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since 1995



# STUDENT'S HANDBOOK

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# Student's Handbook

***AL SHABAKA TECHNICAL INSTITUTIONAL ACADEMY***



Al Shabaka Technical Institutional Academy, Dubai  
Student's Handbook  
AUGUST 2022

Review of academic, financial, and other considerations leads to change in the policies, rules and regulations applicable to students, faculty and staff. The administration therefore reserves the right to changes at any time with the approval of UAE Government, Ministry of Education, Government of Dubai, Knowledge and Human Development Authority (if required). These changes may affect such matters as tuition and work timings, courses and programs offered (including the modification or possible addition/elimination of courses or programs), and other rules and regulations applicable to students, faculty, and staff.

While every effort has been made to ensure that this book is accurate and up-to-date, it may include typographical or other errors. Changes are periodically made to this publication and will be incorporated in new editions.

Mohammed Mazhar Ali, *Founder & Chairman,*  
*Al Shabaka Technical Institutional Academy*

Syed Ahmad, *ASTI Group Director,*  
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Printed in the United Arab Emirates



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## 1. MESSAGE FROM THE CHAIRMAN'S DESK



The institution holds firm to the belief that each of us makes an astonishing difference! Indeed, astonishing differences are just what institutions are about; we bring richness and value to the communities we serve by providing access to higher education to diverse student body, and Al Shabaka Technical Institute is no exception.

Deeply rooted in a commitment to student success, equity, and life-long learning, Al Shabaka Technical Institute is an institution in which our students thrive because we are intentional and purposeful in creating a learning environment focused on their evolution as learners and citizens of the Human Community.

I know that the faculty and staff of Al Shabaka Technical Institute work hard every day to ensure that every student has a meaningful experience at our institution – whether the intent is research education, career education, development education, or personal enrichment education. This institution believes deeply that every student who comes here is entitled to an education experience grounded in excellence, and that is what you will find in our classrooms, in our offices, in our services, in our programs, and in the way we treat our students and community. “We’re not here to make a living, we’re here to make a difference.” is not just our motto; it is the creed by which we live and operate.

In order to create a learning environment that nurtures students, you will find an organization growing to meet the needs of our students. We continue to be grateful to the UAE Government, Ministry of Education, Government of Dubai, Knowledge and Human Development Authority, who supported the guidance for Al Shabaka Technical Institute. As a result of their belief in and campus will see continuous developments in the institution.

These projects will end in the state-of-the-art facilities for our exceptional academic programs, enhanced spaces for our athletic and wellness programs, and improved infrastructure initiatives to enrich the way the campus works for our students and employees.

If you haven’t found out already, I believe you will soon find that Al Shabaka Technical Institute’s one of the jewels of the UAE region, and I am honoured for everyone decided to pursue their educational goals here. I am convinced that their educational experience – in and out of the classroom – will change institution. We hope to make a difference in your life, and I challenge them to make a difference at Al Shabaka Technical Institute, community, region and thus the planet we live on while they are here with us.

*“If You Stop Learning Today, You Will Be An Illiterate Tomorrow.”*

**Mohammed Mazhar Ali**  
 Founder & Chairman,  
 Al Shabaka Technical Institution Academy  
 chairman@astiacademy.ac.ae



## 2. MISSION STATEMENT

Al Shabaka Technical Institute adheres to the purpose for which “The advancement of all innovative technology and sciences; and all other necessary provisions that may conclude to the education of the youth of this country.” In brief: *Al Shabaka Technical Institute strives to create knowledge, to open the minds of students to that knowledge, and to enable students to take best advantage of their educational opportunities.*

To these extends, the institution encourages students to respect ideas and their free expression, and to rejoice in discovery and in critical thought; to pursue excellence in a spirit of productive cooperation; and to assume responsibility for the consequences of personal actions. Al Shabaka Technical Institute seeks to identify and to remove restraints of students’ full participation, so that individuals may explore their capabilities and interests and may develop full intellectual and human potential. Al Shabaka Technical Institute should liberate students to explore, to create, to challenge, and to lead. The support of the institution provides to students is a foundation upon which self-reliance and habits of lifelong learning are built: Al Shabaka Technical Institute expects that the scholarship and collegiality it fosters in its students will lead them in their lives to advance knowledge, to promote understanding, and to serve society.

In a nut-shell, “We, Al Shabaka Technical Institute, are not here to make a living, we are here to make a difference” in the community, nation and so the planet we live on.

### 3. INSTITUTION OVERVIEW

Al Shabaka Technical Institute is one of the fastest growing technical and management training institutions in the Gulf Region. Started as a technical training provider institution in the year 1995, Al Shabaka, positioned itself as a complete solution provider for learning and development needs of the Arab's world professionals. Licensed by Ministry of Education, Knowledge and Human Development Authority, to conduct short term, midterm and long-term programs in various parts of the world, ASTI offers training programs in more than 150 industry verticals and segments including core engineering, construction, business management, health care, education, IT, and languages.

Al Shabaka Technical Institute is one of the Pioneers in the institutions of United Arab Emirates. Pioneers in providing Education & Training programs with innovative teaching methodologies which offers a unique range of professional courses designed specially to meet the needs of our students in home and overseas. ASTI has been approved as a centre for Technical Vocational Education and Training (TVET). As an approved institution from government, we could able to serve the professionals with their career development-oriented education. ASTI is also accredited and recognized by international awarding bodies such as Pearson and Qualifi to deliver their qualifications.

We ensure that our students are given guidance and support throughout the time of their study with us. We provide a very good opportunity for our students to study in well occupied and supportive learning environment, to attain their goals in a Comprehensive manner. Whether your interest lies in full time study or work-based taining, our qualified and friendly staff will ensure you're given the best training and teaching guidance to set you on the pathway to success. We also want you to get the learning and skills you require in a safe and supportive environment and are committed to help you in achieving your personal goals and aspirations.

We offer a range of Courses including leisure courses in local community centres part time professional courses, full time courses, apprenticeships and training in the work place, irrespective of age, lifestyle, commitments and/or ambition.

With over 23 years of academic expertise and service Al Shabaka Technical Institute has stepped strongly into the beautiful and magnificent area Al-Qusais Dubai. We couldn't have made any progress without the help of visionaries in the Government. Our success in this segment depends significantly on the support we receive from the visionaries in the government. Together with them, we, Al Shabaka Technical Institute ensure that the generations that follow are fully equipped to take on the future in the Capital Emirate of the United Arab Emirates. With the marvellous service orientation to the society, Al Shabaka Technical Institute located at Dubai is officially licensed by from Ministry of Education Dubai, United Arab Emirates to award programs in Engineering, Management, Accounts, IT etc. With the strength, support and guidance from Ministry and its Authorities, its definite that Al Shabaka Technical Institute will serve and empower more people of this country for the years to come. ASTI is an International Standard Organization (ISO) certified organizatin.

## 4. RESOURCES, FACILITIES AND EQUIPMENT

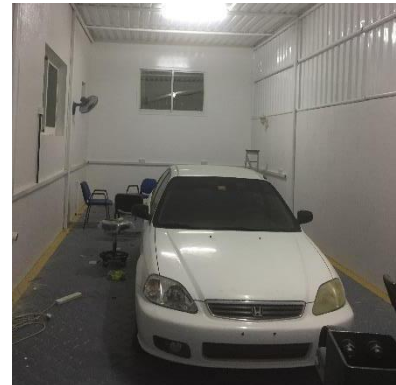


Al Shabaka Technical Institute ensures that our students are given guidance and support throughout the time of their study with us through providing occupied and supportive learning environment. We always aim to provide a total learning experience for every student through different essential learning and teaching resources which will prepare them to be globally competitive and work-ready, socially-responsible and empowered human resources.

### 4.1 Engineering Laboratories

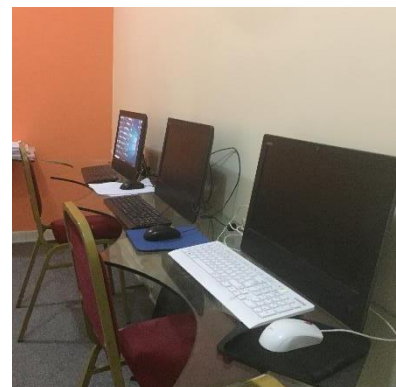
Engineering education is incomplete without engineering laboratories. The Laboratories prepares the student to apply all the theories they learned and to practice it practically in the real-world setting or environment through different laboratory equipment.

- Computer Laboratory
- Automobile Engineering Laboratory
- Mechanical Engineering Laboratory
- Electrical Engineering Laboratory
- Civil Engineering Laboratory
- Workshop



### 4.2 Media & Technology

Provides service and support on teaching and learning process through media systems. Promoting the use of technology to increase engagement in the classroom and make learning easier and more efficient. Each classroom is equipped with computer systems and projector to facilitate the teachers and students in their discussion through media presentations.



### 4.3 Faculty Resource System

Each Faculty has an access to different learning and teaching materials that will enable them to be more effective and productive.

### 4.4 Library

The role of the library is essential in teaching and learning process. Books are made available to the students to increase their knowledge and understanding in different programmes.



### 4.5 Online Learning Resources

There are various range of online tools that can be used to support learning and teaching process. With the help of online technology, digital classrooms can be established. Through this, motivation and information retention, as well as their ability to do their own research and work in teams can be improved. Digital platform and applications give better chances of engaging and getting through with the students.



## 5. SERVICES

ASTI aims to provide knowledge, to open the minds of students to that knowledge, and to enable students to take best advantage of their educational opportunities

### 5.1 Overview

The institution is currently offering programs in various industry verticals and segments including core engineering, construction, business management, health care, education, IT, and languages. The full list can be seen on the Knowledge and Human Development Authority website ([www.khda.gov.ae](http://www.khda.gov.ae)).

EduQual	
Engineering	Business
ID in Engineering Extended International Diploma in Engineering HID in Automobile Engineering HID in Civil Engineering HID in Electrical and Electronics Engineering HID in Information Technology HID in Mechanical Engineering HID in Quantity Surveying	ID in Business Management ID in Information Technology

\*HID – Higher International Diploma (Level 5)

\*ID – International Diploma (Level 3)

Pearson	
Engineering	Business
Level 3 Extended Diploma in Engineering	Level 3 Diploma in Business -Retail -Management -Marketing -Human Resources -Logistics -Law -Accounting
Level 5 HND in Engineering -General Engineering -Mechanical Engineering  -Electrical and Electronics Engineering	Level 5 HND in Business -Accounting and Finance -Business Management -Entrepreneurship and Small Business -Human Resource Management -Marketing -Operations Management

\*HND – Higher National Diploma (Level 5)

Qualifi
Business
Level 3 Diploma in Business Management Level 5 Diploma in Business Management Level 6 Diploma in Business Administration Level 7 Diploma in Human Resource Management Level 7 Diploma in Accounting and Finance Level 7 Diploma in Hospitality and Tourism Management

Professional Qualification	
Engineering	Business
Civil Engineering	Project Management Logistics
Mechanical Engineering	Management Supply Chain
Safety Engineering	Management Import / Export
Computer Engineering	Management Inventory, Warehouse &
Electrical Engineering	Material Management Operations
IT Engineering	Management Procurement,
Automobile Engineering	Purchasing & Supply Management
Chemical Engineering	Retailing & Merchandise Management
Petroleum Engineering	Maintenance Management
Piping Technology	International business management
Plumbing Technology	Human Resource Management
Computer Hardware Engineering	Marketing Management & Sales
Façade Engineering	Management Basic Memory
Network Engineering	Management Memory Master
Bio Medical Engineering	Success Management
Landscaping Technology	Information and Management Control
Air-Conditioning & Refrigeration	Planning – Control and Performance
Engineering (HVAC & R)	Management Performance
Welding Technology	Management Financial Management
Electrical & Electronics Engineering	Business Analysis Management
Instrumentation Technology	Advanced Financial Management
Engineering	Advanced Professional Management
Design Engineering	Management Quality Management
Architectural Engineering	Tourism and Hospitality Management
QA/QC Engineering	Management Information System
Environmental Engineering	Organizational Behavior Management
	Managing People and Systems
	Digital Marketing Management

\*Programme – 2400 hours duration

\*Course – 144 hours duration

## 5.2 Features and Benefits

- “Vocational Education and Training (VET) is designed to prepare individuals for a vocation or a specialised occupation and so is directly linked with a nation’s productivity and competitiveness.” (Publications Office of the European Union, 2011)
- Prepares individuals for the initial entry into employment
- Provides additional training for individuals who are already employed, as their jobs change, as the technology and work environment become more complex, or as they advance within the company
- provides education and training for individuals who are in some way marginal or out of the mainstream labor force; typically, those who have not been employed for a long period of time or who do not have any labor-market experience; usually people depending on public income
- By providing practical based learning, we ensure our students are work-ready to get a foot on the career ladder.
- Creative approaches to the student’s special needs in order to find unique and tailored courses

## 5.3 Long Term Visions

Al Shabaka Technical Institute’s mission is to educate learners highlighting Science, Technology, Engineering in an innovative, and interdisciplinary learning environment. Al Shabaka Technical Institute shall be a University that prepares learners to undertake leadership responsibilities in the progressive industrial landscape in Dubai, the United Arab Emirates and around the world.

Deliver quality instruction and mentoring for our students.

Develop and maintain model collaborative ventures and partnerships.

Recruit and retain a diverse faculty, staff and student populations.

Expand in multiple dimensions extending wings in development towards quality and creating bigger campus to cater students for Labs and learning resources.

Increase placements for students which is the ultimate target where 100% placement while studying.

Become a centre for research to cater the needs of students where the student can complete research with us itself rather than searching elsewhere.

## 6. ACADEMIC POLICIES AND PROCEDURES

### 6.1 General Requirements

- ASTI accepts applications from all students who meet the entry requirements published in the qualification specification.
- Applicants must complete all the required fields of the Application Form within given timeframe.
- Applicants must submit certificate of Language Proficiency (e.g. IELTS, TOEFL, PTE) for some qualifications if it is required.
- Applicants are required to provide a copy of proof of identification (Passport, Emirate's ID, etc.), certificates (Diploma, Transcript, Training, etc.) relevant to the course or programme, and proof of experience in the same field and a passport size picture.
- A candidate must be able to at least understand, read, write and speak the English language as a medium of instruction.

