

BAC International Ltd.

All Policies & Procedures



BAC International
Study Centre

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Learner Recruitment Policy and Procedures

BAC operates in an environment of standard policy regime, of which recruitment policy ensures equality of opportunity to all applicants.

Applications for admission to all courses are considered without regard to any inappropriate distinction e.g. ethnicity, nationality, disability, sexual orientation, gender, religious or political beliefs, marital status or socio-economic background etc.

All Students who have suffered educational hardship or disruption (which includes students with disabilities & special needs), may receive special consideration from BAC Management.

Applications are welcome with excellent academic potential and BAC recognizes the importance of admitting applicants to a course suited to their ability and aspirations. Students need to submit their IELTS certificate before joining the BA (Hons) in Law (Top Up) under University of Derby with minimum 5.5.

Recruitment in BAC depends entirely on merit and on the basis of individual ability to achieve.

BAC provides scholarship on admission on the basis of previous academic records which are treated as entry requirements.

The selection process therefore takes account of all aspects of an application and not just an applicant's academic profile. BAC is committed to treating all applicants within the admission cycle fairly.

Special need management:

Admission Counseling Unit guides the students from their first visit to BAC. Counselors are designated to attend the desiring applicant and the journey begins with initial assessment by a Counselor. During the assessment the counselor identifies applicant's admission requirement compatibility and the areas of support, if needed, for each individual student. The management provides guarantee of need-based support, like for example, if a student has weakness in English Language Proficiency then he/she will be advised to attend English Language Proficiency Programme. The management of BAC believes in equal opportunity in every aspect of its services relevant to academic needs within its campus, like for example, provision for wheel chair, hearing aid, preferential lift arrangement and the supporting staff for those with cases of physical challenge.

Learner Registration Policy and Procedures

The Rules and Procedures:

A regular student admitted in BAC under any curriculum needs formal registration in his/her chosen course/module to join the class.

a. Registration

A student must complete registration at the beginning of each trimester in accordance with guidelines issued by BAC. Student will not be allowed to register if there is financial delinquency from previous trimester. A student is required to pay his/her fees or make financial arrangements before he/she can register for a given semester.

b. Withdrawal

A student may withdraw his/her name from a course within two weeks of registration with the approval of the program coordinator in accordance with procedures set by BAC.

c. Credit

Credit is given only after registering for a course and satisfactory completion of the required course work.

d. Repeating a Course

A course passed with a grade less than B- may be repeated to improve the relevant grade. When a course is repeated, the transcripts show the repeat grades. If a student fails to succeed in a course, s/he will be allowed to repeat the course.

e. Credit Transfer

A student studying, or having completed another program in another institution, or transferring from one program to another within BAC, may apply for credit transfer. Transfer of credits for the relevant course is subject to approval of the coordinator.

f. Academic Probation

A student whose CGPA is less than 1.7 will be placed on academic probation during the following semester. A student on academic probation may be restricted in the number or type of courses for which s/he is permitted to register during the probationary period. A probation case generally progresses as per rules of BAC.

N. B. These rules and procedures are subject to change as per the policy of the partner organization.

Recognition of Prior Learning (RPL) Policy and Procedures

BAC provision for the Recognition of Prior Learning (RPL) seeks to ensure that applicants are admitted to the level of award for which they are qualified and for which they wish to apply, and that they are awarded the maximum amount of relevant credit to which they are entitled by virtue of their Recognition of Prior Learning (RPL) achievements.

All applications for the award of credit for Recognition of Prior Learning (RPL) must be made in accordance with the regulatory procedures for the RPL. The regulatory procedures are applicable for the recognition of prior learning when used.

Level and Amount of Credit

Award	Level	Credit
ND	Level-3	60
HND	Level-5	245
Top-Up- BA(Hons) in Business Administration	Level-6	120
Top-Up- BA (Hons) in Law	Level-6	120
Top-Up- BSc (Hons) in Information Technology	Level-6	120

Entry Requirements:

Award	Previous Qualification for Entry Requirement
ND	GED/SSC/O-Level(Minimum 4 Subjects)/Dhkhil
HND	GED/HSC/A-Level(Minimum 1 subject)/Alim
Top-Up-BA(Hons) Business Administration	HND (Having 240 Credits)
Top-Up-BA (Hons) in Law	HND (Having 240 Credits)
Top-Up-BSc (Hons) Information Technology	HND (Having 240 Credits)

Top-Up programmes are offered under University of Derby, UK, And Edexcel/Pearson approved universities in USA, Canada, UK & Australia, China.

Learner Support Policy & Procedures

BAC is totally committed to provide the students with *state-of-the-art* physical facilities with standard quality. The main strategy of the institution is to provide *learner-centered* educational environment. The following paragraphs describe other specific support for the learners:

Campus:

The BAC campus is housed in two five storied independent buildings (occupying a space of about 26,000 Sft.) at Dhanmondi - the educational hub of the country. The campus is purpose-built with *state-of-the-art* educational facilities. It has already acquired a piece of land (20 acres) in Dhakasuburb for its permanent campus.

Campus Security:

BAC is committed to assisting all members of the BAC community in providing for their own safety and security. BAC's Security Officers are trained to provide for the safety and protection of all individuals on campus, 24/7. The security officers are entitled to ensure authenticity of individual (request to show ID) before allowing them to enter into the campus. The security officers also reserve the right to check personal belongings, if necessary.

Student's Smart ID card:

Students are issued Smart ID Cards. They are required to produce ID to authorized person in the campus on demand. In case of its loss or damage, the student must immediately report to the BAC authority. After paying Tk. 500, the students may request to issue another smart ID Card.

Student Access Control System:

All students are required to carry Smart ID while entering the campus through touch-screen device and must display it as long as they are inside the campus. It must be remembered that without a valid Student ID Card no student will be allowed to enter into the BAC premises. Any invalid card holders may be questioned by the security personnel. The card will be invalid for the following reasons:

- ❑ failure to pay the tuition fee by the 10th of every month
- ❑ Violation of BAC Code of Conduct

Attendance Policy:

BAC is committed to the philosophy that every student should attend every class. Regular attendance is expected in all classes and is essential for academic success. If any student misses a class, a phone Call will be made. If a student misses two consecutive classes, a letter will be sent to the students with a copy to parents. Below are the only legal excuses permitted by BAC:

- a) Student's illness
- b) Sickness or death in the family
- c) Medical appointments
- d) Approved educational trips
- e) Impassable roads or weather
- f) Approved religious observances
- g) Quarantine

Library Rules:

The BAC library has a collection of over 5000 textbooks, research materials periodicals on various subjects. It has a user friendly open-stack easy access system. The library provides up-to-date information to students. Students can read books & also download e-books from the library through our online resource materials ("Black Board").

Library use is open to BAC students only subject to following rules for use of BAC library services:

- Students must maintain silence in the library;
- Students may borrow two books at a time for a maximum of seven days. The books may be renewed once for the same period. Students must show a valid library ID (BAC ID card) to the circulation desk at the time of book issue or renewal. They may also borrow one audio-visual material such as CDs or DVDs for three days only;
- A fine of Taka ten per day for a book will be imposed if the book is not returned on the due date;
- No book will be issued to any student incurring such fine until it is paid;
- A cumulative fine composed of the original price plus a 20% service charge will be imposed for each book or other library resource if they are damaged, degraded, or lost;
- Students must not carry personal belongings (such as bags, books, jackets etc.) inside the library;
- Eating, drinking and smoking are not allowed inside the library. BAC is a fully smoking free campus;
- Students are not allowed to use mobile phones inside the library;
- Students cannot enter into the Library with personal books and handouts. They can use only Library Books/ Resources in Library.

