

**LONDON COLLEGE  
OF BEAUTY THERAPY**

# **STUDENT HANDBOOK**

## **2025/26**

Last Reviewed – August 2025

Next Review Date – August 2026

**EDUCATION  
FOR  
INDUSTRY  
GROUP**

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## 1.0 WELCOME



Lee Lucas, CEO & Principal, Education for Industry (EFI) Group

We're thrilled to welcome you to one of our wonderful colleges. Choosing to study with us is the first step on an exciting journey - and we can't wait to see you grow and succeed.

Our mission is simple: to prepare you for what comes next. Whether your goal is to step straight into your career or progress to higher education, we'll give you the skills, knowledge, and confidence to thrive.

We do things a little differently here. By reflecting the standards and practices of our industries, we set high expectations - just as you would experience in the workplace. In return, we offer an incredible range of opportunities designed to help you develop your talents, explore your passions, and achieve your ambitions.

You are the future leaders of our specialist industries. Your journey starts now — and we're here to help you make the most of every step.

Good Luck!

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Kelly Barry, Vice Principal, London College of Beauty Therapy (LCBT), and Fashion Retail Academy (FRA).

Welcome to the new academic year at LCBT!

You've chosen to invest in your future, to take bold steps towards your ambitions, and we are honoured to be part of that journey.

At LCBT, you're not just gaining knowledge - you're building skills, connections, and experiences that will shape the rest of your life. Here, you'll find expert staff ready to guide and challenge you,

industry links to open doors you didn't know existed, and a community that will both support and inspire you.

There will be moments that stretch you and moments that excite you. Embrace them all. Ask questions, take risks, seek out opportunities, and remember - the most valuable lessons often happen outside your comfort zone.

This year is yours to shape. Make it bold, make it memorable, and most importantly - make it yours. We can't wait to see what you achieve.

A stylized handwritten signature in black ink.

## 2.0 EFI GROUP OVERVIEW

Education for Industry (EFI) Group is a registered charity comprising four business divisions: Fashion Retail Academy, London College of Beauty Therapy, EFI Training and EFI Awards. United by a common goal to create and deliver outstanding specialist education in partnership with industry, each division operates independently while accessing centralised functions across Marketing, Finance, Operations, QAE, and Student Services.

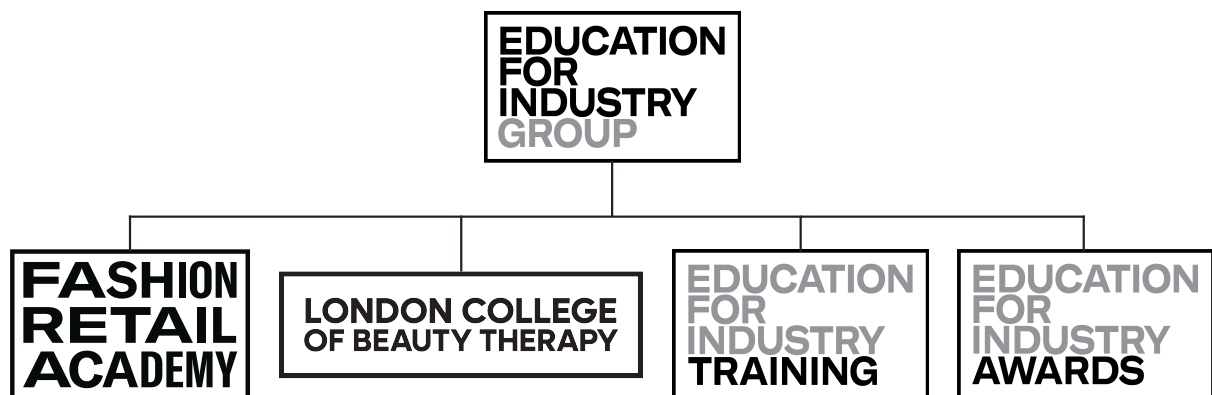
Through our Further Education, Higher Education, apprenticeships and online learning provision, we seek to achieve best-in-class learning and employment outcomes for our students that have an enduring impact on their social, environmental and economic wellbeing, and that of our industry partners and wider community.

### OUR VISION

To shape industry leaders of tomorrow

### OUR MISSION

To transform lives, careers and industry through the creation and delivery of specialist education and training.



### 3.0 STUDENT CHARTER

**Our mission is to inspire and prepare all learners for a working life in the fashion retail, beauty and hair and media make-up industry. To continue to deliver this mission, we have a Student Charter which is underpinned by our key values and outlines both our commitment to you, and your expected commitment to your studies.**

You will no doubt recognise that the expectations around conduct and behaviour outlined here echo those expected within the workplace; and whilst undertaking your studies we expect that you will behave as if this was your workplace. This is crucial to our philosophy and is an example of one of the many ways we aim to equip you for successful employment upon graduation.



#### **WE EXPECT ALL STUDENTS TO:**

- Work with tutors, support staff and fellow students to achieve your best.
- Communicate with tutors, support staff and fellow students in a professional manner and, where appropriate, in line with the EFI Group Email Policy.
- Be punctual and prepared for all lessons and scheduled appointments including tutorials, seminars, lectures, masterclasses, practical activities, external events and assessment activities.
- Engage with your course page on the relevant Visual Learning Environment (VLE) and commit to regularly tracking your progress and assessment status.
- Adhere to the EFI Group RESPECT values and actively contribute to a safe and healthy learning environment.
- Follow all class rules as agreed with your tutor. Have your mobile phone turned off or on silent (unless using it under tutor instruction).
- Ensure that you are aware, and abide by, all College, Course and Awarding Body regulations and rules relating to your course and student experience.
- Ensure that your conduct promotes equality and does not discriminate against any other student or member of staff in accordance with the protective characteristics of the Equality Act 2010 (these being age, disability, gender reassignment, marriage & civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).
- Always comply with the EFI Group Student Charter or any other local college rules and expectations, as outlined in your Student Handbook (failure to do so may result in disciplinary action or exclusion from the College).

**IN ORDER TO PROVIDE AN EFFECTIVE SERVICE, WE EXPECT ALL STUDENTS TO:**

- Always display your college ID Card when on college premises and follow all signage and building instruction as advised.
- Keep Student Registry informed of any changes in your personal details, such as your name, telephone number, or address.
- Comply with expectations relating to attendance levels as set within the Attendance Policy and inform your tutor in the case of absence of illness.
- Accept responsibility for organising any part-time work and external activities so as not to interfere with your studies.
- Make use of the services provided by the college.

**AS A STUDENT, YOU ARE ENTITLED TO EXPECT:**

- An inspirational learning environment which prepares you for progressing to further/higher education and employment.
- A safe and supportive learning environment free from discrimination, bullying, sexual harassment and violence.
- Reliable, accurate and helpful advice related to your studies at the LCBT including information about College, Course, and Awarding Body regulations (via your Student Handbook).
- Effective and supportive arrangements for teaching, training and learning.
- Information and advice on all EFI Group and college Student Support Services.
- Opportunities to express valid views about any aspect of your provision.
- Your work to be marked and assessed within a reasonable time frame, with feedback provided which helps you to continuously improve and reach your full potential.

\*Applicable to FE and Apprenticeship students across all divisions (referred to here as 'college') of EFI Group

## 4.0 COLLEGE RULES

In addition to the Student Charter outlined at section 3.0, there are local college rules that you must ensure you also adhere too. It is crucial that you consistently meet these in order to be successful in your studies and contribute to a safe learning environment. These are outlined below;

- Students are expected to check their college email account at least once every working day during term time and to respond promptly to messages from staff. Important information about timetables, assessments, events, and urgent notices will be sent to this account, and failure to check it regularly will not be accepted as a reason for missing deadlines or other opportunities or requirements.
- No food or drink to be consumed in any teaching spaces (with the exception of water).
- Please ensure that any rubbish bought on site (bottles, sweets etc) is to be placed in the bins provided.
- In all practical spaces, follow all safety procedures when using equipment, tools, or specialist materials.
- Please do not misuse the Lockdown or fire alarms. Failure to adhere to this may result in exclusion from the college.
- Please note that you will have limited opportunities to pass online tests, and you should ensure you revise and prepare for these accordingly to ensure you are able to continue to progress through your course.
- Vaping and smoking within and immediately outside the building is prohibited. Students should not smoke or vape in uniform.
- Hair colour should appear natural and tied up neatly or tied back for shoulder length hair. Hair accessories must be discreet.
- No jewellery is permitted to be worn when in uniform and to be in line with health and safety regulations and procedures.
- Nails must be clean, short and artificial nails will need to be removed prior to attendance at college. Failure to comply to may result in you being sent home or invoke the EFI Group Disciplinary Policy.
- You must adhere to all health and safety procedures and maintain hygienic, health and safety practices at all times such as washing your hands, kit and equipment, including your work area before and after each practical assessment.
- Students will be expected to perform and receive all treatments including hair, beauty and make up on all genders of students and clients.
- All students will be required to comply with the LCBT Treatment Policy for use of Clients/Models.