### 6.2 Registration

- Student coordinators will provide information relating to the courses or programmes. This information must summarize the requirements and prerequisites for the course or programme. For tailored schedules, an agreement regarding the class schedules will also take place during the orientation.
- Applicants shall fill up the registration form with the required information such as desired programme, personal data, educational background, technical qualifications, present and past employment specifications. Applicants must sign the registration form to declare that all the information he/she supplied was accurate and authentic.



## 7. RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND PROCEDURE

### 7.1 Purpose and Scope

According to the NQC Standard for RTPs referred to as mutual recognition, ASTI recognises NQC Qualifications and Statements of Attainment issued by any other ATP. We will also recognise and assess the skills and knowledge students gained over the student for years of work and life experiences.

The underlying principle of Recognition of Prior Learning (RPL) is that no learner should be required to undertake a unit of competency for which they are already able to demonstrate competency as outlined in the endorsed national qualification.

### 7.2 Policy Statement

ASTI will offer recognition to all participants for any nationally recognised course ASTI offers, prior to enrolment. All participants are informed at the pre-training induction of the availability of RPL recognition. All participants have the right to apply for RPL.

ASTI maintains Recognition of Prior Learning (RPL) policies procedures and relevant arrangements in order to attract the learners who have prior leaning work experiences and convert it to qualification credit. ASTI follows and adheres to the requirements of NQC on RPL.

### 7.3 Procedure Statements

#### 7.3.1 Applying for Recognition of Prior Learning (RPL)

In order to apply for an RPL, a student must supply evidence to demonstrate prior learning and relevant skills and knowledge gained through work and life skills. Evidence for this may include but not limited to:

- Position descriptions from current/previous employment.
- References from current/ former employers.
- Work samples.
- Resume

If the student know that you have gained the required skills and knowledge for some of the units of a specific course the student can to apply for RPL and an assessor will be assigned to take the student through the process and the requirements.

*Fees are payable for this RPL service prior to assessment.*

A qualified assessor of ASTI team will assess the application and notify the student of the outcome. If the evidence is sufficient to demonstrate current competency against the unit(s) of competency requirements, RPL will be granted and the student will be notified.

If the student's RPL application is approved, he/she will not need to attend classes or complete assessments for that unit(s) of competency.

### 7.3.2 Criteria for applying RPL

The starting point for any learner wishing to claim for RPL is to reflect on their experience in order to identify relevant achievement. They should think about evidence of knowledge and experience gained:

- At work
- In any relevant voluntary work and leisure activities
- In formal or informal education and training – for example, adult education courses or in-company training
- From independent study
- From home-based activities, such as care of the young, the elderly or the sick, or involvement in the family business. RPL learners will need to understand the relevant assessment requirements associated with the units they are claiming. Then they will be able to work towards assembling evidence to support these claims.

Providing evidence of achievement, the portfolio Learners will need to provide evidence to show that they have covered the requirements of the units or modules. This will take the form of a portfolio, prepared by the learner, which sets out the program assessment requirements claimed, together with any supporting evidence. Professional discussions or oral assessment can be used to contribute towards portfolio evidence. They must be documented and can be supported by audio/video recordings.

In considering the evidence, the assessor needs to ask if it is valid, authentic, current, relevant and sufficient (see below for definitions) If the assessor judges that the evidence submitted is not sufficient to meet the requirements of the unit or module, it will be necessary to seek additional evidence. This may be done by the learner:

- Undergoing an oral assessment
- Completing an appropriate assignment
- Completing a written test
- Carrying out a demonstration
- A combination of the above

### 7.3.3 RPL through Credit Transfer

As per regulations that NQC does not have credit transfer, ASTI will not consider any Credit Transfer as fulfilling the RPL requirements.

ASTI strictly adheres and complies with awarding body policies on RPL.

### 7.3.4 Unsuccessful applications for RPL

If the student's RPL application is not approved then the student will have to enroll and attend training for those units of competency.

<b>REVISION HISTORY</b>				
<b>Version No.</b>	<b>Developed by</b>	<b>Date</b>	<b>Approved by</b>	<b>Review Date</b>
1	Academic Director	Sept. 2021	Operations Manager	Sept. 2024

## 8. CREDIT TRANSFER POLICY

Credit Transfer is the recognition of TVET study which has been conducted in United Arab Emirates. Students who have previously studied and successfully completed one or more subjects containing the same competencies as those offered by the Institution can apply for a Credit Transfer.

Credit Transfer assesses the programme or subject that the student has completed against the required learning outcomes, competency outcomes, or standards in the Institution's course or programme they intend to study.

To apply for Credit Transfer students will need to submit certified copies of their transcripts prior to starting with the Institution with the attached Credit Transfer form.

If the student is not eligible for Credit Transfer, they may be considered for RPL

### 8.1 Conditions

- All supporting documents supplied must be true and correct (and translations provided where applicable).
- It is the student's responsibility to ensure that all necessary documentation is provided for assessment.
- All Credit Transfer applications and enquiries are submitted to the Institution.
- Credit Transfer applications must be received with the programme application or at least 6 weeks prior to programme commencement, whichever is sooner.
- If the Institution requires additional information from the student about their Credit Transfer application, that information must be returned to the Institution within 7 days of the student receiving the Institution's request.
- Students will be notified in writing of a Credit Transfer assessment outcome within 21 days of receipt of the application. If the Institution grants Programme Credit the notice to the student must be signed and returned to the Institution.
- Credit Transfer is granted, the student's programme duration will be reduced.
- The Institution reserves the right to refuse any Credit Transfer application prior to programme commencement.
- The student is responsible for paying all postage and handling as necessary.
- Credit Transfer assessments and decisions made by the Institution are final.
- The decision to grant programme credit must preserve the integrity of the award to which it applies and comply with requirements of the underpinning framework of the programme.

## 9. DATA PROTECTION POLICY

### 9.1 Data Gathering

- All personal data relating to staff, learner or other people with whom we have contact, whether held on computer or in paper files will be dealt with sensitively and in the strictest confidence internally and externally.
- Only relevant personal data will be collected and the person from whom it is collected will be informed of the data's intended use and any possible disclosures of the information that may be made.

### 9.2 Data Storage

- Personal data will be stored in a secure and safe manner.
- Personal passwords must not be disclosed to colleagues, learners or other persons to enable them to access data.
- Computer workstations in administrative areas will be positioned so that they are not visible to casual observers waiting either in the office or at the reception hatch.
- Any hard copies of personal data will be stored where the data not accessible to anyone who does not have a legitimate reason to view or process it.
- Particular attention will be paid to the need for security of sensitive personal data.

### 9.3 Data Disclosures

- Personal data will only be disclosed to organizations or individuals for whom the consent of the data subject (or that of the parent/carer) has been given for the organization or individual to receive the data, or to organizations that have demonstrated a legal right to receive the data without consent being given.
- Personal data will not be used in newsletters, websites or other media without the consent of the data subject (or parent/carer).
- A record will be kept of any personal data disclosed so that the recipient can be informed if the data is later found to be inaccurate.

### 9.4 Subject Access Requests

- If the Institution receives a written request from a data subject to see or receive copies of any or all personal data which the Institution holds about them this will be treated as an access request and the Institution will respond within the 40-calendar day deadline.
- Informal requests to view or have copies of personal data will be dealt with wherever possible at a mutually convenient time but, in the event of any disagreement over this, the person requesting the data will be instructed to make their application in writing and the Institution will comply with its duty to respond within the 40-calendar day time limit.

## 10. STUDENT SUPPORT POLICY

### 10.1 Purpose

The main aim of this policy is to establish a simple, integrated institutional approach to providing support for students, which meet legal and regulatory obligations in relation to different types of risk.

### 10.2 Objectives

- Outline why student support is a necessary and appropriate responsibility for the institution and all its staff and partners.
- Set out a coherent approach to providing support for students who need it for whatever reason, incorporating existing staff responsibilities for Personal Tutoring, Safeguarding, Wellbeing and following institution policies into this integrated framework.
- Indicate an increased focus on:
  - Identifying support needs at an early-stage sharing information appropriately.
  - Specify that appropriate processes, systems, guidance and training are needed in order to enable staff to perform their role in supporting students.

### 10.3 Scope

This policy framework applies to all ASTI staff, partners and contractors, in relation to all ASTI students.

### 10.4 Underpinning principles

10.4.1 The institution reaffirms its commitment to freedom of speech, academic freedom and freedom of religious expression. Inclusivity, change and challenge are integral to the educational experience.

10.4.2 As well as any pre-existing or developing personal, physical or mental health issues, individual students can face many challenges and changes in relation to study and student life, may be removed from their usual support networks, and may be actively targeted by certain groups.

10.4.3 Some students will endure or address problems and challenges by themselves, however many students may need or benefit from additional support.

10.4.4 Providing additional support to students who need it contributes to institution agendas including student satisfaction, student retention, staff satisfaction and professional body requirements.

- 10.4.5 Supporting students is a shared responsibility of all staff, although some members of staff - such as personal tutors and professional support services staff – already have specific responsibilities for supporting students and are more likely to have the opportunity to notice if a student may need additional support.
- 10.4.6 There may be apparently minor signs that can indicate at an early stage that a student is in need of additional support, and staff should make an effort to notice these signs and act on them, before the problem becomes more chronic or critical.
- 10.4.7 If a staff member thinks a student may need additional support, they should take appropriate and timely action.
- 10.4.8 Staff are not expected to diagnose or provide specialist support to students, (unless that is part of their role), but to familiarize themselves with how to access guidance for themselves and support for their students.
- 10.4.9 Student concerns will be handled sensitively and in compliance with the Data Protection Policy.
- 10.4.10 Responses to concerns will be proportionate and appropriate, taking into account equality duties and students' legal rights, and the prejudices which can surround topics such as mental health.
- 10.4.11 Some students may require continuing support and/or adjustments to continue their studies. Relevant Professional Services staff will help identify what these should be, but academic and administrative staff a connection to the student, and/or a relevant role such as Personal Tutor should also expect to play a part in on-going support and resolution of any issues.
- 10.4.12 The systems and information-sharing processes shall be fit for purpose and facilitate the sharing of items of information which, taken together, could show that a student may be in need of additional support.
- 10.4.13 Staff may expect to have guidance and training made available to them. Staff in key roles may be required to familiarize themselves with guidance and attend training.
- 10.4.14 Students may wish to seek additional support for themselves. Students may also be in a position to notice if one of their peers may need additional support. The institution will therefore make use of all the channels for communication with students, including working with the Students' Union, to provide simple information about how students can access additional support and guidance.

## 11. ATTENDANCE POLICY AND PROCEDURE

### 11.1 PURPOSE AND SCOPE

The purpose of this policy is to ensure all trainees are aware of the attendance importance and its impact on the certification process and raise the awareness of all stakeholders to the consequences of not complying with attendance requirements.

### 11.2 POLICY STATEMENT

- 11.2.1 Attendance is one of the learners' responsibilities towards their learning process.
- 11.2.2 Poor attendance impacts the certification of the learner.
- 11.2.3 All instructors are responsible for taking daily accurate attendance of all learners.
- 11.2.4 Attendance sheets are part of the learner's training experience and must be included in the learner's file.
- 11.2.5 Attendance is part of the Centre's internal audit and a root cause analysis will be carried out if the attendance of learners in a specific course is poor.
- 11.2.6 One on one meeting should be held with learners' whose attendance is poor to identify the reason of absence before taking any further action.

### 11.3 PROCEDURE

As part of the terms and conditions of enrolment at the Institution, students are expected to attend lectures, seminars and tutorials. If attendance is unsatisfactory without any extenuating circumstances such students will be subject to the Disciplinary Procedure. It is essential to maintain a minimum attendance of 75 percentages.

Attendance will be monitored through the registers and the LMS software. Where a student miss classes, they will be contacted by phone, email and/or SMS and asked to explain the reasons for their absence. Students are required to respond to these messages. Appropriate action shall be taken if there is no proper response. Where there are valid reasons for absence, students must provide proof, including doctor's notes, evidence of an accident, or other documentation. Where a student knows in advance that they will not be able to attend their classes, they must notify the Institution and provide supporting evidence for their absence. The following rules will apply to absences:

1. All learners must arrive on time. The instructor has the right to mark the late comer as absent.
2. Returning to class after breaks is monitored by the instructor. Late arrivals will be marked as absent.
3. All learners must sign the attendance sheet on daily basis. The instructor will also be taking live attendance and will be marking it on the LMS software.
4. In case of repeated absence without valid reason, the guardian/employer will be notified.
5. Learners whose absence exceeds 25% of the classes will not be certified. The learner will be given the chance to join classes and fill the absence gap if the training course is repeated.



6. Learners withdrawing from the course before it is completed will not be certified
7. A learner must attend all classes unless in case of emergency. Evidence must be provided and accepted by management.
8. Instructors submit the hardcopy of attendance sheets to the administration office daily.
9. Administrator prepares attendance report for learners and conducts an analysis of each learner's attendance by the end of the course.
10. During term time students will not be given leave of absence for overseas national holidays or attendance at family functions, etc.
11. No student will be granted authorized leave of absence for more than 2 weeks during term-time unless there are exceptional circumstances and such leave is agreed with the Institution management.
12. Students who are absent from classes for more than 5 working days must provide a doctor's certificate.
13. All students must declare any medical condition or disability which is likely to result in their missing a significant number of classes. All female students must inform the Institution if they are pregnant. Any false declaration, or failure to disclose a condition or pregnancy, may result in a student's enrolment being cancelled.

If a student is absent for longer than four weeks without informing their tutor, course coordinator or other manager, without providing appropriate evidence to support a legitimate absence (for example major illness or operation), they will be withdrawn from the Institution. In this circumstance, the Institution's Student Disciplinary Procedures will not apply but the withdrawal will be recorded on the Student Information System for any future applications to the Institution.

#### **11.4 ACCEPTED ABSENCE EVIDENCE**

- Medical certificates must be stamped by the Health Authority.
- Request from the employer due to urgent or emergency work commitment.
- Family emergency.
- Evidence must be presented to the instructor to be approved by management.

