AIM UNIVERSITY GROUP

Academic Standards For Continuation In The Program

THE ACADEMIC POLICY HANDBOOK

AIM University Group's Academic Standards For Participation And Continuation In The Program

(created, December 26, 2019)

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1. COURSES AND CREDIT HOURS

- BTEC Level 5 Higher National Diploma (called HND) is our undergraduate program. To complete the college successfully with the level 5 HND, a student must accumulate a minimum of 210 total credit hours. Learners with the level 5 HND will usually apply to university and gain admission to the final year/s to top-up the bachelor's degree. Some learners may choose to enter employment prior to the degree top-up.

- BTEC Level 7 Professional Extended Diploma (called PgD or PgDip) is a graduate program. To complete the college successfully with the PgDip, a student must accumulate the minimum of 120 total credit hours. Learners with the level 7 PgDip usually advance to final year of university to top-up the master's degree.

- For undergraduate students who start as first year students or transfer students, there are three (3) no-credit courses to take - Conversational Spanish, College Seminar, and Researching and Writing Across The Curriculum - plus a minimum of 240 credit semester hours on the program.

- For graduate students, the requirements include College Seminar, and Researching and Writing Across The Curriculum plus a minimum of 120 credit semester hours.

- Students will find the list of courses which are to be covered in their programs at three places: the college's website; the program specification handbook; and on the course audit form.

2. AIM OF THE ACADEMIC STANDARDS SET OUT IN THIS DOCUMENT

All students are expected to make progress toward completion of their diploma as outlined in this guideline about "Continuation". Failure to meet the performance standards required for continuation will lead to academic probation which includes the mandatory assignment to a private tutor and counseling. Where the student's grades do not improve, the Head Of Faculty will recommend that it is in the student's best interest to discontinue the program.

AIM University Group wants to give all students the opportunity to demonstrate their scholastic ability, but it is not in the best interest of either the students or the College to allow a student to continue indefinitely in an educational program in which they are not producing satisfactory results. This document delineates and explains key academic terms, grade rules, and academic policies that are relevant to every student entering the College. It also outlines the results the student must maintain for continuation.

3. KEY TERMS

- *Program* is used to describe all the course units that must be completed to achieve the BTEC award that you are registered on.

- *Course units,* also called *units* are the different subjects that you must study on the program. Each new semester you will take 3-4 different units until you have completed all the requirements.

- *A year* is normally interpreted as two full semesters or the equivalent. Usually students will be promoted at the end of a year of work for continuation in the program if they have met the minimum academic standards outlined in this document for continuation.

- *A full semester* is one in which a student enrolls for 45 or more semester hours; two or more partial semesters in which a student enrolls for less than 45 semester hours, but which taken together are equal to or more than 45 semester hours will count as one full semester.

- Every unit has learning outcomes (LO). Learning outcomes are what the students should know and be able to do upon completing the unit. To test the level of students knowledge and competencies, these learning outcomes are broken down into specific assessment criteria that the students must meet to pass the course or earn higher grade such as merit and distinction.

- *Assessment criteria* on every unit are identified with letters such as P, M & D. P for pass, M for merit, and D for distinction. For example, *P1. Explain the roles and functions of marketing in an organization in the travel and tourism sector*.

- The college develops *Assignment Briefs* commonly called Term Papers. The assignments are developed with instructions and supported by grading criteria to direct the students in meeting the assessment criteria. These assignments identify with the assessment criteria in the learning outcomes and students will undertake the questions/tasks set out in the Assignment Brief for pass, merit and distinction grades.

- *Tasks* are what the students are asked to do in the assignment. Every assignment usually have a command verb, subject, theoretical underpinning, and a scenario. The student will carry out the tasks of conducting research in the subject area, and presenting the information by explaining, comparing, assessing etc. and discussing the subject in line with the case study. Example: *P1. Explain the functions of marketing in an organization in the travel and tourism sector*.

- *Grading criteria* are benchmarks that we use to develop and measure students who can independently meet the course's core standards. These core standards are grounded in our philosophy that the outcomes of participation in higher education are *independent, analytical, creative and critical thinkers*. To make these core standards of the course transparent to students we use a practice of _standards-based grading_ to assess:

  ○ Good research practice of investigating, validating and correctly referencing all ideas and information produced in your assignments. Reference the sources both intext and end-of-text.