Rules for Computer Use:

BAC is dedicated to providing the most modern facilities both in terms of hardware and software and is committed to upgrading these facilities to keep pace with changing technology. Every student is expected to observe proper decorum when using the computers. Students should understand that any behavior which is unacceptable in person is also unacceptable in computer use. Students who need to use computers for institutional/educational work have priority. Students must abide by the following rules:

1. Playing games on the computer or over the network is prohibited.
2. Participation in electronic meeting places such as chat rooms, building on-line social network for non-school related activities is prohibited.
3. Students are not allowed to install software onto the computers or tamper with software already installed by institution personnel.
4. A student's password is confidential and should not be revealed to another student. A student revealing his or her password to another student will be fully responsible for any misuse of his/her account.
5. Students are not to acquire or use another student's password.
6. The use or downloading of profane or obscene language and objectionable materials, music file, video, political, anti-social, gambling, dating sites are not permitted.
7. Hacking is illegal and prohibited.
8. Any type of computer action that makes any computer or computer system inoperable will not be tolerated and the student will be liable for fine.

Gym & Common Room Facility:

At BAC we have a trained gym instructor to help the students to work out in the proper manner, so we expect students to follow him. If a student uses the gym instruments on his/her own will and any health hazard is caused the institution will not be held liable for the cause. Any type of action that will make any of the sports or gym facility inoperable, that student will be liable for fine. In order to avail the facility certain rules are to be followed by all who use the gym.

- **Dress Code for Gym:** To maintain the cleanliness of the gym equipments, students must not use the same pair of shoes worn outside the gym for the purpose of exercise. Students must bring separate sets of clothes and shoes to be used in the gym.
- **Common Rooms for boys:** Gaming facilities such as pool table, carom, chess, board and playstation etc are available. In order to avail the common room facilities certain rules are to be followed:
- **Game Equipments:** For availing any game equipment students must submit their BAC ID card to the librarian at the library. After finishing the game they must return all the equipment in good condition in order to collect back their ID.
- **Game CD:** Student must only use the game CD's available at BAC to play with the Play

Station. The use of personal game CD or DVDs are strictly prohibited in the game room.

- **Common room:** A common room for girls has also been renovated. Girls are strictly prohibited to enter the boys' common room likewise boys are also prohibited to enter the girls' common room at any point of time during their stay in the campus.

Co-curricular activities:

There are different clubs at BAC. The clubs maintain regular activities to enhance skills and/or just for fun. The activities of different clubs will include – organizing special activities or events (field trips/lectures); organizing competitions or tournaments etc. Every club has its own set of rules. Students must abide by the rules.

Student's Attire:

It is compulsory for all students to wear a proper dress with ID Card. Students are required to be properly attired at all times and to observe a sense of decorum when they are within the BAC premises. Attire with offensive or provocative messages is not allowed.

- **Female Students-** The female students shall wear shalwar, kamizand dupatta and others which should be in line with Bangladeshi culture and religious traditions.
- **Male Students-** The male students should wear shirt, T-shirt and others with trouser and shoes.

Students also have to wear clothes in accordance with activity within campus, for example:

- Wearing neat decent clothes and shoes are obliged when students is in class/examination/administration office (having consultation with lecturer);
- On sport activity, students is obliged to use sportswear;
- On cultural activity, students are obliged to wear Pajama and Panjabi
- On formal ceremony, students are obliged to wear more formal dress.

Cleanliness in campus environment:

- Students have to keep the physical environment clean, either buildings, open area or other infrastructure that reside in campus;
- It is not admissible to make articles or streaks on the wall or other campus environment;
- Maintain, arrange and clean over the rooms and materials that have been used for each campus activity;
- Throw away any garbage on garbage bin that has been provided.
- Food and drinks are strictly prohibited in teaching facilities, library and student lounge.

Parking Regulations:

Parking is not available at the BAC campus. Therefore, BAC authority will not bear any responsibility for any uncertain circumstances.

Lost And Found:

All lost and found articles are kept in the "Lost and Found" box at the security department of the organization. Articles which are not claimed within a reasonable time period will be donated to charity. Students are responsible for checking "Lost and Found" for articles of their own.

Photocopy:

Photocopy services are available on the ground floor. The students can avail this facility against payment.

Use of Hand phones:

All hand phones are to be switched to silent mode during lectures, tutorials, meetings and briefings and in areas such as the laboratories, libraries, computer clusters, classes and examination centres.

Classroom

All BAC class rooms are air-conditioned with modern audio-visual facilities. The whole campus is under wi-fi system.

Computer lab

A state-of-the-art lab is already established with 60 brand computers in a net-work environment. The whole campus has electronic connectivity with 24x7 electricity facilities.

Resource Centre

Library is an integral part of an educational institution. BAC has prioritized the provision for developing its academic resources and started with about 4500 books and journals on different subjects. It has already established e-library facilities for the students and faculty. All the students have access to internet facilities which provides them and their parents an unlimited access to information and academic resources.

Health Club

A Health club equipped with modern equipments and supervised by a trained officer provides the students with motivation to get relieved of their fatigue and to restore attention to studies

Students Activity

Separate student activity rooms for male and female students are established in the BAC campus with facilities for leisure-reading, indoor games and so on. Support services for organizing occasional outdoor sports are also available.

Safety and Hygiene: safety and hygiene provisions include:

Sufficient number of first aid tool kits;
Toilets, kitchen and all the rooms are cleaned on daily basis;
Campus is declared smoking free zone;
Fire extinguishers: 14 (already installed);
Metal archway to ensure security.

Malpractice & Maladministration Policy & Procedures

Introduction: This policy is applicable to all of BAC staff and clients, including learners, who are registered for programmes in the institute. This policy shall be used as guidelines for the management while dealing with malpractice and maladministration investigations in a consistent manner.

It sets out the steps that must be followed when reporting suspected or actual cases of malpractice/maladministration and the responsibilities in dealing with such cases. It also sets out the procedural steps that are followed when reviewing the cases.

BAC's Responsibility: It is important that all staff involved in the management, assessment and quality assurance of qualifications, and the learners who are beneficiary of those qualifications are fully aware of the contents of the policy and that there are arrangements in place to prevent instances of malpractice and maladministration.

Definition of Malpractice:

Malpractice is essentially any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates.

It covers any deliberate action, neglect, default or other practice that cause compromise in any form to impact academic quality and authenticity through the following:

- the assessment process;
- the integrity of a regulated qualification.;
- the validity of a result or certificate;
- the reputation and credibility of BAC.

Malpractice may include a range of issues from the failure to maintain appropriate records or systems, to deliberate falsification of records in order for action with ill motive.

For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners. Examples of malpractice may include;

- Failure to carry out internal assessment, internal moderation or internal verification in accordance with institutional requirements;
- Deliberate failure to adhere to learner registration and certification procedures;
- Deliberate failure to continually adhere to centre recognition and/or qualification approval requirements or actions assigned to the centre;
- Deliberate failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence;
- Fraudulent claim(s) for certificates

- Intentional withholding of information from us which is critical to maintaining the rigor of quality assurance and standards of qualifications;
- Collusion or permitting collusion in exams/assessments;
- Copying from another learner (including using ICT to do so).

Definition of Maladministration

Maladministration is essentially any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or action with motive.

Examples of maladministration

- Persistent failure to adhere to institutional learner registration and certification procedures;
- Persistent failure to adhere to centre recognition and/or qualification requirements and/or associated actions assigned to the centre;
- Late learner registrations (both infrequent and persistent);
- Unreasonable delays in responding to requests and/or communications from BAC. Inaccurate claim for certificates.