Failure to adhere to the above college rules will invoke the EFI Group Disciplinary Process outlined at section 8.3

## 5.0 KEY DEPARTMENTS

### CURRICULUM

*What do we do?*

Curriculum teams are responsible for providing and maintaining oversight of all teaching and learning activities for students.

*Who are we?*

Curriculum teams may differ across colleges but will generally comprise of: Heads of Curriculum, Programme Managers, Group Leaders and other teaching staff, and relevant administrative staff.

*We offer advice to students and parents on:*

- Withdrawals/Transfers
- Achievement and progression
- Disciplinary Matters
- Non-academic appeals
- Visits and Trips

*How to contact:*

To get in touch regarding any of the above areas, or to get a message to a member of your teaching staff, please contact [curriculum@lcbt.ac.uk](mailto:curriculum@lcbt.ac.uk). We aim to respond to most queries within 48 hours (two (2) working days), although please be advised that more complex matters may take longer to address.

### STUDENT SERVICES

*What do we do?*

The Student Services Department provides overarching support for every student on every course across all colleges under EFI Group. There are a range of different professionals in the team, who use a holistic approach to foster and celebrate a strong culture of wellbeing, resilience, progression and inclusion.

Our primary focus in the Department is to ensure that every student accesses support at the earliest opportunity: **we are here to support you every step of the way.**

*Who are we and how can we help you?*

**Safeguarding Team: [LCBTsafeguarding@efigroup.ac.uk](mailto:LCBTsafeguarding@efigroup.ac.uk)**

Speaking to staff about personal matters can feel daunting. If you are experiencing any challenges in your personal, professional or college life, it is important that you speak to someone you trust so that they can help. You can speak to any member of your teaching team, Wellbeing Team member, Learning Support Assistant, Counsellor or Designated Safeguarding Leads. Whoever you speak to, please be assured that the

information you disclose will be dealt with respectfully and within the bounds of confidentiality.

When we talk about safeguarding, we are talking about how we safeguard all our students, regardless of your age, background, or situation, we are here to support and safeguard you.

**Wellbeing Team: [LCBTwellbeing@efigroup.ac.uk](mailto:LCBTwellbeing@efigroup.ac.uk)**

The Wellbeing office is staffed from 8.45am – 5.30pm every day. The team work to ensure you have access to resources, such as:

- Mindful colouring
- Stress balls
- Budgeting
- Self-help tools
- Information around external support
- Sanitary Products (which are also stocked in toilets and accessible spaces around all our college buildings – for free)

All of our Wellbeing staff are trained in first aid, mental health, and wellbeing, so are fully able to support you with a medical concern or an emotional concern, e.g. a panic attack.

The team covers the Student Services RESPECT Calendar. Each month, our theme is linked to one of these areas and is planned specifically to enrich your knowledge and education while you study with us.

**Learning Support Team: [LCBTlearningsupport@efigroup.ac.uk](mailto:LCBTlearningsupport@efigroup.ac.uk)**

The Learning Support service gives students the opportunity to work with a Learning Support Assistant on a 1-1 basis. Support is tailored specifically for each student depending on the level of their needs.

Students will be asked to provide sufficient evidence whether that is diagnostic paperwork or completing a diagnostic screening tool when they enrol onto their course. Where support is required, the LS team will meet with each student to produce an initial Individual Learning Plan (ILP) and discuss arrangements for support going forward. Some example strategies of support can include differentiating the work or breaking down tasks to make the information more accessible.

Some students may qualify for 'Reasonable Adjustments' (Ras) due to their ongoing need, and this is managed on a case-by-case basis and considered in line with official evidence of particular needs or support. This may qualify students to receive additional time in assignments, and/or adjustments made to their learning or core aspects of delivery.

**Counselling Team: counselling@efigroup.ac.uk**

Counselling offers an opportunity for students to consider issues that concern them, in confidence, with a trained professional. It is a therapeutic approach that seeks to help explore and understand difficulties you may be having. Students refer themselves for support through our online Self-Referral Form on our SharePoint Counselling Page. A counsellor will contact you through your college email to confirm a day and time to meet for your first appointment.

**The counselling service is strictly confidential.** That means that any information you provide to us, whether registering with the service to meeting face to face with a counsellor will not be shared outside our service unless you provide explicit permission to do so.

Our Team of professionally qualified counsellors are here to provide support for any and all students who are experiencing personal, emotional, and psychological distress. By accessing our short-term counselling support, we may help you to realise your full academic and personal potential. We can help you with difficulties that may or may not be related to study.

Our service is open to all our students, from all departments, at all levels, from all nationalities and backgrounds. **Don't wait until you are overwhelmed, LCBT students may refer themselves to counselling at any time during their studies.**

**Early assistance is the best route to maintaining mental health and wellbeing.**

**Academic Coaching & Mentoring Team: LCBTcoaching@efigroup.ac.uk**

The Coaching & Mentoring service gives students the opportunity to work with a coach on a 1-1 basis. Our coaches will work with students to provide academic support, improve engagement and facilitate independent learning.

Our sessions enable students to:

- Develop strategies to manage their time and plan for assignments
- Develop organisational skills
- Reflect upon their academic goals, personal aspirations
- Stay motivated and focused on their academic studies
- Understand how to utilise resources
- Adopt a positive growth mindset and develop resilience
- Manage their academic worries and overcome setbacks/barriers
- Improve attendance.

Every appointment with a coach will vary depending on what support the student requires in that session. Students will have discussed their overall outcomes with their coach who will create a realistic action plan to achieve academic goals.

The coach will help students with the progression of their project throughout the term and suggest areas of improvement. Students will develop strategies to manage their workload and effectively access the resources available to them.

## **FUTURES: CAREERS & PROGRESSION**

*What do we do?*

The Careers and Progression Service are here to advise students on future career aspirations or progression to further study. Regardless of where you are thinking of going once you finish your studies the team can support you.

*Who are we?*

The Careers and Progression Service are part of the wider Student Services department and work closely with Learning Support, Coaching and the Wellbeing Team to offer you the best imaginable experience.

We offer the following services to students;

- Opportunities to build an industry-ready CV
- Support with UCAS applications;
- Mock Assessment Centres;
- Access to a personalised career and self-assessment tool;
- A wealth of amazing tools and resources on our careers platform;
- In class sessions

You can book a 1-1 appointment with a Career Coach on the platform, or email **LCBTcareers@efigroup.ac.uk** with any queries on the above. We aim to respond in 48 hours (two (2) working days).

## **FUTURES: ENRICHMENT**

*What do we do?*

Your time at college is about preparing you for the world of industry and life beyond education. Our enrichment team brings together industry enrichment, life skills, speakers, workshops and events to ensure your experiences with us do just that. Enrichment provides you with opportunities to learn the value of teamwork, individual and group responsibility, diversity, competition and a sense of culture and community.

*Who are we?*

The Enrichment Service are part of the wider Student Services department and work closely with Curriculum, Wellbeing, Careers, Industry, and Learning Progression to offer you the best imaginable experience.

One of our central beliefs is ensuring students have a say in what is offered and available with regards to enrichment. Students are always welcome to make suggestions and be involved in planning. If you are interested please email: **enrichment@efigroup.ac.uk**

## **INDUSTRY DEVELOPMENT**

*What do we do?*

The Industry Development Team are your key support network in relation to any industry enrichment activities you may undertake as part of your course. We are responsible for supporting you with your student Grofar profile (this is essentially your CV), working to secure various industry enrichment activities such as Masterclasses and External Speakers, trips and industry visits, and other various industry engagement activities.