#### **11.5 CONSEQUENCES OF NON-COMPLIANCE**

- Explained within the document.

#### **11.6 Explained absences**

There are some absences which can be marked as an explained absence. These include:

- Illness;
- Medical appointments, which could not be made out of institution hours;
- A religious holiday (up to 3 days);
- A career-related interview;
- A work placement
- Attendance at a government agency appointment

- Severe disruption to a student's method of transport, such as a strike or sandstorm, that leaves the student with no alternative method of travelling to institution;
- An Institution representatives' meeting.

The following reasons for absence are **not** acceptable and **cannot** be marked as explained absences. They include:

- Holidays
- Part- or full-time work which is not part of your programme of study
- Leisure activities
- Birthdays or similar celebrations
- Shopping
- Driving lessons, etc.

Students should be aware that if they take holidays during term time they may be withdrawn from examinations and/or coursework may not be submitted for marking and verification. They will also be called to a meeting in accordance with the Disciplinary Procedure.

Any student who expects to be absent from classes for more than two weeks for any reason (for example, their own illness, or the illness or death of a close family member) must inform the Institution as soon as possible. In such a case, fees will not be refunded, but will be held on account for up to 12 months until the student is able to resume studies.

### **11.7 Disciplinary actions for breaking the student attendance requirements:**

Where student contravene the Student Attendance Procedures, they will be subject to the Disciplinary Procedures as outlined below:

**11.7.1 Stage One:** The student will be spoken to by a member of the academic team. They will be expected to explain absences and provide/agree an action plan for improvement (Stage One) Student attendance will be monitored.

**11.7.2 Stage Two:** If a student's attendance fails to improve, a further meeting will be held with the student and, if appropriate, a final written warning will be provided (Stage Two) indicating that if they continue to not attend, they may be suspended from their course.

Warnings may also include conditions. The Institution may decide to:

- Not enter a student for examinations/external assessment
- Not submit their coursework for verification
- Not allow them to progress to the next year/level of their course

**11.7.3 Stage Three:** Where the attendance of a student continues to be of concern they will be excluded from the Institution (Stage Three), either temporarily or as a permanent measure. A letter explaining this decision will be sent to the student by the management. Students may also be suspended or excluded from the Institution for the non-payment of fees, the non-submission of assignments and failure to progress academically, failure to abide by the rules of the Institution.

Where students are excluded, they have the right to appeal against the decision.

## 11.7 Immediate Termination

- Immediate termination is done if the student is found using drugs or any other substance that is not allowed to be used in the campus.
- Use of mobile phone in the class or in the examination.
- Found bullying other students or staff on the basis of cast, gender, religion, creed, etc.

## 11.8 Appeals

Students wishing to appeal the decision to exclude them must do so in writing to the Management within 5 days of the exclusion. They must state why they are appealing the decision. If there are no clear grounds for the appeal and the Institution has followed its' procedures correctly an Appeals Panel will not be called. If the Appeal Panel goes ahead it will be dealt with in line with the Institution's Appeals Procedure. The Appeal Panel's decision is final.

REVISION HISTORY				
Version No.	Developed by	Date	Approved by	Review Date
1	Academic Director	Sept. 2021	Operations Manager	Sept 2024

## 12. ASSESSMENT POLICY AND PROCEDURE

### 12.1 PURPOSE

This policy and procedures in this document identify the assessment activities that applied to formative and summative assessments of national qualifications. The policy and procedures ensure that the work of all the assessors is fair and consistent and leads to the certification of learners based on the qualification standards.

### 12.2 SCOPE

- ASTI Assessment Policy and Procedures apply to all assessment processes undertaken by ASTI staff and to any assessments conducted under the auspice of ASTI through a partnering organization.
- Unless stated otherwise, all policy and procedures cover the assessment of VET qualifications.
- Unless stated otherwise, all policy and procedures cover assessment as part of a learning and assessment pathway and as an assessment only process (RPL).
- This policy provides guidelines within which qualified assessors will use professional judgement to conduct assessment.

### 12.3 POLICY STATEMENTS

- ASTI recognizes well designed assessment plays an integral role in helping learners achieve successful outcomes.
- ASTI's assessment policy draws on definitions and guidelines provided in National Qualification Authority publications. It is suggested all regulatory documents are read in conjunction with this policy.
- Procedural requirements related to each of the following policy statements are provided in Item 4; 'Procedures'.

12.3.1 ASTI will Ensure quality assessment outcomes are achieved through basing the development of assessment processes and instruments on the principles of assessment:

- Fairness
- Flexibility
- Validity
- Reliability
- Sufficiency

12.3.2 Ensure evidence requirements for assessment purposes are based on the rules of evidence;

- Validity
- Sufficiency
- Authenticity
- Currency

- 12.3.3 Provide Recognition of Prior Learning (RPL) processes.
- 12.3.4 Conduct assessments to support continuous learning and decide outcomes.
- 12.3.5 Apply special considerations and reasonable adjustments to assessments as appropriate.
- 12.3.6 Value authenticity of assessment work and enforce penalties for academic misconduct.
- 12.3.7 Conduct assessment processes ethically.
- 12.3.8 Specify due dates and approve extensions in line with determined parameters.
- 12.3.9 Allow resubmission of assessment pieces and supplementary assessments within determined parameters.
- 12.3.10 Apply consistent grading schemas to education and training sectors and qualifications within sectors.
- 12.3.11 Provide a process for students to appeal against assessment processes and decisions.
- 12.3.12 Validate and moderate assessment tools, processes and candidate evidence and assessor decisions. Assessments must be reviewed before each course by subject matter experts. Standardization meetings must take place before and after developing the assessments.
- 12.3.13 All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competency based assessment will be marked as competent, not yet competent or insufficient evidence.
- Competent when all qualification requirements have been achieved.
  - Not yet competent means all requirements have been attempted but yet to be achieved.
  - Insufficient evidence means all requirements have not been attempted.
- 12.3.14 Underpinning knowledge is examined that all the predetermined marking criteria should be met.
- 12.3.15 An NQA qualification is internally assessed by qualified assessors and verified by Qualified Internal and External Verifiers of approved provider status institutions.
- 12.3.16 Simulations in assessment are not recommended will require prior approval from the External Verifier.
- 12.3.17 Assessments are performed by occupationally and vocationally competent assessors. Assessments may be performed by occupationally

competent instructors however the assessment decision must be counter signed by a competent assessor.

### 12.3.18 Types of assessments

#### ***Formative Assessment***

- Formative Assessments are used in each national qualification unit to provide learners with the knowledge and skills required to complete the summative feedback effectively. The formative assessments are used to track learners' progress throughout the semesters.
- Formative Assessments may use a wide range of assessment methods such as case studies, Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrams, projects, journals, assessor observations, presentations, tests, professional discussion.
- Formative Assessments may cover one or more learning outcome/ performance criteria within a course.

#### ***Summative Assessment***

- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate to satisfy all of the requirements for the summative assessment as per VETAC standards.
- Re submissions are permissible.

### 12.3.19 Assessment instructions

The assessment cover sheet should be given to the learners with the following details:

- Course and program name and code
- Assessment submission date
- Learning outcomes and performance criteria related to the assessment
- Assessment instructions
- Duration of assessment for tests
- Student name, number and signature
- Assessor name and signature
- Internal verifier name and signature
- Assessment rubric

The learner should retain a copy of the work and the institute must archive the original with the signed cover and feedback sheets until the learner is certified.

## 12.4 PROCEDURES

The following procedures outline the processes that are to be followed across ASTI to implement each of the Policy Statements documented at Item 3 of this Administrative Instruction.

#### 12.4.1 **Ensuring assessment activities are based on the principles of assessment to achieve quality outcomes:**

Whilst each of the principles are important factors in their own right, assessment activities should reflect all principles and not elevate the importance of one at the expense of others.

12.4.1 ***Fairness*** in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and be re-assessed if necessary.

ASTI accommodates individual students' needs in accord with processes outlined in Item 4.5.

ASTI ensures that students are fully informed about assessment requirements by providing a comprehensive outline of assessment requirements and due dates at the commencement of a component of study and in accord with processes outlined in Item 4.8 and 4.9

ASTI provides the opportunity for students to challenge the result of assessment in accord with processes outlines in Item 4.11.

12.4.2 ***Flexibility*** in assessment requires that assessments reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, component of study and the student; and support continuous development.

ASTI accommodates individual students' needs in accord with processes outlined in Item 4.5.

ASTI provides for the recognition of units of competency or subjects in accord with the processes outlined in Item 4.3.

ASTI draws on a range of appropriate assessment methods in accord with the processes outlined in Item 4.12

ASTI supports the continuous development of learning in accord with the processes outlined in Item 4.4.

12.4.3 ***Validity*** is both a principle of assessment and a rule of evidence. It requires that the assessment process is sound and assesses what it claims to assess:

- (a) Assessment against units of competency and subjects must cover the broad range of skills and knowledge that are essential to competent performance (as specific in the unit or subject)
- (b) Assessment of knowledge and skills must be integrated with their practical application (if applicable)
- (c) Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).

ASTI validates assessment tools and processes in accord with the processes outlined in Item 4.12.

12.4.4 **Reliability** refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. It can only be achieved when assessors share a common interpretation of the assessment requirements. ASTI fosters the consistent interpretation of evidence in accord with processes outlined in Item 4.12.

12.4.5 **Sufficiency** is both a principle of assessment and a rule of evidence. It relates to the quantity and quality of evidence assessed. It requires collection of enough appropriate evidence to ensure that all requirements of the unit of study have been satisfied.

ASTI ensures sufficiency in its assessment in accord with processes outlined in Item 4.12

## 12.5 Ensuring evidence requirements are based on the rules of evidence

Whilst each of the rules are important factors in their own right, assessment activities should reflect all rules and not elevate the importance of one at the expense of others.

12.5.1 **Validity** is both a principle of assessment and a rule of evidence. It requires that the assessment process is sound and assesses what it claims to assess:

- (a) Assessment against units of competency and subjects must cover the broad range of skills and knowledge that are essential to competent performance (as specific in the unit or subject).
- (b) Assessment of knowledge and skills must be integrated with their practical application (if applicable).
- (c) Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).



ASTI ensures valid evidence is required for assessment in accord with processes outlined in Item 4.12

## 12.5.2

12.5.3 **Sufficiency** is both a principle of assessment and a rule of evidence. It relates to the quantity and quality of evidence assessed. It requires collection of enough appropriate evidence to ensure that all requirements of the unit of study have been satisfied. ASTI ensures sufficiency in its assessment in accord with processes outlined in Item.

12.5.4 **Authenticity** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work. ASTI values the authenticity of assessment evidence and enforces academic misconduct disincentives in accord with processes outlined in Item 4.6

12.5.5 **Currency** in assessment relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence provided must indicate that the participant is currently competent. ASTI ensures evidence is current in accord with processes outlined in item 4.3 and 4.6.

## 12.6 Providing RPL processes

12.6.1 ASTI will offer the opportunity to undertake 'assessment only' through a Recognition of Prior Learning (RPL) process.

12.6.2 Each of ASTI teaching programs through its teaching and learning staff, will enable to provide consistent information, assessment tools and procedures that offer applicants an efficient and supportive approach to RPL.

12.6.3 Information on and the opportunity for, RPL will be provided to all students at the commencement of their program of study and will form the basis of individual learning plans.

12.6.4 A student may also apply for RPL at any time during their program of study.

12.6.5 Evidence considered inferring competence or meeting learning outcomes in an RPL assessment process must incorporate competencies that determine the person is currently competent in the area being assessed.

## 12.7 Conducting assessments to support continuous learning and decide outcomes

12.7.1 A high priority is placed on providing timely and constructive feedback to students to facilitate their learning.

12.7.2 Students experiencing difficulty in meeting course requirements may be invited to participate in a 'Review of Progress for Students at Risk'. This may be initiated by the lecturer or requested by the student. This review will provide the student with an appraisal of their performance, strategies for improvement and a timeframe for a subsequent performance appraisal. Any review of progress should be documented by the trainer and kept in the student file.

12.7.3 If an assessment outcome has an impact on subsequent assessments within a component of study, results and feedback will be made available in a time frame which will not disadvantage performance in the subsequent assessment.

## **12.8 Applying special considerations and/or reasonable adjustments**

12.8.1 ASTI is committed to the promotion, application and outcome of equality of opportunity in education. Assessment procedures should consider and support the needs of all students who meet the inherent requirements of the course.

12.8.2 Applying special consideration encompasses making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome.

12.8.3 Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else through making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome. To be reasonable, adjustments must be appropriate for that person, and must be allowable within rules defined by the training package or accredited course.

12.8.4 Special consideration or reasonable adjustment in an assessment may include, but are not limited to:

- extra reading time
- extra writing time
- break times during an examination
- a reader/a writer
- an interpreter for deaf and hearing-impaired students
- alternative accommodation
- adaptive technology equipment
- for paper-based assessment, questions on audio/video tape, CD, enlarged text will be used
- access to an unannotated bilingual dictionary

## **12.9 Special consideration conditions**

12.9.1 To request special consideration, students must discuss their requirements with their lecturer and submit appropriate evidence or documentation as follows. Grounds for special consideration in assessment include but are not limited to:

- Illness / medical condition
- English language limitation
- Cultural or religious Observance

12.9.2 Students will be advised of the outcome of their request for special consideration in writing. A record of the special consideration must be documented by the lecturer and kept in the student file

12.9.3 Where a student appeals the decision, the Academic Manager will reassess the request for special consideration and make a decision. If the student deems the outcome to be unfair they can appeal to a relevant independent body.

12.9.4 Students seeking a reasonable adjustment in an assessment must discuss their requirements with the assessor prior to the start of the component of study or at the earliest possible time once the class has commenced. Students may be requested to provide documentation to support their request for reasonable adjustment.

12.9.5 Any reasonable adjustments to assessment during the period of teaching must be communicated to students in writing by the class lecturer. A record of the reasonable adjustment must be documented and a copy kept in the student file.

12.9.6 If a student is refused reasonable adjustment in an assessment, an appeal may be lodged (in accordance with the appeal process detailed in this document).