  ○ Robust and synthesized discussions which independently and consistently demonstrate extensions of knowledge by using analogies and/or finding connections amongst ideas to integrate the case study and areas of study;

  ○ suitable standards of expression – correctly using concepts, vocabulary and grammar;

  ○ correct application of the command verb to the subject and scenario given;

  ○ Efficient organization of the presentation/ report/essay with four key sections: introduction; research findings; discussion; and the recommendations and conclusion.

4. ACADEMIC STANDARDS FOR CONTINUITY ON THE PROGRAM:

4.1. Minimum requirements for continuation on the HND from year to year:

- *First Year*: a minimum of 60 semester hours passed after two semesters on first year and all work attempted on the year;

- Second Year: a minimum of 90 semester hours passed after two semesters on sophomore and on all work attempted on the year;

- Third Year: a minimum of 90 semester hours passed after two semesters on junior standing and on all work attempted on the year.

4.2. Minimum requirements for continuation on the PgD from year to year:

- *First Year*: a minimum of 45 semester hours passed after two semesters on first year and all work attempted on the year;

- Second Year: a minimum of 90 semester hours passed after two semesters on sophomore and on all work attempted on the year;

5. ACADEMIC WARNING AND PROBATION

Any student whose performance falls below the *minimum requirement for continuation on the program* will be placed on academic probation. The director of student Services who is responsible for managing the students' performance in the program, at his/her discretion, and irrespective of grades, can declare probationary status for any student who, in their opinion, is not properly using his/her time and talents. Students who are on probation will be required to work with an adviser in the Student Support Office to create a plan of action for the probationary period.

Students on academic probation will also be required to work with a private tutor and mentor to improve their performance. Students on probation or warning will be expected to focus their time and energy on their studies in order to bring their work to the required standard. They should be especially diligent in attending to their academic responsibilities and refraining from participating in any activities that might interfere with their scholastic performance.

6. WHAT HAPPENS AFTER 56 - 60 MONTHS PASSED ON THE PROGRAM?

During the GRACE PERIOD, a student must make satisfactory progress toward fulfilling requirements for the diploma. If you discontinued, deferred or withdraw but failed to complete the diploma/certificate within 56-60 months on the program, you must start over the program. WHAT HAPPENS AFTER 56 - 60 MONTHS PASSED? You MUST reapply and start over at freshman year. We do not store the records of students who discontinued the program for longer than 56 - 60 months. After this period your record is expunged from our system and thus you are unable to request any details of your time at the college. If you wish to further your study here, you must apply, go through enrollment, induction and orientation, and start at freshman year.

7. GRADE RULES AND THE APPLICATION OF THE GRADE SCHEME

7.1.   PASS GRADE

When the student carries out the tasks correctly, the grading criteria are achieved. Thus, if the student achieves the grading criteria for a task listed as P1, a pass grade is awarded for that question/task. If the student achieves pass grade on all the tasks identified by 'P' on the unit (e.g. P1, P2, P3, P4, P5 & P6 etc.), the student will be awarded a pass grade for this course unit.

To be awarded Pass Grade the student will usually be required to demonstrate the ability to apply research strategies to straightforward tasks (with some guidance from the instructor).

Here is an example of the application of the grading criteria to an assignment for a Pass.

7.2.   A SAMPLE ASSIGNMENT:

- Topic: P1 *Explain the roles and functions of marketing in an organization in the travel and tourism sector*

- Scenario/Case Study: *You are the Marketing Manager at Jet Blue and are asked to study and report on the topic, then present the information to the new Director Of Marketing.*

- Further Instructions*: Create a neatly presented 750-word business document using academic conventions. There should be at least six (6) significant findings from credible sources. You should use Harvard Referencing Style correctly and show good grasp of the English Language through-out the work. Type the work in Microsoft word with font type Arial and font size 11. Double space your work, edit, save as pdf, and upload for marking on or before the deadline shown on the Academic Calendar. You may use www.citethisforme.com to assist with the referencing, and www.grammarly.com for editing. You will also need to do a plagiarism check using a recommended software found at www.grammarly.com or www.duplichecker.com. Save the plagiarism report in a separate document and submit with your work. Your plagiarism scan should not report more than 9% similarity with other work.*
    - *Plagiarism is strictly prohibited. You will be immediately given a fail grade for the unit if the marker finds any information lifted from other sources into your work. To avoid plagiarizing/failing, summarize the information and put it in your own words (paraphrase) and reference the sources everywhere in your work that this information is used.*
    - *If you fail to do a task identified as P- Pass, you will automatically fail the unit.*
    - *If you fail to execute these instructions properly, e.g. for word requirements which can be 10% less than or 10% over the given requirements; and/or missing key information in the work.*
    - *If you submit your work after the deadline has passed, you will automatically fail the unit. Late work will only be considered if your ability to timely submit the work is impacted by natural or man-made disaster, illness, death of close relative, or service-man duty. Special consideration is not automatic, you must use the Extenuating Circumstances Form and provide the evidences to request and support special considerations for the late work.*

