate, the Director of Administration should approve starting salaries for non---academic Institute---funded positions.

4.9.6 Starting salaries will be regularly reviewed for equality purposes.

4.10 Retention of records:

4.10.1 When the recruitment process has been completed, recruiting managers should ensure that all information relating to the selection process is returned to the Administration.

4.10.2 The Administration Department will retain recruitment records for one year in case of requests for feedback or litigation.

5 Review:

5.1 This policy and the effectiveness of its operation should be reviewed regularly.

6 Associated Policies and Procedures:

6.1 Equality and Diversity Policy.

6.2 Recruitment and Selection Procedures and associated Best Practice Guidelines.

7 Definitions:

Recruiting Manager: The person responsible for the recruitment process within the recruiting department. This will normally be the Head of Institution/Head of Administration/Independent Centre or their delegate.

Under-‐-‐represented groups: Where there have been no or few members of one group (ethnic minority group or sex) in a particular type of work for the last year. Positive action provisions in equality legislation allow employers to give special encouragement to such underrepresented groups in certain circumstances.

Close personal or familial relationship: A close friendship or family relationship between two individuals that could amount to a conflict of interest or lead to undue influence or a lack of objectivity in the recruitment process. Shared academic interests or working relationships should not constitute a close personal or familial relationship. However, anyone who has or has had a relationship of this nature, should declare this to the Chair of the Interview Selection Panel as appropriate.

12. Staff Development Policy

Policy

1. Policy Statement:
   Only development that is deemed to be entirely work-related and which will be to the benefit of the department or organisation will be supported by central staff development funds.

2. Staffing:
   Staff Development lies within the Administration Department.

3. Explanation of staff development:
   Staff training and development is a means to ensure an organisation's workforce is adequately equipped with the knowledge, skills and competencies to perform well in their current work-role and for the future to assist the organisation, in this case Institute, in achieving its objectives. This may be achieved in a number of ways e.g. attending events, coaching, mentoring, shadowing, one-to-one work. It is important that access to development is fair, equitable and must be to the benefit of the department and the organisation.

4. Aims:
   The Staff Development function aims to provide comprehensive advice, guidance and development opportunities for all Institute staff in order to support the organisation in the attainment of its objectives.

5. Objectives:
   The objectives of the Staff Development function for the current period are as follows:

- To undertake a Institute-wide needs analysis, via managers, of all departments.
- Once needs have been identified, to prioritise these and provide opportunities to fulfill them either in-house or externally.
- To develop an in-house programme of activity for both pedagogic and non-pedagogic development activities, based on the results of the needs analysis, needs arising from Review and other organisational data received.
- To establish a Staff Development Advisory Group consisting of a range of individuals from both an academic and non-academic background. This group will monitor all activity and will advise on certain aspects of Institute-wide staff development issues e.g. Learning and Teaching, Professorial mentoring etc.
- To support staff affected by restructuring.

- To communicate training and development opportunities Institute-wide in paper and electronic formats.
- To offer a comprehensive management development programme for managers at all levels (including Deans and Chairs of Departments), including certain mandatory elements.
- To review the Institute's current induction process.

6. Responsibilities for staff development:

- The Staff Development Section is centrally responsible for providing advice, guidance and opportunities for staff, based on information received. It is also responsible for evaluating all centrally funded events to ensure they are cost-effective and to the benefit of the organisation. The Staff Development Section will fully administer all events.

- Managers are responsible for identifying development needs and encouraging their staff to participate in development activity at probation, review or during other activities. Managers must agree any activity and sign request forms allowing this to proceed and agreeing the time away from work. On completion of the event, it is expected that managers will facilitate the dissemination of the new learning in the workplace, as appropriate, either through the individual or in the context of a team learning event.

- Individuals are responsible for identifying and suggesting learning opportunities to their managers based on their current job descriptions and career aspirations. A 'Request for Development' form must be completed by the individual and passed back to their manager for completion. It is the individual's responsibility to ensure that the form is passed back to staff development. Individuals will be expected to behave appropriately at any learning event and to fill-in an evaluation form on completion that may be subsequently forwarded to their line manager for information.

- The Staff Development Advisory Group will monitor and advise on all staff development activity aiming to ensure equity and fairness throughout.

Procedures

7. Entitlement:
- The Gateway Institute of Learning recognises that all staff whether full-time, part-time or fixed-term are entitled to access development opportunities.

- All staff at the Institute, whether full-time, part-time, fixed-term or temporary are entitled to access the Institute's central induction programme.

- Access to development is at the line manager's discretion and the discretion of the Dean/ Head of service department who will aim to ensure equality of opportunity throughout the

whole department. Where the development requires funding over EU500, agreement must be sought only from the Dean/ Head of service department.

- Development activity will be monitored by the Staff Development Manager and the Staff Development Advisory Group aiming to ensure fairness and equity of treatment under the policy.

8. Requesting Staff Development:
- All requests for staff development, including IT training, must be received on forms SD1 or SD2 with a justification statement and with a supporting management signature. Form SD1 is to be used for **all** internal events and external short courses. Form SD2 is to be used for all requests for supported study e.g. professional qualifications

- Requests by email or verbal requests cannot be accepted as formal requests.

- Any requests received without an authorising signatory will be returned to the applicant.

- Development events can be requested for individuals, teams and departments where it is deemed appropriate.

9. Staff Absence Requiring Cover:
- Where attendance of an individual at an event will require staff cover, Deans/ Heads of service departments are encouraged to speak to Human Resources about issues relating to the cover of the staff member whilst away from work. The Staff Development Section will not be able to provide any additional resources for staff cover.

10. Charging for Staff Development Activity:
- All staff development provision funded by the SFI initiative will be available at no cost to the individual staff member or his/ her department, where this is deemed by the line manager to be for the benefit of the department and the Institute.

- The Staff Development Section additionally holds a central budget of funds for external activity. Where departments have no budget for staff development, staff will be able to access central funds at no cost where there is a perceived benefit to the department and the organisation.

- Contractor staff, subject to agreement, may access central provision for a fee, where spare places exist in in-house courses. However, this must be in agreement with their relevant Human Resources staff.

11. Cancellation of events:

- Failure to attend an event or where a staff member has to withdraw or cancel their place (either internal or external) leading to a cost for the Institute will be investigated by the Staff Development Manager and a charge will be incurred by their department, unless there are exceptional circumstances.

12. INSTITUTE courses:

- Please see the Fee Remission policy.

13. Appeals:

- Where an application for development is not successful, an individual may appeal to the Director of Administration.

14. Funding for External Courses:

- All requests for short external courses must be made on form SD1 with full supporting documentation. Full costs must be included on this form and if the request is successful, only these costs will be paid. Any additional costs will have to be met by the individual or the department.

- Staffs are required to select London venues wherever possible.

- The Staff Development Section will arrange all course bookings, but all travel & accommodation requests, must be arranged by the individual. Staff are requested to travel by the cheapest methods wherever possible. Only travel over and above that usually paid to travel to work will be funded.

15. Funding for Accredited Courses:

- All requests for Supported Study for accredited courses must be submitted on form SD2 with full supporting documentation.

- Staff are advised that only external accredited courses that are deemed to be work-related, and which will enhance the individual's performance to the benefit of the Department and the Institute, will be considered for funding.

- Managers are required to monitor progression of their staff undertaking accredited courses. Where staff are struggling in their course, managers should approach the staff development section to discuss the need for further assistance.

- Staff are encouraged to explore at least three different providers of the course they wish to pursue, before requesting funding. These possibilities should be discussed with the line manager or the Staff Development Section, who will be able to advise on the most appropriate course of study.

- Staff are discouraged from pursuing a course involving full or part day-release. However, where no other provider can be sourced, release will be dependant on the Dean/ Head of service department's agreement. In this instance, Deans/ Heads of service departments are encouraged to speak to Human Resources about the feasibility of offering a flexible-working arrangement and issues relating to the cover of the staff member whilst away from work.

- Funding offered to individual staff for supported study will be 100%.

- The Staff Development Section will arrange all course bookings, but all travel & accommodation requests, must be arranged by the individual. aff are requested to travel by the cheapest methods wherever possible. Only travel over and above that usually paid to travel to work will be funded.

- All approved requests for accredited courses will be confirmed in writing and subject to the following conditions:

    - All applicants, other than in exceptional circumstances, will have completed their probationary period before applying for financial assistance for an accredited course.

    - The funding received will be in the form of a loan which will have to be repaid to the Institute in the event of the individual leaving within a two year period following the completion of the course. Repayments will be calculated on a pro-rata basis. 100% repayment will be expected if an individual leaves within 6 months of completing the course, 75% within one year of completion, 50% within 18 months of completion and 25% within the two year period. The terms of the loan cease after this two year period.

    - The Institute may not be able to fund any repeat parts of a course following failure to complete. In this instance, a written statement will be required from the individual or manager for consideration by the Staff Development Manager.

- The Institute will fund travel and, where appropriate, accommodation for a course. However, all costs must have been included on the form SD2. Once funding has been agreed at a set cost, additional funding will not be possible.

- The Institute will not pay for membership of professional bodies or pay for any books or additional resources required for a course.

- Funding for a course will only be agreed on an annual basis. Funding for a second or subsequent year of a course will depend on the funds available for staff development within the Institute at that time and an acceptable level of progress in the first year.

16. Study & Examination Leave:
- Staff who are sitting examinations following completion of a work-related course that has been funded by the Institute are entitled to take one day's paid leave for each day they sit an examination. In addition, staff may take one day's paid study leave for each examination.

- All study and examination leave is granted in addition to annual leave entitlement, but must be agreed by the Dean/ Head of service department and a record of this leave sent to Human Resources.

- Staff who apply for study or examination leave for a course which is not Institute funded will not be eligible for study leave and must use their annual leave.

17. Payment of Membership Fees:
- The Staff Development Section will not pay any membership fees for staff wishing to join professional associations.

18. Conference Attendance:
- Where a department has a budget for conferences or staff development, the Staff Development Section will be unable to offer funding.

- Academic conferences in the staff member's relevant field of expertise will not be funded by staff development as funding exists within each Faculty for this activity. Only conferences directly related to duties and responsibilities expected to be performed by an individual can be funded.

- Where a department has no conference budget, requests may be made to staff development, subject to availability of funds.

- A maximum of two places per conference may be funded by staff development. Any other places will have to be funded by departments.

19. Recommendations:
- In order to plan a coordinated approach to departmental training and development activities, departments should use the training plans available centrally from staff development. Advice and guidance on how to use these planners will be available.

- It is suggested that one person in each department, probably a manager, acts as a training and development representative. This person should meet with the Staff Development Manager to discuss developments against plans and receive advice and guidance on how best to proceed. Training on how to be a rep will be offered centrally.

13. Staff Induction Policy

1. Objectives:

The Gateway Institute of Learning recognises the need for induction as the first step in welcoming a new employee to institute. The purpose of this policy is to:

1.1 inform the new employee;
1.2 clarify to the employee their role within the organisation;
1.3 explain how the new employee will be supported in making an effective contribution within the organisation;
1.4 ensure the new employee is aware of policies and procedures.

2. Scope:

This policy applies to all new staff (full-time, part-time, permanent, and temporary) and staff who are promoted, transfer to a new post at the same grade or undertake a substantive secondment, for example, one day a week.

3. Key Points:

3.1 All new employees should be allocated time to attend induction.
3.2 Staff will report to their line manager on their first day for induction.

4. Responsibility:

4.1 Responsibility for induction lies with the new employee's manager.
4.2 Review and evaluation of the induction process is the responsibility of the manager and should be carried out in Week 2 of commencing employment.

Procedure

1. New Staff

To be arranged by the Administrative Manager to commencing employment.

• Information sent to job applicants.

• Information sent to candidates selected for interview.

• Offer of appointment and accompanying documentation.

To be arranged by the Administrative Manager after commencing employment.

• Health, safety and welfare induction within first week of commencing employment.

• Personnel induction within the second week of commencing employment.

• Introduction to the staff team on day one.

• Curriculum/learning and teaching induction within second week of commencing employment.

• Organisational and administration induction within Second week of commencing employment.

Review and Evaluation:

The Administrative manager should evaluate the effectiveness of induction, discuss key work objectives for the coming year and identify training and development needs, within the framework of the Staff Development Policy no later than 3 months after initial employment.

2. Staff in a New Post

• The Administrative manager will ensure that staff who are promoted, transfer to a new post at the same grade/level or undertake a substantive secondment, for example, one day a week are given an appropriate induction into their new responsibilities through a structured programme.

• In devising the induction programme the manager should, where relevant follow a similar format to that planned for new starts.

• A review and evaluation should be arranged by the manager as soon as possible after the post is taken up and no later than one month from the date of commencement.

14. Selection Criteria for Head of Institution

GATEWAY Institute of Learning (GIL) followed the description of the qualifications, skills, experience, knowledge and other attributes (selection criteria) which head of institute must possess to perform the job duties. The specification were derived from the job description and forms the foundation for the recruitment process.