12.9.7 All information and supporting statements provided as part of an application for reasonable adjustment in assessment will remain confidential (in accordance with the confidentiality policy).

## **12.10 Enforcing penalties for academic misconduct**

**12.11 *Academic honesty*** is an essential foundation for student assessment. Students must ensure that the evidence that they submit for assessment is their own and/or that they acknowledge the work of others appropriately.

12.11.1 ***Plagiarism*** is to copy work without acknowledging the source and is a form of cheating. In a study environment, cheating means to act dishonestly in any way so that the assessor of the work accepts what a student presents as evidence of their understanding of and ability in the component of study concerned.

12.11.2 ASTI will not tolerate cheating and plagiarism. It is cheating to:

- Hand in someone else's work as your own (with or without that person's permission).
- Use any part of someone else's work without the proper acknowledgement, including breaches of copyright.
- Hand in a completely duplicated assignment.
- Allow someone else to hand up your work as their own
- Copy sentences or paragraphs from one or more sources, present substantial extracts from books, articles, theses, unpublished work such as working papers, seminar and conference papers, internal reports, computer software,

- websites, lecture notes or tapes, without clearly indicating their origin.
  - Use notes or other resources without permission during formal testing.
  - Have several people write one computer program or exercise and hand up multiple copies, all represented (implicitly or explicitly) as individual work.
  - Steal an examination or solution from a lecturer.
- 12.11.3 ASTI will not condone cheating (including plagiarism) under any circumstances. If a lecturer suspects cheating, they are to investigate further to establish evidence.
- 12.11.4 If there is evidence to support the suspicion, the lecturer will notify the Academic Manager and set out the concerns to the student in writing, requesting a time to discuss the matter.
  - Once this discussion has occurred, giving the lecturer and student the opportunity to provide relevant information, one of the following will occur:
  - If it is a minor or unintentional offence the student will be required to undertake an alternative form of assessment to provide evidence of attaining the requirements of the component of study. The penalty in this case is that the student is only able to receive the lowest level of pass for the assessment activity.
  - If it is a serious or deliberate offence the student will fail the assessment. Students are to be advised in writing of the outcome of the discussion.
  - In either case the misconduct is to be recorded in the student's file. Repeated offences of cheating – minor or serious – will result in failure of the component of study that is the focus of the current misdemeanor.
- 12.11.5 Students are entitled to appeal against a decision related to cheating in line with the academic appeals process outlined in Item 4.11.
- 12.11.6 If a student believes that his or her work has been plagiarized or copied, he/she must report the matter at once to the appropriate lecturer or staff member.

## **12.12 Conducting assessment processes ethically**

- 12.12.1 ASTI staff will ensure there is no real or perceived conflict of interest in assessment processes. Examples include, but are not limited to the following circumstances:
  - assessing a family member, relative or close friend
  - assessing a colleague or business associate particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits
  - assessing another ASTI staff member, particularly where a supervisor/subordinate relationship exists
  - assessing oneself
- 12.12.2 If a real or perceived conflict of interest is identified, it is the responsibility of the assessor to discuss the situation with the Educational Manager at the earliest convenience. The Academic Director will decide whether the assessor should not assess in the

specific case and/or, in circumstances where the assessor has already conducted part or all of the assessment, whether assessment should be confirmed by another assessor.

### **12.13 Specifying due dates and approving extensions**

12.13.1 Students will be informed of due dates for assessments at the beginning of the component of study

12.13.2 Assessment due date refers to the date for submission of any material or attendance at a scheduled activity to satisfy assessment requirements.

12.13.3 It is the student's responsibility to submit required material or attend and participate in scheduled assessments. If the student is unable to meet an assessment due date, the student may request an extension.

12.13.4 A request for extension must be documented and received and granted by the lecturer prior to the assessment due date. A response from the lecturer to a student's request for extension will be made in writing. This written advice will include a clear timeframe for the extension and the assessment activities that the extension relates to.

12.13.5 An extension of assessment activities may be granted where a due date disadvantages a student in a significant way. Such circumstances include compassionate grounds, sickness supported by a doctor's certificate, employment obligations supported by the employer or language, literacy and numeracy requirements of the student. A lecturer can request to see evidence of progress towards the assessment activity before granting an extension.

### **12.14 Allowing Resubmissions and Deferred Assessments Resubmission**

12.14.1 Resubmission is:

- The submission of an assessment piece after a student has revised it,
- Participation again in an assessment event, because the original did not demonstrate that the assessment requirements were met.

12.14.2 Formal resubmission processes apply only to summative assessment.

12.14.3 Students have a right to one resubmission per assessment piece/event if the pass criterion for an assessment has not been met.

12.14.4 Further resubmissions may be permitted by the lecturer on a case-by-case basis. This is usually due to special circumstances where a student is able to provide justification for their request; such circumstances include, but are not limited to: compassionate grounds, sickness supported by a doctor's certificate, employment obligations supported by the employer.

12.14.5 In all cases the due date for re-submission and remarking will be declared by the lecturer in negotiation with the student and will be

based on reasonable time frames with due consideration for the workloads of all concerned.

### **12.15 Deferred Assessment**

- 12.15.1 Deferred assessments are assessments provided at an alternative time.
- 12.15.2 Deferred assessments may be granted where the student has otherwise met course requirements and is unexpectedly unable to participate in an assessment. This is usually due to special circumstances where a student is able to provide justification for their request; such circumstances include, but are not limited to: compassionate grounds, sickness supported by a doctor's certificate, employment obligations supported by the employer.
- 12.15.3 The usual grading regime applied for the component of study is applied to a supplementary assessment.

#### **Penalties for not complying with the conditions of due dates, extensions resubmissions and deferred assessments**

- 12.15.4 In the case where a student does not attend a scheduled or rescheduled assessment activity or submit a piece or work on the agreed due date the student cannot be offered a resubmission as an assessment has not been attempted.
- 12.15.5** In the case of a resubmission not being presented by the agreed due date the final result will be recorded as a FN. (FN= Fail Non-attendance at an assessment event or non-submission of an assessment item).
- 12.15.6** A withdrawn code (W) will only be entered if a student officially notifies and completes a Student Refund Withdrawal.

### **12.16 Applying a consistent grading schema across all qualifications**

- 12.16.1 For all accredited courses the grading regime is to be stated in the curriculum document and approved along with the accreditation submission.
- 12.16.2 Where graded assessment is applied, students must be provided with the criteria that differentiates the levels of achievement.
- 12.16.3 Where a student has undertaken recognition of prior learning process, or is awarded credit/status, the result will be non-graded regardless of whether the component of study is ordinarily graded or not.
- 12.16.4 Recording of grades and results should be in accordance with the information management policy

### **12.17 Providing a process for students to appeal against assessment processes and decisions**

- 12.17.1 ASTI recognizes the right of students to lodge an academic appeal related to student progress and assessment. Throughout the appeals process, students have the right to be accompanied or represented by a support person such as a family member, friend or counsellor.
- 12.17.2 There are three stages through which an appeal may progress. Each stage of the process is free of charge.

- 12.17.3 In the first instance students should discuss their complaint with the lecturer involved to resolve the disputed matter. The lecturer will endeavor to make a decision regarding the matter and inform the student of the outcome as soon as possible, but always within 1 week.
- 12.17.4 The lecturer is encouraged to confer with colleagues in making a decision about the matter.
- 12.17.5 If unsatisfied with the response or time taken to resolve the matter a student may lodge an appeal in writing to the Academic Manager outlining the nature of the dispute.
- 12.17.6 The Academic Director will ensure the complaint is referred to the appropriate academic staff to be dealt with and that the student advised of the outcome in a reasonable timeframe usually no longer than 10 days from receipt of the written complaint.
- 12.17.7 If not satisfied with the decision overseen by the Educational Manager, the complainant may request that the matter is dealt with through an independent dispute resolution process external to the program.
- 12.17.8 At each stage of the process, complainants and/or respondents are entitled to full explanations in writing, if requested, of any decisions or actions taken as part of these procedures.
- 12.17.9 Records relating to student grievances and applications for review of student grievance decisions will be stored securely and made accessible to all authorized parties in line with the Records Management Policy. Parties to the complainant will be allowed supervised access to these records in line with the Freedom of Information act. All grievance records will be held in the learner's file and will follow its disposal schedule.

## 12.18 Validating and moderating assessments

Validation and Moderation of Assessment in ASTI is conducted in accordance with the best practices outlined below:

- 12.18.1 **Validation** is a quality review process. It involves checking that the assessment tool and process produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.
- 12.18.2 ASTI validates assessment across campuses in order to ensure that consistent standards are being applied by different teaching staff where the same component of study is assessed. The primary purpose of this process is implementing continuous improvement action based on evidence.

The Quality Assurance Team and the teaching and learning staff are responsible for overseeing a systematic approach to the validation of assessments. Validation activities will take place prior to the finalization of student's results. The systematic approach should include:

- An ongoing and rolling schedule of when components of study will be validated based on a risk assessment approach.
- Methodology and supporting documentation to be used for validation activities.
- Validation reports are to be approved by management and documented in the course file.

12.18.3 The quality review approach of validation activities should complement the quality assurance approach to assessment which includes but is not limited to:

- Industry competency standards as benchmarks for assessment.
- Assessment principles and rules of evidence.
- Minimum qualifications for assessors.
- Benchmark examples of assessment outcomes at varying levels.
- Collaboratively developed assessment tools and processes.
- Professional development for assessors.

12.18.4 Moderation is a quality control process. It involves bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same component of study. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

12.18.5 In instances where graded assessment is applied, ASTI will moderate assessment grade decisions in order to ensure that consistent standards are being applied by different teaching staff. The primary purpose of this process is bringing judgements and standards into alignment. Assessment decisions may be moderated by a variety of means to ensure consistent standards are applied. Moderation approaches may include:

a) Moderation as part of the assessment decision:

- Two lecturers marking a specific assessment piece independent of each other, comparing outcomes and agreeing upon a final result (double marking)
- Co assessment or panel assessment activities where standards/marks are discussed and agreed upon before being issued.

b) Moderation after the assessment decision:



- Retrospective consideration by peers of assessment decisions made by another Moderation activities will take place prior to the finalization of candidates' results.

12.18.6 The systematic approach should include:

- An ongoing and rolling schedule of when components of study will be moderated based on a risk assessment approach.
- Identification of authoritative power in relation to moderation decisions, eg) if a consensus position cannot be reached how will a decision be made.
- Methodology to be used for moderation activities e.g.) panel or co-assessment for product or performance-based assessment pieces, blind double marking for assignments.
- Moderation results are to be approved by management and documented in the course file.

<b>REVISION HISTORY</b>				
<b>Version No.</b>	<b>Developed by</b>	<b>Date</b>	<b>Approved by</b>	<b>Review Date</b>
1	Academic Director	Sept. 2021	Operations Manager	Sept 2024

## **13. ASSESSMENT VALIDATION POLICY AND PROCEDURE**

### **13.1 PURPOSE**

The purpose of this policy is to ensure that ASTI assessment tasks and outcomes are valid and reliable. The validation process is conducted before releasing the assessment and improvement actions recorded and implemented across all training sites.

### **13.2 SCOPE**

This policy applies to all ASTI teaching sites and courses and programs.

### **13.3 POLICY STATEMENTS**

- ❖ ASTI will use a systematic validation process is used to ensure the relevance and consistency of assessments and assessment judgements. This will help to ensure the assessment processes meet the course accreditation and training package requirements.
- ❖ ASTI will validate its assessment strategies and outcomes by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by assessors. These should compare the outcomes from a range of assessors against the same competency standards before releasing the assessments and then at least annually. Documentation will be made of any action taken to improve the quality and consistency of assessment.
- ❖ All qualifications on ASTI scope of registration will undergo assessment validation.

### **13.4 Validation methods may include:**

- Feedback gathered during meetings of ASTI trainers.
- Formal feedback from assessors conducting training and assessment
- Annual formal review of the standardized assessment tools
- Assessment tools and outcomes will be benchmarked against evidence guides

### **13.5 Procedure for implementation**

ASTI management will determine the type of validation methods and frequency of the assessment validation meetings required for qualifications and units delivered.

Prior to the assessment validation meeting(s) they will collect examples of assessment processes used, assessment tools used and evidence gathered to conduct assessment in a study period such as:

- Feedback on assessments gained through individual debriefs of assessors and students
- Suggested changes to assessments materials to meet industry needs
- Samples of a range of completed assessments to ensure consistency of judgement
- Recorded assessment samples for review and discussion

**13.6 Specific items of discussion to validate the assessment may include:**

- Assessment method and task covers all areas of the competency or learning outcomes
- Assessment method and task are consistent and gather sufficient evidence
- Assessment task have clear instruction for assessors and students
- Assessment method and task meets the requirement of assessment principles
- Marking criteria meet the competency or learning outcome requirement

A summary of the assessment validation actions is to be recorded in the Assessment Validation Form. Agreed improvement activities are to be documented and the Academic Director assigns activities to specific people or groups of people and indicates completion dates.

ASTI will maintain a record of assessment validation activities and record the improvements. These will be stored in the online hosting sites. This record will be made available for review by all team, there will be a report to the teaching staff of any published changes.

<b>REVISION HISTORY</b>				
<b>Version No.</b>	<b>Developed by</b>	<b>Date</b>	<b>Approved by</b>	<b>Review Date</b>
1	Academic Director	Sept. 2018	Operational Manager	Sept. 2024

## 14. REASONABLE ADJUSTMENTS

We are assured to enabling all our learners to have their work assessed in a fair and equitable way. This policy describes the procedures which students and tutors should follow when extenuating circumstances may unfairly disadvantage people in completing their programme and/or may require some special arrangements or adaptations to be made.

### 14.1 Explanation of reasonable adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- Changing usual assessment arrangements
- Adapting assessment materials
- Providing assistance during assessment
- Re-organizing the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology

Reasonable adjustments must be approved by the Centre and be set in place before the assessment process begins.

The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

The learner may not need, nor be allowed, the same adjustment for all assessments. Institution's responsibility

It is important that staff involved in the management, assessment and quality assurance of our qualifications and learners are fully aware of the contents of the policy.