7.3.   GRADING CRITERIA: WHAT THE STUDENT MUST DO IN ORDER TO DEMONSTRATE LEARNING

To meet the criteria in the task environment you will need to:

1. CONDUCT RESEARCH IN THE SUBJECT AREAS
   a) Identify the organization within the travel and tourism sector for the scenario/case study. You have selected Jet Blue Airlines.
   b) Identify the travel and tourism sector in which the organization (Jet Blue Airlines) operates e.g. aviation, visitor service, travel agency services etc. The correct selection is aviation.
   c) Conduct research using a variety of secondary sources such as textbooks, articles, journals etc. to identify suitable literature covering the functions of marketing in travel and tourism
   d) Conduct further research to identify the functions of marketing in the aviation sector

2. DISCUSS AND PRESENT THE RESEARCH FINDINGS AND ISSUES USING ACADEMIC CONVENTIONS
   Organise and discuss the research findings paying attention to academic conventions such as grammar, word usage, referencing standards and present the work in the four-section layout.

   o *Introduction: say what is the purpose of the paper, what your role is, and very briefly introduce and define the key terms in the topic.*

   o *Research findings: use the research findings collected from the different sources to answer* **what the roles and functions of marketing are in travel and tourism organizations**. *You should correctly reference your sources.*

   o *Discussion: Explain the roles and functions of marketing in travel and tourism organizations. Use analogies and examples to relate how these roles and functions of marketing that you identified are important and significant in aviation organizations like Jet Blue.*

   o *Recommendations/Conclusion: If the instruction advised you to make recommendations you will need to detail a path for the organization to apply/practice the core principles and findings from your research. Where you are not asked to make recommendations, just provide a conclusion. For the conclusion you will restate the purpose of the paper and show the significance of the results to the topic and task you were assigned. This can be a brief statement summarizing the significance of results/outcomes to the organization (Jet Blue).*

Thus, the Grading Criteria measure competencies in both the task environment and academic domains

7.4.   *Download the following guides on our website. Use them to guide the assignments:*
   o Guidelines for researching and writing across the curriculum
   o The Rules of Harvard Referencing Style
   o Words/Verbs to use when referencing sources both in-text and end-of-text
   o Definitions and examples of the use of command verbs
   o Student Exemplars
   o Assignment Briefs for all units

7.5. SAMPLE: CRITERIA FOR THE MARKER TO ASSESS FOR PASS GRADE

GRADING CRITERIA		Were the criteria met?	
Knowledge And Skills Within The Grading Criteria	Evidence Produced	**YES**	**NO**
Good research practice: Able to use/draw on resources / data from a largely prescribed range of sources and literature	Section 2: The student selects six (6) or more relevant literature to cover the key aspects of the topic and demonstrates the ability to identify, access, use data / information from a range of sources for the suggested purpose within the work		
Develop and present robust and well synthesized ideas*:* *Able to compose a constructive argument and (explain/ analyse/ evaluate etc) the key aspects of the subject with some depth of knowledge to demonstrate understanding of the task.*	Section 3: The student presented the ideas coherently and in the appropriate (written, verbal or visual) format while focusing on: the relevance and significance of the information to key aspects of the topic; the interlinking coverage of the topic to decision-making and accountability in the scenario; and the correct use of the command verb in the discussion to demonstrate learning.		
	Section 3: The student applies aspects of the topic to professional work issues and demonstrates the ability to operate and make decisions effectively in situations that are largely practical and requiring accountability in employment / professional contexts.		
Able to draw correct conclusion to produce a thesis	Section 4: The student evaluates both the information and the sources to produce a concise theory about the significance/potential influence of the issues raised within the context.		
Academic Practice / Practical Work: Able to use appropriate and effective academic conventions	The student demonstrates suitable standard of expression in English – correctly using concepts, vocabulary and grammar to create sentences which are accurate and have clarity.		
	There is consistent referencing of a wide range of sources in line with Harvard Referencing Style		
	There is adherence to the word-count that is given for the assignment. The minimum word requirement is achieved or is either 10% more or less than the requirement.		
Name Of First Marker: Dated:	Is the Pass Criteria Achieved?		
	Name of the learner: Feedback to the learner:		
Name Of Internal Verifier: Dated:	Was the work assessed correctly?		
	Was the feedback to the learner appropriate and adequate?		
	How is the feedback to the marker conveyed: Date/s of the feedback:		