Procedure for making an allegation of malpractice or maladministration

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify the CEO of BAC. In doing so they should put them in writing/email and enclose appropriate supporting evidence. In case of allegation involving student/staff,

- All allegations must include (where possible): Learner's name and BAC registration number;
- BAC's staff members name and job role - if they are involved in the case;
- Details of the course/qualification affected or nature of the service affected;
- Nature of the suspected or actual malpractice and associated dates details and outcome of any initial investigation carried out by the centre or anybody else involved in the case, including any mitigating circumstances;

CEO will then conduct an initial investigation. S/he will ensure that staff involved in the initial investigation is competent and have no personal interest in the outcome of the investigation.

In all cases of suspected malpractice and maladministration reported, the identity of the 'informant' shall remain confidential as part of protection policy.

Assessment Policy & Procedures

BAC Assessment Policy represents a series of general principles and procedures pertaining to administration and delivery of ND and HND curricula and the award of qualifications. These are adopted and published as general guidance for all concerned associated with the design of module delivery and administration of the award to secure a common framework for the student experience of assessment.

Philosophy of Assessment:

Assessment is the process of forming a judgment about the quality and level of student achievement or performance and therefore, by presumption a judgment about the learning itself. Assessment inevitably shapes the learning that takes place; that is, what students learn and how they learn it should reflect closely the purposes and aims of the course of study.

The Aims of assessment: The assessment generally aims at:

- Improving the quality of the curriculum (courses and programs);
- Evaluating the effectiveness of teaching process and facilitating continuing improvement;
- Improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant;
- Evaluating student knowledge, understanding, abilities or skills.

Providing a mark or grade that embraces a student's performance to be established, and may also be used to make progression decisions and/or award of a qualification.

Assessment and Feedback: The contribution to student learning

Assessment must be designed in such a way as to promote effective learning. All courses are required to provide opportunities for achieving all the intended learning outcomes for the course to be assessed. The range and types of assessment must measure student achievement of the course and programme-level learning outcomes. Feedback to students should be provided on the same basis, allowing them to see clearly where they have been successful and where improvement is needed.

Feedback:

It is important to clarify the following through feedback:

- How good performance is recognized, through clear description of the goals of assessment, the criteria that are in use to evaluate it and differential standards of achievement;
- Foster the development of reflection and self-assessment in learning;
- Encourage dialogue about learning (peer and tutor-student);

- Act as a motivation to learn, developing self-esteem and a clear appraisal of the potential of improvement;
- Provide opportunities for feedback to be acted on, enabling students to develop;
- Provide information that assessor can use to help shape their teaching and the further guidance they offer to students.

BAC Assessment Procedure:

Assessment procedure takes place by applying Quality Assurance Approach. BAC quality assurance approach is both 'risk-based' and 'enhancement-focused'. In doing so, BAC's quality check steps are as follows:

Step-1: Students submit draft assignment to the Module Leader/Assessor. The Moduleleader/Assessors first use the plagiarism software and give a feedback to the students. After that the students submit final draft assignment. The Assessors assess the assignments following Edexcel's assessment criteria.

Step-2: The Assessors submit the assessment report to the Head of School (Internal Verifier).

Step-3: The Internal Verifiers forward the assessment report, including verification report, with recommendation to the Head/CEO, BAC for onward transmission to QAVC for review and confirmation.

Step-4: On behalf of the Verification Committee, the CEO produces a verification report for ISV's verification and clearance.

Step-5: The CEO receives the ISV report with recommendation.

Step-6: The CEO presents ISV report to the senior management committee for review and approval.

Internal Verification Policy and Procedures

Pearson/Edexcel UK HNC/HND programme is founded on a rigorous system of verification at different levels. At the ground level in BAC, the faculty is responsible for administration and delivery of the Unit curriculum under the general supervision of the Head of School. The faculty shall be assigned a Unit for academic administration and delivery in accordance with respective faculty specialization. The Unit shall generally be assigned to faculties in a properly convened School meeting, participated by all faculty members at the. In special circumstances or in case of casual vacancy, the Head of the School shall assign a Unit to faculty.

While administering the Unit curriculum, each faculty shall prepare a detail outline based on the curriculum. The outline shall describe the topics to be covered, the methods of deliberations, the tools to be used for assessment of individual outcome and systems of assessment and a schedule of each of the activities pertaining to Unit delivery. Each student shall be provided with this outline. The outline shall be discussed in one of the School meetings before the commencement of the semester. The Head of the School and the School Coordinator shall undertake the oversight and make sure that the Unit outcomes are appropriately approached and necessary learning materials are used to cover the Unit subject matter.

For assignment, respective faculty shall provide the assignment brief in the appropriate manner to the students at the commencement of the class. Before the distribution of the assignment brief, each faculty member shall share his/her assignment with colleagues in the School in the regular School meeting. Inputs from the meeting shall be incorporated in the assignment brief. After that the assignment brief shall be submitted to the Internal Verifier for review and final endorsement.

Internal verifier shall convene a meeting once in every month to review the assignment brief deposited for review within the intervening period. The Head of School and respective faculty members shall participate in the review and verification process. The Internal Verifier shall provide quality assurance in terms of compliance with the requirements of outcomes and their variables. The Internal verifier shall once again, receive the assignment submitted by the students after they are assessed by the faculty (assessor) and give his/her final endorsement on the grades towards achievement of the outcomes. The Internal Verifier shall exercise his/her full wisdom in deciding whether the work(s) submitted deserves the grade the assessor(s) proposed or not and in guiding the assessment in the best interest of quality assurance.

The same process shall be observed for other assessment tools and systems including, presentation, viva-voce, written examination and so on.

Access to Assessment policy

Statement of Assessment:

BAC provides all students to get the opportunity to achieve their full potential by the most appropriate route.

BAC Assessment Policy is based on the concepts of equality, clarity, consistency and openness.

BAC endeavors to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access to Assessment Policy:

The students, assessors, verifiers and other stakeholders have easy and open access to BAC Assessment Policy through its Handbook. Additionally, the principles and procedures contained in the Policy are clarified in the induction meeting at the commencement for each cohort and distributed to the students in hand-outs. The faculty members are always encouraged to take up the assessment issues in the class in order to make sure that the learners understand the process and the criteria. Student feedback form is used to register the 'student's experience'.

The policy is reviewed annually and updated in response to feedback from students, assessors and external verifiers.

What students can expect from BAC:

- BAC aims to ensure that all assessment of work is carried out fairly and in conformity with the awarding body's requirements.
- All course works are assessed fairly against the qualification standards and assessors involved in the assessment are qualified and have necessary training for this purpose.
- Internal assessments are carried out fairly and according to awarding body instructions.
- Externally marked exams are conducted according to the requirements of the awarding body.

Students can also expect;

- To get exposed thoroughly to learning outcomes, performance criteria and other significant elements of learning and assessment at the outset of the course and when assignments are set;
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the submitted work;
- Where equivalents and exemptions can be applied, BAC ensures that this is pursued diligently with the relevant awarding body.

Appeal Policy and Procedures

Academic Appeal policy:

This policy relates to students' appeal against an assessment of result or the decision of an Assessment Board for taught programmes only.

Students who feel aggrieved by scores, grades received or any other matters are advised to first ascertain that they indeed have a legitimate ground for grievance. Assumptions or hearsay does not constitute sufficient grounds for an academic grievance.

Assessment may take a variety of forms including **dissertation, examination, project, essay, presentation, practical work** or any other exercise which is designed to enable students to demonstrate achievement of a particular outcome or group of outcomes referred in the module specification.

Prior to submitting a formal appeal, aggrieved students should raise issues of concern informally with the module leader or members of the Programme Team and attempt to resolve the concerns on the basis of mutual discussion.

It is important that students ensure that any circumstance which they feel could adversely affect their performance is recorded in accordance with the published procedures and within the deadlines set down in those procedures. It is unlikely that an appeal on this basis will be successful if the students have not reported it and followed the appropriate procedures.