*Who are we?*

The Industry Collaboration Team sits within the Futures Team as part of the wider Student Services department and work closely with Learning Support, Coaching and the Wellbeing Team to offer you the best imaginable experience.

### **We offer the following services to students;**

Support and advice relating to any industry enrichment activities;

- Industry feedback sessions;
- In class briefings;
- Planning and organization of Competency weeks;
- Industry events.

To get in touch with the team regarding any of the above areas, please email **[industry.collaboration@efigroup.ac.uk](mailto:industry.collaboration@efigroup.ac.uk)**

## **STUDENT REGISTRY**

*What do we do?*

Student Registry is here to support you with everything you need from authorized absence forms, to student references, to reporting sickness. The department oversees your student record and supports the Examinations process for our Award Bodies.

*Who are we?*

Student Registry is overseen by the Head of Student Registry who is supported by a team of Registry Coordinators and Officers.

We offer the following services to students;

- Bursary advice and guidance;
- Advanced Learner Loans;
- Council Tax Exemptions;
- Oyster Cards;
- Change to personal details;
- Authorised Absence Forms.

To get in touch with the team regarding any of the above areas, please email **LCBTregistry@efigroup.co.uk**. For bursary enquiries, please email **LCBTbursaryandloans@efigroup.ac.uk**

## **IT SERVICES**

*What do we do?*

IT services are here to support you with any technical needs that you may have in relation to in-class learning at the LCBT.

*Who are we?*

The IT team is overseen by the IT Infrastructure Manager, and IT Service Desk Manager who is supported by the Senior Service Desk Technician and a number of IT Technicians.

We offer the following services to students;

- LCBT user name and email;
- Any Technical Support (Mac/PC/Tablets/Phones/Canvas);
- General troubleshooting (IT staff will conduct 'walkabouts' regularly).

To get in touch with the team regarding any of the above areas, please email **helpdesk@efigroup.ac.uk**

## **QUALITY ASSURANCE & ENHANCEMENT (QAE)**

*What do we do?*

The QAE department oversees the regulatory framework of your qualification and learning experience. We are here to continuously monitor the quality of our offer to assure it meets the required standards and to safeguard your student experience.

*Who are we?*

QAE is overseen by the Associate Director of QAE who is supported by a team of specialist practitioners. To get in touch with the team, please email **qae@efigroup.ac.uk**.

We offer the following services to students:

- Assessment rules and regulations (including progression and final award criteria, and):
- Examination and Progression Board:
- Awarding Body Qualification Frameworks:
- Special Considerations (SCs):
- Student voice and student leadership/enhancement activities such as Student Executives:
- Complaints and Appeals.

## 6.0 LEARNING AND TEACHING

### DELIVERY METHODS

To enable you to demonstrate learning and achievement against the aims and outcomes relevant to your course, you will be introduced to a range of teaching and learning methods.

These may include a range of the following, depending on your particular subject area or discipline (please note that this list is not exhaustive, and other methods could be used);

- Lectures – these would normally be tutor-led sessions and will cover the main areas of theory subject area or discipline. Normally, these would be undertaken in larger groups.
- Seminars – these may be more practical sessions undertaken in smaller groups and will enable students to share their understanding with others and obtain guidance from tutors to identify solutions to set problems or tasks.
- Masterclasses/External Speakers/External visits – these help provide students with a perspective of the current issues facing industry; or provide an insight to recent events which may impact on their chosen subject area of discipline
- Workshops – these would normally be more practical sessions that will enable students to experiment with a particular skill or technique relevant to their chosen subject area or discipline.
- Tutorials – these may be individual or group focused sessions which should allow tutors to assist students with particular difficulties in their understanding and/or application of particular skills. This might also offer an opportunity to clarify the requirements or progress of any assessed assignments. You will have access to at least one 15-minute academic tutorial per term; and will also have access to at least two wellbeing tutorials throughout your course.
- Self-directed learning/independent study – this would normally cover any independent study undertaken by a student in order to conduct research, write and prepare assignments, and any other time taken to extend their knowledge and understanding.
- Assignments/Practical Assessments/Tests – these are the key means of assessing students' achievement of the learning outcomes and develop the skills that will form an important aspect of their learning and preparation for the workplace.

## ENGLISH & MATHS

English and maths is central to work and life, with success in these subjects being linked to better life chances and greater achievement. Employers are concerned about the English and maths skills of recruits and to this end you will find that both subjects are continuously embedded within all vocational delivery.

In terms of qualifications, students are expected to have achieved a grade 4 in both English Language and Maths GCSE or be working towards this. This is a mandatory government requirement and attendance, and engagement will be monitored formally in line with a student's vocational studies.

Failure to obtain relevant English and Maths qualifications during your course may impact your ability to progress further in your studies.

## OUR 'RESPECT' VALUES

**R**ESILIENCE

**E**MPATHY

**S**AFETY

**P**ROTECT

**E**QUALITY

**C**OMMUNITY

**T**OLERANCE

Our **RESPECT** values were created by students for everyone across EFI Group. The right to these ideals supports what it is to be an empowered citizen today. We expect everyone who accepts a place to be fully invested in making our learning environments a respectful place to work and succeed in.

The values embed the key messages contained within the five Fundamental British Values (FBV) but have been re-branded by students to make them more tailored to our institutional ethos. This means that when we talk about RESPECT, we are also discussing the five FBVs (Mutual Respect, Democracy, Individual Liberty, Rule of Law, Tolerance).

RESPECT will be embedded in all learning and teaching. Your tutors will discuss these principles with you throughout your learning journey and your curriculum will be tailored to ensure these areas are explored in the context of your subject

discipline. To further support you to develop these ideals as an individual, you will also receive RESPECT tutorials with key members of staff across your course.

## **YOUR VIRTUAL LEARNING ENVIRONMENT [VLE]**

The Fashion retail Academy uses CANVAS as its primary online environment for publishing all your course information and assessment feedback. It will also be the place that you are required to formally upload any digital assessment required as part of your course. When you commence your studies, you will receive information and guidance as to how to access this platform.

It is crucial that you check your course page regularly. It will be the key place where you will find information regarding the curriculum framework and assessments, as well as key rules and regulations for your qualification.

## 7.0 STUDENT VOICE AND ENHANCEMENT

The views of students are crucial in ensuring we offer high-quality provision and the best possible learning experience. We are committed to providing opportunities for students to give feedback and engage in discussions about what is working well and what could be improved in relation to their course and overall experience at the Fashion Retail Academy. Our QAE team includes a graduate student representative who works closely with current students to ensure their voices are at the heart of what we do, and you will meet them during your first weeks of study. For further information about our Student Voice Framework, please contact the Student Voice & Enhancement Officer at [qae@efigroup.ac.uk](mailto:qae@efigroup.ac.uk).

We use a number of formal mechanisms to ensure your voice is heard. The following list is not exhaustive and may differ depending on the course you're studying:

- **TALK TO US!**

You can speak to your Group Leader/tutor or any other member of staff at any time regarding feedback or any concerns that you have. Remember that it is just as important that we hear about what is going well, as well as where there may be room for improvement. You will find a QR code located in your college building which will allow you to give instant feedback.

- **STUDENT EXECUTIVES**

Most of our courses will appoint 'student executives'. A student executive is someone who volunteers to get the views of other students and work with key staff to continue to improve the course(s) and college as a whole. If you would like to put yourself forward as a student executive, please speak to your tutor in the first instance or reach out to the Student Voice & Enhancement Officer at [qae@efigroup.ac.uk](mailto:qae@efigroup.ac.uk)

- **ANNUAL STUDENT SELF ASSESSMENT**

Each year, students lead our Annual Student Self-Assessment Report - your chance to reflect on what's going well, highlight areas for improvement, and make sure your voice drives real change. It's a powerful way to hold the college and the EFI Group accountable, while working side-by-side with staff to shape the best possible learning experience.

This isn't just a survey - it's co-creation. You'll be working with your Student Executives and the Student Voice & Enhancement Officer to turn your ideas into action. The more you get involved, the stronger our community becomes.