7.6.   EARNING HIGHER GRADES

Only tasks which are designated for pass (P) are compulsory, however term papers will have tasks which are designed for both pass and higher order grades. The tasks for merit and distinction are identified by M and D and are NOT compulsory to be done to earn the pass grade on the course.

MERIT GRADE
When the student correctly carries out a task that is listed as M, the grading criteria for merit is achieved. For example, if the student achieves the grading criteria for the task listed as M1, a merit is awarded for that question/task. However, for the student to earn the merit grade for the complete course unit, the students must pass the unit – meaning earning a pass on all tasks marked P – Pass and also achieving all the criteria for tasks marked M-Merit.

DISTINCTION GRADE
If the student achieves the grading criteria for the task listed as D1, a distinction is awarded for that question/task but only when the student achieves all the tasks listed as D in the assignment (e.g. D1 & D2) along with all the tasks listed as P and M, can the student be awarded a distinction grade for the course unit.

7.7.   ISSUING ASSESSMENT DECISIONS AND FEEDBACK

Once the assessment team has completed the marking and verification of an assignment, the outcome is a formal assessment decision. This grade is entered on the students' electronic grade record and reported via email to the students. The information given to the student usually show:
- the grade;
- why attainment against the criteria has/has not been met.
- feedback on how to improve evidence and how to improve in the future.

8.   RESUBMISSION OPPORTUNITY: REFERRED VS FAIL GRADES

7.4. REPEAT UNITS

An assignment provides the final assessment for the relevant learning outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification, and is awarded a referred grade, shall be expected to undertake a reassessment.
- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit. A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

7.5. FAIL GRADE

- A student who fail to pass the unit on both the first assessment and resubmission opportunity, and at the discretion and recommendation of the Principal Director and the Assessment Board, will be made to repeat the unit. Thus, a fail grade is awarded.

- If a student doesn't attempt all the assignments on a course unit, which are marked P (e.g. P1, P2 etc.), the student will see NC/IC for incomplete on the grade sheet. This could be an administrative error and the student has four (4) weeks from the receipt of the grade report to notify the office (via iHelpdesk) of the issue. After the four (4) weeks, IC and NC will automatically change to fail grade and can no longer be changed.

- If a student fails to submit an assignment on the published deadline, a fail grade is awarded.

- If an online or on-campus learner fails to attend the minimum number of classes on a semester, a fail grade is awarded. Students are required to attend no less than (8) of the (12) classes on the unit.

- When a fail grade is awarded, the student must study that unit again with full attendance and payment of the unit fee.

- The grade is capped at a Pass for any unit that is repeated, whether for referred or fail.

7.6. DIFFERENCES BETWEEN REFERRED GRADE AND FAIL

Referred grade (and NOT fail grade) is awarded where the student attempts the P-tasks in the assignment but does not meet the criteria on one or more of them. With referred grade, the student will only make correction to the task/s with the referred grade and not those already passed. Thus, referred grade is different from fail grade. Referred grade is permission granted to the student to make corrections and resubmit for marking while fail grade on any course means that unit and assignments must be taken over on a future semester.

8. APPEALING A MARKING DECISIONS

Students have four weeks from receiving the grades to appeal a marking decision or to notify us of error found on the grade sheet. The request is submitted through iHelpdesk. The Student Services Administrator will accept the request and conduct the initial review. In the case of an administrative error, the correction will be made by the Associate Director, and the grade re-sent.

If it is a re-marking request, the Associate Director will directly handle the case, and communicate with you. S/he will consult a faculty member then declines to or approves the request to proceed. If accepted to proceed, the issue will be referred to the Principal Director. If the Principal reviews and accepts the case, a Second Marker will be contracted to re-assess the paper. The student will now be asked to pay the fee for second marking, then the Marker and Internal Verifier will review the marked script and the grade (same/changed) is sent to the student by email. From approval to the remarking usually takes 4-6 weeks. The Student is kept apprised of the different timelines.