Selection criteria for head of institution is specific rather than general. This ensured that the head of institute specification properly reflects job requirements. Selection criteria is fair, objective and directly relevant to the job requirements. As the institute requires a specific qualification to carryout the functions of the role of head of institution, the minimum level of the qualification is MA/MSc where institute also avoids to set qualification levels higher than required by the nature of the post, as this could be discriminatory.

Instead, think about what exact experience or competencies the head of institute requires, it is preferable to state the criteria as "considerable experience of managing staff including monitoring work performance, experience of conducting staff reviews/appraisals, experience of interviewing and recruiting staff, and experience of carrying out formal performance procedures".

Head of institute also possesses skills to carryout the role such as computer skills, interpersonal skills, report-writing skills, presentation skills etc, and he must have a knowledge of a specific academic area and professional knowledge such as health and safety legislation etc. He could also perform his role effectively such as the ability to work independently with minimal support or the ability to use initiative and be pro-active.

15. Selection Criteria for Teaching Staff

The GATEWAY Institute of Learning (GIL) specification is a description of the qualifications, skills, experience, knowledge and other attributes (selection criteria) which teaching staff must possess to perform the job duties. This specification was derived from the job description and forms the foundation for the recruitment process. Institute used this specification as a basis for selection decisions at shortlisting, presentation/test and interview stages. Interview questions and selection tests also derived from this specification and designed to elicit more evidence on candidates against the criteria.

Specification of selection criteria for teaching staff of GATEWAY Institute of Learning:

Specific:

GATEWAY Institute of Learning's selection criteria is specific rather than general. This is to ensure that the teaching staff specification properly reflects job requirements. It also helps ensure that candidates understand the skills/qualifications and experience Institute is looking for.

The criteria "good communication skills" is vague and covers a range of possible skills. Institute specified the nature and level of communication skills that the teaching staff required (e.g. effective presentation skills, report-writing skills, the ability to draft complex correspondence, counselling skills, the ability to converse with a diverse range of learners at all levels).

Justifiable:

Institute believes that selection criteria must be justifiable in relation to the job tasks and requirements. Non-justifiable criteria could be discriminatory and prevent suitable applicants applying for your position.

A requirement for a teaching staff to hold a good first degree in the same discipline would be justifiable. However, a competent, experienced staff could also perform all the functions of the role effectively without a higher degree.

Measurable:

When following selection criteria, it needed to consider how would Institute assess the criteria "A commitment to equal opportunities"? Institute could question or test candidates on their knowledge of equalities legislation and best practice but arguably, this would not test commitment only understanding and the criteria rephrased as 'A knowledge of equal opportunities legislation and best practice". Alternatively, at interview, Institute asked

candidates on how they had demonstrated their commitment to equal opportunities through their work.

Non-Discriminatory:

Selection criteria was fair, objective and directly relevant to the job requirements. Discriminatory language or statements concerning race, ethnicity, colour, nationality, martial status, age, religious belief, sexual orientation, transsexuals, disability or age were not be used. Advice obtained form designated HR Officer.

Qualifications:

As the Institution required specific qualifications to carryout the functions of the role, teaching staff specifications stated the level of the qualification (i.e. BA/BSc, MA/MSc) and the relevant discipline. Some posts required professional qualifications – TESOL or teaching of business English for example. Institute avoided setting qualification levels higher than required by the nature of the post, as this could be discriminatory. Considered if relevant experience could be a substitute for a qualification – for example, could an applicant carryout a teaching of management with a substantial amount of experience but no MBA?

Experience:

When defining criteria which relate to a candidate's experience, Institute considered that experience can be gained through voluntary activities and study as well as work experience. Institute specified the type and level of the experience. For example, for the role of Senior teaching staff, the candidate needed considerable post-qualification professional experience. However, for the vacancy of part time teaching staff, the candidate might be able to carryout the duties with just fresh degree.

Instead, think about what exact experience or competencies the candidate required. For example, rather than 'ten years staff management experience', Institute considered it preferable to state the criteria as "considerable experience of teaching including monitoring classwork performance, experience of conducting students reviews/appraisals, experience of assessing and recruiting students, and experience of carrying out formal performance procedures".

Skills:

Insitute considered any additional skill required by the teaching staff to carryout the role such as computer skills, interpersonal skills, report-writing skills, presentation skills.

Knowledge:

Institute also specified further knowledge the candidate required to bring to the role such as knowledge of a specific academic area and professional knowledge.

Competencies:

Institute described the behaviour that the person will need to perform the role effectively such as the ability to work independently with minimal support or the ability to use initiative.

16. Complaint Procedure and Notes for Complainant Policy

Informal Stage

It is recognized that many concerns will be raised informally that can and should be dealt with immediately. Normally these concerns should be raised promptly and directly with either the class tutor/course leader/admin team member if the issue is not about an individual member of staff. Similarly, concerns should be raised promptly and directly with the individual against whom there is a concern. If you feel unable to approach that person directly, there are a number of people who could be approached. The aim is to resolve informal concerns quickly, keep matters low-key and enable mediation between the complainant and the individual to whom the matter has been referred. This is entirely appropriate where it can be achieved. However, if concerns are not satisfactorily resolved in this way complainants may follow Gateway Institute of Learning Formal Procedures for handling complaints – as specified below.

Formal Procedure

Purpose:

The formal procedures are intended to ensure that all complaints are handled fairly, consistently and wherever possible resolved to the complainant's satisfaction.

Definition:

Gateway Institute of Learning Ltd has defined a complaint as 'any expression of dissatisfaction that requires a response'. This definition will apply consistently across all curriculum and functional areas.

Responsibilities of the Institute:

Gateway Institute of Learning Ltd will:

- Acknowledge the formal complaint and aim to respond within a stated period of the time dal reasonably and sensitively with the complain take action where appropriate;
- Welcome issues being brought to its attention to enable it to improve its services.

Responsibilities of the Complainant:

The complainant will be expected to:

- bring their complaint to Gateway Institute of Learning Ltd attention within 12 weeks after the reason for the complaint occurred;
- explain the problem as clearly and as fully as possible, including any action;

- taken to date allow Gateway Institute of Learning Ltd reasonable time to deal with the matter.

Responsibilities for Action:

The Head of Institute and his/her senior managers and staff and the Director of studies.

Confidentiality:

Except in exceptional circumstances, every attempt will be made to ensure that both the complainant and Gateway Institute of Learning observe the confidential nature of issues. However the circumstances giving rise to the complaint may be such that it might not be possible to maintain confidentiality and each complaint will be judged on its own merit. Should this be the case, the situation will be explained to the complainant and/or their representative.

Monitoring and Reporting:

Gateway Institute of Learning Management Committee will receive a report of all complaints at least annually and will monitor the handling of complaints in accordance with the Gateway Institute of Learning procedures.

Procedure and Stages

Matters should normally be raised promptly and directly with the appropriate member of staff.

Formal Procedure

Formal complaint, in writing, to Administration Office who will acknowledge receipt and confirm who the matter has been referred to

Referred to the relevant Course Leader/Administrator who will respond normally within 10 working days indicating the progress on their investigation into the complaint. Complainant will be invited to evaluate the process

If not resolved to the complainant's satisfaction - Formal complaint in writing to the Senior Administrator stating reasons for dissatisfaction within 10 days of receipt of outcome at Stage 1

Initial response normally within 10 working days indicating the action to be taken to investigate

the complaint. At the end of Stage 2, the complainant will be invited to evaluate the process.

If not resolved to the complainant's satisfaction – formal complaint in writing to the Principal, stating reasons for dissatisfaction within 10 days of receipt of outcome at Stage2.

Initial response normally within 10 working days indicating the action to be taken to investigate the complaint. At the end of Stage 3, the complainant will be invited to evaluate the process.

If the issue is not resolved to the complainant's satisfaction, a formal complaint in writing should be made to the Management Committee. *

*The Management Committee comprises: the Principal and his/her senior managers and the Gateway Institute of Learning Director.

17. Public Information Policy

The Head of Quality Assurance is responsible for the management of all publications, including staff and student handbooks, programme handbooks, prospectuses, websites, and advertisements.

This includes:

- The selection criteria for the course/programme;
- The intended learning outcomes;
- The qualifications awarded, including information on the QAF/MQF level and ECTS/ECVET learning credits;
- The teaching, learning and assessment procedures used;
- The pass rates;
- Further learning opportunities available to students;
- Information on possible career pathways.

Why Gateway Institute of Learning for OTHM Qualification

Looking to study at Gateway Institute of Learning for an OTHM qualification? Whether you're currently employed or looking to work or enhance your existing knowledge and skills, we have a number of qualifications that will allow you to go ahead of the competition in an increasingly challenging job market. Find below several benefits of studying at Gateway Institute of Learning for an OTHM qualification:

1. Quality, Standards and Recognitions:

You can be very confident about the quality of the qualifications as all OTHM qualifications are approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation). OTHM Board members and Management team comprises of academics from UK & EU HEIs and industry experts to assure the highest possible standards of up-to-date qualification contents and assessment. All OTHM approved delivery centres have to go through a rigorous centre application process which ensures they offer high standards of teaching and learning resources.

2. Career Development to increase credibility with employers:

Gateway Institute of Learning approved qualifications are developed to equip learners with the knowledge and skills that employers are looking for. Pursuing an OTHM qualification will give you the opportunity to enhance knowledge of business and management and grow key

competencies to tackle work projects and situations more effectively. This in turn gives you the potential to get promotion within workplace. Alternatively, it allows you to progress onto a Bachelor degree / Master degree / MBA top-up programmes around the World.

3. Flexible study options:

All Gateway Institute of Learning qualifications use the RQF rules are made up of units. This provides flexible ways to get a qualification. Each unit has a credit value which tells you how many credits are awarded when a unit is completed. The credit value also gives an indication of how long it will normally take you to prepare for a unit or qualification. Learners can pursue individual units and slowly build up the whole qualifications.

There are three different types of qualification:

- **Award** is achieved with 1 – 12 credits
- **Certificate** is achieved with 13 – 36 credits
- **Diploma** is achieved with at least 37 credits

4. Pathway way to a Degree/Masters programme:

As approved centre of OTHM which is regulated by Ofqual (Office of the Qualifications and Examinations Regulation), UK/EU universities recognise OTHM qualifications and allow OTHM graduates to join relevant Bachelor Degree Final year/Master/MBA top-up programmes. OTHM holds progression agreement with a number of universities. That means learners can also join relevant programmes offered at Study Centres/Partner Colleges/Overseas Campuses of the universities.

5. Affordable cost:

Gateway Institute of Learning endeavours to ensure that its Fees are always as affordable as possible without compromising the quality and standards of its qualifications. It is usually much quicker and cheaper to take an OTHM qualification and then go to university for the final stage of Bachelor Degree / Master / MBA top-up programmes, rather than taking a whole programme at the university.

Programmes offered by Gateway Institute of Learning

Level 4 – 6 programmes

- 6 units at each level and must be 120 credits in order to have wider progression opportunities with universities

The level 4, 5 and 6 diploma qualifications are equivalent to Year 1, 2 and 3 (Final year) respectively of a three-year bachelor's degree. Each level consists of 120 credits. Completing any of the level 4, 5 and 6 qualifications will enable learners a progression to the next level of higher education at universities.

Level 7 programmes

- between 6 – 8 units

For more information please visit https://www.othm.org.uk

Postgraduate diplomas are taught courses at level 7 on the Regulated Qualifications Framework (RQF) - the same level as Master degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with university to achieve a full Master or MBA.

Programme structure

Programme structure (including units or modules that make up the programme).

Unit title	Level	Credit	GLH

Definitions

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time (TQT) is comprised of the following two elements –

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Credit is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

The European Credit Transfer System (ECTS) is a tool of the European Higher Education Area (EHEA) for to bring transparency, competitiveness and mobility to higher education across Europe. ECTS is adopted as the national credit system in most countries of the EHEA and also used in many institutions across the world.

Training and Support

We offer a wide range of learner support and resources specifically designed to help you achieve our qualifications. In addition, we are more than happy to discuss individual requirements with you and can arrange training for a small cost. We also hold a series of training events throughout the year to support learners in the

Learner Registration

It is institute responsibility to register all learners within 28 days from the class commencement or enrolment whichever is earlier. Learner registration are done using the prescribed Learner Registration Spread sheet. Changing any field will make the data invalid and cause delay in the process.

Delivery and Assessments

Delivery:

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, Gateway Institute of Learning considers the Learners' complete learning experience when designing the delivery of programmes.

Institute ensures that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Institute the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

Assessments and Verification:

All units within this qualification are internally assessed by the Institute and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Quality, Standard & Recognitions:

Gateway Institute of Learning qualifications are approved and regulated by Ofqual . Ofqual is responsible for maintaining standards and confidence in qualifications. Ofqual regulates the National Curriculum Assessments in England. However, OTHM is also a full member of Federation of Awarding Bodies (FAB).