- **STUDENT SURVEYS**

EFI Group conducts termly surveys for the majority of our course offer. These are fundamental in providing valuable feedback on matters relating to both your course, and the college that you are studying at. The surveys are carried out three times a year; near the beginning of the course, at the middle of the course, and nearing the end of the course. The surveys are structured to get your feedback on areas such as teaching, assessment and feedback, learning resources, the general college environment, industry links and student support. We are committed to feeding the results of surveys back to students and this may be through lesson visits by key EFI Group staff, student focus groups, or other related campaigns and activity.

- **COMPLAINTS**

We aim to provide a high standard of service which covers the quality of our provision and the care that we give to students. However, we recognise that sometimes things may go wrong, and we therefore have a robust complaints policy in place to allow students to raise any significant concerns.

We advise that, in the first instance, complaints are addressed to the person concerned, to see if a resolution is possible. Following this, where students still wish to make a complaint the formal EFI Group Complaints Policy should be followed which is available on the EFI Group and college websites. We aim to resolve complaints within 20 working days. If more time is needed, we will let you know and explain why. Where students require support in undertaking a complaint, Student Services will be able to advise.

## **8.0 RULES AND REGS: STUDENT FAQ'S**

### **8.1 STUDENT PROBATION**

When you commence your studies with us, you will be considered to be on 'probation' for the initial 42 days. The following FAQs provide further information relating to student probation.

The full Probation Policy will be made available to you via your VLE.

#### **WHY DO I HAVE TO BE ON PROBATION?**

The probation period allows staff to review your commitment and engagement to the course and gives you the opportunity to ensure your studies are right for you. The process helps us to set our students up for success and allows us to ensure you are on the right track in terms of your intended future trajectory.

#### **WHAT WILL STAFF LOOK AT DURING PROBATION?**

The following areas will be closely monitored through the probation process:

- Attendance: minimum 95%
- Punctuality: you must be on time and ready to learn at the start of every class or session.
- Behaviour: you should behave professionally and with respect in line with expectations of a formal workplace.
- Conduct: you must adhere to the requirements of the EFI Group Student Charter, and any local college rules (as outlined in section 4.0).
- Participation: you should participate in learning activities, including any work set outside of class work and independent study.
- Deadlines: you must adhere to any set deadlines for your course work.

#### **HOW WILL THESE MEASURES BE MONITORED?**

In the first instance, your tutor will monitor areas of your learning throughout the initial weeks of study. Any breach of expectations as outlined in our rules and regulations will be flagged against your student record and reviewed regularly. Where there are concerns, your tutor may set specific targets in order to support your successful progression.

#### **HOW WILL I KNOW IF I'VE PASSED MY PROBATION?**

The probation process accommodates a number of formal stages to ensure that you understand any risk to your probation period being successful. This includes:

- Stage I: this stage will flag that you are at risk of failing your probation and continuation of your place on the course is not guaranteed. You will receive notification of this stage via your college email, along with the reason you are deemed to be at risk. If you are under 18 your parent/guardian/carer will also

receive a copy of the communication. You will be set key steps or targets to help you to recover your studies and this will be supported through an Academic Hearing which will be chaired by your Head of Curriculum or their nominated representative and include the membership of your Programme Manager. A member of the Curriculum admin team will normally be in attendance to take notes. The Hearing will also provide the opportunity for us to consider any further support you may need.

- Stage II: this stage is triggered if you fail to meet the targets set at your stage I Hearing. It will essentially mean that you are excluded from continuing your studies with us. This outcome will be formally confirmed by the Head of Student Experience with clear reasons for the decision.

### **DO I HAVE TO ATTEND THE STAGE I HEARING?**

Every effort will be made to ensure a stage I Hearing is scheduled to ensure you are able to attend. However, if you do not attend a confirmed Hearing, a decision regarding your probation will be made in your absence, using the evidence available relating to your studies. You are advised that non-attendance may count negatively towards any final decision.

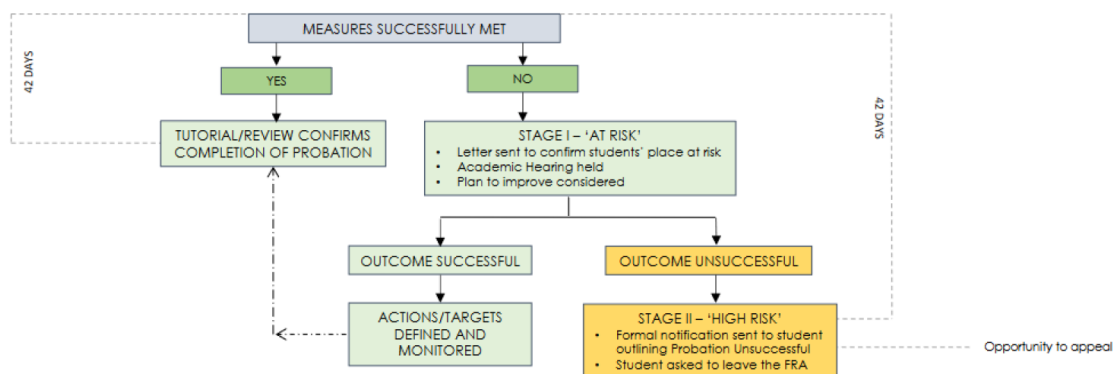
### **CAN I BRING A REPRESENTATIVE TO THE STAGE I HEARING?**

You are able to bring a parent/guardian/carer or ask for a member of the Student Services Team to attend the Hearing with you. You must confirm the name of the representative in advance, and you will be reminded of this when a Hearing is scheduled.

### **CAN I APPEAL A STAGE II EXCLUSION DECISION?**

You have the right to appeal against a Stage II decision. All appeals should be directed in writing to [curriculum@lcbt.ac.uk](mailto:curriculum@lcbt.ac.uk) within five working days of the Stage II decision being confirmed. You must include evidence to support your appeal for it to be considered; **without evidence appeals will be rejected**. All non-academic appeals will be referred to the Principal & CEO who will nominate two members of the Senior Leadership Team (SLT) to consider the appeal. The outcome of your appeal will be confirmed in writing to you via email within five working days of receipt of the appeal.

## PROBATION POLICY – PROCESS DIAGRAM



## 8.2 ATTENDANCE

As a student at LCBT, you are expected to achieve the highest possible levels of attendance in order to take full advantage of the learning experiences available to you. This also echoes the expectations you will face within the workplace or when progressing to further study.

The link between attendance and achievement levels are recognised by EFI Group and your college, and you are required to attend all your timetabled learning activity regularly and punctually.

### WHAT DO I DO IF I CAN'T ATTEND A TIMETABLED LESSON OR ACTIVITY?

We understand that things happen and there may be valid reasons that you are unable to attend scheduled learning activity. We define absence to either be 'authorised' or 'unauthorised'. An outline of these definitions is provided below:

- **Authorised:** this is any absence which can be evidenced. For example, via a Doctors note or relevant appointment letter. Authorised absence can be agreed in advance of the absence or in retrospect following submission of the evidence.
- **Sickness Absence:** this is where you are unable to attend owing to illness.
- **Unauthorised:** this is any absence where there is no formal evidence supplied to support non-attendance, or where sickness absence has not been formally reported. Unauthorised attendance will impact your overall attendance level.

### HOW DO I LOG AN ABSENCE?

To log an absence, you will need to complete the Absence Reporting Form (MSForm), the link to which will be provided to you as part of the key information when you start your course. You are required to submit this form before 8.30am on the day of your first absence, and then every day after that until you return. This process is relevant for both authorised absence, and sickness absence.

### **WHAT IF I'M RUNNING LATE FOR A LESSON?**

You are required to ensure that you are on time for all learning activity. However, if there are exceptional cases which result in you being late to college i.e. transport related issues, you are required to email your tutor so that they are aware. In order to avoid disruption of learning for others, if you are more than 15 minutes late for a lesson, you must wait outside the room where learning is taking place until the tutor lets you in.

### **WHAT HAPPENS IF MY ABSENCE FALLS BELOW THE COLLEGE EXPECTATION?**

If your absence falls below the college benchmark expectation, this will be picked up through the EFI Group Disciplinary Process. Failure to improve attendance may result in exclusion from the course.