All staff involved in an appeal will maintain confidentiality.

Valid Grounds for Appeal:

Students can only appeal against an assessment of result or a decision of an Assessment Board for one or more of the following reasons:

- That the student's performance in an assessment suffered through illness or other compelling circumstances which could not have been reasonably reported at the time of the assessment; students who base an appeal on this ground will be expected to show why the circumstances could not have been reported earlier or in due course;
- That the assessment was not carried out in accordance with the programme and/or module regulations and procedures;
- That the administrative procedures were not correctly followed or that a significant mistake was made in the administrative process;
- That the assessor(s) or the Assessment Board did not consider all the previously reported circumstances which may have significantly affected the student's performance. Students are reminded that such circumstances must be recorded at the time they arise.

Invalid Grounds for Appeal:

Students cannot appeal against academic judgment.

Students cannot make an appeal based on a complaint which was not formally recorded at least 7 days prior to completion of the assessment process. In cases where such a formal complaint has been made, but not satisfactorily resolved, the complaint investigation will be completed before consideration of the appeal. If the circumstances can be shown to have had an effect on the student's performance any relevant findings may be subsequently taken into account in considering the appeal.

Appeal Procedure:

As a first step, aggrieved students are advised to approach the concerned faculty/staff member with clear and tangible ground for a review. A faculty member, who is approached by a student with a legitimate request supported by tangible evidence of uneven or biased assessment, shall schedule a meeting with the student concern within the week, whereupon s/he will verify the relevant documents to ensure whether all the students in the said course unit are assessed uniformly or not following the same standard for grading. If uneven or unfair scoring or grading is revealed, the concerned faculty member shall ensure even handed and fair scoring to all students in the said course and notify the student concern about the decision.

If a student continues to be aggrieved after the first step, the student may petition the Head of School in writing, detailing the cause or causes of grievance. If it is the Head of School as the subject of grievance, then the petition shall be submitted to the CEO. The Head of School or the CEO upon receipt of such a request shall convene a Review Committee consisting of

- Chair: 1. The Head of the School or CEO, as per merit
Members: 2. A senior faculty of the School
 3. A senior faculty from another School

The Review Committee will review the relevant documents as a first step and then, meet the petitioner i.e. the student, to hear and receive matters relevant only to the business at hand. The Committee may call upon the concerned faculty/staff member to verify that all steps taken by the faculty/staff member in the first step is indeed even-handed and fair. The Review Committee may or may not advise the concerned faculty/ staff member in writing. A written advisory issued to the concerned faculty, though not binding, is expected to be honored by the faculty/staff. A written advisory will also create an obligation upon the concerned school to verify academic fairness and remove any unfairness, before final grades of students in the said course are made official. All proceedings of the Review Committee shall be recorded.

No member of the Review Committee shall have any familial or fiduciary relationship with a petitioner. If the Chair of the Review Committee recognizes a conflict of interest with his or her own person, the concerned Head of the School or the CEO shall refer the matter to the Head of BAC, who will then constitute a Review Committee for this particular case.

Affirmative Action Policy/Equal Opportunity policy and Procedures

BAC is firmly committed to the protection of all members of the institutional community from discrimination of any kind to violation of human rights.

In its pursuit of academic excellence, the BAC pursues policy and procedure following international conventions on human rights to ensure that its programmes and activities are available to all individuals in an appropriate manner.

BAC believes that commitment to the principles of fairness and respect for all helps to create an appropriate learning environment that is favorable to 'free and open' exchange of ideas, and seeks to reach out as widely as possible in order to attract the ablest individuals as students, faculty, and staff. In this pursuit, decisions concerning admission to BAC as student and in employment in all Schools and offices are made on the basis of an individual's qualifications to contribute in meeting BAC's educational objectives and its institutional mission. In applying this policy, BAC is committed to the principles of non-discrimination against individuals on the basis of personal beliefs or characteristics such as political views, religion, national or ethnic origin, race, color, sex, sexual orientation, gender identity, age, marital status, veteran status and physical or mental disability unrelated to job or program requirements.

BAC recognizes that non-discrimination does not ensure that equal opportunity is a reality. Accordingly, BAC continues to take affirmative action to achieve equal opportunity through recruitment, outreach, and internal reviews of policies and practices.

Student's admission and studies will be determined only by academic merit and by performance.

For staff, entry into employment with BAC and progression within employment shall be determined only by personal merit and by the application of criteria which are related to the duties and conditions of each particular post and the needs of the institution concerned.

BAC always takes active steps to promote good practice. In particular it is committed to,

- Work towards the elimination of unlawful discrimination, harassment, and victimization based on a protected characteristic, whether actual, perceptive, or associative;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and persons who do not share it;
- Subject to its policies to continuous assessment in order to examine how they affect protected groups and to identify whether its policies help to achieve equality of opportunity for all these groups, or whether they have an adverse impact;
- Monitor the recruitment and progress of all students and staff, collecting and collating equalities information and data as required by law or for the furtherance of University

equalities objectives;

- Promote an inclusive culture, good practice in teaching, learning, and assessment, and good management practice, through the development of codes of best practice, policies, and training;
- Take positive action wherever possible to support this policy and its aims;
- Disseminate this policy widely amongst staff and students, together with policy assessments, equality analysis and results of monitoring.

Special (Academic) Considerations and Reasonable Adjustment Policy

Introduction:

Assessments are designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate. BAC's assessment practices are designed to ensure that conditions are fair to all students, as consistent as possible and that individual students are not disadvantaged by adverse personal circumstances beyond their control or by the activities of other students.

Generally, serious illness, injury or misadventure will be taken into account when considering a student's performance in a course or unit of study. There is, however, a clear distinction between longstanding illness or difficulties which prevent students from attending classes or completing required work or which seriously interfere with their capacity to study for long periods and short-term illness, injury or misadventure that may prevent a well-prepared student from sitting for an examination or completing a particular assessment. In general, the provisions of Special Consideration are intended to apply to the latter situations.

Students who bear a primary care responsibility toward another person at the time of the assessment may apply for Special Consideration based upon illness, injury or misadventure on the part of the person for whom they bear the responsibility, and which affects their ability to prepare for or perform the assessment in the same manner as if the illness, injury or misadventure was their own.

Principles for dealing with cases of Special Consideration:

Special Consideration is a process that accords equal opportunity to students, including enrolled students.

Students who are granted Special Consideration will nonetheless be required to demonstrate achievement of designated learning outcomes.

A student who is capable of attempting an examination should do so, notwithstanding any claim for Special Consideration.

All claims for Special Consideration should be genuine and should be made with good intent. Students seeking to use Special Consideration as a means of gaining an unfair advantage in the assessment of designated learning outcomes should be rejected, and may be subject to disciplinary action.

All claims for Special Consideration should be considered in the same manner across the University, but the response may vary depending on the circumstances of the illness, injury, misadventure and assessment.

Multiple and recurring claims for Special Consideration may be an indicator of a student at academic risk

Requests for Special Consideration should be lodged within five working days of the assessment. Where circumstances preclude this, a student may still apply, but must provide a reasonable case for the delay in application. The faculty will not decline an application on the grounds of lateness where a reasonable case is provided.

Responsibilities of BAC:

BAC has a responsibility and obligation to:

- Ensure that its policies on special consideration are publicized to all academic staff and students;
- Ensure that its policies on special consideration are implemented and applied consistently across all faculties;
- Promote best practice in considering applications for special consideration;
- Ensure that fair and well-publicized procedures are applied for the consideration of any cases where students are applying for special consideration.