9. GRACE PERIOD

When all courses on the program are delivered, this is end of the scheduled programming. Students needing additional time to complete the requirements for the diploma are granted permission to enroll for distant learning for one semester without paying a continuation fee. This is called the Grace Period. If after the semester of grace is completed and the student has not met the academic standards for the award, in such case, the additional semester will normally be the next consecutive and the student will pay the continuation fee, plus the cost for the units referred or failed work on that semester.

To avoid the continuation fee, students may undertake and pay for the corrections and resit failed units during the regular term. Any outstanding unit can be done during the grace period. In such cases, students pay only for the referred and failed units.

10. BTEC'S CALCULATION OF THE FINAL QUALIFICATION GRADE

10.1. Conditions for the Award of the HND

To achieve a Pearson BTEC Higher National Diploma qualification a student must have:
- completed units equivalent to 120 credits at level 5;
- achieved at least a pass in 105 credits at level 5;
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

10.2. Conditions for the award of the HNC

To achieve a Pearson BTEC Higher National Certificate qualification a student must have:
- completed units equivalent to 120 credits at level 4;
- achieved at least a pass in 105 credits at level 4.

10.3 Compensation Provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15 credit units completed at level 4 and similarly if they have attempted but not achieved a Pass in one of the 15 credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

10.4. Compensation Provisions for the HNC

Students can still be awarded an HNC if they have not achieved a Pass in one of the 15 credit units completed but have completed and passed the remaining units.

10.5. Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only. Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate. Points per credit Pass: 4 Merit: 6 Distinction: 8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

Pearson BTEC Level 4 Higher National Certificate

	Credits	Level	Grade point	STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
				Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

Pearson BTEC Level 5 Higher National Diploma

	Credits	Level	Grade point	STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
				Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

11. ORGANISATION OF THE CLASSESES AND LESSONS

- On-campus classes are in Kingston. Students studying full-time use a mixed-method of having on-campus and online classes. Private boarding arrangements can be made to live on-campus.
- Online classes are live classes held for 1 ½ - 2 ½ hours per day for 3-4 days per week. Classes may be mornings, afternoons, or evenings. Online learners attend the same classes broadcast live from on-campus and take part in class discussions, group assignments and presentations.
- Distance Learning is a more flexible learning method. Distance learners do not attend scheduled classes and access recorded lessons, texts, and learning resources on iTutor. Distant Learners also carry out the same assignments and academic requirement as online and campus learners.

12. USE BLENDED LEARNING TO FINISH THE COURSEWORK ON-TIME

- Some students are studying online, on campus, and distant learning. Some are working students and are only available in the evenings. Some are full-time students and are available during the days. Students should select only the number of courses and times that are suitable. The timetable is thus organized to meet the requirements of all our students.
- Due to our class sizes and to accommodate everyone, some units are organized for daytime and some units are evenings. Also, the units are taught on-campus and the alternate class is online. Distant learners manage their own study time independent of the class schedule.
- Some working students may not be available during the daytime but wish to take those classes to finish on the regular full-time program in 20/24 months. This is how you can achieve this:
  i.   register for all courses listed on the semester's timetable,
  ii.   attend on-campus or online for the units that the timetable makes possible
  iii. register as a distant learner for the units that are impossible to attend due to the schedule. All classes are recorded. If you are taking a unit distant learning this means that you will access the recorded lessons but complete the same assignments and deadlines as on-campus learners. You can also join WeLearn Live, a forum for live chat with instructors. This is a great way to get support on the course content and term-papers.

13. TUTOR AND RESOURCES SUPPORT

- The timetable lists the scheduled classes on the semester. Each class covers specific area from the course content. Syllabus for every unit and some texts are available for free download on iTutor.
- The Tutor will usually make his/her weekly lessons available to students. You will be able to review the lessons on iTutor when it's posted. This is at the tutor's discretion.
- The classes are voice-recorded. You will be able to access the recorded lessons on iTutor if you missed a class or are a distant learner.
- You must access the texts and resources to read in advance of every class as you must participate in the lessons. You should also fully engage your tutors. Questions regarding the lesson content and assignment should be addressed to the instructors during the Q&A session of the class and in WeLearn Live held on-campus or the live forum held on Discord on Tuesdays and Wednesdays.