### **HOW DO I CATCH UP WITH MY WORK IF I'M OFF DUE TO ILLNESS?**

You are ultimately responsible for ensuring you are able to catch up on any missed content. For absence related to illness, delivery teams will work to ensure you are supported and clear on the work that has been missed. Support may take on a number of forms depending on the nature and length of absence. The following list gives an idea on what may be offered, but each case will be considered individually to ensure we can get you back on track with your learning and safeguard against any gaps in your knowledge as far as possible:

- Making sure lesson presentations and supporting documentation is easily accessible and available via your confirmed VLE.
- Supplementary FAQs following in-lesson queries or discussions.
- Suggested further reading or independent activities to enhance understanding of topics missed.
- Where possible recordings of any external professional speakers who may have been in attendance at the lesson (this will be subject to agreement).
- Where possible, recordings of particular elements of the lesson (this will be subject to agreement).
- Scheduled individual or group tutorials to support you in any areas that you may be struggling to understand.
- Attending additional day/s.

### **I'M NOT WELL ENOUGH TO COME TO COLLEGE BUT FEEL AS THOUGH I CAN WORK. CAN I JOIN THE COURSE ONLINE?**

No. All timetabled learning is required to be face-to-face. The only exception is elements of our apprenticeship programmes.

In the event of an extraordinary circumstance which may impact a students learning across a number of weeks, tutors should email [qae@efigroup.ac.uk](mailto:qae@efigroup.ac.uk) on behalf of a student so that any accommodated learning can be considered. Any accommodations

to learning are subject to consideration and approval by the Executive Leadership Team (ELT).

## **8.3 DISCIPLINARY**

The Disciplinary Policy and Procedure applies to all students enrolled on courses across the EFI Group. The policy helps us to ensure that we can;

- Support and encourage you to achieve the best possible academic outcomes and benefit from your learning experiences.
- Create a culture of outstanding behaviour, where all students are ambassadors for LCBT.
- To support you to take control of your behaviour and be responsible for the consequences of it.
- Equip you with the professional skills (conduct and behaviour) expected within the workplace.
- Ensure consistent and fair treatment for all in relation to intervention action which may be taken because of allegations of unacceptable conduct, behaviour, or breach of the EFI Group Student Charter.

Disciplinary action will be taken against students who demonstrate misconduct/gross misconduct in any aspect of their learning. Our priority will always be to look for ways that we can support students to succeed, and the process is developed to allow this as much as possible.

### **WHAT IS CONSIDERED MISCONDUCT?**

Examples of misconduct include but are not limited to:

- Attendance which falls below 95% (unauthorised absence): the expectation is that you attend all timetabled lessons, and any additional activities required to support your learning. Holidays during term time or job commitments outside of college are not considered authorized absence. As in industry, lateness will also not be tolerated and reported accordingly.
- Continued lateness to timetabled activity.
- Failure to complete assessment activity to the published deadline, or undertake work as directed by your tutors. Work not submitted to deadlines or non-attendance at practical demonstrations or assessments/examinations.
- Continued or purposeful plagiarism, cheating or misuse of AI software within assessment activity (closely aligned to the Malpractice Policy)

- You are expected to behave in a professional way and treat your fellow students, staff and visitors to LCBT with respect. This also includes expectations of behaviour outside of the college or via online learning (where applicable).
- Any breach whatsoever of the EFI Group Student Charter and/or local college rules as outlined at section 4.0.

### **WHAT IS CONSIDERED GROSS MISCONDUCT?**

- Examples of gross misconduct include but are not limited to:
- Endangering safety of the EFI Group community.
- Malicious communications, relating to the EFI Group or any of its colleges/divisions, staff and students including those sent electronically or via social media platforms;
- Verbal abuse of staff or students;
- Possession (or being under the influence) of any substance that impairs judgement or decision making or is being used against its intended purpose (i.e. illegal drugs, legal highs, alcohol, non-prescribed medication etc). **Any student who is found in possession of illegal substances will be permanently excluded immediately. Whilst they will still have the right to appeal, there will be no gross misconduct panel meeting.**
- Wilful damage to property.
- Misuse or mistreatment of EFI Group IT equipment or data.
- Any behaviour that breaches the EFI Group Equal Opportunities Policy or hate crime: discriminatory conduct targeting race, religion, disability, sexual orientation, transgender identity.
- Bullying, including cyberbullying.
- Sexual misconduct, including harassment.
- Possession of offensive weapons.
- Theft or dishonest acts.
- Making a malicious allegation against a member of staff or a student.
- Bringing the EFI Group or any of its colleges/divisions into disrepute.
- Assaults or fighting.
- Failure to comply with a previously imposed penalty or condition under this Policy or any other EFI Group rule or regulation.

### **WHAT HAPPENS IF I DISPLAY MISCONDUCT/GROSS MISCONDUCT?**

Your behaviour, attendance, and engagement will be closely monitored by staff across EFI Group and the individual colleges. Where behaviour falls below expectations this will be identified as misconduct/gross misconduct, a process of reviewing this and considering a way forward will be instigated.

The process is broken down into informal intervention, and three formal phases. However, it is not a linear process, and you may remain on lower phases without progressing to more formal stages if thorough support and management show improvements in progression and engagement. Prior to any action being taken, staff will seek to 'REDIRECT and REMIND' students of their commitments as identified in the Student Charter.

- Informal [Verbal Warning]: where issues are identified regarding your performance or behaviour, you will meet with your tutor to discuss concerns and work supportively to rectify the issues. You will work with your tutor to create an action plan with timely, agreed targets for improvement which will be reviewed within determined timeframes.
- Stage I [Formal]: where you fail to make sufficient progress or engage with support (both academic and from Student Wellbeing if appropriate), you will enter a formal process. This will require a further, formal meeting with your tutor and relevant Programme Manager.
- State II [Formal]: If you fail to engage with earlier support or exhibit behaviours of more serious concern/show a wilful failure to learn, you may be escalated to a stage II intervention. This will require a formal meeting with the relevant manager and Head of Curriculum (or their nominated representative).
- Stage III [Formal]: this is the final and most serious stage which can result in exclusion from the college. This stage will be triggered following failure to respond to earlier stages of intervention, or where gross misconduct is flagged. Depending on the nature of the misconduct or behaviour, this phase will either result in a final written warning with conditions, or exclusion. This will require a formal meeting which will be chaired by the Head of Student Experience. The relevant Head of Curriculum will also be in attendance, and a member of Curriculum Admin may be present to take notes. You will receive notice of this meeting, and this will also be sent to parent/guardian/carer should you be under the age of 18. The outcome of a Stage III will be confirmed within five (5) working days.
- Between each stage, formal to Stage III, review meetings will be scheduled to ensure students are making progress and to review any supportive interventions that may be necessary. Review meetings will normally be monitored by your tutor, or a member of staff who has been involved in the disciplinary process. Please note that if you are under the age of 18, your parent/guardian/carer will be notified should your conduct trigger any of the four stages outlined above.

**WHAT HAPPENS IF I DON'T ATTEND ANY OF THE MEETINGS?**

Every effort will be made to ensure any informal or formal meetings are scheduled to ensure you are able to attend. However, if you do not attend a confirmed meeting, a decision regarding your progression or targets will be made in your absence, using the evidence available relating to your behaviour/attendance/engagement/incident. You are advised that non-attendance may count negatively towards any final decision.

**CAN I BRING SOMEONE WITH ME TO A DISCIPLINARY MEETING?**

You are able to bring a parent/guardian/carers or ask for a member of the Student Services Team to attend any of the formal stage meetings (Stage I-III) with you. You must confirm the name of the representative in advance, and you will be reminded of this when a meeting is scheduled.

**HOW MUCH NOTICE WILL I GET FOR A FORMAL STAGE MEETING?**

You will receive at least 2 working days' notice of any scheduled formal stage meeting. It may not be possible to schedule these on your timetabled days and, in this case, every effort should be made for you to join online via MS Teams. If you are under 18, notification of the meeting will also be sent to your parent/guardian/carers.

Where gross misconduct is evidenced, a formal stage meeting may be held immediately, depending on the severity of the misconduct.

**DOES THE COLLEGE SUSPEND STUDENTS?**

The college reserves the right to suspend students where a student is subject to a criminal charge or to a police investigation or if the student poses a risk to themselves, other students, visitors to the college or to college property. The Head of Student Experience or a member of the Senior Leadership Team (SLT) or Executive Leadership Team (ELT) may take a decision to suspend a student or limit their interaction with the college community pending a disciplinary stage meeting, police investigation or criminal proceedings (as appropriate).