18. Extenuating Mitigating Circumstances Policy and Procedures (EC/MCs')

Policy

(EC/MCs') are circumstances which are unexpected, significantly disruptive and beyond control of students that affect their ability to meet an assessment deadline or affect their performance during the assessment period. A student who submits an assessment is normally considered to have proclaimed themselves 'fit to sit', and therefore s/he may not later claim that any failure is due to extenuating/mitigating circumstances. EC/MC application which is submitted subsequent to the assessment deadline will be disregarded and the work will be graded in the usual way unless there were extremely rare cases. EC/MC will only be considered to defer assessment(s) based on circumstances that affect a student's ability to meet an assessment deadline or affected their performance in assessment. EC/MC will not be considered as grounds for adjusting the grade(s) awarded for assessments already completed. It is the responsibility of a student to claim an EC/MC at the earliest possible opportunity. Students who are claiming EC/MC for resubmission will not be awarded Merit and Distinction grade in a subsequent reassessment of that unit. An assessment may be delayed but cannot be missed altogether because of extenuating circumstances. Grades cannot be amended as a result of a valid claim for EC/MC; all improvement to grades can only be achieved by resubmission. Any claim supported by false documentary evidence shall be deemed invalid and will lead the institute to take action under its disciplinary procedures.

Grounds for Extenuating/Mitigating Circumstances:

Examples of accepted causes are (these examples are not exhaustive):
- Serious or significant medical conditions or illness (including both physical and mental health problems).
- Exceptional personal circumstances (e.g. serious illness or death of an immediate family member or close friend, including participation in funeral and associated rites; being a victim of significant crime).
- Exceptional travel circumstances beyond one's control.
- Hardship/trauma (e.g. victim of crime, family crisis sudden loss of income or employment, severe disruption to domestic arrangements).
- Ailments such as very severe colds, migraines, stomach upsets, etc., ONLY where the ailment was so severe it was impossible for a student to attend to hand in his/her work and where medical evidence is provided.

Circumstances that will not normally be considered include:

The following are examples of circumstances NOT normally considered for special consideration:

- Minor ailments such as colds, headaches, hangovers, etc.
- Inability to prioritise and schedule the completion of several pieces of work over a period of time.
- Problems caused by English not being a student's principal language. Students should seek advice in good time from the personal tutor.
- Poor time management or personal organisation (e.g. failure to plan for foreseeable last-minute emergencies such as computer crashes, printing problems or travel problems resulting in late submission of coursework).
- Circumstances within student's control (e.g. a holiday; paid employment).
- Claims made after the published deadline i.e. by the coursework submission date except where students were unable to meet the submission date for exceptional reasons which can be validated.
- Claims without independent supporting evidence.
- Claims which do not state clearly how students' inability to hand in an assessment on time was caused.
- The claim does not relate, in terms of timing, to the examinations or submission dates affected.

Submission of the form
- The form must clearly state the date on which the extenuating circumstances affected the work and must correspond with the evidence provided.
- The form must state clearly the unit and/or item of assessment for which the extension is requested.
- An application for EC/MC may be rejected if it is incomplete.
- It is the responsibility of the student to establish the facts 4.5
- The form must be handed into the Admin Office or emailed to the Head of Academic Services at admin@gatewayinstituteoflearning.com.

Evidence

All applications for EC/MC must be submitted with independent evidence (e.g.- third party evidence) which must show how the reported circumstances have impacted on the student concerned.

Examples of acceptable independent/third party evidence include:

a) Doctor/ Consultant or Hospital certificate or letter;
b) Letter from a Solicitor or other authority;
c) Death Certificate.

Evidence must be legible and in English. Evidence obtained overseas which is written in another language must be accompanied by a certified translation (with any costs incurred in obtaining evidence being borne by the student). The institute will issue a receipt for submissions of evidence

Deadline Extenuating/Mitigating Circumstances

An application should normally be made in advance of the submission deadline or examination date. In exceptional cases (e.g. emergency hospitalisation on the day of the deadline/examination) applications may be accepted within the first four weeks after the set deadline. The deadline for submission of a claim for Mitigating Circumstance is four weeks from the published submission date of the component concerned or the date of the examination. Students are however encouraged to submit a claim as soon as practicable.

Consideration of Extenuating/Mitigating Circumstances

EC/MC will usually give rise to one of the outcomes listed below.

a) Coursework Extension: A revised submission deadline will be determined by the relevant Assessment Body. Extended deadline dates are final and treated in the same way as a standard deadline. Failure to meet an extended deadline will result in the application of lateness penalties which may result in the work being graded as a fail or non-submission.

b) Examination: A student will be offered an additional examination attempt if the EC/MC application is accepted. Students will have to wait for the re-sit period or if a student is offered a re-sit after the usual re-sit period. They may have to wait until the following year to take the assessment again. Occasionally, the Assessment Panel may arrange an alternative, equivalent assessment task if it is satisfied that a further opportunity to take the original assessment is not possible or is wholly inappropriate (e.g. because of permanent injury).

A student will be notified of the decision within 7 working days from the date of the submission of EC/MC form.

If an EC/MC application is not approved then the outcome for the student will be determined in accordance with the Institute's Assessment Regulations.

Review of rejected claims

Where a claim is rejected, a student can request a review of the process undertaken in reaching the decision. The deadline for submitting a request for a review is two weeks from the notification of the extenuating/mitigating circumstances outcome, Requests for a review submitted after this deadline will be deemed invalid unless the student demonstrates good reason.
The student will normally be notified of the outcome of the review within four weeks of the Institute receiving the EC/MC claim; where this proves not to be possible, the student will be notified of the progress of the review to date.

19. Student Handbook

WECOME MESSAGE FROM THE DIRECTOR OF STUDIES

The decision of choosing the right course and the best place to study is a tremendously difficult one. It is one of the most important decisions of your life, your future career and life will be affected by your choice. Thank you for considering Gateway Institute of Learning for academic studies. Our staff is committed to meeting your academic and professional goals. We are proud to provide high quality learning opportunities for people of all ages and nationalities. We offer a number of highly effective and targeted courses to reflect the needs of the, international student community.

At Gateway Institute of Learning we want to give you the best any Institute can offer and to help you in every way possible. From advice on courses, through to excellent teaching and learning, and the support provided by experienced and committed staff, our students have access to the best resources and facilities for their academic needs. We want your time here to be enjoyable. You will get the chance to make new friends as there are many social activities for students throughout the year. You'll find the Institute to be a very safe and friendly place to study.

The staff and I are here for you, to help you succeed academically and to ensure that you enjoy your time with the Institute. We are student focused and take pride in the performance of our students. We are also here to guide you when problems occur.

You will probably already know of the Institute's reputation and success. The vast majority of all students who enrolled at the Institute last year finished their courses and gained their chosen qualifications. All our courses are externally accredited and recognised internationally. The syllabus is regularly updated to meet the needs of an ever changing and demanding work environment. We provide opportunities for top up to Masters and Bachelors and can guide you through your academic and professional requirements.

We wish you all the best in achieving your goals and can assure you that during the time of your study, we will be *working with you.* Our Motto is 'Learning with Aspiration and Success' and we are highly committed to this.

Director of Studies

ENROLMENTS AND REGISTRATION

Office Opening Hour

Gateway Institute of Learning office opening hours are as follows:

Term Time & Vacation: Monday to Friday, 9 AM to 5PM
Phone No. +356 99682198
Email: info@gatewayil.com
www.gatewayil.com

Enrolment

All new students are required to formally ENROL with the Institute. Enrolment is a process whereby we ensure that we have all the documentation required and admission rules are made clear to you. Academic timetables are given at that point.

At the time of enrolment students are required to present the following;
- Passport and visa (to be copied and kept in student's record);
- Original certificates / degrees (to be copied and kept in student's record); Provide contact details in the Malta i.e. address, telephone number and next of kin Details;
- enrolment contract to be signed;
- fees to be discussed where full fees have bot been paid;
- Please note that enrolment is required every time you progress from one year to another;
- your most current contact details.

It is the student's responsibility to keep their contact details updated at all times. This is a legal requirement by Malta Government.

Late Enrolment
If you do not enroll within two weeks of your course starting date, you will be reported to the MALTA immigration department as a non show and you may find that you are contacted by them perhaps with visa curtailments.

Introduce a Friend

For each person that you introduce to the Institute who successfully gets a visa and starts the course we will give you a financial incentive of EUR100 off your tuition fees.

CHANGE OF CIRCUMSTANCES

If any of the following or other important details change, please let us know
immediately by filling and submitting Request Form available at Reception:

- · Postal Address
- · Email Address
- · Telephone / Mobile Number
- · Next of Kin
- · Visa Status
- · Passport

PAYMENT OF FEES

Institute Regulations for Payment of Fees

1. A student is not regarded as enrolled at the Institute unless the Institute requirements for the payment of fees have been met.
2. Enrolment means the checking of documentation, the agreeing of rules and payment of fees. We can provide instalment plans, but can refuse these as well based on past payment issues. If you fail to pay fees on time you will be fined EUR20 a month.

Paying your Fees by Regular Installments

Initial Deposit
All students are required to pay at least 50% of the course fee as an initial deposit. If a student has paid less than 50% of the course fee, he / she will be required to pay the balance upon arrival to the MALTA from overseas. The student will not be issued with any documents unless the required fee has been paid.

Further Installment
All students who have paid **50% of the course fee** are required to pay the balance fee before starting the following semester.

If the student cannot pay the remaining year's fee in full, the fee can be paid in a number of equal installments usually 4 starting three months later, but on occasions can be more.

If the fee remains unpaid, the admission will be suspended, exam registration may not take place and student may be reported to MALTA immigration department resulting in cancellation of the visa.

How to Pay your Fees

Cash Payment
You can make cash payments to reception.

Credit Card Payment
Please note that:
- We accept all major credit cards
- We do not accept card payments by phone.

BACS Payments
Payment by BACS is also a convenient payment method.
Please use your student reference number as the reference for payment.

WITHDRAWAL / COURSE CHANGE POLICY

Withdrawal
If for any reason you decide to withdraw from your programme of study, you must notify the Institute in writing. Written notification must be submitted at reception. In the case of withdrawals, any fees paid are not normally refundable. We will also need to know the reasons why and have evidence of the situation you are describing. We shall then send this information to the MALTA immigration department.

Course Change Policy
If you wish to change the course for which you have originally enrolled certain restrictions imposed may apply. Y o u will need you to fill in a request for change of course, where you should detail the reasons why you wish to change with any evidences that you wish to present to us given. You will then be contacted by the registrar for a discussion regarding this matter before any decisions can be made.

REQUESTS FOR DOCUMENTS

All requests for documents, such as letters required for opening bank accounts, travel discounts etc. must be requested either by email or alternatively and preferably by a request form at reception, please note that it takes up to 2 working days to prepare the letter requested.

Completed documents will be available for collection from reception.

INSTITUTE I.D. CARD

Gateway Institute of Learning issues students with a Institute ID Card. The Institute issues Student ID Cards for all students at the time of Induction. You must display the card on you at all times, using the provided lanyard, while you are in Institute. Your attendance may not be marked if you fail to show your ID card when your lecturer completes each class attendance register.

Your I.D. card will also be useful for you to obtain discounted student rates on various facilities, entertainments, etc. It can also be useful to carry on your person in case you are stopped by the police, for example.

Replacement Cards
If you wish to change your I.D. card or in case you lose or damage it, the office will issue you a replacement upon payment of a non-refundable fee of EUR15 only, to be paid in cash. Damaged or old cards must be returned to the office if you require a replacement.

LIBRARY & IT FACILITIES

As a student at GATEWAY Institute of Learning, you can become a member of the local library. The Institute also provides a library with key text books and additional recommended reading on the second floor with reasonable seating facilities. You will find books, journals, magazines in the library which you can consult at your leisure. The library opening hours are from 9am till close of Institute. Please note that you will not be able to borrow more than three books at a time.

Other Libraries
Since our library research facilities are somewhat limited, you may wish to use another library for research purposes. We recommend that you join the library in the area in which you reside. To join, you will be required to show proof of residence by producing a utility bill, bank statement, etc., and proof of id. A public library card provides you with access to all libraries in the same city. You may even be able to access the e-library, if you can prove that you need to do so for research purposes.

Copying and Printing Facilities
A photocopier is located in the institute which is for student use and can only be used if you have paid and obtained credit. Student printing is available in the Computer Laboratory.

Computer Facilities
Access to computing resources managed by GIL is controlled using a username and password. The resources include:
- Large computer lab and a networking lab
- Library providing computers and internet facility

There is also Wi-Fi access around the building.

INTERNATIONAL STUDENTS

The Gateway Institute of Learning enrolls students from a variety of nationalities, mostly from Asian and African countries. We would like to take this opportunity to welcome our new international students, most of them new to the MALTA and trust that your time at the Institute will be productive and your academic goals are achieved. We strive to ensure that your goals are met.

All new students are asked to register during the first week of the term. During this week, we focus on issues such as enrolment, accommodation, health care and other relevant matters.