- Ensure they have correct information, understand the nature of the programme, the type of award they can receive and whether it will meet their needs.
- To be alert to their needs, offer clear information about requirements and identify any support that may be required.

Maintain awareness about their potential to successfully complete the assessment and achieve the award; ensure they are aware of the routes to progress through the programme and policies such as reasonable adjustment and RPL.

### 14.2 Applying reasonable adjustment

Reasonable Adjustments are the responsibility of center. They are approved by the Internal Quality Assessor before an assessment and are intended to allow attainment to be demonstrated. A student does not have to be disabled to qualify for reasonable adjustment; nor will everyone who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for students.

A reasonable adjustment must never -

- Affect the validity or reliability of assessment
- Influence the outcome of assessment
- Give the learner in question an unfair assessment advantage

### **14.3 Applying for special considerations**

All applications for special consideration are on a case-by-case basis and separate applications must be made for each learner.

Learners may apply for special consideration during or after an assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty.

### **14.4 Explanation of Special Considerations**

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs either just before or during the assessment. Reasons for special consideration could be:

- Temporary illness or injury
- Adverse circumstances at the time of the assessment

A student may be eligible for special consideration if:

- Their performance in an external assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment.
- The alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.
- Any part of an assessment has been missed due to circumstances beyond the control of the learner.

Special considerations will be taken into account by the IQA at the time of the assessment and will be recorded and sent to Al Shabaka Technical Institute Quality Assurance Team.

Each application for special considerations will be reviewed separately to ensure that the learner is not given an unfair advantage.

Learners need to submit evidence to center to support their request for special consideration. This may include medical evidence or any other appropriate information.

The Centre and tutor will complete a Special Consideration Application Form which will be signed and dated by the person accountable for quality assurance at the centre, declaring that the information is accurate. It should be submitted as soon as possible, and not later than 7 working days after the assessment.

Al Shabaka Technical Institute can only accept requests for special consideration after the results of the assessment have been released in the following circumstances:

- The application has been overlooked at the centre and the oversight is confirmed by the person at the centre responsible for quality assurance.
- Medical evidence comes to light about a learner's condition which demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment.

Special Consideration applications must be sent by post, email or fax to:

Al Shabaka Technical Institute  
P.O. Box 112707,  
Building No. 29,  
Street 5,

or

[contact@astidubai.ac.ae](mailto:contact@astidubai.ac.ae)

On receipt of the Special Consideration application, the Quality Assurance Team will assess the evidence and normally make a decision within 3 days of receipt using their professional judgment. If, for any reason, it takes longer to make a decision.

## 15. CONFLICT OF INTEREST

This purpose of this policy is to identify and address probable, apparent and actual conflicts of interest.

The foundation of this policy is that each member of the Al Shabaka Technical Institute has an obligation to act in the best interests of the institution, and must not allow external financial and/or personal interests to interfere with that obligation.

It is intended to raise the awareness of employees, students and the community to the possibility for conflicts of interest, and to create a process whereby such conflicts may be managed properly.

It is important to recognize that not all interests and financial relationships represent conflicts, and not all conflicts are necessarily forbidden. However, any interests which could trigger to a conflict of interest must be disclosed.

Members acting on behalf of the institution is expected to behave in a neutral and transparent manner at all times.

Everyone must be attentive to conditions in which they or the people they supervise may have a conflict of interest and ensure that the situation is acknowledged and managed appropriately.

Conflicts of interest must be resolved transparently as soon as possible, that is they must be:

1. Recognized or acknowledged
2. Disclosed
3. Properly recorded and
4. Appropriately managed or avoided

Any doubt regarding whether a conflict of interest exists must be disclosed with the management.

Disclosure might involve personal information. However, this information must be handled safely with due respect to the privacy of person involved.

Individuals involved in the matter of conflict of interest, he/she must not take part in the deliberation and decision process.

Conflict of interest situation must be resolved as soon as identified. It should be judged in a prudent manner.

## 16. APPEALS POLICY AND PROCEDURE

*ASTI treats all appeals seriously and will treat all appellants fairly*

### 16.1 PURPOSE

The purpose of this policy is to ensure that the clients is aware of the appeal process to follow should they feel the need to complaint, or any requested refund has not been dealt with to their satisfaction.

### 16.2 Responsibilities

The Academic Director has overall responsibility of this policy and they are responsible:

- To ensure that all resources are available to address any appeal.
- To ensure that appeals are solved within the set timelines.

The Management Representative (assigned by the Academic Director) is responsible;

- To receive the appeals
- To manage appeals received from students, and coordinate with the head of training department to address the appeals within the timeframe.
- To maintain and control the records related to students' appeals.
- To communicate updates related to appeals
- To maintain a log of all appeals and shall keep minutes or records of all appeals process.
- To ensure that all appeals are closed
- To communicate the decision to the appellant by email.

The Head of training Department is responsible;

- To ensure that corrective actions are implemented for the appeal received.
- To evaluate the validity of the appeal and refer the case to the appeal committee.

### 16.3 Procedure STATEMENTS

- All appeals shall be raised by completing an appeal form.
- All appeals must be evaluated by ASTI Appeal Committee.
- Decisions or outcomes of the appeals process shall be discussed by the Appeal Committee. Action shall be implemented immediately to address the issue.



- Appeals are to be handled in the strictest of confidence. None of ASTI staff is to disclose information to any person without the permission of the Academic Director.
- The handling of an appeal is to commence within 3 working days of the lodgment of the appeal and all reasonable measures are to be taken to finalize the process as soon as practicable. Unless decisions need to be waited from external parties such as the Awarding Body or training partner.

The procedure on making the appeals against an assessment or verification is detailed below:

#### **16.4 Candidate appeals an assessment and verification decision:**

- If for any reason an appellant does not agree with an Assessor's decision of the assessment, then they have the right to appeal within 7 days from the assessment decision.
- The appellant has to complete an appeal form and submit to the management representative.
- The management representative refers the case to the Appeal Committee to take the decision.
- The academic Manager approves the decision.
- The management representative communicates the decision to the appellant by email within 10 days from the appeal day.
- The appellant may approve or reject the decision.
- In case of rejection the appellant has the right to complaint to the Awarding Body.

<b>REVISION HISTORY</b>				
<b>Version No.</b>	<b>Developed by</b>	<b>Date</b>	<b>Approved by</b>	<b>Review Date</b>
1	Academic Director	Sept. 2021	Operations Manager	Sept. 2024

## 17. COMPLAINT POLICY AND PROCEDURE

*ASTI treats all complaints seriously and will treat all complainants fairly.*

### 17.1 PURPOSE

The purpose of this procedure is to standardise ASTI approach in providing an effective, efficient, timely, fair and confidential academic, and non-academic complaints handling procedure, for all students with a none biased management, of any complaint received.

### 17.2 SCOPE

This procedure is applicable to Academic matters include those matters, which relate to student's progress, assessment and course content. The procedure also covers the Non-academic matters include those matters which do not relate to student's progress, assessment, course content, or awards in a course, and include complaints in relation to personal information that the providers hold in relation to the students.

Non-academic Complaints for example: A situation that may arise from events occurring at a provider or from decisions made by a provider.

### 17.3 RESPONSIBILITIES

- A Committee is assigned to guide and investigate any disputes or complaints involving students and customers.
- The Committee investigates the complaints and refers the cases to the Academic Director.

The Academic Director has overall responsibility of this policy and he is responsible:

- To ensure that all resources are available to address complaints.
- To ensure that complaints are solved within the set timelines.
- The Academic Director is responsible for implementation and ensuring that all employees are fully trained on Policies and Procedures.
- To take the final decision in relation to the complaint filed by a customer. The Academic Director can override any decision that was initially labelled a 'minor or informal complaint'.

The Management Representative (assigned by the Academic director) is responsible;

- To receive the complaints
- To manage complaints and address within the timeframe.
- To maintain and control the records related to formal complaints
- To communicate updates related to complaints
- To maintain a log of all complaints and shall keep minutes or records of all complaining process.
- To ensure that all complaints are closed
- To communicate the decision to the complainant by email.

## 17.4 PROCEDURE STATEMENTS

### Minor or Informal Complaint

- A student with a question or complaint should raise the matter with the Trainer/or an employee of ASTI, and seek an informal resolution of the question or complaint.
- Trainers are the preferred first point of contact for any student's issues - the trainer is qualified to support, and should effectively manage any queries or issues related to a minor or information training concerns.
- If the questions or complaints are dealt with in this way, this does not normally become part of the formal complaint process, and will not be documented, recorded, or reported.
- Unless the trainer or the complainant determines that the issue, question, or complaint, is serious enough to bring it to the attention of management the complaint will not be recorded.
- Students who are not satisfied with the outcome of the question, or complaint are encouraged to register a formal complaint. The Academic Director will be informed, and an investigation will be conducted by the committee, as per the complaints policy and procedure.

### 17.5 Formal Complaint

- The Complainant will have to present their case officially and in writing
- The principles applying to all stages of the Formal Complaint procedure adhered to by ASTI are:

#### **Step One**

- Formal Complaints (regardless of being academic or non-academic) should be submitted in writing to the Institute, on receipt the complaint will be logged into the system and will be passed to the management representative (assigned by the Academic Manager) within 24 hours (on working days and normal business hours)
- The Complainant has the option of being accompanied/assisted by a third person (such as a family member, friend or counsellor) if they so desire. And the Complainant will not be discriminated against or victimized in anyway.
- The management representative of ASTI will acknowledge receipt and contact the complaints within 2 days. The case will be investigated and outcome will be provided to the complainant in writing, within five working days.

#### **Step Two**

- If the complainant is not satisfied with the outcome of step one, they may lodge an appeal in writing to the Committee and the committee will review the case and determine if the complainant has grounds for appeal within 5 working days.

- The reviewer will conduct all necessary consultations with the complainant, and other relevant persons, and make a judgement on the fact provide for appeal/or on their own investigation.
- The Complainant will be advised in writing of the outcome within 10 working days of their complaint, including the explanation of the decision made.
- The complainant will be advised of their right to progress to step three, if they consider the matter unresolved.
- The decision will be approved by the Academic Director.

### **Step Three**

- At all stages of the process, discussions relating to complaints will be recorded in writing. Reasons and a full explanation will be supplied in writing, for decisions and actions taken, as part of this process and will be provided to the complainant (if requested).
- If the complainant is not satisfied with the outcome of step two they may request that the matter, be referred to an external dispute resolution process by ACTVET (The Awarding Body)
- If the complaint is not valid, the Managing Representative shall communicate with the customer who complained by email to give appropriate, accurate explanation and close the complaint.
- If the complaint is valid, it shall be subject for further investigation to determine the causes.
- If corrective action is required, the management representative shall propose corrective actions based on the identified root cause/s. The Academic Director shall provide the required resources to implement the corrective actions.
- Upon the implementation of the corrective action, the management representative will communicate with the concerned Department Head or personnel to monitor its effectiveness.
- All students, employees, and complainants are made aware of ASTI policies and procedures during their induction process, or can contact the receptionist/or any Manager of the institute for more details.
- Should ASTI not handle the complaint in the manner that is expected, the complainant will be advised to approach the external partners and until the individual is totally satisfied with the outcome.

<b>REVISION HISTORY</b>				
<b>Version No.</b>	<b>Developed by</b>	<b>Date</b>	<b>Approved by</b>	<b>Review Date</b>
1	Academic Director	Sept. 2021	Operations Manager	Sept. 2024

## **18. MALPRACTICE AND MALADMINISTRATION POLICY**

This policy applies to our employee to ensure they deal with all malpractice and maladministration investigations in a consistent manner.

It sets out the steps our institution personnel must follow when reporting suspected or actual cases of malpractice/maladministration and our responsibilities in dealing and reviewing with such cases.

It is essential that all staff involved in the management, assessment and quality assurance of our qualifications, and students/trainees, are fully conscious of the contents of the policy and we have arrangements in place to prevent and investigate instances of malpractice and maladministration.

### **18.1 Malpractice**

Malpractice is basically any action or practice which intentionally breaches protocols and compromises the integrity of the internal or external assessment process and/or the validity of certificates.

It covers any neglect, default or other practice that compromises, or could compromise:

- The integrity of a regulated qualification;
- The assessment process;
- The reputation and credibility ASTI
- The validity of a result or certificate;

Malpractice may consist of a range of issues from the failure to maintain appropriate records or systems, to the purposeful fabrication of records in order to claim certificates. It also covers form of bias towards certain or groups of student/trainees.

### **18.2 Maladministration**

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

The following are examples:

- Constant failure to comply to our learner registration and certification measures.
- Constant failure to comply to our institution recognition and/or qualification requirements
- Unreasonable delays in responding to requests and/or communications from ASTI
- Wrong claim for certificates
- Failure to preserve appropriate auditable records
- Restraining of information, by intentional act or neglect, from us which is required

### 18.3 Process of making allegations

Al Shabaka Technical Institute treats all cases of suspected malpractice and maladministration very seriously and will investigate all suspected and reported incidents of possible malpractice. This involves failure to uphold proper records or systems; the intended fabrication of records or documents for any reason; acts of academic misconduct like plagiarism; and actions that compromise the name or of the institution.

Appropriate sanctions or penalties must be imposed to an individual proven guilty of malpractice.

- Any case of suspected malpractice should be reported in the first instance to the department head concerned or to the manager.
- A comprehensive report should be submitted to the manager, stating factual information, including statements individuals concerned, documented evidences, and the activities happened in relation to the incident.
- The institution will investigate thoroughly each case of suspected or reported malpractice to determine whether malpractice has happened. All proper procedures to avoid any adverse effect that may arise will be taken promptly.
- The institution will recognize all reports of alleged malpractice within five working days. All of the parties involved in the case will then be communicated within 10 working days upon of receipt of the report specifying the alleged malpractice. Other individuals who may be able to provide evidence relevant to the case may also be contacted.
- The individual has a right to appeal against malpractice outcome if they believe that the policy or procedure has not been followed properly or has been implemented to their disadvantage.
- Records of all malpractice cases and their outcomes will be maintained securely and are subject to regular monitoring and review.