Where the decision to suspend is taken, this will be from immediate effect and the student may be escorted off the premises. However, the safety of the student will be taken into consideration and if the student is under 18 the parent/guardian/carers will be informed of the suspension, and steps will be taken to ensure that the student can get home safely.

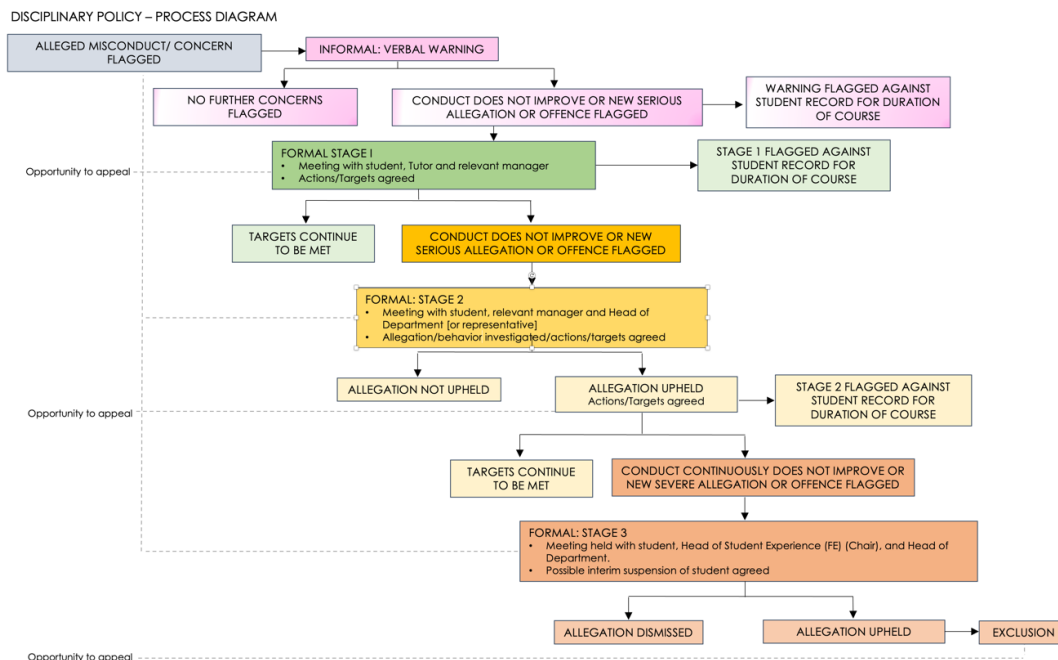
If you are in a position of suspension, you will receive written confirmation of this decision which will also be sent to the parent/guardian or carers if the student is under 18. The confirmation will include a full rationale as to the reasons for the suspension and will advise on any next steps to be taken and the extent to any restrictions in relation to studentship at the college. Every effort will be made to minimise the effect of suspension on a student's capacity to engage in a learning experience at the college, pending the internal stage meeting/police investigation or criminal proceedings (as appropriate).

## DOES DISCIPLINARY ACTION GET LOGGED AGAINST MY STUDENT RECORD?

Yes. All stages of the disciplinary process (including the formal verbal warning stage) will be formally logged on your Student Record.

## CAN I APPEAL A FORMAL STAGE DECISION?

You have the right to appeal against a Stage II decision. All appeals should be directed in writing to curriculum@lcbt.ac.uk within five working days of the Stage II decision being confirmed. You must include evidence to support your appeal for it to be considered; **without evidence appeals will be rejected**. All non-academic appeals will be referred to the Principal & CEO who will nominate two members of the Senior Leadership Team (SLT) to consider the appeal. The outcome of your appeal will be confirmed in writing to you via email within five working days of receipt of the appeal.



## 8.4 ASSESSMENT & FEEDBACK

Various methods will be used to assess your learning against the required course/unit learning outcomes. These may include a range of the following depending on your particular subject area or discipline (please note that this list is not exhaustive, and other methods may be used);

- Practical or project work (depending on the course this might be a garment, treatment, publication, look-book, blog, campaign, video, store concept and 3D window, capsule collection, etc)
- Online tests
- Computer based activities

- Prepared writing (essay, business plan, brand report, Comp Shop etc)
- Presentation (verbal) (group or individual)
- Research projects & Project proposals
- Reflective statements/Evaluations
- Portfolio of a collection of work;
- Workshop based activities.

The nature of assessment will depend on the discipline you are studying, and the rules and regulations of the Awarding Body for your qualification. However, the EFI Group has agreed an assessment framework which includes key principles that govern all assessment no matter the type or method.

The following types of assessment will be used across your learning:

- **Formative:** this is the method of assessing you while learning is happening, rather than at the end of a unit or particular topic. It will not normally result in a mark or a grade and is usually conducted through methods such as; verbal feedback, targeted questioning, in-class activities, mock assessments or practical exams, one-to-one tutorials or group tutorials, or peer self-assessment. Essentially, formative assessment is integrated and continuous; supporting you to develop your understanding, knowledge and skills and your progression through the course.
- **Summative:** this is the method of formally evaluating your understanding or practical skill against the required outcomes and assessment criteria. For summative assessment, your performance will subsequently be measured by a grade. This assessment will normally happen at the end of a unit or topic and your progression may be subject to a successful summative outcome.

The EFI Group assessment principles are:

- All assessment will be explicit, transparent and fit for purpose, and ensure fairness of treatment for all students.
- All students will be provided with full and accurate information on all aspects of assessment.
- Assessment will enable students to develop personal, social and employability skills that prepare them for their career aims within their chosen discipline. All students will receive clear and helpful feedback on their work, outlining how they can improve in order to effectively progress through their studies and continuously enhance their skills.

- All assessment will be marked in line with the required qualification marking criteria as defined by the relevant Awarding Body, and as specified for a unit/module/assessment element.
- Assessment will be designed and implemented in a meaningful way and not one which creates an unnecessary burden for staff or students. Assessment practice and activities will be continuously reviewed to assure currency and impact.
- Assessment activities (formative) may support staff in identifying gaps in student understanding to further inform teaching and learning delivery, or support needs.

### **HOW WILL I KNOW WHAT MY ASSESSMENT IS?**

All assignments, practical activities, and projects which contribute to the submission of an assessment will be presented to you in advance and briefs will be available to reference on your VLE page. Time will be allocated in class for tutors to go through the nature and expectation of assessment, in line with the assessment or module brief. You will always have the opportunity to ask questions to ensure you understand what is required from the assessment.

### **WHERE CAN I FIND MY DEADLINE OR DATE OF ASSESSMENT?**

All assessment deadlines or dates will be clearly outlined to you within the assessment or module brief. You are responsible for ensuring you understand any rules around deadlines, and that you formally note the date of any submissions.

### **WHAT HAPPENS IF I HAND IN LATE OR DON'T ATTEND AN ASSESSMENT?**

EFI Group stipulates that all work must adhere to deadlines, and all students are expected to attend any practical assessments. No extensions will be given unless there are extraordinary circumstances. Failure to adhere to rules around deadlines or assessment dates may result in penalties being applied, or failure of the unit/module/qualification overall.

### **WHAT IF I AM UNABLE TO UNDERTAKE ASSESSMENT OWING TO ILLNESS OR AN UNFORESEEN EVENT?**

We understand that there may be exceptional or special circumstances that may prohibit you from being able to undertake assessment; whether this be completing a project or portfolio or attending a practical assessment or examination.

Normally, if it is considered that you have been impacted by something outside of your control, there will be a process which will review your circumstances and consider whether a new deadline, or accommodated assessment, may be required.

The rules here will depend on the Awarding Body regulations which govern your qualification and may differ across disciplines. It is important to note that any request

for extenuating or special circumstances will require official evidence to support any claim.

You will be able to find further information about the process for your qualification on your VLE page, or by emailing **qae@efigroup.ac.uk**. Where an exceptional or special circumstance impacts your ability to attend an examination, you should inform your tutor in the first instance or liaise with **registry@efigroup.ac.uk**.

### **IF I FAIL A UNIT OR MODULE CAN I CONTINUE?**

This will depend on the Awarding Body regulations which govern your qualification. If your qualification is made up of units, modules or projects (terminology may differ across qualifications), you are normally required to complete or successfully pass each of these to achieve the overall qualification.