STUDENT ADVICE AND GUIDANCE

Our staff are here to help you and to ensure that your time at the Institute is as successful and enjoyable as possible. We can provide advice on a range of issues including living and working in the MALTA, your course, study skills and renewing your visa. Please direct all enquiries to our receptionists in the first instance. They will be able to direct you to the person best able to help you. Please note that our administrative staff are very busy, please be assured that they will attend to your enquiry as soon as possible.

Extra-curricular Activities

attend to your enquiry as soon as possible. GIL has appointed a team of students to arrange activities for the rest of the Institute and to support you in any queries you may have. These students are your course representatives. They advertise various activities on the Institute intranet and around the building on noticeboards. You will find that some lecturers may arrange their own activities with their classes too.

Counseling

GIL offers basic counseling sessions for students who are facing problems due to stress such as academic or personal worries. Talking to a Counselor helps those with stress by sharing their concerns and possibly finding solutions to the problem or suggesting alternative options to remedy a situation. Anything you say will stay strictly confidential. You can book an appointment to see the registrar, by telephone or email. You will be seen in a separate room and the registrar will only make notes if you wish to bring something to the attention of the Institute such as making a complaint or raising awareness about an unknown issue which is in the interest of the Institute.

Guidance and Support

We also have drop in sessions where you can just turn up to discuss visa's etc. these may not be as private as one to one sessions. Appointments can be made at reception to speak to specific individuals on a one to on basis. You may wish to discuss your attendance problems or fees issues and we will try and support you as

far as possible. Alternatively you may be requiring support on other matters such as registering with a GP, opening a bank account etc. and we are also here to give guidance on this matter.

Assessment Guidelines

For assessment Guidelines please refer to the Booklet – OTHM Academic Regulations.

Attendance Policy

Good attendance is essential to successfully complete your course.

For an overseas student it is even more important because failure to attend two consecutive weeks of classes will result in us having to inform the MALTA immigration agency that you are not attending, this can result in your visa being cancelled. The required attendance for each student is a minimum of 90% as stated in your enrolment contracts. Failure to maintain 90% could result in non registration of exams and assessments, in addition no letters will be issued to you and your student oyster card may be cancelled.

The Institute understands that some students may not be able to attend for genuine reasons e.g. a hospital appointment etc. If we are given information related to this within a week of the event we could authorise your absence. We will not authorise absences for headaches and prescriptions. Only those absences with acceptable forms of evidence will be authorized. Examples have been given below:

Accepted Evidences	Unacceptable documents
Doctors note	prescriptions
Hospital letters	absent because of work
Travel tickets	absence because you live far
Appointment letters	

Attendance in each class is marked at the beginning of the class and at the end of the class, which means that there are two attendances for each class. If you arrive late you may only get one attendance. This will affect your total attendance percentage.

Additionally any student who is late by more than 15 minutes will not be allowed into the class, if the lecturer decides to let you in, you will be marked as absent for the class. If you have a genuine reason why you are late please advise reception by sending an email to either admin@gatewayinstituteoflearning.com who will update your records and respond in due course.

Please note that failure to attend or repeated failures in attendance could mean the Institute cancelling your admission which affects your visa standing in the MALTA.

The Student Attendance Policy has been developed as part of the Institute's commitment to providing a supportive learning environment which enables all students who have chosen to study with the Institute to achieve their full potential.

The Institute recognises the investment that students and their sponsors make when a student enrols on a course and believes that, as a responsible institution, it has a duty to monitor attendance, and to act on non-attendance, so that students can be supported to complete their programmes of study.

This policy applies equally to all enrolled students of the Institute, wherever and however their programmes of study are delivered.

Policy Statement
1. Attendance is a key component in student retention, progression, achievement and employability. Regular attendance and academic achievement are closely linked. Students who actively participate in their learning by attending classes regularly are more likely to (i) enjoy a rewarding experience in which their knowledge, skills and abilities are developed, and (ii) successfully complete their course, and (iii) achieve better results.

2. The Institute expects students to attend all learning and teaching sessions associated with the programme on which they are enrolled. The learning and teaching methods for each programme and component module are set out in the Programme Handbook. Examples of learning and teaching sessions include (but are not confined to) lectures, tutorials, workshops, laboratory and practical sessions, field trips and in the case of research students, scheduled meetings with supervisors.

3. Students should arrive on time for classes and remain for the entire duration of the teaching session. Late arrival at, and early departure from, teaching sessions is disruptive, discourteous, unprofessional and unfair to other class members and tutors.

4. Unsatisfactory attendance includes failure to attend regularly learning and teaching sessions without providing a satisfactory reason to tutors for absence and/or persistent late arrival at, or early departure from, learning and teaching sessions.

5. Students are responsible for:
(i) Attending all learning and teaching sessions associated with their programme of study;
(ii) Notifying the Institute in advance (e.g. in person, by phone or email) that they expect to be absent from timetabled classes;

(iii) Obtaining prior permission (e.g. in person, by phone or email) from administration of their planned absences for two or more days during term time;

(iv) Notifying Administration Office in respect of unplanned or unforeseen absences from classes within 24 hours and providing a medical certificate or other corroborating evidence to explain their absence.

6. Academic staff are responsible for:
(i) Reminding students of the importance of regular attendance at learning and teaching sessions;

(ii) Recording student attendance correctly;

(iii) Signposting to 'at risk' students support services available within the Institute e.g. the Registrar, Disability Service, Counselling Service or other Student Services;

7. Heads of Departments are responsible for ensuring that:
(i) all teaching staff maintain an accurate record of student attendance;

(ii) students are regularly reminded by teaching staff to notify the Administration office of planned absences and unexpected absences;

(iii) students are informed in writing of the importance of regular attendance at learning and teaching sessions, and through Programme Handbooks;

(iv) all students have access to a personal tutor;

(v) there are regular reviews of students' progress on their programme, including attendance, completion of assessment requirements and academic achievement, and that appropriate action is taken either to help students' achieve their academic aims or, where students are failing to engage with the course, advising them to seek alternative career paths;

(vi) students are advised of the support available to them, whether provided by the Institute (e.g. Personal Tutors, registrar meetings) or by Administrative Office (e.g. disability services, counselling);

(vii) in the case of a tutor's absence, students are informed at the earliest opportunity of the alternative arrangements for the class.

8. Where a student's attendance is unsatisfactory, one or more of the following actions may be taken:
(i) staff may contact the student to seek an explanation for their unsatisfactory attendance;

(ii) students may be invited to discuss with their personal tutor/programme leader how their attendance will be improved and any support that may be required or they should be referred to the Registrar and administration office;

(iii) students are issued with a formal written warning about their attendance through the administration office;

(iv) a formal report on a student's attendance may be made to the student's sponsor, and may be informed depending on the circumstances;

(v) students who fail to respond to warnings about their attendance may be required to withdraw from the programme;

(vi) students may be withdrawn from their programme if they fail to respond to warnings or breach the terms of their enrolment agreement;

(vi) staff writing references for students may refer to students' record of attendance.

The Procedure for Attendance Recording and Actions

The administrative department prepares an attendance sheet before each class and provides to the lecturer.

The lecturer records attendance at the start of the class. Any student who arrives up to 15 minutes late is entered into the attendance sheet, with information on how late they were.

After 15 minutes of the class starting the lecturer is not obliged to allow you to enter the class. It is the choice of the lecturer depending on what activities they have planned. The lecturers usually have specific break times and it would be courteous of you to enter the class at that time to avoid disruption to your fellow colleagues. If you are going to be late and inform the Institute reception we would be happy to advise your lecturer of this.
The attendance is taken again at the end of the class to monitor continued presence in class. If the lecturer notices any strange patters of attendance they will note on the attendance sheet as they will disruptive behaviour.

At the end of the day all attendance sheets are returned to an administrator after being signed off by the lecturer. We ensure the attendance is inputted within 24 hours after classes have taken place into our electronic system. The administrator will take account of any authorised absences. The administrator will then attendance warning letters accordingly depending on the number of classes missed.

Authorised Absence

This is when you are unable to attend but we are aware that you will not be attending due to a specific reason with evidence provided. Authorised absence when granted counts positively towards your overall attendance percentage. We are required to know the whereabouts of our students at all times.

Sickness Absence

If you are unable to attend the Institute due to ill health, you must inform the Institute reception on the first day morning before 10 am, giving the reason for your absence, whether you intend to visit your GP and your expected date of return to Institute. If this is not possible you should appoint a responsible person to do so on your behalf. On your return to Institute you should complete an attendance form explaining why you were not able to attend and we will enter this in your records. If you are unable to provide any evidence of illness we will note down that you were sick but an authorised absence will not be granted.

Special Leave

Special leave can be granted for a wide variety of reasons, including bereavement, attending court, domestic issues, driving tests, visits to embassies etc. This type of leave must be approved by the administrator and registrar and may fall under authorised absences.

Travelling

Students are advised to travel during scheduled holiday periods. We can provide letters to those who have working rights for employers when you have holidays and or travel letters to leave MALTA. This can be achieved by filling in the request form at reception.

Travelling outside of planned holiday periods

This should be avoided as missing classes to go overseas is not an acceptable reason, however if it is an unexpected matter then we may give permission to travel. We would need details of why you are travelling, your travel dates and see copies of your booked tickets.

Late return from Holiday

If you will be arriving back to the MALTA after the date initially agreed whether it is in term time or outside of term time then you are required to inform us immediately of your situation with your new travel dates if applicable.

Monitoring and Evaluation of the Policy

The management is responsible for ensuring continuous and effective implementation of this attendance policy. The Institute Management monitors the operation of this policy on a weekly basis by receiving regular reports on student attendance. Where student's attendances are low and there has been a failure of the student to communicate the reasons why they are sent to the Director of studies who then decides whether sponsorship should be withdrawn. The policy itself is reviewed in order to make sure that it is in full compliance at all times with the relevant laws and regulations.

The following is the procedure for monitoring the attendance:

• once all attendance has been entered into the system, the administrator will be alerted to the number of classes missed.

If we notice that your attendance is irregular i.e. you have been attending but you have been late often, leaving early often, regularly missing some classes or there is an unusual pattern and your attendance is below the required amount then we will send you a notification asking you to amend your ways. If it fails to improve you will be sent another irregular attendance warning. If it still fails to improve then we will send you a first degree attendance warning letter and you will be asked to come and explain yourself if this does not improve then you will be advised of the possibility of non registration or other actions depending on the exact circumstances.

• Email/first warning letters (first degree attendance warning) are sent to students who have missed 3-4+ consecutive classes or one week. This letter requires the students to explain the reasons for this fall in their attendance. Also, that they are required to improve on this level. It also states that they are required to respond within 3 days and the consequences of not responding.

• Second Warning Letters (second degree attendance warning) are issued to the students who have missed 8 consecutive classes. This letter states that the student has three days to respond. The file is referred to admin who is responsible for making contact with the student by telephone or through contacting his friends, relatives, next of Kin, and agent.

• Third warning letter (third degree attendance letter) is issued to the students who have missed 10 consecutive classes.

• The management will inform the MALTA immigration department if the student has missed 10 expected contacts – these include but are not limited to attending a class, a meeting with tutor or Institute official, submitting an assessed or non-assessed coursework, attending a test/examination etc.

• If a student who has already been reported to the immigration then reports back to the Institute with a valid reason for his absence and the Institute is satisfied with the response from the student, Immigration department will be informed of the same.

• A Register of those students reported to the immigration department is maintained. A log of all the communications with students is maintained for future references and follow ups.

• The Institute endeavours to track the whereabouts of any students who have continuously been non attending or have been expelled. It will provide all relevant information to the immigration department to assist them to identify and locate such students.

• Records of authorised absence will be retained on the student's file.

Impact of Attendance on Assessments

9. The Gateway Institute of Learning is committed to students attending and making progress on your course. However, you may find that you will not be registered for assessments if tuition fees are not up to date and also if the attendance percentage is lower than 80%. We will consider individual situations when assessing registrations but will need to be made aware of any adverse effects.

Equality Impact Assessment

10. The Gateway Institute of Learning is committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this policy has been screened in relation to the use of plain English, the promotion of the positive duty in relation to race, gender and disability and avoidance of discrimination to other equality groups related to age, sexual orientation, religion or belief or gender reassignment.

Other Related Policies

11. Other relevant policies include:
☐ General Regulations
☐ Student enrolment contract

Monitoring and Review

12. This Policy will be monitored by the Registrar and Director.

Dissemination of and Access to the Policy

13. This Policy will soon be available on the Institute's website. It is expected that reference to the Attendance Policy will be included in Programme Handbooks and the Student contract; and that importance of regular attendance is included in student induction.

Bullying Policy

We want to have a happy and harmonious atmosphere in the Institute as this aids the learning process. Bullying and abusive behavior will not be tolerated in any form (physical, religious, cultural, race, gender, sexual orientation). Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Any such behavior will be treated extremely seriously and, if proven, may result in expulsion and in extreme circumstances could even lead to criminal prosecution.