Responsibility of Faculties:

The faculties have a responsibility and obligation to:

- 1) Develop procedures for considering applications of special consideration which ensure:
 - Timeliness of consideration of applications of special consideration. Fair consideration of applications of special consideration.
 - Accurate reporting of how an academic judgment was formed. Respect for privacy, and
 - That all parties are informed of their rights and responsibilities in relation to the application of special consideration.
- (2) Ensure consistent application of BAC's policies and faculty procedures both at a faculty and department level.
- (3) Ensure that there are clear and appropriate processes in place, consistent with the BAC's policies, so that students are treated fairly and equitably. These processes should be promoted widely and clearly in plain English.
- (4) Ensure that two or more academic staff are involved in reaching an academic judgment regarding a student's formal Special Consideration application and that the process of determining that academic judgment is recorded in detail.

Responsibility of Students:

The Students have a responsibility and an obligation to:

- Become familiar with BAC policy and faculty procedures relating to special consideration; Act in accordance with the principles of special consideration as set out in this Resolution;
- Provide the relevant information to their faculty offices as soon as practicable and certainly within five working days of the due date of the assessment for which Special Consideration is sought;
- Act honestly when applying for special consideration;
- Recognize that a claim for Special Consideration does not guarantee that the claim will be accepted and that general advice to students able to attempt the assessment is to do so, irrespective of whether a claim is lodged, and
- Ensure that all documentation is complete and includes all information required by the Faculty to make a fair decision. Information not supplied by the student with the original application will not be taken into consideration, unless the additional information is noted in the original application but was not available at the time the application was submitted.

Conflict of Interest Policy & Procedures

BAC policy and procedures regarding conflict of interest applies to all members of the BAC faculty, staff and management.

Conflict of Commitment:

The members of the Faculty are primarily obliged to BAC with their primary obligation to serve students without any prejudice in terms of their commitment of time and intellectual ability. The specific responsibilities and professional activities that constitute an appropriate and primary commitment will differ across schools, and among different positions, but they should be based on a general understanding between the staff member and his/her school head, formally documented in the Terms of Reference.

Conflict of Interest:

A conflict of interest occurs when there is a divergence between an individual's private interests and her/his professional obligations to the institution (BAC). It is such that an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal financial gain. A conflict of interest depends on the situation, and not on the character or actions of the individual. Conflicts of commitment usually involve issues of the use of time, resource and energy during office hours for personal matters. If a situation that raises questions of about a possible conflict of commitment arises, faculty should discuss the situation with their school head.

The parameters of conflicts of interest are quite wide and generous at BAC because of the nature of organization. BAC's mission allows its members to take the opportunity of self-development by such initiatives and actions like conducting research, obtaining higher qualification as part of knowledge management, etc. It is appropriate that members of the faculty and staff are encouraged and rewarded for their participation in these activities.

This policy ensures that members of the faculty and staff conduct their professional development affairs so as to avoid or minimize conflicts of interest, and must respond proactively to avoid conflicts in managing her/his professional commitment to the students and the institution. To that end, the purpose of this policy is

- to educate members of faculty and staff about issues that generate conflicts of interest, to provide means for faculty and the University to manage conflicts of interest;
- to promote the best interests of students and others whose work depends on members of the faculty and staff's direction, and to describe situations that are prohibited.

It is of particular attention of the members of faculty member that they has an obligation to become familiar with, and abide by, the provisions of this policy. Conflicts of interest must be disclosed to BAC when personal financial relationships or activities with outside entities occur that would reasonably appear to be related to a faculty member's institutional responsibilities for

teaching

Common sense must prevail in the interpretation of these policies. That is -- no matter what the circumstances -- if an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal financial gain, the relationship should be disclosed.

Key provisions for the members of faculty:

Faculty should read the document in its entirety to fully understand the spirit of these provisions, the bona fide exceptions, and the requirements for compliance.

1. Faculty must maintain a significant physical presence on campus (main or overseas) throughout each quarter they are on active duty.
2. Faculty must not allow other professional activities to detract from their primary allegiance to BAC.
3. Faculty must foster an atmosphere of academic freedom by promoting the open and timely exchange of results of scholarly activities, and ensuring that their advising of students
4. Faculty may not use BAC resources or personnel, including facilities, staff, students, equipment, or confidential information except in a purely incidental way, as part of their outside consulting or business activities or for any other purposes that are unrelated to the education
5. Faculty must disclose to BAC whether they have a financial interest (defined below) in an outside entity that would reasonably appear to be related to their institutional responsibilities. Disclosures of such interests are also required when the faculty member is involved in a specific transaction, including: gifts, material transfer and collaboration agreements, technology licensing arrangements etc.
6. Financial interests that are disclosed and deemed to be related to one or more of the faculty member's institutional responsibilities will be further reviewed to determine if the financial interest or relationship could have a direct and significant effect on the faculty member's performance of his or her responsibilities

Learner Certification Policy and Procedures

Award of BTEC Qualifications – Systems and Procedures

Higher National Diploma (HND)/Higher National Certificate (HNC), National Diploma (ND) shall be issued by Pearson/Edexcel, UK in response to Centre claim for such award. BAC, as one of the Pearson/Edexcel centre(s), is responsible for claiming the award for individual student from Pearson/Edexcel after being satisfied with the candidate's fulfillment of all Unit achievements. The certificate claiming process requires institutional integrity and due diligence of its senior management. A Qualification Award Verification Committee (QAVC)- an in-house committee, shall be responsible for critical review of all documents related to HND/HNC award and conduct necessary verification to ensure the authenticity of the achievements of all outcomes in fulfillment of the requirements for the award of a BTEC certificate. BAC QAVC shall be constituted as follows:

Chair	:Head of BAC
Member	:Head, School of Law
Member	:Head, School of Business
Member	: Head, School of IT
Member Secretary	: CEO, BAC

Outline of verification procedures:

- i. The candidate shall apply, in appropriate format, for the award of HND/HNC certificate to the Administrative Officer (AO), BAC.
- ii. The AO shall create a certificate claim file in the system and forward it to the Head of respective School with a "dues clearance certificate" from BAC accounts department.
- iii. The Head of School shall use a pre-printed award review form to generate information of units completed by the candidate and details of his/her achievements of outcomes in each individual unit. A three-member school level committee shall assist the Head of respective School for verification of outcomes/grades of completed units. The Committee shall prepare a report for each application and upon being satisfied with the committee report the Head of School shall submit the report to the Head of the QAVC with a recommendation for processing the award claim.
- iv. The QAVC shall meeting once in every three months and review all applications for the award of Edexcel certificates in conjunction with School reports.
- vi. The Committee shall verify the assessment report of all Assessors and recommendations of Internal Verifiers in relation to each individual candidate's achievements and establish the authenticity of quality of assessment at each level. The Committee shall also reconcile the documentation with International Standard Verification reports in order to form a recommendation on the candidate's application.

- vii. The CEO will produce a report for and on behalf of the QAVC with confirmed recommendation for the award of HND/HNC qualifications on the basis of individual candidate's achievements and authorize the CEO to submit the report to the ISV for verification.
- viii. BAC CEO will collect the report from External Verifier with recommendation for the award of certificate. and
- viii. The CEO will arrange for forwarding the report and recommendation to the Edexcel with the approval of the BAC senior management and claim certificates as approved by ISV.

Arrangements to safeguard against mistake or fraudulent claim for certificates

The certificate claim procedure will be supervised and monitored by the college coordinator directly and there will be specific procedures to claim the certificate:

Step-1: Assessor will submit the assessment report to the CEO/Head of Exam.

Step-2: CEO/Head of Exam will send the assessment report to the Internal Verifier.

Step-3: Internal Verifier will forward the verification report with recommendation to the Head of Exam.

Step-4: There will be a Verification Committee headed by the Coordinator of the college (Head of Exam will be the Secretary of the committee) to verify and certify the recommendation of Internal Verifier.

Step-5: On behalf of the Verification Committee Coordinator will produce verification report for External Verifier's verification and clearance.