For most EFI Group qualifications, students will not be permitted to progress in-year unless units, modules, online examinations or projects are passed. This means that, in some cases, failure to achieve a unit, module, online examination or project within the timescales indicated will result in exclusion from the course. Internal progression will be formally overseen by a Progression or Assessment Board, chaired by the Director of FE.

You will find further information on how your specific qualification is structured on your VLE page, outlined in your module or assessment brief, via your tutor or by emailing **qae@efigroup.ac.uk**

### **IF I FAIL AN ASSESSMENT, WILL I GET A CHANCE TO RE-TAKE IT?**

For most of our courses, students will be allowed one further attempt to pass an assessment or online examination. The rule here is governed by the Awarding Body for your specific qualification. You will find further information on how your specific qualification is structured in terms of retakes or resubmissions on your VLE page, outlined in your module or assessment brief, via your tutor or by emailing **qae@efigroup.ac.uk**

### **WILL I GET FEEDBACK ON MY ASSESSMENT?**

Yes. Feedback will be continuous following formative assessment and may be verbal, written, or include an 'indicative' grade. For summative assessment, you will receive a grade and written feedback (normally this will be electronic but for some practical assessments this may be hand-written while the assessment is being observed). Whether verbal or written, feedback should always outline what you did well, what you could improve, and the key targets for future success.

The nature, terminology and grading outcome may differ depending on your subject discipline, and the marking criteria which governs the qualification as defined by the Awarding Body for your course.

### **HOW LONG WILL IT TAKE FOR ME TO RECEIVE FEEDBACK?**

Any written feedback for summative assessments will be provided to you within two weeks (14 days). For some assessments, feedback will be more immediate. In exceptional cases, feedback may take longer. Where this happens, you will be informed as soon as possible so that you can plan accordingly.

You should also be receiving continuous feedback on learning through in-class activity so don't forget that feedback is not always about getting a grade or passing an exam

The methods for receiving feedback, and notification of where this will be published, will be outlined to you at the start of your course. If you have any concerns or questions relating to receiving feedback, please contact your tutor in the first instance.

### **HOW CAN I BE ASSURED MY ASSESSMENT HAS BEEN FAIRLY MARKED/GRADED?**

No matter the discipline, all assessment across all colleges is required to go through a rigorous process of 'internal moderation' (sometimes referred to as 'internal verification', or 'internal quality assurance'). This means that assessment is looked at internally by impartial members of staff, through a variety of means (observation, 'blind' marking, sampling of work) to ensure all grading or assessment decisions are accurate and fair. In addition, all summative assessment outcomes are 'externally moderated' ('sometimes referred to as 'external verification' or 'external quality assurance') by a nominated Officer from the Awarding Body for the qualification.

You can therefore be assured that all grading and assessment is carried out within a clear and monitored framework for assuring accuracy and fairness.

### **CAN I APPEAL AN ASSESSED GRADE?**

Students will normally be able to appeal an assessment decision although the process for which you will need to take will depend on the qualification you are undertaking, and the appeals policy for the respective Awarding Body.

The Awarding Body rules will outline what the grounds of any appeal may be. Normally, students will not be able to appeal on the grounds that they do not agree with the academic judgement of the assessor. Appeals will normally require supporting evidence to be provided. Further information on appealing an assessment decision can be obtained from [qae@efigroup.ac.uk](mailto:qae@efigroup.ac.uk).

### **I HAVE AN EVIDENCED LEARNING NEED. WILL THIS BE CONSIDERED IN ASSESSMENT?**

If you have a learning need, you should work closely with Learning Support to develop an Individual Learning Plan (ILP) which will outline how the college can accommodate your learning to ensure that you are not disadvantaged. This may include adaptations for assessment. Your tutors will be aware of any accommodations that are required to be in place and will work closely with Learning Support to continuously review progress and ensure your ILP remains effective. A formal record of your ILP will be

held by Learning Support and will be available to you. Where accommodations relate to extended deadlines, this will be clearly outlined within your ILP.

## **8.4 AUTHENTICATION: ACADEMIC MISCONDUCT & MALPRACTICE**

No matter the type of assessment, it is crucial that the work you produce or undertake can be authenticated as your own. For written submissions, tutors may use plagiarism detection software which helps us to identify and detect any misconduct in assessment. Additionally, misconduct may be flagged by the tutor or Assessor via poorly cited or unreferenced use of sources, identification of work previously submitted for an earlier assessment, suspicion of commissioned work or discrepancies with a student's profile (for example, a change in the style of a student's work which is inconsistent with their profile), or through observation of cheating or malpractice in a practical exam.

Your tutor will go through expectations relating to authentication with you so you are clear on how to successfully complete assessment. This will include guidance on citation and referencing which must be followed where appropriate to the assessment. For some courses, students are required to submit a signed declaration with every submission to confirm their work is their own. These declarations are then audited by the relevant Awarding Body.

It is crucial that you familiarise yourself with the expectations around authentication for your qualification. Where there are doubts regarding the integrity of a student's work, this will be pursued and investigated and may result in the failure of assessed work, or, in some cases, exclusion.

### **WHY IS AUTHENTICATION SO IMPORTANT?**

Your qualification requires you to submit work that is genuinely your own. This safeguards the integrity of academic standards and allows you the freedom to build your own ideas and knowledge whilst respecting and acknowledging the work of others.

### **WHAT IS PLAGIARISM?**

This is when you present other people's work or ideas as your own without appropriate referencing or acknowledgement.

### **WHAT DOES 'COMMISSIONING' MEAN?**

This relates to work submitted by students that has been written in whole or in part by another individual; for example, a family member, friend, or essay mill. Purchasing work and presenting it as your own is deemed as misconduct.

### **WHY CAN'T I SUBMIT PREVIOUS WORK? IT'S STILL MY OWN WORK SO WHY IS IT A PROBLEM?**

Whilst it may seem like it is reasonable to reuse extracts from previous submission this may be considered misconduct. If you wish to refer to previous work you must reference this in the standard way.

### **WHAT HAPPENS IF I AM SUSPECTED OF CHEATING OR ACADEMIC MISCONDUCT?**

If your tutor or assessor identifies a need to ratify the authentication of your work, you will be notified that an investigation will be progressed.

This will normally start with a professional conversation (sometimes referred to as a 'viva'), where the tutor or assessor will speak to you about your work and consider whether you are able to demonstrate the knowledge required.

If, following the discussion the allegation of misconduct or malpractice is upheld this could result in a number of outcomes (this list is not exhaustive and action will be dependent on Awarding Body regulations, level of severity, and subject discipline):

- The work is marked with the elements of plagiarism discounted;
- The work is failed, and the student is advised to resubmit. Usually, the resubmission will be the last chance the student has to achieve and continue to progress.
- The practical assessment is void and the students is required to be reassess at another scheduled time.
- In severe cases, an internal investigation of the misconduct may be undertaken by the college Head, or a member of the QAE team.

Depending on the level of severity and outcome, the Awarding Body may also be notified of the misconduct.

Efforts will be made to ensure that any outcome is supported by guidance and study sessions to ensure that you understand expectations around academic misconduct or malpractice moving forward.

## **8.5 ARTIFICIAL INTELLIGENCE (AI)**

The use of artificial intelligence (AI) has become prevalent within the education sector and we recognise that this can be a tool to support and enhance your education, as well as prepare you for industry expectations. However, in line with the above, it is important that the work you produce is primarily your own and that you are able to clearly demonstrate your knowledge and skills through assessment. AI should only be

used as a tool to enhance and build on prior knowledge and should not be used as a substitute to complete work.

### **WHEN IS IT ACCEPTABLE FOR ME TO USE AI?**

To facilitate best practice when using AI you must take accountability for your work and ensure that ethical use is put at the forefront of this practice.