14. PERSONAL ADVISER-MENTOR SUPPORT

- On your freshman year you will be paired with an Adviser-Mentor. You will schedule a 15-20-minute appointment during the first and last-week of every month. The dates for Adviser-Mentorship week are posted on the Academic Calendar.

- This meeting with your Adviser-Mentor will also be used to read/discuss your completed assignments and request feedback

15. DIFFERENT METHODS OF ASSESSING SKILLS AND KNOWLEDGE

There are many creative forms of assessment with varying evidences that are acceptable methods of assessing the skills/knowledge and will meet BTEC external quality verification:

- Work-based projects evidenced by witness reports, **working logbooks, and reflective journals**

- Research reports, business reports, and case study with essay questions.

- Academic posters, displays, leaflets, PowerPoint (or similar) presentations

- Verbal presentations such as debate, round-table discussions, oral exams, presentations at business meetings, role playing and narrations. For role playing and narration, this can be in real time (in-class) or they will create the video or add a narration to a video using editing software. Power Point or PREZI, scripts, videos and other evidences must be submitted which will be acceptable by our BTEC external quality verifier. For evidence students may also be asked to video themselves completing the tasks that they are assigned. The videos must be edited to create a professional presentation.

- Interview with different sources and recorded using a microphone connected to a PC. The recording is used as evidence.

- Creation of website with fitting contents as instructed. The website itself is the evidence.

- Peer assessment using check lists.

- PowerPoint or Prezi presentation made to selected audience and videoed. Video and presentation together used as evidence.

- Fact Sheets, Brochures and Posters which are to be created for specific audiences, purposes and instructions.

- Theoretical models, objectives and performance criteria for a local company. Report or journal revealing the step by step processes leading to the outcome.

- A blog, editorial or letter in which students record conversations and address the issues raised in the task.

- Delivery of a lesson to a class. Evidence can be the outline of the lesson.

- Self-assessments, peer-assessment and supervisor-assessment in work placement situations. These are evidenced by observation and witness statements for verification purposes

16. COMMUNICATION AND STUDENT SUPPORT SERVICES

ACADEMIC CALENDAR: An Academic Calendar is published at start of every new semester with assignment deadlines and key dates for activities such as induction, orientation, mentorship, extra/curricular activities, and the payment deadline for tuition and BTEC assessment.

ASSESSMENT DEADLINES AND LATE PENALTY FEES: In most cases each unit will have four learning outcomes (LOs). Each LO consists of different tasks (with specific assessment criteria) and has 1 or more tasks. Where there are four LOs, there are four different assignment submission deadlines e.g. LO1, LO2, LO3 and LO4. There is an early deadline and late deadline. Students pay late fee of $12/unit to submit on the late deadline. The cost of printing and plagiarism scanning are included in the revised tuition schedule for fall 2019. Otherwise, students pay-per-page to print their assignments.

ADMINISTRATIVE AND PASTORAL SUPPORT

o   Our student service helpdesk is iHelpdesk. Go to iHelpdesk and write to us with your questions, requests, suggestions and concerns regarding any aspect of your residency at AIM University Group. Students will usually receive a response from the client support team within 24-48 hours of placing the query/request.

o   A support team member is also available to assist you on iHelpdesk Live from 1:30 – 2:00 PM on the weekdays except Fridays. iHelpdesk Live will help to familiarize you with the program information and cover basic queries on your assignments and resources. The session is also available to students who are not on-campus in the iHelpdesk Live Forum on Discord.

o   The meetings with your Advisor-Mentor will enable you to communicate in a more personal way on any issue that you need support and you can also have your term-paper reviewed.

o   Discuss your vision, suggestions and concerns with your elected Student Representatives as they may also sit on AIM University Group's Management Board and influence favorable policies and decisions for student welfare. This way you can ensure that your input is considered.

WeSOCIAL ON DISCORD: Students use this page to interact with each other. General notices for urgent attention or non-academic contents for the community are also placed here by the Student Services Office. Students should not use this page to try to communicate with any member of staff.

NOTICE BOARD ON DISCORD: Visit Discord every day to ensure that you are not missing important information and news. High performing students are highly aware and highly engaged in college life. Go to the Notice Board on Discord for important updates.

STUDENT DOCUMENTS PAGE AT AIMUNIVERSITYGROUP.ORG: Students requesting special conditions due to illness, status letter, information on the program, course audit forms, permission to pay late, appealing NC grades, copies of their enrollment agreement etc. will find all the forms and policies under the 'Student Services' tab on the website.