Step-6: Coordinator will collect the report of External Verifier with recommendation of certificate from External Verifier.

Step-7: Coordinator will present External Verifier report to the top management and after the approval of the top management coordinator will claim the certificates.

Reasonable Adjustment Policy and Procedures

What is Reasonable Adjustment?

Reasonable Adjustment is defined in the Higher Education Examination Policy as being a "process to help students minimize the impact of certain adverse and unforeseen circumstances on their progression and performance in units/module of study." This is sometimes referred as extenuating situation.

To address a student's extenuating situations like verified disability, medical or other condition, reasonable adjustments can be implemented to 'level the playing field' in circumstances that are beyond the student's control and have an actual or potential impact on a student's ability to access and participate in an examination.

Where possible, it is important to report/apply for reasonable adjustments prior to scheduled examinations describing the extenuating situation.

If any student have a disability and/or medical condition and require adjustments to assist to access and participate in other aspects of study, it is advised to contact and register with the Head of Respective School.

Circumstances that allows Reasonable Adjustments

The following are examples of circumstances under which a students may apply for reasonable adjustments in relation to their exam:

Disability – a verified disability that affects access to and participation in an examination or failure of missing out submission deadline of assignment.

Immediate, extreme misadventure such as: debilitating illness which occurs during or on the day of the examination, or the death of a family member in the days immediately preceding the examination

Special Circumstance – a situation that is beyond the student's control which is not reasonably foreseeable and which prevents the student from engaging in the examination. Examples may include: sudden illness or disability, death of a student or close family member (parent, sibling, spouse or child), natural catastrophe or political or civil uprising

Reasonable Adjustments Policy is also applicable for the following provisions:

BAC is committed to a philosophy that every student should attend every class. Regular attendance is expected in all classes and is essential for student's overall success. If any student misses a class, a phone call will be made. If a student misses two consecutive classes, a letter will be sent to the parents. Below are the only legal circumstances that call for attention at BAC for adjustment:

- a) Student's illness
- b) Sickness or death in the family
- c) Medical appointments
- d) Approved educational trips
- e) Impassable roads or weather
- f) Approved religious observances
- g) Quarantine

Disability Policy and Procedures:

Preamble

The BAC International Study Centre aims at recognizing its tasks and lawful compulsions in safeguarding that people with disabilities and they are provided equal chances with respect to occupation and services. People with disabilities and impairment must not be differentiated in any form.

The BAC International Study Centre, in case of disability, is committed to:

- take measures so that people with disabilities may avail of its services;
- offer supplementary facilities that will assist people with physical challenges to use its services;

BAC practice generally ensures reasonable steps to accommodate consideration of physical or other challenges in its operational functionality as:

- employment procedures and terms of employment do not discriminate for reasons related to disability;
- opportunities offered for promotion, transfer, training or other benefits are the same for all;

Steps

- Concerted steps are there to assist people with challenges in accessing to BAC's resources and services;
- Procedures are documented to justify to what extent access may be enjoyed by the disabled;
- Provisions for making necessary adjustment for financial and other costs
- Monitoring to what extent the existing facilities causes disruption

- Easy accessibility for disabled to financial and other resources;
- Ensuring the availability of financial or other assistance.

Health & Safety Policy and Procedures

BAC is committed to achieving and maintaining the highest standards of health and safety for allemployees, students and others who may be affected by the BAC's activities. This is accomplished by such processes as:

Risk Assessment.

- Established procedures for identification of work place hazards;
- Identification of all people who may be exposed to the hazards;
- Evaluation of the significant risks to which employees, students and others are exposed;
- Recognition of the possibility of anticipated accidents, injuries or near misses occurring;
- Adoption of realistic and practical precautions and control measures;

Risk Assessment Procedure:

Risk Assessments must be carried out as part of the safety management process and should include looking at the equipment in use, the buildings that is occupied and the systems of work that are utilized. They must be reviewed at regular interval.

Risk Assessments are carried out by persons who are trained in fire extinguishing and control emergency exit and competent in the process but it is essential that everyone participates to make it a success.

Safety performance are being monitored regularly to ensure that Risk Assessments are adequate and that the control measures are being applied and working effectively.

Health and Safety Policy:

Health, Safety and Hygiene provisions in the campus include:

- a) Sufficient number of first aid tool kits.
- b) Toilets, kitchen and all the rooms are cleaned on daily basis.
- c) Campus is declared smoking free zone.
- d) Fire extinguishers: 14 (already installed).
- e) Metal archway to ensure security.
- d) Cleanliness in campus environment:

Students have to keep the physical environment clean, buildings, open area or other infrastructure that reside in campus;

It is not admissible to make articles or streaks on the wall or other campus environment;

Maintain, arrange and clean over the rooms and materials that have been used for each campus activity;

Throw away any garbage on garbage bin that has been provided.

Food and drinks are strictly prohibited in teaching facilities, library and student lounge.

Risk Assessment and Health and Safety Practice

All operations should be a model of high-quality in environmental health and safety practices. The following responsibilities have been established to guide school and department faculty, staff, students in their activities at BAC:

Minimize hazards to students, faculty, staff, and visitors;

Comply with all applicable environmental health and safety laws and regulations; complete required training;

Maintain personal accountability for responsible environmental and safety behavior within the BAC community;

Report hazards and potential violations of requirements;

Participate in the development of sound environmental health and safety policies and regulations;

Promote and encourage sustainability through efficient and appropriate use of resources;

Recommend improvements to support environmental and safety activities and participate in these efforts.

BAC Contingency and Adverse Effect Policy and Procedure

Preamble:

BAC contingency and adverse effect policy is adopted as a guide to cope with the exigency of emergency situations arising in-campus during the conduct of its business. Such emergency situations may relate to physical facilities, academic administration and natural calamities or similar other situations.

This Policy provides basic administrative guidelines for BAC administration in order to plan for campus emergencies and minimize the impact of disaster/disorder as it occurs. While this policy does not cover every possible situation, it defines the situations and outlines some basic measure to enhance the protection of lives and property through the effective use of campus and community resources.

Definitions:

The following definitions of an emergency are provided as guidelines to assist in determining the appropriate response:

MINOR INCIDENT: Any incident, probable or actual, which will not seriously affect the overall function BAC.

EMERGENCY: Life-threatening

MAJOR INCIDENT: Any incident, potential or actual, which affects the entire building and which will disrupt the overall operation of BAC and requires outside emergency services alongside major in-campus effort.

DISASTER: Any event or occurrence (natural or accidental), which may take place and seriously impair or halt the operation of BAC causing personnel casualties and severe property damage. A coordinated effort of all campus-wide resources is required to effectively cope up with the situation.

Major incident or disaster may occur due to fire, flooding, earthquake, state-of-emergency and similar other natural and/or accidental causes.

Assumption/Guidelines:

Physical facility related contingency

BAC Contingency Policy is predicated on a realistic approach to the problems likely to be encountered on campus during a major emergency or disaster. Hence, the following are general guidelines:

- An emergency or a disaster may occur at any time of the day or night, weekend or holiday;
- The succession of events in an emergency is not predictable; hence, published support and operations plans shall serve only as guides and checklists and may require field modification

in order to meet the requirements of the emergency. It must be considered that disaster may affect the geographical location surrounding BAC; therefore, City emergency services may not be available or may be delayed in providing assistance.

BAC policy provides some of the key information relevant to emergency recovery to all staff for dealing with major fire, flooding, earthquake and similar other serious foreseeable emergency situation, a copy of which is left with the BAC Security Services for safekeeping. The contingency plan should contain the following information:

- (a) The location of the main control valves and isolation devices within the building for water, gas, electricity and other services;
- (b) The position of high-voltage equipment where there is access to exposed conductors.
- (c) Details of building key holders;
- (d) Identification of any high salvage priorities;
- (e) Identification of very high risk areas and escape routes.