If you feel that you have been the victim of bullying or abusive behaviour please take the following action:

1. First speak to the person doing the bullying or being abusive to see if you can solve the problem informally.

2. If this does not succeed and the behaviour continues, advise your lecturer. Your lecturer will speak to the person concerned to try and solve the situation.

3. If this is unsuccessful, make an appointment to see the Registrar. The Registrar will then hold a formal meeting with all parties independently, document the meetings and make recommendations as to how to proceed.

4. If this is unsuccessful, make an appointment to see the Director of Studies who will conduct a formal investigation into the allegations, and take any appropriate action.

Remember, we are here to help and want you to be happy during your stay with us. If something or someone is bothering you - let us know!

Please remember, if you do have a question, query or complaint, let us know as soon as possible and we will do something about it.

If we do not know, we cannot help!

Copyright Policy

The Institute will respect all copyright and intellectual property rights including:

- the rights of owners of third party material used in teaching;
- the rights of students in all material they create in and for Institute;
- the rights lecturers have in material they created prior to being employed at the Institute and in material created while employed at the Institute.

The Institute will comply with Malta copyright legislation including sections relating to educational and library use.

The Institute will purchase appropriate copyright licenses where its use of copyright material exceeds that permitted under the Act and the Institute will comply with the terms of these licenses.

While acknowledging that the Institute cannot control all actions of its students, the Institute will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music.

The Institute will set up copyright procedures within the Institute to facilitate compliance with this policy, including training and education of staff, and the designation of a staff member responsible for copyright.

Disability Policy

1. Aims and objectives

The aim of this policy is to have a culture of inclusion for students with disabilities.

The Institute works with the Equality Act's definition of a disabled person: 'A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The objectives of this policy are:

- To commit to having an inclusive environment, which facilitates disclosure of disability and gives all applicants and students the opportunity to demonstrate and realise their full potential;
- To provide fair and equal treatment of all applicants and students;
- To comply with the legislative requirements under the Equality Act, in particular the need to avoid discrimination and to provide reasonable adjustments for disabled students.

2. Policy statement

Gateway Institute of Learning will ensure:

- that the requirements of those students who disclose a disability are assessed on an individual basis;
- that all discussions and information regarding a disability or specific learning difficulty are treated in a confidential manner and abide by the Institute's confidentiality policy;
- in the case of non-standard adjustments for disabled students, the Programme Managers will be involved in any discussions regarding adjustments to ensure that academic rigour is maintained and that the necessary resources are available.

All staff and students at GIL are expected to be responsible for implementing this policy.

3. Procedure

A disabled student is encouraged to disclose their disability at an early stage, such as at application or enrolment. The Disability Officer aims to make contact with any student who has disclosed a disability, giving them the opportunity to make an appointment to discuss any support needs. A disabled student is usually required to provide written evidence of their disability (such as an educational psychologist's report) if they are requesting any reasonable adjustments.

If adjustments are agreed, a Student Support Agreement will be completed. With the student's formal consent, this will be distributed to relevant staff only, in order to ensure that any necessary adjustments are put in place. The adjustments may include the following but is not limited to it: One-to-one support sessions

- Working in smaller groups
- Specialist assessment strategies with permission from awarding bodies.
- Advice / support to course tutors
- Literacy /Numeracy or Language Support

4. Measurement of policy's success

Feedback from disabled students will be sought by the Institute and passed on to the Disability Officer. Any student complaints that relate to disability issues should be directed to the Disability Officer. The measures of success for this policy will be a decrease in the number of complaints regarding disability matters, as well as an increase in the amount of positive feedback received from one year to the next.

The Disability Officer will liaise with individual students in order to review the success of adjustments agreed. Review will take place at a minimum on an annual basis.

5. Monitoring of the policy

The Administrator Officer will collate feedback received from disabled students, in order to monitor the effectiveness of the policy.

6. Review of the policy

The policy will be reviewed on an annual basis, where any amendments or improvements will be discussed with senior management and academic staff before implementing.

Disciplinary Policy

Purpose

The following procedures provide a framework within which action may be taken by the Institute at the appropriate level, whilst providing the student with clear guidelines and the opportunity for appeal. The purpose of the Disciplinary Procedures is to provide a supportive and safe environment to aid learning.

The procedures distinguish between the student in difficulty, and the student involved in a serious breach of discipline.

The procedures apply to full-time and part-time students. All steps must be recorded.

Principles

This student disciplinary procedure is designed to:

• ensure procedural fairness;

• encourage all students to meet the standards of conduct, attendance and work performance required;

• ensure consistent and just treatment for all regardless of their age, ethnic origin, gender, disability, sexual orientation, marital status, religion or belief;

• ensure that the facts are established and the matter is investigated fully before disciplinary action is taken;

• ensure that students know what is expected of them;

• ensure that students are given access to a fair hearing.

You have the right to be accompanied by a parent, person with parental responsibility or a friend at all stages of the procedure, as a supporter.

Behaviour Code for Students

The Behaviour Code explains how we expect you to behave whilst on the Institute premises or taking part in Institute activities. The behaviour code lists the Institute's general expectations in terms of:

• your behaviour – this must be conducive to a good learning environment with respect for all.

• your attendance and punctuality- these must meet the requirements set out in the enrolment contract.

• your work/study performance – must be working hard and making academic progress.

If you do not follow the behaviour code, disciplinary action may be taken.

Academic neglect

If you fail to meet the required standards of academic performance – for example if you:

• fail to submit work;

• submit work late for assessment;

• fail to produce work which is original or of an appropriate standard;

• are regularly late or absent.

Then you will be given support to help you improve. If, however, you fail to show an acceptable level of improvement, disciplinary action may be taken.

Gross misconduct

Gross misconduct is generally seen as a serious misconduct where the Institute considers that it is not possible to continue to allow you to study or be on the Institute premises. If proven, it

would normally result in your exclusion from the Institute. While it is not possible to compile a comprehensive list of offences which can be termed as gross misconduct, examples include:

• Theft or unauthorized possession of any property or facilities belonging to the Institute or any member of staff or student.

• Deliberate violation of the Institute's rules and procedures concerning health and safety

• consumption of alcohol and Drugs on the premises

• Bullying (Verbal and Physical abuse)

• Criminal activity

The Institute reserves the right to report potentially criminal activity to the police if applicable. If an incident is serious and of a criminal nature we may defer disciplinary action pending the outcome of criminal proceedings. In certain circumstances we may also take the decision to suspend you until the outcome of the proceedings is known.

Disciplinary Procedure

The following procedure will be used if you breach the behaviour code:

Informal stage

For non-serious or minor or first instances of misconduct, the Head of Studies/a member of the management team may deal with the incident by means of an informal verbal warning. In such instances you will be advised:

• of the Institute Code of Conduct

• of the standards of behaviour expected

• That any further misconduct will be dealt with formally under the Institute's Disciplinary Procedure.

Formal Stage

A thorough investigation into the alleged misconduct will take place before a disciplinary interview is held or disciplinary action taken. This is likely to involve interviewing and gaining information from staff and students who were involved or witnessed the alleged misconduct. Such investigations will be recorded in writing.

Staff or students have the right to choose not to take part in the investigation. Students involved in the investigation may be accompanied at any investigation interview by a parent or friend.

Outcome and action

The following outcomes of the disciplinary investigation are possible:

• no case to answer;

• student offered counseling/support within the Institute or referred to external organisation/s;

• Allegations appear to be factual and there is a case to answer.

Where there is a case to answer, disciplinary action will be taken within the following disciplinary

structure:

1. Recorded oral warning

In cases too serious for informal action, or where misconduct persists despite an informal warning, you will be given a recorded oral warning.

In such instances the Director of Studies / a member of the management team will:

• hold a disciplinary interview with you

• retain a copy of the form on your file

• give you a copy of the form

• Advise you that, if any future misconduct of any kind occurs, you will be disciplined further.

2. First written warning

If further misconduct occurs or if your behaviour does not improve after a recorded oral warning, a first written warning may be given. Alternatively, if the misconduct is deemed more serious, we may proceed directly to the first written warning stage.

In such instances the management will:

• hold a disciplinary interview with you

• confirm the outcome in writing within five working days of the disciplinary interview

• record the action taken

• retain a copy of the record on your file

3. Final written warning

If further misconduct occurs following the previous warnings, a final written warning may be given. Alternatively, where serious misconduct has occurred, you may be given an immediate final written warning. Additionally, you will be informed that further misconduct or failure to meet the conduct of behaviour and standards expected will result in your exclusion from

Institute. Failure to attend a disciplinary interview may result in a decision being made in your absence.

4. Exclusion from Institute

If your misconduct persists despite the final written warning, or in instances of gross misconduct, you will be excluded from Institute. If you are excluded from Institute, you will receive a letter stating the reason for your exclusion and the conditions placed on your future return to Institute. If you breach the terms of the exclusion, for example by being on Institute premises without valid reason, your period of exclusion may be extended. If you are a student this information will also be informed to the immigration department.

Suspension

In cases where the alleged misconduct is serious and/or it may be detrimental to the smooth running of the course and/or Institute for you to remain on site, suspension may need to be considered while the case is being investigated. In such cases you will be informed of the reason for your suspension. The period of suspension will be kept to a minimum, but will be no longer than four weeks (unless we are awaiting the outcome of criminal proceedings).

Appeals

You must submit your appeal in writing, within ten working days of receipt of the warning/exclusion letter. Your appeal should be addresses to the Management of GATEWAY Institute of Learning.

Records of disciplinary action

Details of written warnings, exclusions, suspensions and appeals will be held in your file.

Equal Opportunity Policy

At Gateway Institute of Learning we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the Institute community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our Institute community consists of a diverse range of people – employees, visitors, and students. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

Aims
We want to foster mutual tolerance and our aim is for everyone to feel valued within the Institute. By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, beliefs, sexuality or gender the Institute can ensure that:
-   All students have opportunities to achieve their potential.
-   Expectations of all students are high.

- All students have access to and can make full use of, the Institute's facilities and resources.
- It reflects the community it serves and responds to its needs.
- All students are prepared for life in a diverse and multi-ethnic society.
- All students understand the meaning of prejudice, how discrimination occurs and how to take a stand against these.
- It has a positive ethos and environment.
- Racist and discriminatory incidents are dealt with effectively.
- Inclusion issues are taken seriously and are considered in all aspects of Institute life.

Equal Opportunities

All students and adults within the Institute have a right to be treated with respect. This includes a right to:

- Study, learn and work.
- Physical, emotional and verbal respect, free from violence, bullying and abusive language.
- Respect for their gender, race and age.
- Freedom from sexual comments or harassment and inappropriate use of humor.
- The safety of their property.
- Equal opportunities in relation to course access, recruitment, access to extra-curricular.
- activities, work experience.

Students and staff within the Institute are encouraged to challenge any inappropriate behaviour or comments. In the case of comments/incidents witnessed by others, silence and non-intervention will be viewed as agree.

Support
Support is available for students from their tutor, lecturers, heads of departments, administrative staff, and registrar.

Examination Rules & Policies

1. All exams are held by external awarding bodies and candidates are required to obey any instruction given by an examination supervisor for the proper conduct of the examination.
2. Students retaking exams shall only be allowed upon payment of exam fee and according to rules a student can be allowed.
3. No extra materials like bags, writing paper, manuscripts, books, foods or drink other than specified materials may be brought into the examination room by the students.
4. Mobile phones must be switched off for the duration of the exam.
5. Candidates may not be admitted to an exam after 30 minutes from the time of commencement of the exam.
6. If a candidate needs to leave the exam room urgently, they can only do so one by one and upon the permission of the invigilator.

7.   Students who are found using unfair means will be reported to the awarding body.

8.   Late-comers will not be granted additional time than the specified original one.

9.   In order to minimise the distractions inside and outside the exam room, students are kindly requested to leave the exam room quietly.

10.   All examinations must be taken. Exceptions to this rule are made only in extraordinary circumstances such as serious medical or personal emergency and only with the prior approval of the Programme Manager or the concerned lecturer. Individual staff members do not have the authority to make exceptions to this rule, nor to offer extensions on exams.

11.   The exam schedules/time table will be posted on the Institute at least two weeks before the exam. It is the duty of the students to check the notice board regularly.

12.   Examination results will be made available once released by the awarding body.

First Aid Policy

1. Statement of Intent

This Institute is conscious of its obligations under the Health and Safety (First Aid) Regulations, and guidance from the Department for Education, to provide adequate and appropriate first aid facilities. As a result, this Statement has been drawn up to give details of the first aid arrangements which have been made in the institute.

2. Principles and Practice of First Aid

First Aid is the skilled application of accepted principles of treatment on the occurrence of any injury or sudden illness, using facilities or materials available at the time. It is the approved method of treating a casualty until placed, if necessary, in the care of a doctor or removed to hospital. First Aid treatment is given to a casualty to preserve life, to prevent the condition worsening and to promote recovery.