COURSE AUDIT FORM: Before selecting classes, you are required to download your Course Audit Form. Each semester you will be taking 3-4 new courses until you have completed the units on your program. Course Audit Forms shows all units on the program and the order in which they are delivered across the semesters. These are located on the enrolment tab at https://www.aimuniversitygroup.org/student-services.html .

17. QUALITY AND STANDARDS IN THE ASSESSMENT PROCESS:

17.2.   The Academic Committee headed by the Principal Director will design the term-paper. The Principal Director, who is the Chief Internal Verifier, will ensure quality and standards through setting valid assignments and supervising them during the assessment period.

17.3.   The first assessor is usually the Instructor on the unit. S/he will assess the work and make a judgement against each criterion whether the evidence is present and sufficiently comprehensive. They are required to provide comprehensive feedback to the students to clarify the marking decision and indicate areas of strength and gaps in the work, to engender future corrections and improvements. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

First assessors must ensure that the evidence presented by the student is authentic. During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action using BTEC's policies for malpractice.

17.4.   The Internal Verifier must ensure that the evidence presented by the student is authentic, the grade is appropriate to the evidence seen, and the feedback to the student is actionable.

17.5.   Each centre is expected by Pearson to maintain Assessment Boards for planning and oversight of its BTEC programmes. The main purposes of an Assessment Board are to monitor academic standards and make recommendations on:
o The grades achieved by students on the individual units
o Extenuating circumstances
o Cases of cheating and plagiarism
o Progression of students on to the next stage of the programme
o The awards to be made to students
o Referrals and deferrals.

17.6. The Academic Board and its working committees meet twice on the semester at start and end of the semester to develop and review assignments and marked scripts, and to attend to emerging and outstanding issues. Meeting Agenda and Minutes are published for review by its members and Pearson's International Standards Verifier (ISV). The obligation of the College to maintain an effective assessment board is a requirement by Pearson and QAA as well as for quality management within the College. The reports and minutes provide valuable evidence to address the QAA's Review of College Higher Education process.

17.7. Employers also play a significant role in the design and development of BTEC qualifications, and this input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice. a range of employer engagement activities may include field trips to local businesses, Inviting them to present guest lectures, and to **judge the quality of assessed presentations**.

18.   STUDENT MALPRACTICE

Student malpractice refers to any act by a student that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Because of the vocational nature of BTEC, academic achievement within the program is mainly evaluated on the basis of work that the student produces independently. A student who submits the work, words, or ideas of others without the proper credit to the owner is:

- o dishonest.
- o undermining the integrity of the program and the academic standards of the College

Penalties will range from fail grade for the unit and a written reprimand; to suspension from the semester if the infringement is identified on more than one unit; and expulsion if the offence is committed on more than one semester.

AIM University Group students are expected to tell the truth and any mis-presentation of falsification of facts anddocuments in relations to the academic process is considered malpractice and are in violation of the codes of conduct. Misunderstanding the policies and codes of practice is not an excuse for dishonest behavior and will not be accepted.

All incoming graduate and undergraduate students are required to take an online course on the principles and practices of the College and expected behavior and performance as outlined in the Codes Of Conduct and the Academic Policies And Standards For Continuation In The Program.

19. OBLIGATIONS OF STUDENTS TO ATTEND AND PARTICIPATE IN THE ORIENTATION AND TERM-PAPER INDUCTION SESSIONS

When a new school year or semester is beginning, all new students MUST be present at both the orientation and induction. We do not make any exception to this attendance requirement. If a student is not present for all the sessions, s/he will not be allowed to commence the new semester but will be deferred for the next semester.

Orientation is designed to create informed students who will understand and abide by the codes of conduct and academic policies. Term-paper Induction covers the assignments and referencing rules for carrying out independent research assignments. This helps the students to gain the information, knowledge and understanding to carry out the coursework correctly. Both sessions are instrumental to the new students in learning the IT environment and developing working knowledge of the curriculum, academic requirements, codes of conduct and wider program features.

We believe that strong advisor-advisee relationship is central to creating successful students. Hence, once the new student starts the semester, s/he is assigned to a faculty-advisor and student-advisors for guidance, support and encouragement in a structure mentorship program aimed at helping new students to learn about the college environment, work through challenges in their work, and develop their competence and character.