### 18.4 Plagiarism and Cheating

Plagiarism and other forms of cheating will not be tolerated within the institution

If a student is suspected of cheating or is caught cheating for example: suspected of submitting an assessment that is not wholly his or her own work (plagiarism), copying in a supervised assessment, using unauthorized aids in supervised assessments a disciplinary action will be imposed or possibility of being withdrawn from the course of study.

Al Shabaka Technical Institute is responsible for upholding standards that promote academic integrity and student success. Every member of the faculty is expected to make fair and consistent judgments regarding student's records and will reflect their accomplishments.

It is expected that all the academically involved individuals will cooperate to resolve all the academic issues.

All appeals shall begin between the student and faculty and interactions should be documented properly.

If the student is dissatisfied and a resolution was not reached, the student must contact the manager to arrange a meeting to discuss the issue. Same applies to the Chairman if resolution was not met with the manager.

The appellant must show evidences such as emails, documentation, etc. in support of their appeal.

The institution considers that an appeal may be made where there is evidence to show:

1. That the student's performance was affected by conditions that he or she could not perform or report for valid reasons,
2. That employees have not followed agreed guidelines and measures;
3. Unfair act towards a student by showing bias in the way they have made the relevant academic decision.

The institution will not accept an appeal where it can be shown at any point that:

1. The decision against which the appeal is directed has yet to be made or, if made, has yet to be confirmed;
2. The academic appeal has been made without any relevant evidence to show why it should be considered. Evidence from family or friends is not considered to be sufficient, to verify the circumstances claimed;
3. Evidence submitted to support the appeal can be shown to have been dishonestly obtained or is itself untruthful;
4. The appeal is measured to be frivolous or vexatious.

## 19. CERTIFICATE ISSUANCE

It is the policy of the Al Shabaka Technical Institute to confirm, before issuing a certification to a student, a student's compliance with all qualification-related legal or institutional requirements and obligations.

Only authorized staff are allowed to change any information on a candidate's record to ensure that no unauthorized alterations can be made

The certificates must be stored in a safe and secured area. Each must have a unique certificate code or number which shall be read in hard copy and electronically.

The Chairman and relevant personnel of the institution shall sign all the certificates (if required).

All certificates will be attested by the Government of Dubai (KHDA) and other awarding bodies (if required).

A candidate shall be entitled to all the privileges related to a qualification only after it has been officially granted to him or her

A qualification shall neither be granted nor a confirmation of the completion of a qualification be issued if a student has any outstanding fees and uncleared of any obligations in the institution.

Any certificate that has been delivered incorrectly by the institution shall not be valid.

The date of issue of a qualification shall be specified on a certificate as the date "with effect from".

Faculties are mainly accountable for the promotion of students in terms of programme rules and need to ensure that all students who complete their qualifications fulfill with all programme requirements.

All unclaimed certificates will be kept indefinitely in a safe and secure place until collected.

The certificates of debtors are only released upon proof of payment.



## 20. WITHDRAWAL OF QUALIFICATIONS

Students making a decision to withdraw from their programme of study should be supported to explore other options available to them, with withdrawal seen as a last resort.

Students decide to withdraw or are withdrawn from their academic programme and the institution for a variety of reasons:

Student wishes to withdraw from their programme

- Student is required to withdraw due to academic failure
- Student is expelled as the outcome of a student disciplinary process, a criminal convictions panel or for academic misconduct.
- Student is required to withdraw as an outcome of the fitness to study/practice processes
- Student is required to withdraw due to failure to abide by institution regulations (e.g. non-payment of fees)
- Student fails (or ceases) to attend their programme
- Student fails to arrive to study

All students considering withdrawal from their studies should seek academic advice and student guidance as soon as possible from both their Coordinators before making the decision to withdraw. Advice and guidance can also be sought from Personal Tutors.

If following advice the student wishes to proceed with withdrawal, s/he should confirm their decision with reasons by completing the cancellation of registration or withdrawal form.

International students studying on a student's visa should note that their sponsorship will be cancelled and their withdrawal will be reported to the Immigration office.

Once a student has been withdrawn from the institution he or she does not normally have access to systems and are not permitted to submit coursework or sit exams/assessments.

## 21. HEALTH AND SAFETY

Al Shabaka Technical Institute is strongly committed to a policy enabling all activities to be carried out safely and with all possible measures taken to avoid or at least lessen risks to the health, safety, and well-being of employees, clients, visitors, and anyone else who may be affected by our services or operations.

The management will ensure a safe working environment and amenities for the wellbeing of workers.

Fundamental trainings and supervisions will be given to employees to ensure that each employee is safe from hazards or injury.

A consultation will be conducted regularly with employees in all matters concerning to health and safety in the Institution.

Every worker must comply with safe work practices, with the intent of avoiding injury to themselves and others and damage equipment and training center.

This policy applies to all business operations and functions, including those situations where employees and trainees/students are required to work off-site.

The Institution will continuously improve its safety management performance.

### 21.1 Medical Emergency Procedure

To establish procedures for the administration of emergency first aid services in the Institution, including first aid, emergency treatment, and administration of emergency medication for students.

Procedures established in this policy shall be followed during the Institution Day, at Institution-sponsored activities, and while on other Institution property.

### 21.2 General provisions

1. The provisions of this policy are intended to meet student health needs during minor and major injuries or medical emergencies.
2. To ensure student safety, Institution has adopted the position that parents and guardians shall administer medications at home whenever possible.
3. The Institution recognizes that accidents and medical emergencies can and do happen during Institution campus hours and during Institution-sponsored events; therefore, Institution has adopted guidelines to prepare staff members to provide first aid and emergency care during these unexpected events.

### 21.3 First aid and emergency treatment

1. First aid shall be provided to students, Institution staff, and campus visitors.
  - a) Any Institution staff member designated by the Institution head/person-in-charge to render care shall complete training in CPR and First Aid.
  - b) Volunteers who may render care to sick or injured students must receive equivalent training by the public health authority.
  - c) First aid supplies shall be kept in central locations in the Institution, where they will remain clean, dry, and available to all personnel.

2. Since students may have epileptic seizures and/or asthma attacks or other health conditions at Institution, teachers shall be made aware of appropriate procedures for handling these conditions and for calling Emergency Medical Services.
3. When an emergency exists, Institution staff members will implement appropriate emergency procedures.
  - a) Any staff member can contact 999.
  - b) Staff members at every Institution shall be trained to administer emergency procedures needed in life-threatening situations. In general, those trained shall be staff members most likely to be in immediate proximity to the student, staff person, or visitor in the event of an emergency.

#### **12.4 Inhalers**

1. With a diagnosis of asthma, and orders from a licensed medical professional, a student may be permitted by the head/person-in-charge to carry and use an inhaler for asthmatic conditions.
2. At least three Institution employees shall be taught to assist in the administration of the inhaler.
3. A second inhaler, to be used as a back-up, may be kept in the clinic or other Institution-approved location accessible by the student with appropriate staff supervision as required.

#### **12.5 Field trips / visits**

1. For field trips that are considered an extension of the Institution's program, arrangements for management of injury and medical emergencies shall be provided in accordance with the procedures described in this policy.
2. First aid supplies shall be available on all Institution vehicles during field trips. At least one Institution staff person shall be trained in first aid and age-appropriate CPR, including adult CPR.

## 22. RISK ASSESSMENT POLICY

The Al Shabaka Technical Al Shabaka Technical Institute are fully committed to promoting the safety and welfare of all in our Al Shabaka Technical Institute community so that effective education can take place. Their highest priority lies in ensuring that all the operations within the Al Shabaka Technical Institute environment, both educational and support, are delivered in a safe manner that complies fully with not just the law but also best practice. The Al Shabaka Technical Institute is committed to assessing the risks to our employees, students, visitors and wider community who could be affected by our activities. This policy applies to the whole Al Shabaka Technical Institute.

### 22.1 Aims of the Policy

The aim of this policy is to:

- protect both the Al Shabaka Technical Institute and individuals (including students and employees) from unnecessary risks by ensuring risks are properly identified and managed
- Ensure consistency of approach and management across the wide range of activities that the Al Shabaka Technical Institute is involved in

### 22.2 What is a risk assessment?

A risk assessment is a tool for conducting a formal inspection of the harm or hazard to people (or an organization) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm
- A risk is an evaluation of the probability (or likelihood) of the hazard occurring
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property)
- Risk control measures are the measures and procedures that are put in place in order to minimize the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits, warning signs, barriers and insurance).

Risk assessments can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of students, impact on development), financial (falling students rolls), compliance (child protection issues) and environmental (asbestos, legionella). Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments make good sense – focusing on prevention, rather than reacting when things go wrong.

Risk assessments need reviewing and updating regularly and in accordance with legal and regulatory requirements across all other areas of compliance.

There are numerous activities carried out in the Al Shabaka Technical Al Shabaka Technical Institute, each of which requires its own separate risk assessment. The most important of these cover Fire safety, procedures and risk assessments.

However, risk assessments are also needed for many other areas, including

- Science experiments
- Design and Technology
- Each sport and PE activity
- Educational Visits
- Social Events/Functions – in and out of Institution

- Medical and First Aid
- Classrooms
- Physical Education Equipment
- Cleaning Department
- Maintenance Department
- Pregnant workers
- External contractors
- Site Security
- Slips and Trips
- Noise
- Ladders and Heights
- Gas
- Electricity
- Water
- Child Protection
- Manual Handling
- Electrical Equipment

All teaching staff and technicians must receive an induction and refresher training in risk assessments tailored to their specific areas.

### **22.3 Conducting a risk assessment – responsibilities**

Overall responsibility for risk management within the Al Shabaka Technical Al Shabaka Technical Institute is with the Governing Body.

Risk assessments are practical tools designed to assist instructors and support staff who are in charge of an outing, activity or event inside or outside of the Al Shabaka Technical Institute. There are several possible techniques or models that can be used and all staff and technicians responsible for carrying out risk assessments will be trained in how to use and complete risk assessments that are used in the different areas.

Staff are responsible for taking reasonable care of their own safety, together with that of students and visitors.

All members of staff are responsible for reporting any risks or defects to the Estates Manager and/or through the Health and Safety forums.

When conducting a risk assessment in any area consideration should be given to the likelihood any hazard could potentially cause harm. This will determine whether action needs to be taken to reduce the risk. Even after all precautions have been taken some risk usually remains. A decision is then made to determine whether the remaining risk for each hazard is high, medium or low. The aim is to make all risks LOW. The ASTI will cease any activity or event where the risk is deemed to be HIGH.

In order to determine the low/medium/high risk status consideration has to be given to the likelihood of a situation occurring (from 1 – rare to 4 - likely) and the severity of the consequence of the situation occurring (from 1 – minor to 4 – catastrophic). The likelihood and impact scores are then plotted into the table below to produce a “risk rating”:

## 22.4 Risk Rating Matrix

		Consequence			
		1. Minor	2. Moderate	3. Major	4. Catastrophic
Likelihood					
4. Likely		4	8	12	16
3. Possible		3	6	9	12
2. Unlikely		2	4	6	8
1. Rare		1	2	3	4

## 22.5 Risk Rating Actions

Grade	Risk mitigation actions
L 1-4	<b>LOW:</b> These risks should be recorded, monitored and controlled by the responsible manager.
M 5-8	<b>MEDIUM:</b> These risks should be recorded, monitored and controlled with mitigation actions to reduce the likelihood and seriousness identified and appropriate actions to be identified and endorsed at SLT/OLT level.
H 9 and above	<b>HIGH:</b> This level of risk could pose a significant impact on an individual/group of individuals or overall Institution community. No risks assessed as "high" will be taken by the Institution. The Head and Compliance Committee should be advised of identified risks which have been graded at this level.

All means of restricting or avoiding risk should be considered. Where a vent/activity is identified as HIGH risk it will not be allowed to continue.

## 22.6 Review Of Risk Assessments

All risk assessments should be regularly reviewed.

Risk assessments should also be reviewed (and recorded), when major structural work is planned, or in the event of an accident/incident. The AI Shabaka Technical Institute shall conduct regular health and safety audits of its plant, machinery and equipment, together with its arrangements for auditing the catering and cleaning functions and for watersampling.

## 23. COUNSELLING AND THE DETERMINED ONES

Al Shabaka Technical Institute is dedicated to help you if you have problems that hinder with your academic performance. Counsellor can assist you in the areas of academic achievement, career and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow

ASTI is committed to support The Determined students with their needs, to maximize their full potential. If you have any special needs and, coordinate with your student coordinator as early as possible. You might be required to provide relevant documentation of special needs. The support will be offered only after approvals from authorities. Rest assured that all the documentations will remain confidential and every disclosure to relevant authorities will be limited to the needed information for discussion with the permission from the student.

### 23.1 Career Counselling

ASTI helps you get a niche in the leading industries.

After your successful completion of course/programme, ASTI Placement and Training Office provides Career Counselling to assist students in work experience placements including internships and practicum placements. Also, the institute offers assistance on the interview with notable companies in the UAE like

We train our students in such a manner that they become job ready.

The institute conducts pre-employment training and labor education to prepare students to face job interview and aptitude tests. ASTI works on skills like resume writing, communication skills, etc.

## 24. CODE OF CONDUCT AND GENERAL HOUSEKEEPING

The purpose of this code is to outline the way in which students are expected to conduct themselves during their participation in training and assessment and outlines students' rights and responsibilities.

### 24.1 Student Rights

All students have the right to:

- Learn in a caring environment which is free from harassment, discrimination and risks to personal health and safety.
- Be treated fairly and with respect by all students and staff.
- Have their personal details and records kept private and secure.
- Have their complaints and appeals dealt with fairly, promptly, confidentially and without retribution.
- Receive training, assessment and support services that meet their needs.
- Be given accurate information about their course, programme, training and assessment arrangements and progress.
- Make appeals
- Provide feedback

### 24.2 Student Responsibilities

All students, throughout their training and involvement with BCC Institute are expected to:

- Treat all people with fairness and respect and not do anything that could offend, embarrass or threaten others.
- Comply with the attendance
- Abide with all safety policies and procedures.
- Report any safety risks
- Not bring into any premises being used for training purposes, any items that may threaten the safety of others.
- Notify the administration if any difficulties arise as part of their involvement in the course.
- Provide relevant and accurate information in a timely manner.
- Complete all assessment tasks, learning activities and assignments honestly.
- Make payments for their training within agreed timeframes, where relevant.
- Notify the admission office for any contact information changes
- For international students, comply with their student visa requirements.
- Comply with the UAE Rules and Regulation



## 25. STUDENT VISA

Al Shabaka Technical Institute can assist international students in obtaining Student visas to allow them reside in UAE within the duration of their studies.