3. First Aid Arrangements

3.1 Trained and Qualified First Aiders

a) Trained and qualified First aiders are those members of staff who have attended a course of training on first aid (i.e. First Aid at Work or Refresher Course) and have a valid current first aid certificate issued by an organisation approved by the Health and Safety Executive under the Health and Safety (First Aid) regulations.

b) The First Aid certificate is valid for three years and has to be updated by means of a refresher course.

c) The duties of the trained and qualified first aiders are:

i) to assess the situation where there is an injured or ill person;

ii) to give immediate, appropriate treatment bearing in mind that a casualty may have more than one injury and that some casualties will require more urgent attention;

iii) to arrange, without delay, for the casualty to be transported to a doctor, hospital or home, according to the seriousness of the condition. The first aider's responsibility ends when the casualty is handed to the care of the doctor, a nurse or other appropriate person. The first aider should not leave the incident scene until they have reported to whoever takes charge and have ascertained whether they could be of any further help;

iv) ensuring that there is an adequate supply of all the prescribed materials in the first aid boxes and kits, that the contents of first aid boxes and kits are replenished after use and the items are not used after the expiry date which is shown on the packets;

v) completing the Accident Report Book – kept in reception.

d) The treatment of minor illnesses is not considered as first aid so administration of oral tablets/medicines cannot be carried out by a first aider or members of the Institute staff.

3.2 First Aid Boxes, and other Supplementary Equipment First Aid boxes/kits are available at reception.

3.3 Contact with the Ambulance Service, the nearest doctor and the nearest hospital.

4. Review of the Policy Statement

This Policy Statement will be reviewed on a regular basis and where it is necessary the Policy Statement will be amended and, the amendments will be notified to all persons.

5. Dissemination of Policy

All new members of staff and students, as part of their induction, will be made aware of the Institute's first aid policy and procedures.

In order for the First aid policy and procedures to work effectively, it is important that they are known and understood by everyone in the Institute. The First Aid Policy and Procedures can be

accessed on the Institute website and are displayed next to the first aid box in the reception area. The First Aid Officer / Appointed Persons can be contacted through Institute reception.

The location of the first aid box is clearly marked in reception. The details of first aiders are available in each classroom.

CODE OF PRACTICE - FIRST AID in Practice.

1. All sick and injured students to be referred to the Reception area if possible, otherwise a first aider to be called to the scene.

2. Office staff to be notified of all students to be sent off site. Record to be kept in the Office.

4. All treatments of accidents to be recorded in accident books.

5. Each First Aider is responsible for reporting any accidents that they deal with.

6. Staff/student accidents not requiring immediate treatment should be recorded in the accident book in the reception.

7. Materials stored in first aid boxes are for the sole use of First Aiders.

8. First Aiders are responsible for keeping First Aid boxes replenished.

IT Policy

The following policies apply to all GIL students and visitors who use GIL computers.

Acceptable Use

• Users must not attempt to access any data or programs contained on the GIL systems for which they do not have authorization or explicit consent.
• Users must not share their GIL account(s), passwords, Personal Identification Numbers (PIN), or similar information used for identification and authorization purposes.
• Users must not purposely engage in activity that may: harass, threaten or abuse others; degrade the performance of Information Technology; deprive an authorized GIL user access to a GIL resource; obtain extra resources beyond those allocated; circumvent GIL computer security measures.
• Users must not intentionally access, create, store or transmit material which GIL may deem to be illegal, offensive, indecent or obscene.

Data Security

• Users must maintain the integrity of GIL data. Users must report or correct inaccurate data as soon as possible.

• Users must not attempt to access any data or programs contained on GIL systems for which they do not have authorization or explicit consent.

• Users must not make unauthorized copies of GIL data.

• Users must not delete data or files that they do not own or that are pertinent to the continued operations of GIL and its programs.

• Sensitive and/or confidential data may not be transmitted or transferred to any outside person, agency, program or entity without permission from GIL administration.

E-Mail

• The following activities are prohibited by policy:

    _ Sending email that is intimidating or harassing.

    _ Using email for purposes of political lobbying or campaigning.

    _ Violating copyright laws by inappropriately distributing protected works.

• The following activities are prohibited because they impede the functioning of network communications and the efficient operations of electronic mail systems:

    _ Sending unsolicited messages to large groups

    _ Sending excessively large messages

    _ Sending or forwarding email that is likely to contain computer viruses except when forwarding possibly infected e-mail to the technology department for review when directed to do so by the technology department staff.

• All user activity on GIL IT resources assets is subject to logging and review.

Internet

• Software for browsing the Internet is provided to authorize users for research use only.

• All sites accessed must comply with the GIL Acceptable Use Policies.

• No offensive or harassing material may be made available via GIL Web sites.

• No personal or commercial advertising may be made available via GIL network.

• GIL Internet access may not be used for the purposes of political lobbying.

Software Licensing

• GIL System provides a sufficient number of licensed copies of software such that students can get their work done in an expedient and effective manner. Management must make appropriate arrangement with the involved vendor(s) for additional licensed copies if and when additional copies are needed for business activities.

• Third party copyrighted information or software, that GIL does not have specific approval to store and/or use, must not be stored or copied on GIL systems or networks. Systems administrators will remove such information and software unless the involved users can provide proof of authorization from the rightful owner(s).

• Third party software in the possession of GIL must not be copied unless such copying is consistent with relevant license agreements and prior management approval of such copying has been obtained, or copies are being made for contingency planning purposes.

Using computers in LAB and Library

• In lab and library we have provided extra power extensions for laptops so please do not remove power cables of GIL computers to plug in your laptop adapters.

• We have also provided USB cables for every computer. Please use these cables to connect your USB drives and do not move computers to plug USBs directly.

• We are glad to provide you high speed internet to assist you in your academic work but using it for downloading/playing music, movies and other material that cannot be considered as academic work is not acceptable at all. We have regular checks on the data which is being accessed/ downloaded and if we found any student involved in downloading unsolicited material, we will disable that account.

• The lab and library are under constant CCTV surveillance. Any abuse to the systems in lab or library will not be tolerated and serious action will be taken against the doer.

the involved users can provide proof of authorization from the rightful owner(s).

• Third party software in the possession of GIL must not be copied unless such copying is consistent with relevant license agreements and prior management approval of such copying has been obtained, or copies are being made for contingency planning purposes.

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• The lab and library are under constant CCTV surveillance. Any abuse to the systems in lab or library will not be tolerated and serious action will be taken against the doer.

Refund Policy

The Gateway Institute of Learning policy on refunds gives clear directions on when a refund can and will be granted. Please note that the Institute has a non refundable Enrolment/Registration fee of EUR150 GBP.

Refunds are granted for the following reasons:

• Full refunds will be given to students if the Institute is unable to offer an advertised course on the advertised start date or within six months thereafter.

• A refund will be given to the students who have applied from overseas where the visa refusal is caused by the fault of the Institute.

Refunds will NOT be given under the following circumstances:

• Once a acceptance letter has been issued, if the student changes his/her or mind about applying for a visa.

• If the application for visa is refused due to fraudulent documents that have been used in the current or any previous visa application.

• No refunds will be made if the visa application has been refused due to the non-submission of the listed documentation stated on the acceptance letter or if the student/guardian has withdrawn the required funds which were considered when issuing the acceptance letter.

• If the visa application is refused due to insufficient funds in accounts (GIL insists on seeing original bank statements, wherever possible post application for visa).

• Refunds will not be made if the visa application is refused / visa curtailed due to the student not being able to answer in English where they have been interviewed, whether this is post or pre visa issuance.

Change of Course:

If a student wishes to transfer to a new course then new course fees will apply including any increases in fees. Previous course fees will not normally be transferred. In addition if the fees are less for the new course, you may not be awarded refund of the difference depending on the nature of the circumstances.

Other Reasons

• If a student has attended the Institute for some time and then stops attending for various reasons he/she will not be entitled to a refund other than in exceptional circumstances.

• A student, who withdraws from the programme part way through the course and then wishes to restart will have to repay the fee in full, no deductions will be made for past payments.

• A student, who withdraws from the programme to take up a course at another institution will not be given a refund for their course.

• A student who stops attending without giving an explanation and is reported to the immigration department will not be refunded tuition fees paid.

• A student who is involved in misconduct leading to expulsion may not be granted a refund in tuition fees.

A student who makes unsatisfactory progress on a course due to poor attendance and interaction in class will not be refunded tuition fees.

Refund Procedure:

A request for refund must be made in writing stating the reason the refund is being sought, with any evidences to be submitted. The refund claim must have the student name and student reference number. It must state the account to which the payment is to be made.

In the case of visa refusal, the original visa refusal letter, copy of refusal stamp on the passport and any letters from the Institute must be enclosed with the refund application form.

If a student decides to appeal the visa refusal or go for administrative review, we are unable to refund the fee until the decision has been made. Refunds can take up to 16 weeks to process.

Refund Refusal

A student, who has been refused a refund, can make an appeal to the management in writing. The decision of the management will be final.

Retaking Policy

Failure to turn up for registered assessments means you will fail regardless of whether you attempted it or not.

We cannot stress to you how serious an affect this will have on you. The outcomes are listed below:

1) You will not pass.

2) You may not be able to progress to the next year of your course.

3) There are significant charges for retakes which range from EUR72.00 to EUR1750.00 depending on the circumstances.

4) You may be reported to the immigration department.

5) There are limited times during when an exam can be taken and can have an effect on your visa status and visa applications. GIL do not take responsibility for your visa.

6) Payments for retakes are made at specific times of the year; if you are late we cannot accept you.

7) Registration for re-sits is not automatic it should be discussed with administration staff immediately on finding out so that they can advise you on the best way forward.

8) The minimum cost of a retake is as follows:

   - Please prepare yourself to meet these costs

   - PgD - EUR108 per module

   - Cert - EUR72 per module

   - Plus a GIL fee of EUR150 administration cost per module to be added on to each module

If you know you have not performed well in an assessment and that you will need to do a retake then please discuss with reception now, they will ask you to fill in the retake form, take this from you and then the relevant person will contact you by **email.** If you wish to meet someone regarding the retakes then please contact the person who has emailed you and they will advise you accordingly. It is your responsibility to register for the retake at the correct time. Retake fees must be paid before the deadline for registration to be completed.

Please note that any deadlines given to you must be adhered to, it is your responsibility to find out all the information that you need and to understand it, we are not here to chase each individual regarding retakes. You have paid the tuition fee and will have to answer to your family/ sponsor not us, we ask that you pay attention to these matters and discuss with the Institute. Not being able to get an appointment with the correct person is not acceptable as contact can be made through emails and letters too.

There is further information on this available on the intranet as the retake policy, it goes into far more depth regarding retake fees and deadlines for payment.

Student Data Protection Statement

1. What is Data Protection?
2. What information does GIL hold about me?
3. How will my data be used?
4. Who receives my data?
5. What are my rights?
6. What are my responsibilities?
7. What if I need a reference/confirmation of qualifications?
8. What happens after I finish/graduate?
9. What if my details change?
10. Can I get access to my data?
11. Where can I get advice/further information?
12. Status of this statement

1. What is Data Protection?

While you are a student at GIL and after you cease to be a student, GIL needs to collect, store, use and disclose certain data about you. We require this information for our normal business purposes, such as services to applicants, current students and alumni.

When we process data about you, we have to observe the requirements of the Data Protection Act. The Act establishes a framework within which information about living individuals can be legally gathered, stored, used and disseminated. At its core are eight Data Protection Principles

which GIL and other organizations must abide by. These specify that personal information must be:

- Processed fairly and lawfully, and only if certain conditions are met.
- Obtained for specified and lawful purposes, and not used for purposes other than those for which it was gathered.
- Adequate, relevant and not excessive.
- Accurate and where necessary kept up to date.
- Kept for no longer than necessary.
- Processed in accordance with individuals' rights.
- Kept secure.
- Not transferred outside the European Economic Area unless certain conditions are met.

These protections apply to information in electronic form, and to many types of data in paper form. Further information about the Data Protection Act is available from the government agency which monitors compliance with the Act.

GIL is committed to meeting its responsibilities to current and former students under the Data Protection Act and related legislation such as the Human Rights Act. GIL's Data Protection Policy specifies the steps which GIL is taking to meet its Data Protection obligations, and is binding on all members of the Institute. This statement is designed to highlight the areas of Data Protection which are of particular concern to students, and to help students understand how information about them will be used. It applies to all students regardless of age, you will be treated in the same way as students who are over 18 for Data Protection purposes.

2. What information does GIL hold about me?

GIL will collect data about you in the course of our dealings with you as a current or former student: for example, when you apply, when you enrol, and as you progress through your course. We may also receive data about you from outside GIL, and information supplied by referees. If you are a current or former student, examples of the data which GIL may hold about you include:

- Your name.
- Your contact details.
- Details of your emergency contacts.
- Your date of birth.
- Your nationality.
- Your ethnic origins.
- Your academic background and qualifications.
- Your academic record while at GIL, including details of any degrees which you are awarded.