Where AI has been used transparency must be provided. All work that has been produced with the assistance of AI should be referenced and include citations. AI should not be used solely to produce work. It is the expectation that your own knowledge along with wider research from credible sources is included within the work to authenticate the information used from an AI platform. AI can also be used to generate evidence in assessment if it is used in accordance to the guidelines below:

- All students must take full responsibility for their submissions ensuring that AI use is properly acknowledged and aligns to the assessment requirements.
- ANY AI tools used in assessment as evidence must be clearly and correctly referenced specifying their role and contribution to the final work in line with the LCBT AI policy.
- AI-generated outputs must not be presented as your original work. Students must acknowledge and integrate these outputs transparently in your submissions.
- While AI can help generate ideas or refine outputs, the final work must demonstrate a student's own knowledge and skills to meet the course criteria. This includes personal understanding, decision-making, and creativity. AI should be used as a supporting tool rather than a substitute for work.
- Students must maintain a record of the prompts used to generate AI outputs and include this as part of the assessment process, ensuring transparency and accountability. This is a requirement in assessment and failure to provide this will invoke the academic misconduct and malpractice process.

### **WHAT ARE EXAMPLES OF MISUSE?**

Examples of misuse include:

- Copying or paraphrasing sections or whole responses of AI-generated content.
- Using AI to complete parts or whole pieces of an assessment, and rewriting text.
- Using AI to create images, design work and code.
- Failing to acknowledge and correctly reference the use of AI tools when they have been used as a source of information.

Submission of work incorporating the above does not reflect an authentic presentation of your work, and where there are doubts around authenticity, the academic misconduct and malpractice process will be enforced. Staff are trained to be able identify AI use and if an allegation of the misuse of AI is upheld, this could result in

assessment failure, or, in some cases, exclusion. It is imperative that you can demonstrate your own skills and learning through assessment, with AI serving as a supplementary tool only to build upon prior learning rather than as a substitute.

### **WHERE CAN I FIND OUT MORE ABOUT USING AI CORRECTLY?**

Further advice and guidance for students on the use of AI and EFI Group expectations in relation to this can be found on your course VLE page and there is a separate student FAQ document to support your understanding here.

In addition, the Library team will undertake referencing and AI drop-in sessions to ensure wider understanding of AI use. The Library are also on hand to answer any questions you have on this issue, or you can email [qae@efigroup.ac.uk](mailto:qae@efigroup.ac.uk).

## **8.6 ACADEMIC APPEALS**

In line with information outlined at 8.4, you may be able to appeal a summatively assessed grade. The exact process will depend on the qualification that you are undertaking, and the Awarding Body regulations that govern appeals.

However, generally, you will be able to appeal a grade if:

- There has been a material irregularity or significant administrative error made by the LCBT in the assessment process.
- The assessment was not conducted in accordance with the regulations for the course.
- Your performance in assessment was affected by illness or other factors which, for valid reason(s) you were unable to divulge before the meeting of the Examination Board and external moderation (i.e. you had exceptional/special circumstances).

Appeals must be supported by formal evidence. Normally you will not be permitted to appeal on the basis of academic judgement i.e. because you disagree with the assessor's grade.

For further information on academic appeals for your qualification, please speak to your tutor or contact [qae@efigroup.ac.uk](mailto:qae@efigroup.ac.uk).

## **8.7 COMPLAINTS**

We aim to provide a high standard of service which covers the quality of our provision and the care that we give to students. However, we recognize that sometimes things may go wrong, and we therefore have a robust complaints policy in place to allow you to raise any significant concerns.

In the first instance, complaints are required to be addressed to the person concerned, to see if a resolution is possible. Following this, where students still wish to make a complaint the formal EFI Group Complaints Policy should be followed which is available on the EFI Group and college websites. Where you require support in undertaking a complaint, Student Services will be able to advise.

## 8.8 WITHDRAWING

Wherever possible, LCBT staff will work with you to avoid the possibility of withdrawal\*. If you are struggling with any aspect of your course; for example, you may be having difficulties in attending or completing work; it is crucial that you flag this to your tutor or to a member of the Student Services as soon as possible so we can look at ways that we can help and support you as appropriate.

However, should you make the decision to withdraw from the course owing to a change in circumstances or any other reason, you will need to work with your tutor to complete a withdrawal form. Once completed, this will then be sent on to Student Registry who will update your student record.

Please note that you may be liable for fees if withdrawing from your course. For further information or advice, please contact the Finance Team **[LCBTfinance@efigroup.ac.uk](mailto:LCBTfinance@efigroup.ac.uk)**

\*Withdrawal is separate to exclusion. Withdrawal refers to a student removing themselves from a course, whereas exclusion is a decision taken by EFI Group and its Divisions to not allow a student to continue with their studies; for example as a result of disciplinary.

## 9.0 KEY CONTACTS

COLLEGE RECEPTION:	Concierge@efigroup.ac.uk
WELLBEING:	LCBTwellbeing@efigroup.ac.uk
SAFEGUARDING:	LCBTsafeguarding@efigroup.ac.uk
LEARNING SUPPORT:	LCBTLearningsupport@efigroup.ac.uk
CURRICULUM ADMIN:	Curriculum@lcbt.ac.uk
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## 10.0 GLOSSARY

Academic Year	Autumn, spring, and summer terms generally make up an academic year. A standard academic year runs from Sept-June.
Alumni	Graduates of the college (or EFI Group collectively).
Assessment	Process of considering a student's academic ability and work throughout a course i.e. through essays, examinations, practical demonstrations etc.
Artificial Intelligence (AI)	Technology that enables computers and machines to simulate human intelligence and problem-solving capabilities.
Bursary	Financial award granted by the college to a student. Bursaries have strict criteria and are usually for a fixed amount.
Career Fair	Events which invite industry representatives to share information regarding key roles and provide recruitment information to upcoming graduates.
Certificate	An official document which confirms student achievement.
Chat GPT	A type of AI that can understand and generate natural language text.
Closed Examination	Examination where students are not allowed to refer to books or notes and have a specific time to complete a set number of questions.
Curriculum	Refers to the specific lessons and subjects that students will learn across their course, or the general array of courses offered.
Discipline	Overarching areas of study. For example, business, design, beauty, hairdressing etc.
Essay	Assignment consisting of an extended piece of writing. Often outlines an argument and presents conclusions.
Examination Board	A local or national process of validating award qualifications.
External Moderator	Sometimes referred to as an 'External Quality Assurer (EQA)'; subject expert from the awarding institution that checks marks and grading of assessed work and monitors the compliance of a centre from a quality perspective.
Fail	Indicates a student has not met the requirements to achieve the unit/module/assessment/qualification.
Feedback	Can be written or verbal; refers to information relation to a student's performance in a task or assessment. Should also outline the basis for improvement moving forward (sometimes referred to as 'feed-forward').
Fees	May refer to tuition, services, or resources to be paid.
Guest Tutor	Normally an external facilitator delivering bespoke content i.e. from industry.
Independent Study	Sometimes referred to as 'coursework', this is work which is undertaken outside of a facilitated classroom, usually to achieve the outcomes of the course, and assessment requirements.
Individual Learning Plan	(ILP) – a plan which outlines accommodations required to be made to support a student's learning journey. Usually based on one or more evidenced learning needs.

Pass	Indicates a student has met the requirements to achieve the unit/module/assessment/qualification.
Plagiarism	To take the work/words/ideas of someone else and pretend it is your own.
Portfolio	Collection of original work.
Practical	Non-written work that is performed by a student either alone or as a member of a group.
Probation	Initial period of study where a student's commitment to learning and academic performance is monitored to inform successful progression.
Reading List	List of books or other resources that students are expected to read for their particular course.
Reference	Statement about a person's abilities and character.
Re-sit	To re-take an examination, usually because of failure in the previous examination.
Resubmission	To submit a piece of work again following revisions or changes (usually as a result of a failed assessment or activity).
Referral	Another opportunity to pass assessment.
Transcript	A document which outlines the overall learning achieved, broken down to unit/module level.
Tutor	Person responsible for facilitating teaching or learning activities. This may also be referred to as; Group Leader, Lecturer, or Unit/Module Tutor.
Tutorial	One to one or group discussions, led by a tutor, where a topic is discussed in depth. Also, can be an opportunity for individual challenges to be discussed between a student and tutor.
Non-standard delivery	A course which runs outside of a normal academic year, or a shorter programme i.e. a fast-track, or accelerated course.
UCAS	The Universities and Colleges Admissions Service. UK national organisation that administers applications for entry onto full-time UK Higher Education programmes.
Viva	Interview or discussion between key staff and students on material studied to test understanding of knowledge and skills required.
Work Enrichment	Refers to any activity which allows students insight to the experience of working, or their chosen subject discipline. For example, industry-led projects and assignments, work placement, trips etc.