It is mandatory for all students to have a valid Student visa if he/she is not a bonafide residence visa holder.

The visa processing will only take place if once the applicant has paid six(6) months minimum course/programme fees and by submitting necessary registration documents (hard or electronic copy) and an Acceptance Letter has been issued by the Institute

Please be aware that the duration for the visa processing depends on day where the necessary documents and payment has been received. The processing normally takes between 20-30 UAE working days.

Once the processing is complete and approved, an electronic visa (e-visa) will be sent to the applicant via mail. It is advisable to book for your departure after successfully receiving your e-visa.

### 25.1 REQUIREMENTS

The following must be submitted to our Admission department or [studentvisa@astidubai.ac.ae](mailto:studentvisa@astidubai.ac.ae) in order to apply for a visa.

1. Accomplished Visa Application Form
2. Accomplished Emirates ID Form
3. Signed Agreement, Terms and Conditions Form
4. A copy of passport identification page (the page with your picture, passport number, etc.)
5. A copy of receipts, deposit slips
6. Three (3) colored passport size ID picture (3.5 cm. X 4.5 cm) with white background (taken within the last 6 months)
7. Scanned copy of relevant certifications and qualifications.

Once arrived in UAE and visa got stamped, it will be valid for 12 months. Student must exit UAE before the visa expiration date. Also, upon arrival, student is required to complete all the necessary formalities such as medical examination and Emirate's ID application. Renewal could be done if the student wish to extend his/her studies in the institute by submitting the same requirements.

Forms are available for download at our website: [www.astidubai.ac.ae](http://www.astidubai.ac.ae)

### 25.2 VISA TERMS AND CONDITIONS

If you are granted a visa, you must abide by its conditions. Failure to comply with these conditions may result in the cancellation of your visa. Conditions include (but are not limited to) that you must:

- Must complete the entire course of study agreed upon, failure to do so may result in the immediate cancellation of your Student visa.

- Must agree to follow the rules and regulation set by the Institute and UAE Government.
- Full payment for visa charges is mandatory in accordance with the student visa Sponsorship requirements.
- Upon Arrival, all are required to complete all the necessary formalities such as medical examination and Emirate's ID application.
- ASTI reserves the right to cancel or rearrange a class due to unexpected situations.
- Students must report any absence immediately to their adviser/coordinator.

## 26. PLAGIARISM POLICY

### 26.1 DEFINITIONS OF PLAGIARISM

- Passing off someone else's work as your own.
- Using an attractive phrase or sentence you have found but not crediting the author.
- Borrowing statistics from another person's work.
- Downloading or copying pictures, diagrams or photographs without acknowledging your source.
- Plagiarism can be committed by a candidate, an assessor or verifier or the author of an expert witness.

### 26.2 ASTI'S VIEW ON PLAGIARISM

- Plagiarism is cheating, and therefore ASTI considers plagiarism as a very serious offence and will apply stiff penalties if it is investigated and proven.

### 26.3 PROCEDURE TO BE UNDERTAKEN IF PLAGIARISM IS SUSPECTED

- The person who initially suspects that plagiarism may have taken place should in the first instance raise this with the person suspected. It may be an entirely innocent mistake that can be rectified by simply identifying the source of information or clarifying authenticity.
- If step one above does not satisfactorily resolve the situation, the person suspecting must report their suspicion to the Head of Centre) providing details of what has been discussed in step one.
- The investigating officer will investigate the situation and decide a course of action. This may include seeking guidance from the awarding body and may result in more serious action, depending on the circumstances and the level of breach of trust.
- The investigating officer will document all stages of the investigation and inform the affected parties of outcomes promptly.
- A person suspected of plagiarism is entitled to appeal against the final decision. If this course of action is intended, the appellant must inform the investigating officer of their intention to appeal within 28 days of receiving the decision.

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1	Academic Director	Sept. 2021	Operational Manager	Sept. 2024

## 27. LEARNER COMPLAINT GUIDE

ASTI treats all complaints seriously and will treat all complainants fairly.

If you wish to lodge a complaint you will be asked to complete the appropriate complaints form. You can collect a copy of the Complaints/Appeal Form from the front desk or the receptionist will be happy to email you a copy.

When you have a complaint, you need to:

- Submit Complaint Form within 7 days from the incident
- You will receive a Unique Tracking Number, this tracking number is to be added to any correspondent you receive or write.
- Within 24 hours you will receive an acknowledgement of receipt of your complaint.
- The complaint is submitted online or handled to the receptionist.
- Your complaint will be evaluated by a management representative and will be referred to the Complaint committee to investigate the case.
- If not resolved the Academic director will interfere and will take the final decision.
- In the event that complaint cannot be resolved internally, the complainant/appellant has the right to complaint to the Awarding body.
- The result of a complaint process is to be determined internally within 10 days of receipt of the complaint.

ASTI is committed to providing an effective, efficient, timely, fair and confidential academic and non-academic Complaints handling procedure for all trainees, with unbiased management of the complaint.

<b>REVISION HISTORY</b>				
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1	Academic Director	Sept. 2021	Operations Manager	Sept. 2024

## 28. AJUSTMNETS OF FEES PAID IN ADVANCE POLICY

### 28.1 POLICY STATEMENT

- A full refund of tuition overpayment will be issued if a class is dropped within the following time frames:
  - a. during the first two weeks of classes in a fall or spring semester;
  - b. during the first week of classes in the summer session
- No refunds are made for classes dropped after these dates. Tuition bills are recalculated and refunds, if applicable, are issued the week after the drop period ends. Refund notes are mailed to the student's local address or the amount will be deposited into the account the student has designated if an electronic funds transfer authorization is in effect.
- Applicable charges for added classes must be paid by the end of the two weeks of class day in the fall and spring semesters and by the end of the first week of class day in the summer. Nonpayment of tuition for added classes will result in the cancelation of the student's entire registration.
- If a student paid full tuition fee in advance for the entire programme, the fund will be kept as reserve fund and should not be utilised for any other expenses. Accounts or Financial personnel will not be authorized to liquidate the fund, unless it will be approved by Academic Director and the Appointed Nominee in writing.

### 28.2 ADJUSTMENTS/WITHDRAWAL OF THE FUND

- Learner has the right to file a formal request to Finance Department for the withdrawal or adjustments towards the other programs being added or kept in reserve fund until further notice by the learner with intention to enrol into the future programs or courses offered by the institution.
- A learner advance is usually stated as a current liability on the balance sheet of the institution. However, if the institution does not expect to recognize revenue from an underlying course/program fee within one year, the liability should instead be classified as a long-term liability.

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1	Academic Director	Sept. 2021	Executive Council	Sept. 2024

## 29. REFUND POLICY

### 29.1 WITHDRAWAL AND REFUND POLICY

Learners making a decision to withdraw from their Programme of study should be supported to explore other options available to them, with withdrawal seen as a last resort.

Learners decide to withdraw or are withdrawn from their academic Programme and the Institute for a variety of reasons:

- Learner wishes to withdraw from their Programme
- Learner is required to withdraw due to academic failure
- Learner is expelled as the outcome of a learner disciplinary process, a criminal convictions panel or for academic misconduct.
- Learner is required to withdraw as an outcome of the fitness to study/practice processes
- Learner is required to withdraw due to failure to abide by institute regulations (e.g. non-payment of fees)
- Learner fails (or ceases) to attend their Programme
- Learner fails to arrive to study

All learners considering withdrawal from their studies should seek academic advice and learner guidance as soon as possible from both their Coordinators before making the decision to withdraw.

If following advice the learner wishes to proceed with withdrawal, s/he should confirm their decision with reasons by completing the cancellation of registration or withdrawal form.

International learners studying on a learner's visa should note that their sponsorship will be cancelled and their withdrawal will be reported to the Immigration office.

Once a learner has been withdrawn from the Institute s/he does not normally have access to systems and are not permitted to submit coursework or sit exams/assessments.

A learner who withdraws his/her registration shall be entitled to refund of fees paid except registration and entrance fees.

Learners who have paid their tuition and other fees and withdrawn will be entitled to a refund of their fees, except entrance and registration fees, in accordance with the following schedule:

- Two weeks before the start of classes           75%
- One week before start of classes           50%
- After starting the classes and reaching up to 2 sessions ( for special cases e.g. illness or losing the job) 25%
- After starting the classes and reaching up to 2 sessions (for all other cases)   0%

### CANCELLATION OF REGISTRATION & REFUND FORM

Learner Name:			
UAE Address:			
Permanent Address:			
Nationality:	Passport Number:	Sex:	Date of Birth:
Phone Number:		E-mail Address:	
Admission Date:	Amount deposited on Admission (Attach official receipt):		

**DECLARATION**

I, Mr. /Ms \_\_\_\_\_,

Programme: \_\_\_\_\_, learner of

ASTI Academy would like to cancel my admission due to the reasons cited below. I request you to kindly do the needful for the cancellation of my admission and kindly arrange to refund the fee as per Institute norms. I also admit that after the cancellation of my admission I have no right on the admission seat once admission is cancelled in future.

*Reason(s) for cancellation: (use a separate sheet if necessary)*

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Learner Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

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**OFFICE USE ONLY**

Processed by: \_\_\_\_\_

Date Signed: \_\_\_\_\_

Approved by: \_\_\_\_\_

Date Signed: \_\_\_\_\_

## CANCELLATION OF REGISTRATION & REFUND FORM

### Applications

- i. Applications for fee refunds must be received in writing by the Manager or officer-in-charge within 6 months of the withdrawal date.
- ii. The Manager, in consultation with the Senior Management, has the discretion to waive this requirement if they are satisfied that the application could not be made within the time limit.
- iii. The written application must be accompanied by the cancellation of registration and refund form, and independent supporting documentary evidence which substantiates the claims.

### Decisions

Decisions are made by the Manager. Each application is considered and determined on its merits and the Manager must be satisfied that special circumstances apply in order to grant the request. The applicant must be notified in writing of the decision and the reasons for the decision within 45 days of receipt of the application.

### Time Frame

Timeframe comprises the following time limits:

- i. Application for a refund of tuition fees must be received within one month of the withdrawal date which the unit was, or was to be, undertaken
- ii. The application must be considered by the Manager and the applicant notified of the decision within 45 days of receipt of the application.
- iii. An application to review an original decision must be received in writing within 20 days of the applicant receiving notice of the original decision and must state the reasons why they are applying for a review
- iv. The Institute Manager will review the original decision and inform the applicant in writing of the decision and the reasons for making the decision within 45 days of receiving the application for review of the original decision.
- v. If the Institute Manager has not advised the applicant of a decision within 45 days of receiving the application for review, the Institute Manager is taken to have confirmed the original decision.

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Version No.	Developed by	Date	Approved by	Review Date
1	IQA	August 2019	Dr Karthikeyan	August 2020
2	IQA	August 2020	Mr. Arumugam	August 2022

## 29.2 APPLYING FOR A REFUND

Every effort will be made to resolve any disputes, or error, before processing a refund to ensure we keep on improving quality of service to all our customers, and all refunds must be approved by the management, who will endeavour to processes within 14 working days from submission date of the final approval agreement.

## 29.3 IF THE REASON IS DUE TO 'WITHDRAWAL'

You may be eligible for a refund following withdrawal from a course, if the withdrawal notice is received one-week prior the start of the course. If withdrawal notice is received less than a week prior to the start date of the course, 100% forfeit and NO refund will be endorsed.

## 29.4 COURSE CHANGES / RESCHEDULE / CANCELLATION

If a course is rescheduled/cancelled by ASTI prior to course commencement, then participants will be rescheduled to the next available course date. No



monies will be paid by ASTI for any expenses the participant has or may incur as a result of the course rescheduling or cancellation.

## 29.5 MATERIALS FEE

No refunds will be processed for printed or electronic materials that are considered to be used within the class-room.

## 29.6 TRANSFER REQUEST

- Transfer requests or change to another course prior to first day will be honored depending on availability.
- Trainees who do not show up for class and do not call will not be refunded or transferred to another section. 100% forfeit and NO refund will be endorsed.

## 29.7 STANDARD REFUNDS

A registered candidate, who applies to cancel the registration, or withdraws from the institution one week before a training day commenced, will be granted a refund of that training course fees according to the following table:

No.	Payment Method	Refund Method
1	<b>Cash</b>	Fee will be refunded in cash or check (less any fees for registration, assessment test and class materials)
2	<b>Credit card</b>	Fee will be reversed to your credit card (less any bank charges and fees for registration, assessment test and class materials)
3	<b>Debit Card</b>	Fee will be reversed to your debit card (less any bank charges and fees for registration, assessment test and class materials)
4	<b>Cheque</b>	Fee will be refunded in cash or check after the cheque clears the bank (less any registration, assessment test and class materials)
5	<b>Transfer</b>	Fee will be refunded in cash or check after the transfer clears the bank (less any registration fee and class materials fees)

## 29.8 EXTENUATING CIRCUMSTANCES REFUNDS

If a trainee cannot attend the course due to extenuating circumstances (such as approved medical conditions, involuntary changes in employment, or family/personal circumstances) a full fee will be refunded less any bank charges, registration and class materials fees.

## 29.9 NO REFUND

No refund will be given to a candidate who is suspended or expelled from the class due to behavioral problems. 100% forfeit and NO refund will be endorsed.

*The ASTI Financial Committee and Finance Manager is responsible for implementing the refund policy. Applications for refunds (available at reception desk) must be forwarded to the Finance Manager of ASTI and the decision can be appealed to the Administration Manager/Committee whose decision is final.*

*The policy of ASTI is at all times to be fair and equitable to all clients.*

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## 30. ALCOHOL AND DRUGS POLICY

### 30.1 The Purpose

- The purpose of the Alcohol and Drug Substance Policy is to advise all, either internally employed, sub-contracted, training or external visiting, of the 'zero tolerance' stance the institute takes, on the unlawful drug use, supply, or abuse in or around the workplace.