- Any disabilities which you have disclosed to us.
- Medical information, such as information held by the counseling service.
- Fee information and sponsorship details.
- Your use of GIL facilities such as the Library.
- Any disciplinary action taken against you.
- A digital photograph of you, which is used to produce your student ID, and for security and identification purposes.

Data about you will be gathered and held in both digital and paper form. Some of this information (such as your ethnic origins, medical information and information about disabilities) is classed as "sensitive" personal data under the Data Protection Act. This means that it is subject to extra legal protection, and we have to meet an additional set of conditions in order use the data fairly and lawfully. For further information about sensitive personal data, see the Institute's Data Protection Policy.

3. How will my data be used?

By commencing or enrolling as a GIL student, you consent to GIL collecting, storing, using and otherwise processing data about you for any purposes connected with your studies, your health and safety and for other legitimate reasons while you are a student. We will also use your data for certain purposes after you cease to be student.

GIL will only use your data fairly and lawfully in accordance with our obligations under the Data Protection Act. This means that we will process your data in a way which respects the Data Protection Principles set down in the, and your rights under the Act. This is available on the Commissioner's website, and describes in a general way how we process personal data about students and other individuals.

The Data Protection Act requires us to keep your data secure. This means that your confidentiality will be respected, and all appropriate measures will be taken to prevent unauthorised disclosure. Only members of staff who need access to relevant parts or all of your data will be authorised to do so. Information about you in electronic form will be subject to password and other security restrictions, while paper files will be stored in secure areas with controlled access. For further information on data security, see GIL's Data Protection Policy.

Although it is not possible to state every purpose for which your information will be used, the following are examples of how it is likely to be used while you are a student:

- To administer your studies and record academic achievements (e.g. your course choices, examinations and assessments, and the publication of pass lists and graduation programmes).

- To assist in pastoral and welfare needs (e.g. the counselling service and services to students with disabilities).
- To administer financial aspects of your registration as a student (e.g. payment of fees, debt collection).
- To manage Institute facilities, such as computing facilities and the Library.
- To produce management statistics and to conduct research into the effectiveness of our programmes of study.
- To monitor our equal opportunities policies (e.g. compliance with the Race Relations Act).
- To administer employment processes, if you choose to work for GIL.
- For security and disciplinary purposes.
- For internal and external audits, and quality assurance exercises.
- For marketing and alumni relations purposes.

We may also disclose your data to certain outside organisations (see Who receives my data?).

We may use copies of the data (including sensitive personal data) which we hold about you for the purpose of testing our IT systems. If your data is used for system testing, it will be copied to a test environment, where it will be used with data on other students to test changes to our IT systems in a realistic way. This is done to ensure that changes will be effective and will not cause loss or damage to data. The data about you which we hold in our live systems will not be affected. Your data will not be kept in the test environment for longer than is necessary for testing purposes, and data in that environment will not be used for purposes other than testing. We will also apply appropriate security precautions to the data.

4. Who receives my data?

GIL will only disclose information about you with your consent, or where disclosure without your consent is required or permitted by law. This section outlines the major organisations and the most common circumstances in which we disclose data about students. Where this involves the transfer of your data outside the European Economic Area, data will only be transferred if one of the conditions set down in the Data Protection Act has been met (see GIL's Data Protection Policy for further information). Your data may also be sent to different departments within GIL where this is necessary for our day to day administration.

Pass lists and graduation information
Details of successful degree candidates are included in programmes and other information connected with graduation ceremonies.

References and confirmation of qualifications
GIL may release data about you in response to a request for a reference or for confirmation of your qualifications (see What if I need a reference/confirmation of qualifications?).

Other disclosures

Examples of some of the other situations in which we may disclose information about you include:

- Disclosure to law enforcement agencies, where necessary for crime prevention or detection.
- Disclosure to local authorities, for purposes connected with electoral registration, tax or the investigation of benefit fraud.
- Disclosure to the Quality Assurance Agency, during institutional audits and other quality assessment exercises.
- If you leave GIL owing money to the Institute, we may at our discretion pass this information to a debt collection agency.
- We may disclose information for the purpose of verifying the data about you held by GIL, by another higher education institution or by government agencies.

5. What are my rights?

You have a number of rights under the Data Protection Act in respect of the information which GIL holds about you, and how we can use that information. These include:

- The right to prevent us from using your data for direct marketing purposes.
- The right to prevent us from processing your data in a way which causes or is likely to cause you substantial damage or distress. You can do this by serving us with a notice under the Data Protection Act. However, we may refuse to accept such a notice in certain circumstances: for example, if doing so would prevent us from processing data which is necessary for our contract with you as a student.
- The right to require us to correct, erase or destroy inaccurate data.
- The right to get access to the data which we hold about you (see Can I get access to my data?).

For further information on how to exercise these rights, please contact GIL's Information Compliance Manager at admin@gatewayinstituteoflearning.com.

6. What are my responsibilities?

GIL will make every reasonable effort to keep your details up to date. However, it is your responsibility to provide us with accurate information about yourself when you apply and when you enrol, and to let us know of any subsequent changes to your details, such as changes to your name or address (see What if my details change?). Any information which you supply to GIL about your emergency contacts will only be used in an emergency, and will only be disclosed in your immediate health or safety interests. By enrolling, you agree to inform your emergency contacts that their data are being held by GIL for these purposes. It is very

important that you notify GIL of any changes to your emergency contacts (see What if my details change?).

All members of GIL, including students, must abide by GIL's Data Protection Policy when handling personal data for which GIL is responsible. This is most likely to happen if you choose to work for GIL while studying here. However, very occasionally, students may use personal data for which GIL is responsible in the course of their study or research. See the Data Protection Policy for further information.

7. What if I need a reference/confirmation of qualifications?

Academic institutions and employers may seek confirmation of the qualifications which GIL graduates claim to hold. If you have received a GIL diploma, GIL will normally confirm your qualifications (but not the fact that you have failed an award) in response to a bona fide request from an employer or another academic institution, unless you have told us not to do so or we have reason to believe that the request is not legitimate.

Where you have provided the name of a member of staff as a referee, we will assume that this means that you have given your consent for the disclosure of personal information in the form of a reference. You should ensure that any GIL staff whom you wish to cite as referees are aware that they may receive reference requests for you, and have agreed to provide you with a reference. Failure to do so could delay our response to a request, if we need to check that a request is legitimate.

8. What happens after I finish/graduate?

After you leave GIL, we will continue to hold data about you in digital and paper form. Some information (such as your dates of attendance and your degree) will be retained permanently; other data will be disposed of from time to time in accordance with the Institute's data retention policies. By enrolling as a GIL student, you consent to GIL processing data relating to you after you leave GIL for any purposes connected with your studies and your status as a former student, and for other legitimate reasons.

Examples of how we may use your data after you finish or graduate include:

- To provide evidence of your academic achievements when requested to do so: e.g. transcripts, confirmation of qualifications and references.
- To provide information to regulatory bodies and other agencies to whom we are legally required to supply data.
- To produce management statistics.
- To maintain contact with you as a GIL alumnus/alumna.

- For audit and quality assurance purposes.

We may contact you for a limited range of research purposes after you leave GIL.

GIL graduates automatically become members of the GIL Alumni Association.

9. What if my details change?

If you are a current student, please contact GIL registry at admin@gatewayinstituteoflearning.com with your new contact details, always citing your student reference number. Alternatively you can fill in a change of address / request for to update us of your details.

10. Can I get access to my data?

Current or former undergraduate or postgraduate diploma students can get a transcript of their academic results by contacting the GIL Registry. To get access to other data which GIL holds about you, you should submit a request under the Data Protection Act. This involves completing our subject access request form, and sending it to the Information Compliance Manager with a EUR10 fee and proof of ID.

11. Where can I get advice/further information?

The administrative Manager is responsible for GIL's compliance with the Data Protection Act, and can provide general advice on Data Protection issues. The Information Compliance Manager can be contacted by email to admin@gatewayinstituteoflearning.com.

12. Status of this statement

This Statement was approved by the Insitute's management on 29 Apr 2020. It will be reviewed from time to time as necessary.

Student Duties
On arrival

- Register with the Institute immediately upon arrival. Students who have been issued with a ID Number and who do not enrol will be reported to the MALTA immigration department. within 10 days of teh course start date. If a student decides not to come to the Institute or will arrive late, they must inform the Institute;

- Allow the Institute to take copies of their passport and visa details and record these on the student record;

- Update their contact details immediately if they change by filling change of circumstances form and handing in to the Institute;

- Be registered as a student at the Institute on a full time course to attend at least 15 hours per week of organised daytime study;

During Studies

- Attend teaching sessions regularly and request permission from the Registrar for absences. Students who have been issued with a ID Number and have been absent for 10 consecutive contacts with the Institute will be reported;

- Think carefully before applying for leave of absence or withdrawal. Students who have been issued with a ID Number and who withdraw or take a leave of absence, will be reported and will need to leave the MALTA;

- Inform the Institute if immigration conditions changes, for example, following a visa extension;

- Not apply for a visa extension to re-sit an examination or repeat a module of their course for a third time. As a sponsor cannot issue a visa letter to students in these circumstances. The immigration rules state that students will not be permitted to undertake a third repeat or re-sit.

- Inform us of any status changes eg marriage

After studies

- Leave the MALTA if there is more than one month between their current leave to remain expiring and a new course starting

Student General Regulations

1. Enrolments and Registration

1.1 All applicants must satisfy entrance and any other specified requirements for the course or programme of study to which they are admitted.

1.2 A student is a person who is enrolled by the Institute to follow a course or programme of study. A student, once enrolled, remains a student until due to re-enrol or until he or she withdraws (or is withdrawn/ cancelled) and this is finalised, or until the completion of his or her course or programme of study, whichever is the sooner. This is provided that the relevant

Period of Registration has not expired or been cancelled by or the student's status has changed by exclusion.

1.3 Enrolment is the process of accepting the student, whether studying on- or off-campus, in the MALTA or elsewhere, into the Institute for the relevant academic period in each calendar year through the collection of relevant personal information and the approval of the student's academic programme. Enrolment gives the student rights and responsibilities under the various regulations, including being subject to these General Regulations, the Disciplinary Procedures attendance policy etc. and gives access to the Institute's premises, facilities and services and the course/programme of study. This is renewed at re-enrolment for each subsequent academic period of the course or programme of study.

1.4 Registration continues whilst all conditions are fulfilled (academic, financial, regulatory) for each of the periods or academic years appropriate for that programme of study, following re-enrolment. The Period of Registration is defined by the course length or the regulations of external awarding body, otherwise will cease with the final decision by an Assessment Board on the student's progress or the Conferment of a Final Award for the student.

1.5 All students are required to enrol or re-enrol each academic year prior to the commencement of their course or programme of study in that year, including students who are abroad for all or part of the academic year. The procedures for enrolment are determined by the Institute.

1.6 It is the responsibility of each person wishing to register or maintain registration for an Institute qualification to satisfactorily complete enrolment in each relevant academic year by signing an Enrolment Form. Enrolment must be completed by the student for each course leading to a different registration for an Institute qualification.

1.7 Registration is not complete until: (a) an Institute Enrolment Form has been satisfactorily completed; and (b) where appropriate full payment has been made of all fees required as prescribed, or arrangements have been made with to pay by instalments; and (c) any necessary verification of entry qualifications has been made; and (d) verification of identity and, where appropriate, immigration status, has been made, and (e) any other administrative or academic procedures, which may be determined from time to time by the Institute or external awarding body have been satisfied.

1.8 Students who have outstanding financial commitments to the Institute may not be allowed to enrol or re-enrol or receive any Institute qualification.

1.9 Only in exceptional circumstances, and by prior agreement with the Director of Studies and or Registrar will students who have outstanding financial commitments to the Institute be allowed to enrol or re-enrol.

1.10 In the event of a student's Registration being cancelled, regardless of the reason, the student shall be informed in writing, together with, where appropriate, the MALTA immigration department.

1.11 Students must notify the Institute promptly of any change of contact details (e.g. address, telephone or personal email) or other material fact given on their Enrolment Form or electronic Enrolment Record.

1.12 Students are required to inform the Registrar's Office if they have acquired a criminal record. The Institute is obliged under the terms of its International Student Sponsor Licence to report information of criminal activity by international students to the MALTA immigration department.

1.13 Students are required to inform the Registrar's office if they have changed their immigration status in the MALTA.

2. Attendance (Home/EU Students)

2.1 Students are required to attend all learning and teaching sessions, as set out in the Institute's Student Attendance Policy.

2.2 Absence from the Institute may be classed as either authorised or unauthorised. An absence will be authorised in the following circumstances:

(a) the student has obtained prior permission from the administrator to be absent from timetabled classes for a genuine reason;

(b) where the planned absence is for two or more days during term time, the student has obtained prior permission from the Administrator for leave of absence from the Institute;

(c) in the case of illness or other unplanned or unforeseen occurrences (e.g. transport delays, illness of a family member, bereavement), the student has notified their Administrator / Registrar/ Director of their absence within 24 hours of their absence from classes, and provided a medical certificate or other corroborating evidence to explain their absence.