Academic contingency

BAC encourages all schools to draw up their respective contingency plan for dealing with unnatural/emergency situations related to academic administration, a copy of which shall be made available at front desk, counseling desk and general administration desk. The senior management of BAC shall be kept informed in all matters of the plan. As a general guide to contingency plan BAC policy assumptions are as follows:

- All faculties are responsible for assuring the classes of their taught modules are available to all enrolled students in accordance with published schedules.
- Certain events, however, may be highly troublemaking to standard instructional procedures and may require extraordinary efforts of instructions to manage both primary instruction and make-up work. For these types of circumstances faculty members must have contingency plans for continuing their courses. The nature of a contingency plan may vary with the type of course and instructors. Faculty must advise their school heads of their contingency plans and supply them a copy of progress of the course.
- As a general rule, the policy provides flexibility to the faculty members to make adjustment in course plans and student performance within the semester if normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation to allow completion of the course within standard practice. If this occurs, an addendum to syllabus and/or course assignments will replace the original materials.

- *Policy on School Contingency Plans for Faculty absences-* In order to maintain the instructional mission of BAC, each school must work with its faculty to adopt contingency plans for faculty absences. All faculties must have contingency plans for covering their courses in the event they are unexpectedly unable to meet their course requirements. These contingency plans must be provided to the students in writing in advance of the absence (preferably in the syllabus for the course). The nature of the contingency plan may vary with the type of course and instructor. Any such adjustment must be reported to the administration for record.
- Faculty must advise their department heads/chairs of their absences and their contingency plans so that these offices can answer student questions and communicate the plans to the students as well the BAC senior management.
- *Contingency Policy for Examinations Cancellation-*Final examinations may be postponed in the event of extreme weather conditions or any other general emergency. If the decision is made to postpone examinations, the postponement will apply to all examinations scheduled for a particular day or part thereof. In anticipation of the need of such action, each examination schedule will list a date on which any or all postponed examinations would be re-written at the same hour and location as originally scheduled. The date chosen will be the earliest possible date, other than a statutory holiday, following the last day of regularly scheduled examinations.
- *Adverse effect of supplementary tutoring-* BAC acknowledges the problematic side of supplementary private tutoring while it may have positive consequences, e.g. in improving students' learning, providing constructive activities for learners during out-of-school hours, and providing incomes and employment for tutors, it can also have negative consequences. BAC strongly discourages such practice because of its counter effect on distortion of the mainstream curricula, pressure on young pupils, exacerbation of social inequalities, and manipulation of clients by tutors. Manipulation is especially common, and especially problematic, in situations where mainstream teachers provide paid supplementary tutoring for their own mainstream pupils after school hours. In the worst cases, a form of blackmail arises in which the teachers teach only half the curriculum during the school day and then require their pupils to pay for the other half during private lessons.

Data and information recovery- The practice of disaster recovery within educational establishments to protect data and business critical systems is crucial to ensure business continuity. Critical contingency plans and procedures need to be in place to accommodate the ever changing needs of the organization and ensure that the data is recoverable in the event of a disaster. Traditionally, educational establishments provide their own disaster recovery procedures in isolation of other organizations and are often disparate in nature. This leads to differentiated approaches employed to ensure data recovery. Different approaches employed by educational establishments involve tape backup, SAN storage backup or third party contractors offering an off-site solution. Advancements in modern technology have offered private businesses a different route for their disaster recovery solutions and BAC has established appropriate system for ensuring data protection and recovery in case of emergency.

The overall operational authority is vested within the core Management Team headed by the Managing Director of BACInternation. He is assisted by CEO and School Heads for overall decision making concerning academic and administrative affairs. The Heads of Schools, as the Chair of the Academic Committee, are vested with the responsibility of all decisions pertaining to academic administration and delivery. They are assisted by Head of Programmes and Coordinators for detail implementation of academic decisions within their respective schools. They are supported by administrative staff. The Head of BAC is responsible for quality and standard of academic pursuit within the institution.

The CEO is vested with the primary responsibility of non-academic administration under the general supervision of the Chairman of BAC. The Chairman and CEO are vested with joint responsibility for all financial, human resources management and development related decisions of BAC and are jointly accountable to the Board of trustees.

STAFFING AND STAFF DEVELOPMENT

A. Staffing

BAC recognizes the importance of high-quality and well-motivated teaching staff and a supportive professional culture for building an institution *par excellence*. It thus strives from the beginning to develop a solid institutional policy to promote academic and pedagogical competence in order to serve the needs of all stakeholders concerned with higher education.

BAC attaches priority in recruiting qualified teachers and motivated managerial staff for the delivery of its intended services to the students and the society at large in the most efficient and effective manner. The rules and procedures for staffing are embodied in a Service Rule formulated joint by senior management and academic/managerial staff. Employment in BAC is regulated by the approved provisions of the Service Rules which articulates the following sections, among others:

- Selection, recruitment and appointment;
- Working hours;
- Compensation and benefits;
- Code of conduct;
- Leave;
- Disciplinary issues;
- Staff training and development

Recognizing that faculty strength is the single most important asset for any educational institution, BAC pursues the policy of most effective investment in faculty recruitment and development. While recruiting faculty BAC emphasizes on the knowledge-base, communication skill, English language skill, and mental make-up to hold on to commitment. A very systematic process is followed to recruit faculty members. All of the BAC's current faculties have Master's Degree from reputed overseas/local universities with proven track of teaching experience.

BAC is an equal opportunity institution and its employment policy is open to all for every employment without any bias towards race, sex, disability, political, religious belief. All openings

shall be subject to advertisement using appropriate media.

B. Staff Development

Staff development is an important element of institutional capacity building and BAC aims principally at improving the knowledge management capacity of its academic members in order to upgrade their level of training and practice with the subject matter. BAC is quite aware of the modern dynamics of intensified pressure on institutions of higher education to provide quality staff with the constant expansion of the demand for higher learning. It is also aware of the fact that as criteria for defining good teaching gain importance in the overall quality assessment of institutions, there is renewed emphasis on the ability of the teachers to understand his/her students and their learning environment.

The ability of teaching faculty to ensure excellence in any given field needs constant up gradation in the midst of constant changes in the overall environment of curriculum and its delivery. This bears important ramifications for institution like BAC which aspires to launch new areas of study that requires maintaining high academic standards in order for positioning in the international level.

BAC thus attaches top priority for the gradual development of an institutional policy on staff development that facilitates the acquisition and updating of expertise in continuity. At the initial stage, core areas of development are identified as follows:

- Teaching methodology;
- Giving Effective feedback to the student;
- Assessment;
- Language skill; and
- Motivation for student participation

BAC organizes training programmes for the faculties on a continuous basis. Trainings are occasionally conducted by international experts in collaboration with reputed programme providers, like University of Derby, Pearson Qualifications (Edexcel) etc. In-house training on class management, assessment, moduledesigning, outline designing, conflict management and so on is regularly conducted. BAC also facilitates its faculty members and senior staffs to participate in international training programmes, example could be contentious participation in University of London organize training programmes. BAC has an exclusive weekly faculty training session called the "Walk-inClass System" to develop the teaching methods of its faculty members. All faculty members participate in this interactive session to conduct and observe sample classes, discuss issues related to teaching methodologies and share instruction materials for mutual benefit. These sessions are mainly directed to achieve the enhancement in areas like;

- Self-learning skills and interest in life-long education;
- Awareness of the practical application of knowledge;
- A positive attitudes towards other people's areas;
- A high level of maturity and responsibility;
- an integrated and interdisciplinary view;
- A desire to be effective in communicating ideas by possessing strong oral and written skills;

- Ability to use computers in all communication, analysis and design.