### 30.2 The Policy

- No one internally employed, sub-contracted, trainee or external visitor is permitted to unlawfully sell, distribute, dispense, possess, transfer, or use alcohol nor controlled substance in the Institute, or wherever the company's work is being performed.
- No employee, trainee or visitor will be permitted to report to work or attend the institute for training under the influence of alcohol, controlled substances, or other drugs, which affect his or her alertness, coordination, reaction, response, judgment, and decision-making or effect the safety of themselves or others.
- No employee, trainee or visitor will operate any equipment, or drive machinery, or vehicle of the company while under the influence of alcohol or controlled substances/drugs.
- No employee, trainee or visitor will be permitted to be in possession of alcohol while being transported in another of the company vehicles.
- All employees, trainees or visitor will not be permitted to participate in consumptions of alcohol during meal, rest-breaks, or during mid-day working time – then return to work, or during any overtime work.
- Any employee, trainee, sub-contractor who violates this policy will be subject to immediate disciplinary action up to and including dismissal for gross misconduct from the institute. And legal action or charges maybe bought against the person for damage limitation against institute.
- This policy forms part of new employees, trainee, and sub-contractor induction process.

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1	Academic Director	Sept. 2021	Operational Manager	Sept. 2024

## **31. MEDICAL INSURANCE POLICY**

### **31.1 The Purpose of the policy**

- This Medical Policy serves as guideline for Health Care benefit coverage decision, and to assist individuals in the understanding of the welfare they will receive from the institute (if applicable). The purpose of Health Insurance coverage aid the employees and their families to take care benefits of essential medical needs.

### **31.2 EXPECTATION AND GENERAL GUIDANCE RULES**

#### **31.2.1 INSURANCE ELIGIBILITY**

- All employees of the Institute are eligible for Medical Insurance Cover.
- The resident employee spouse (wife or husband who is not covered by medical insurance) is eligible for Medical Insurance Cover.
- The resident male children or male or eligible female employees until completion of age 22 years or when the child finishes full time education or assumes employment, whichever comes first.
- Unmarried, divorced or widowed female dependents irrespective of the age.
- Disabled male or female children irrespective of the age.
- Children of female employees, whose husband is handicapped and who is considered "Head of the family", and children of widowed or divorced female employee under her care, shall be accepted as eligible dependents (as per above criteria) for the purpose of medical treatment.
- The number of eligible children for expatriate employees is limited to four children.
- No maximum age is to be set for disabled male or female children.
- No maximum age is to be set for employees.

#### **31.2.2 Conflict between medical policy and medical plan**

- Medical policies are used to make benefit coverage determinations. In the event of conflict between a Medical Policy and any plan document, the Plan document will govern (only: if complaint with the UAE Laws).

### 31.2.3 Confidentiality of Medical Information

- Medical information about individual staff members is to be treated confidential. The Institute will take reasonable precautions to protect such information from inappropriate disclosure. Any staff member who has legitimate access has a responsibility to respect and maintain the confidentiality of the medical information.

### 31.2.4 Effective Date

- Insurance begins on the first day of your employment.
- Human Resources Coordinator will hand the employee the insurance card on the first day of employment.

### 31.2.5 Separation

- Upon separation of employment for whatever reason, insurance coverage will cease at the time of visa cancellation.

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1	Academic Director	Sept. 2021	Operational Manager	Sept. 2024

## 32. Dress Code Policy and Procedure

### 32.1 THE PURPOSE

- ASTI believes that their professional image and the reputation of the organisation forms part of its operation standard. The purpose of this policy is to outline what is expected from employees, sub-contractors and even in some cases its consumers.
- When living in the Middle East there is a standard requires be fully clothing and respectfully dressing in public areas, to maintain reputable and avoid giving any offense to others. *The policy is applicable to all employees during business hours, internally within the Institute, externally when visiting prospective clients, and during training assessment meetings.*

### 32.2 THE POLICY

- ASTI requires all employees and sub-contractor to arrive to work in attire that is “professional” and suitable for the business setting of working with the public. This may vary slightly from one duty area to another, depending on the exposure to the general public, consumers, and the training environment.
- Personal appearance and hygiene play an important role in creating the professional image required when supporting the learners and consumers.
- It is important that our appearance should always reflect what is appropriate for our job, work setting, and personal safety.
- Casual dressing for example in jeans, shorts, slogan t-shirts are not allowed because in our business we have meetings and walk-in consumers and learners every day.
- All clothing must be duly modest in respect of the culture.
- Individual divisions may establish a uniform policy for example; cleaning and service employees.

### 32.3 THE PROCEDURE

- There is no strict formal dress code but the following is a guidance:
  - **Gentleman** : Business suit with tie or local dress for UAE Nationals
  - **Ladies** : Business suit/jackets, professional dressing, or Abaya for UAE Nationals
- Employees must exert a certain professional judgment in their choice of clothing to wear to work. If unsure they should seek personal advice from their line managers or friends/colleagues.

- 
- If clothing fails to meet acceptability of the culture, as determined by the Manager, the employee will be gently reminded not to wear the inappropriate item to work again. If this a problem or the person persists, the employee will be asked change the attire. There is a possibility that they will receive a verbal warning.
- Progressive disciplinary action will be taken for further dress code violations.

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1	Academic Director	Sept. 2021	Operations Manager	Sept. 2024

## 33. No Smoking Policy and Procedure

### 33.1 THE PURPOSE

- The policy is designed in line with the laws of no smoking in public places and the training environment is deemed a public place. Secondly, due to the Health & Safety fire hazard – this policy and its procedure is applicable to all employees, guest, or attendees of ASTI or during the driving of any of its vehicles.
- There is No smoking in the Institute and it will not be allowed within the facilities, or its vehicles at any time. The decision to provide or not provide designated smoking areas **outside** the facility will be at the discretion of Managing Director and the Building Owners.

### 33.2 THE POLICY

- Smoking is prohibited in all of ASTI Training premises including worksites and vehicles, common work areas, conference and meeting rooms, private offices, hallways, lunchrooms, stairs, restrooms.
- The decision to provide or not provide designated smoking areas **outside** the building or facility will be at the discretion of Academic Director and the Building Owner. While institution would try and make an area available to smokers, it in no way has any legal responsibility to do so. Any employees or visitors choosing to use such smoking areas do so at their own health risk.
- If the Building Owner has decided to make a designated smoking area, ASTI acknowledge the Safety Rules and requirements would be that the site will be located at least [10] meters from the main entrance.
- Visitors will be highlighted to this policy through No Smoking signage, and it should be explained professionally by any hosts, that they are in a no smoking zone for all.

### 33.3 THE PROCEDURE

- “No Smoking” signs shall be prominently displayed and properly maintained.
- Trainers will discuss the No Smoking during break-times with their Learners, and give alternative locations or areas that do permit smoking.
- Employee or sub-contractor’s failure to comply with any policy or procedures will be dealt with through the correct institutional disciplinary procedures.
- A copy of the No smoking policy will form part of the new employees' induction process.
- Training and guidance on enforcing the No Smoking policy will form part of new managers' induction process.



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## **CURRICULA DEVELOPMENT AND REVISION POLICY**

### **1. PURPOSE**

The purpose of this policy is to set forth the arrangements for the approval of new programs offered by ASTI and the revision of existing programs.

### **2. SCOPE**

This policy involves minor and significant changes to ensure the curricula are reliable and current following the guidance of the awarding body and the regulatory authority.

### **3. POLICY STATEMENTS**

All programs follow the same continuous development-cycle of the review process.

#### **The Program Development and Review Cycle stages**

#### **3.1. Market research and analysis with the rationale of:**

- 3.1.1. Exploring the need for the in the industry.
- 3.1.2. The development or revision of a program.
- 3.1.3. This activity will be done by an assigned committee of subject matter experts along with external stakeholders.
- 3.1.4. The Academic manager will assign the committee members.
- 3.1.5. The committee will meet once the decision to initiate a program is taken and when need arises.

#### **3.2. Developing the Curricula**

- 3.2.1. Determine and plan the scope of the development.
- 3.2.2. Determine the timescale for the project including the activities of research, development, validation and approval.
- 3.2.3. Consulting stakeholders and industry partners.

#### **3.3. Reviewing existing Curricula**

- 3.3.1. Determine and plan the scope of the revision.
- 3.3.2. Determine the timescale for the project including the activities of research, development, validation and approval.
- 3.3.3. Consulting stakeholders and industry partners.
- 3.3.4. Revision is maintained through continuous feedback from industry, teaching and learning staff, quality assurance team and learners.

#### **3.4. Lapsing existing Curricula**

If there is no longer a need for an existing program, the committee will take a decision to lapse the program. The decision must be endorsed by the Academic Manager.

#### **3.5. Stakeholders' Consultation**

The consultation with stakeholder will involve the following:

- 3.5.1. Skills and knowledge as per the National Occupational Skills Standards.
- 3.5.2. Assessment strategy.

3.5.3. Technology need.

3.5.4. Regulatory and Awarding body legislations and requirements.

### 3.6. Validating the Curricula

Once developed or revised, the curricula must be validated to

3.6.1. Ensure compliance with the standards.

3.6.2. The program is fit for purpose.

3.6.3. The validation is done by a committee of subject matter experts assigned by the Academic Director.

### 3.7. Approval of the Curricula

Once validated the curricula must be approved by the academic Director before the implementation of the program.

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## DISCIPLINARY PROCEDURE

### 1. PROCEDURE PURPOSE

- The Disciplinary Procedure aims to ensure that the disciplinary action is done in a consistent and fair manner. The Disciplinary Procedure is used for **academic** and **nonacademic** disciplinary cases.

### 2. PROCEDURE STATEMENTS

#### *Informal Disciplinary Process*

- ASTI will, wherever possible, make an endeavor to solve disciplinary issues informally. Yet, for serious or major misconduct the issue will be dealt with formally.
- Where a Learner's academic behavior or conduct is considered to be inappropriate this should be raised with the Learner's Academic Director. The Academic Director discusses the matter

informally with the Learner. The Learner will be given one opportunity to improve his/her behavior.

- A record will be kept in the Learner's file
- No disciplinary actions will be taken against the Learner at this stage.

#### ***Formal Disciplinary Process***

- Where the Learner's behavior and/or conduct does not improve; or in the case of serious or major misconduct a more formal disciplinary process will be initiated. The Learner may be subject to summary dismissal or suspension pending a formal hearing and this decision will be taken by the Academic Director
- The Learner's behavior and/or misconduct must be referred to a committee assigned by the Academic Director. The committee will;
  - Investigate the case
  - Consider all pertinent evidence against the Learner such as witness testimony and documentation.
  - Submit a report to the Academic Director to take the final decision.
- The Learner has the right to:
  - To defend him/her, present evidence and answer the questions of the Committee.
  - Ask for the support of a fellow Learner, guardian or other competent person to support his/her case
- The Learner will be notified of the outcome of the Disciplinary Hearing within ten days of the hearing and will be advised of their right to appeal.
- A record of any disciplinary action will be maintained by the institute in the Learner's file.

<b>REVISION HISTORY</b>				
<b>Version No.</b>	<b>Developed by</b>	<b>Date</b>	<b>Approved by</b>	<b>Review Date</b>
1	Academic Director	Sept. 2021	Operations Manager	Sept.2024

LEARNER COMPLAINT FORM			
Learner Name:		Date:	/ / 20
Complaint Subject			
Complaint Description			
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
Investigation Result: Compliant is	<input type="checkbox"/> Justified	<input type="checkbox"/> Not Justified	
Action Taken Description			
<p>Instructor decision: .....</p> <p>Committee decision: .....</p> <p>Academic Manager decision .....</p>			
Final Resolution/ Conclusion of Matter:			
<p>.....</p> <p>.....</p> <p>.....</p>			
Student comments			
<p>.....</p> <p>.....</p> <p>.....</p>			
Academic Director Signature:		Date:	/ / 20
Learner Signature:		Date:	/ / 20



Program Matrix	
<b>Learner Name</b>	
<b>Learner Signature</b>	
<b>Learner I.D Number</b>	
<b>Programme Title</b>	
<b>Assessor</b>	
<b>Internal Verifier</b>	
<b>External Verifier</b>	

Assessment Method Key	
<i>O = observation learner/student</i>	
<i>EP = examination of product,</i>	
<i>EWT = examination of witness testimony,</i>	
<i>ER = examination of case history, projects assignments, test,</i>	
<i>EPS = examination of personal statement,</i>	
<i>EWA = examination of written answers to questions,</i>	
<i>QC = questioning of candidate,</i>	
<i>QW = questioning of witness,</i>	
<i>PD = professional discussion.</i>	

Unit 1:										
	O	EP	EWT	ER	EPS	EWA	QC	QW	PD	
<b>Learning outcome 1:</b>										
PC1.1										
PC1.2										
PC1.3										
<b>Learning outcome 2:</b>										
PC2.1										
PC2.2										
PC2.3										
<b>Learning outcome 3:</b>										
PC3.1										
PC3.2										
PC3.3										
PC3.4										
PC3.5										
<b>Learning outcome 4:</b>										
PC4.1										
PC4.2										
PC4.3										
PC4.4										
PC4.5										

Unit 2:									
	O	EP	EWT	EPS	QC	EWA	QC	QW	ER
<b>Learning outcome 1:</b>									
PC1.1									
PC1.2									
PC1.3									
PC1.4									
<b>Learning outcome 2:</b>									
PC2.1									
PC2.2									
PC2.3									
PC2.4									
PC2.4									
<b>Learning outcome 3:</b>									
PC3.1									
PC3.2									
PC3.3									
PC3.4									

Unit 3:									
	O	EP	EWT	EPS	QC	EWA	QC	QW	ER
<b>Learning outcome 1:</b>									
PC1.1									
PC1.2									
PC1.3									
<b>Learning outcome 2:</b>									
PC2.1									
PC2.2									






Notes

Notes

Notes



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