2.3 A student who is absent for a continuous period of at least two weeks without the authorisation of the designated Administrator will be deemed to have withdrawn from the course or programme of study and their Registration will be cancelled and the immigration department will be informed. This may also result in withdrawal of sponsorship.

2.4 Where the student's absence may have an effect on their assessment, the student should follow the extenuating circumstances procedure.

3. Attendance (International Students)

3.1 Students are required to attend all learning and teaching sessions, as set out in the enrolment contract.

3.2 Absence from the Institute may be classed as either authorized or unauthorized. An absence will be authorised in the following circumstances:

(a) the student has obtained prior permission from the administrator to be absent from timetabled classes;

(b) where the planned absence is for two or more days during term time, the student has obtained prior permission from the nominated administrator for leave of absence from the Institute;

(c) in the case of illness or other unplanned or unforeseen occurrences (e.g. transport delays, illness of a family member, bereavement), the student has notified their Administrator of their absence within 24 hours of their absence from classes, and, provided a medical certificate or other corroborating evidence to explain their absence.

All other absences will be regarded as unexplained and will be reported to the MALTA immigration department. If we feel an individual is abusing the system regarding ill health and continuous lateness it will be another reason to provide their details to the immigration department.

3.3 In accordance with MALTA immigration law, a report will be made to the immigration department if an International student holding a student visa is absent from the Institute.

3.4 Where the student's absence may have an effect on their assessment, the student should if appropriate, follow the mitigating circumstances procedure.

4. Student Identity Card

4.1 Each enrolled student shall possess a valid Identity Card of the Institute for the period of their enrolment on the course. This must be worn at all times in the building.

4.2 The student Identity card will act as the Library card. Users of the Library must comply with Library Regulations.

4.3 It is the responsibility of students to keep their Identity Card secure and for their use only, for as long as they remain registered for that course and to obtain a replacement as soon as possible if the Card is lost, damaged or defaced, or expires.

4.4 Students shall carry their Identity Card at all times while on Institute premises and will be required to produce their Identity Card when reasonably requested to do so by a member of Institute staff or its authorised agent (e.g. Security,), in order to establish the student's identity and/or access to any service, facility or premises.

4.5 All students are required to display their Student ID Card at formal examinations and to copy the information from their Identity card onto their examination answer books. Students may not be able to sit the examination if they fail to bring their Student Identity Card with them to the examination. If a student does not have an Identity card they should obtain a replacement card from reception before sitting an examination. Invigilators may

not be able to accept a passport or drivers licence as alternative forms of ID for the purpose of the examination.

5. Course Fees

5.1 When a student completes enrolment it is acceptance of personal liability for the ultimate payment of the course fees, even if it is intended that these will be paid by someone else (e.g. the employer or other sponsor). The acceptance of this becomes part of the student's contract with the Institute. Details of the Institute's policy in relation to Course Fees is set out in detail in the payment contract, if you have not been given a payment contract it is because you have paid the fee in full in advance.

5.2 Once the enrolment on a course has been accepted (subject to any conditions) the Institute undertakes to reserve a place for the student on this academic programme for the current academic year. If the fees are not paid, the student will not be allowed to stay on the course, and may still be liable for any outstanding fees.

5.3 Students should remember to –
• ensure that they are aware of the course fees before agreeing to the Conditions of Enrolment;
• pay all fees quickly and within the time limits;

• notify the Institute of a withdrawal as soon as possible;
• check the fees and regulations for each year of the course;
• put all requests for refunds or reduction of fees in writing.

6. Courses and Awards

6.1 The Institute undertakes to take all reasonable steps to provide educational services in the manner set out in the prospectus and in those further documents describing the teaching, examination, assessment and other educational services offered by the Institute.

6.2 The Institute does not, however, guarantee the provision of such services. It reserves the right to discontinue or change any course should circumstances so require. Should industrial action or other circumstances beyond the control of the Institute interfere with its ability to provide educational services, the Institute undertakes to use all reasonable steps to minimise the resultant disruption to those services.

6.3 Work made from materials supplied by the Institute as part of a programme of study may not be removed from Institute premises until all assessment processes have been completed and only where written permission has been obtained from the designated Academic Leader. Students wishing to possess such work may be required to contribute towards the resources consumed.

6.4 The Institute may delay an award within its own jurisdiction, or defer making an award recommendation to an external body, to a student who has not fulfilled all legitimate outstanding requirements of the Institute; this may include the resolution of a disciplinary matter or payment of financial debts.

7. Examinations and Assessment

7.1 Students shall observe the Examination, Assessment and other Academic Regulations as approved, from time to time.

7.2 Students are responsible for submission of their examination entries for external examinations and special examinations and for complying with any specific examination and other regulations of such bodies. Information about external examinations, entry regulations etc., will be provided by the Institute. Failure to submit in the appropriate manner and on time will lead to a failure in the module.

7.3 Examinations and/or other assessments normally form an integral part of each course. Absence from and/or failure in these examinations or assessment may prevent a student from progressing on a course.

8. Conduct

8.1 Students are expected to:
 attend all learning and teaching sessions regularly and punctually;
 co-operate with staff in the keeping of attendance and assessment
        records;
 submit prepared work as and when required.

8.2 At all times students are expected to conduct themselves in a reasonable and orderly manner with due regard to other people or Institute property. Students whose conduct is deemed to be otherwise unacceptable may be subject to disciplinary action.

8.3 All students are subject to the Student Disciplinary Procedures.

8.4 Under MALTA legislation smoking is not permitted inside public buildings, which includes Institute buildings.

8.5 Food and drink may be consumed only in authorised areas and not in classrooms or computer Labs.

8.6 Students may not sell goods or services on Institute premises without the prior approval of the Institute Registrar or Administrators.

8.7 Any form of unauthorised gambling on Institute premises is illegal and strictly forbidden as is alcohol and drugs.

9. Vacation of Premises

Students are normally permitted to be present in such parts of the Institute premises as are made available to them for the purpose of academic study or other recognised activity during the time when such premises are officially open to them, but they may be required to vacate the Institute premises at any time. The emergency evacuation procedures are available on the Institute's website.

10. Safety

10.1 The prevention of accidents is the duty of everyone and any student observing a hazard (real or potential) should notify a member of staff immediately.

10.2 All accidents which result in personal injury, however slight, must be reported to the member of staff in charge of the area in which the accident occurred.

10.3 Students are required to comply with all safety regulations in force and attention is drawn to Health and Safety Policy at Work, etc.

"*No person shall intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare in pursuance of any of the relevant statutory provisions*".

10.4 Students must make themselves aware of the instructions on action to be taken on discovering a fire and the procedure to be followed when the fire alarm is sounded.

11. Losses or Damage to Property

11.1 Neither the Institute, nor its members or agents accept any responsibility for personal property lost or damaged on Institute premises. Students are therefore advised to obtain insurance cover for personal property where they feel it would be appropriate.

11.2 Students causing loss of or damage to Institute property may be held personally responsible and liable for the cost of replacement or repair as necessary.

11.3 In certain cases a charge may be made or deposit taken for the use of Institute property, e.g. laptops.

12. Data Protection

12.1 The Institute holds personal data in computer-based systems. All such data is kept in accordance with the Data Protection Acts which provides, that unauthorised disclosure of personal information is a criminal offence.

12.2 Breaches of security of personal data are treated very seriously by the Institute and any student who comes into the possession of computer-based personal information about another individual must immediately report.

12.3 In all other respects students are required to comply with the provisions of the Data Protection Acts and all relevant Institute policies and procedures.

13. Vehicles

13.1 The Institute is under no legal obligation to provide parking facilities for cars, motor-cycles or cycles. Where such facilities are provided, the Institute accepts no liability for loss or damage arising out of their use.

13.2 Students who are blue badge holders should contact the Registrar to arrange access to the disabled parking bays on the Institute's car parks where available.

13.3 Students must not park within the Institute other than in authorised areas.

14. Communication by email between the Institute and its students

All email communications by the Institute to students will be made to an email account provided to the student. Similarly all official communications to the Institute by students, e.g. notification of absence, must be made using the Institute account. Students are expected to check their emails regularly, i.e. at least once per week, if not more frequently done so. If the email address changes we must be informed, otherwise important message will not be conveyed.

15. Private Mail/Telephone Calls

Students should not normally use the Institute name and address for the receipt of private mail. However, exceptions are made for communication from the immigration department. The Institute reserves the right to open all mail received at the Institute for a student, as stated in the enrolment contract. The Institute telephone service should not be used for incoming or outgoing calls except in cases of extreme emergency and with permission.

16. Interpretations

The completion of enrolment is a declaration by the student that he or she will conform to these General Regulations, and to all of the approved regulations and procedures of the Institute as amended from time to time. Such other regulations include, but are not limited to, Programme Regulations, Health & Safety Regulations, Disciplinary Procedures.

17. Other Related Policies

Other relevant policies include:
 Academic Regulations
 Student Attendance Policy
 Student Enrolment Contract

18. Monitoring and Review

18.1 This Policy will be monitored by the Director of Studies and Registrar

19. Dissemination of and Access to the Policy

This Policy will be available from Reception and on the intranet.

Student Representative Policy

1.   Introduction

This document clarifies the valuable role of student academic representation within the Institute, defines the role of Student Representative and sets out the support provided to representatives by the Institute.

2.   The Importance of Student Academic Representation

Students form the heart of the Institute. The Institute is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.   The core principle is that all students should have the opportunity to contribute to and enhance their experience whilst studying at the Institute.

3.   Definition of Student Academic Representation

Student   representation   covers   a   diverse   range   of   activities   and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the personal tutorial system or through students being present at Staff-Student meetings. Representation enables dialogue between students and staff in order to aid development of programmes of study, the student experience and the quality of the Institute as a whole.   This dialogue can take place in both formal and informal structures and circumstances.

Student Representative s (Reps) will be defined in this document as those students on a particular programme of study who have been chosen by their peers to represent the interests of their peer group.

4.   The Role of Student Representatives

The main responsibilities of the Student Representative are:-
- to be an advocate of particular students or groups of students where necessary;
- to provide feedback on various aspects of the Institute and the student experience both to the Institute and to the student body;
- to take an active role in planning and decision making.

Guide To Election of Student Representatives

1.   Introduction

Student Representatives are students who are chosen by their peers to act as the representative for their particular Programme. They act as a formal channel of communication between the students they represent and the staff at the Institute. Student Representatives should be appointed as soon as possible after the start of a new academic year, ideally no later than the fourth week of the semester or by the time of the first Staff-Student meeting, etc.

2.   Numbers of Representatives
Where practical, on each Programme there should be at least one Student Representative for each year of study.

3.   Initial Information Given to Students
Students should first be made aware of the roles, responsibilities and resources of representatives along with information on the place and time of election. This information should not be given at the same time as when the election is to take place, and should ideally take the form of something written or a web-reference.

4.   Election Process
Students who would like to put themselves forward should make themselves known preferably in advance of the day of the election. On the day of the election, each candidate should be given an opportunity to speak to his or her peers. Each candidate should be given an equal amount of time and reasonable access to audio equipment where necessary.   The ballot can be conducted either by a show of hands or by a secret ballot. Once the representative(s) has been elected the students present should be informed about where their contact information will be and reminded of the representative's role.

5.   Equal Opportunities
All students must have an equal opportunity to put themselves forward to become representatives.   This requires effective communication in all appropriate media, fair timing and placement of the election, provision of appropriate facilities for public speaking and conveyance of information, and absolutely no discrimination on any grounds by those overseeing the election. The entire process must also be effectively and accurately communicated from the outset.

6.   Low Participation / Difficulties in Using Elections for Selection
Low levels of participation and interest can be a problem. The best way to combat this is by genuinely respecting and utilizing student representatives and thus enhancing their value and role. The Student Representative Job Description also outlines the role and shows the skills and opportunities that the role provides. It is envisaged that elections will form the basis of selecting students to act as representatives as this method allows for equality of opportunity for all students. However, there are cases where elections are impractical, perhaps due to small numbers of students or exceptionally high numbers. In these cases, an alternative method of fair selection may be used, as long as all students have the same opportunities to become representatives if they so wish. For example, when only one or two volunteers come forward, they may be appointed.

Skills Development

Student Representatives will need, and will develop, the following skills:

- Active listening
- Clear presentation
- Diplomacy
- Assertiveness

Useful Contacts and Resources

MALTA Council for International Student Affairs (MALTACISA)
www.Maltacisa.org.Malta

BBC Learning English
http://www.bbc.co.Malta/worldservice/learningenglish/

British Council Learn English
http://learnenglish.britishcouncil.org/en

Days Out Guide
http://www.daysoutguide.co.Malta

National Commission for Further and Higher Education (NCFHE)

www.ncfhe.gov.mt

OTHM Qualifications

www.othm.org.uk