These development initiatives are expected to generate long-term impact on the overall teaching character of the faculty members which may eventually be evaluated through changes the followings:

- ✓ Open-mindedness: receptiveness to new ideas;
- ✓ Versatility: showing varied skills and ability;
- ✓ Practice orientation: involvement in practical aspect of the subject matter;
- ✓ Self-confidence: confidence in one's ability;
- ✓ Logic: well responded thinking;
- ✓ Synthetic reasoning: knowledge of deductive reasoning in order to integrate often diverse concepts into a coherent whole;
- ✓ Broad, yet detailed mystery of the field;

Faculty evaluation by the students through a structured instrument has already been put in place across the board in BAC. This rating is continuously monitored and corrective actions are followed through wherever and whenever necessary. Additionally, a ratingscheme is also put in place from administrative point of view generally targeted to be conducted by a process of assessment by immediate supervisor.

Furthermore, BAC has a weekly "Academic Meeting" consisting of all Faculty Members, School Heads and programmer heads and the Coordinators. The objective of the academic meeting is to review the weekly progress of the semester plan. Moreover, every morning all team members of BAC get together for an interactive session called "Tea with Teammates" where all the members share their feelings about the policies of the institution, provide feedback on progress of their works and assignments, acknowledge causes of concern, address issues that require attention and generate ideas and recommendations towards organizational policies.

BAC also recognizes the significance of managerial staff development need to extend their professional skill so as to meet the constantly evolving academic environment. Management training is a primary example but many other fields which are complementary to effective teaching, training, and practice are generally included in BAC staff development exercises, the prominent of which are;

- Leadership style;
- Management of international cooperation;
- Use of ICT;
- Communication skills;
- Familiarisation with major trends and issues related to higher education, such as evaluation procedures, electronic grade management, etc.

BAC's organizational policy is to espouse a comprehensive approach where academic, management, administrative and technical support staff development are viewed within a facilitative infrastructure. This infrastructure is vitally connected to the overall managerial competence of the institution where human resources are considered to be its greatest asset in fulfilling its educational mission. It thus encourages deep sense of collegian spirit emanating from uninterrupted interaction amongst colleagues

for the transfer and share of both knowledge and experience to develop inter-disciplinarily and institutional solidarity.

Complaints Policy & Procedure

BAC aims to provide a high quality service to all our students. We try to endlessly improve the quality of our services. If we've fallen below the standard that you'd expect, we'd like to know so that we can address the shortcoming.

The complaints procedure is designed to ensure that any issue is responded to quickly and constructively and without allegation.

A complaint arises when a student/applicant feels that an aspect of their learning, BAC service, facility or location is unsatisfactory and should be investigated.

The complaints procedure doesn't cover the following:

- Allegations of unacceptable behavior from another student.
- Appeals against the outcome of an academic offence investigation.

How to make a complaint:

Students who feel aggrieved by scores, grades received or any other matters are advised to first ascertain that they indeed have a legitimate grievance. Assumptions or hearsay does not constitute sufficient grounds for an academic grievance.

As a first step, aggrieved students are advised to approach the concerned faculty/staff member with clear and tangible cause for review. A faculty member, who is approached by a student with a legitimate request supported by tangible evidence of uneven or biased assessment, shall schedule a meeting with the student within the week, whereupon s/he will verify that all students in the said course unit are subject to the same standard for grading. If uneven or unfair scoring or grading is revealed, the concerned faculty member shall ensure even handed and fair scoring to all students in the said course.

If a student continues to be aggrieved after the first step, the student may petition the Head of School in writing, detailing the cause or causes of grievance. If it is the Head of School as the cause of grievance, then the petition shall be submitted to the CEO. The Head of School or the CEO upon receipt of such a request shall convene a Review Committee consisting of

- Chair: 1. The Head of the School or CEO, as per merit
Members: 2. A senior faculty of the School
 3. A senior faculty from another School

The Review Committee will meet the petitioner i.e. the student, to hear and receive matters relevant only to the business at hand. The Committee may call upon the concerned faculty/staff member to verify that all steps taken by the faculty/staff member in the first step is indeed even-handed and fair. The Review Committee may or may not advise the concerned faculty/ staff member in writing. A written advisory issued to the concerned faculty, though not binding, is expected to be honored by the faculty/staff. A written advisory will also create an obligation upon the concerned school to verify academic fairness and remove any unfairness, before final grades of

students in the said course are made official. All proceedings of the Review Committee shall be recorded.

No member of the Review Committee shall have any familial or fiduciary relationship with a petitioner. If the Chair of the Review Committee recognizes a conflict of interest with his or her own person, the concerned Head of the School or the CEO shall refer the matter to the Head of BAC, who will then constitute a Review Committee for this particular case.

Quality Assurance Policy

Introduction

BAC International Study Centre has in place a set of processes to ensure quality that will be experienced consistently across all aspects of the institution operations (Quality Assurance) and support the institution in a cycle of continuous improvement and rising standards (Quality Improvement). At the heart of the cycle is self-assessment.

Aim

The aim is to achieve quality improvements that are learner focussed and that have a positive impact on the learner experience:

- The quality of teaching, learning and assessment
- The Institution environment, including resources
- The Institution services and operations

Our Procedures

The Institution operates under a Local Scheme of Management, which determines much of its policies and procedures. This includes specification of customer groups, curriculum, quality improvement, customer care, health and safety and budget and financial regulations.

The processes that support quality are set out in detail and available on the Institution intranet in the policies and procedures area. All staff, from induction and probation onwards, are introduced and trained in these processes. Implementation is monitored to ensure staff understand and comply and that all aspects of the procedures are effective.

Feedback is regularly sought from learners and employers with regard to the quality of their experience. This feedback is evaluated by the relevant management team and used to improve the quality of Institution operations.

Quality Assurance Framework

BAC International Study Centre has in place a range of systems and procedures that combine to provide a quality assurance framework.

- Institution wide annual self-assessment by area of learning and funding stream.
- Annual observation of teaching, learning and assessment cycle
- Moderation of observation of teaching, learning and assessment grades and process
- Annual staff development plan
- Staff appraisals
- All new tutors are encouraged to gain or to be working towards a recognised teaching qualification during their first year of employment
- Probation and mentoring scheme for new tutors

- A master practitioner scheme to support tutors in moving from a “satisfactory” grade to “good” in lesson observations
- Annual course review and evaluation by subject sector category
- Student involvement strategy, including student focus group meetings hosted by Institution Authority
- A customer care policy, with complaints and issues of concern investigated by the customer care team
- Student and staff induction programmes
- Learning walks
- Quality Assurance Folders (QAFs) for all courses
- Board of Directors that meets formally six times per academic year
- All Institution policies and procedures that support the quality framework are available via the Institution intranet and shared drive

Quality Improvement

A cycle of review, evaluation, planning and reporting is in place to identify priority areas for continuous improvement and development. The review cycle arises from:

- The Institution mission statement
- The Institution Strategic Objectives and annual targets
- Annual Quality Improvement and Development Plan (arising from the Self-Assessment process) and termly progress reports
- Area of learning quality improvement plans with specific targets
- Observation of teaching, learning and assessment – action planning and coaching process
- Annual Staff Development Plan
- Staff appraisal and regular “Work in progress” review meetings.
- Sharing of good practice through team meetings, networking and learning walks
- Use of feedback – student surveys, student focus groups, complaints, compliments and “Tell us how we are doing” campaigns, social media platforms such as Twitter and Facebook.
- Learner mid-course and end of course reviews
- Termly Monitoring reports
- Analysis of learner data on enrolment, retention, achievement and satisfaction to identify trends and sections requiring improvements or a change in policy or procedure.
- Use of national, local and internal benchmarking data to identify priority areas for improvement