

DeGesh School of Entrepreneurship

Academic Appeals Policy

Policy Review Date	30/01/2025
Next Review Date	29/01/2026

Introduction

This policy outlines the teaching and learning principles and practices that guide the education provided at DeGesh School of Entrepreneurship (DSE), a further education private college in the United Kingdom. Our goal is to provide a high-quality, engaging, and inclusive learning environment that prepares students for success in their chosen careers and in life.

Philosophy

DeGesh School of Entrepreneurship is committed to providing a student-centred education that values diversity, creativity, and critical thinking. We believe that all students have the potential to succeed, and we strive to create an environment that encourages them to reach their full potential.

Curriculum Design

Our curriculum is designed to be challenging and relevant to the needs of our students. We offer a wide range of courses that are regularly reviewed and updated to ensure that they are up to date with the latest industry standards and trends. We also strive to provide opportunities for students to engage in hands-on learning, through internships, work placements, and other experiential learning opportunities.

1. Curriculum Development: The curriculum at DSE is developed through a collaborative process involving input from teachers, students, industry experts, and other stakeholders. We regularly review and update our curriculum to ensure that it is aligned with the latest industry standards and trends.
2. Curriculum Alignment: We ensure that the curriculum is aligned with the latest industry standards and trends, and that it is relevant to the needs of our students. We also strive to provide opportunities for students to engage in hands-on learning, through internships, work placements, and other experiential learning opportunities.
3. Curriculum Content: Our curriculum is designed to be challenging and relevant to the needs of our students. We offer a wide range of courses that are regularly reviewed and updated to ensure that they are up-to-date with the latest industry standards and trends.
4. Curriculum Evaluation: We have a clear and consistent process in place for evaluating

our curriculum. This includes ongoing monitoring of student progress, as well as regular evaluations of the curriculum by teachers and other stakeholders.

Teaching and Learning Commitment

Our teachers are highly qualified and are committed to providing a stimulating and engaging learning environment. They use a variety of teaching methods and strategies to meet the needs of all students, including those with special educational needs and disabilities (SEND). We also encourage the use of technology in the classroom to enhance the learning experience.

1. Roles and Responsibilities for Teaching and Learning Practice the College will provide:

- An orientation for students and staff who deliver the learning.
- An environment that is immaculate, well-kept, and well-maintained.
- A safe environment compliant with all school's health and safety rules.
- Possibility of obtaining tools that assist you in delivering high-quality instruction, assessing student growth, and enhancing their overall education.
- A dynamic environment in which the work, research, posters, and other instructional materials of students can be clearly exhibited for optimum engagement.
- An environment where all learners are treated with dignity and given an equal opportunity to succeed.
- Facilitating the usage of and interest in digital tools among individuals.
- Methods of instruction that encourage student participation, individualization, and a variety of instructional methodologies.
- Possibilities for educational discourse and promotion, including the interchange of effective student education practises and techniques.
- All members of the area team must have access to information regarding students with SEND and the necessary accommodations, including testing accommodations
- Advanced Teaching Practitioners will offer faculty help.

- Teaching staff should have access to appropriate opportunities for CPD (continuous professional development).

2. Tutors will ensure that all lessons are prepared and delivered to the highest standard. Learning sessions at the DSE will:

- Provide clear examples of lesson plans with demonstrable learning outcomes that are level-appropriate.
- Ensure that the needs of all participants are fulfilled by actively integrating Inclusive Learning in the design and execution of the session, if applicable.
- Comply with all course/program objectives and requirements.
- Using formative assessment to track the development of students and guide instruction, educators should build on their students' existing knowledge.
- Maintain a strong connection between academic research, practical application, and normal business practices.
- Encourage independent study among students.
- Stay current on the most recent discoveries and intellectual discussions.
- Have recently conducted Risk Assessments.
- Comply with all required Health and safety protocols.
- Always utilise a lanyard for identification purposes, as required by college policy.
- Consider student feedback when formulating future strategies. • Increase students' sense of self-worth by employing instructors with extensive knowledge of the course topic.
- Motivate and challenge learners with your teaching methods. • Ensure

that students are using technology, studying math and English, and comprehending British values in the classroom.

- Accept and promote equality, diversity, and inclusion.
- Give students the opportunity to prepare for the module in advance by giving a class schedule that specifies the main content structure.
- Promote the Virtual Learning Environment (VLE) and other additional educational resources (such as the library) to enrich and broaden the educational experiences of students.
- Inviting students to participate in module/course evaluation surveys (learner voice) to collect meaningful feedback and guide development in the proper direction
- It is essential to promote the most efficient approaches to environmental sustainability.
- Incorporate the Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training and the United Kingdom
- Professional Standards Framework for Higher Education into self-reflection and professional development opportunities for teachers.
- Marking should be exact, consistent, and diagnostic; it should also call attention to grammatical and spelling faults and provide constructive feedback that can be used to improve writing.

3. College staff will be expected to manage the learning environment in line with College policies on attendance, discipline and quality:

- Each timetable session will have a registration that is filled out.
- Attendance will be monitored, and necessary measures will be taken as necessary.
- Students are urged to make effective use of their time and to take initiative in their study, both inside and outside of planned classes.

- The staff will act expeditiously to address discipline issues, and they will adhere to normal reporting procedures.

4. Observation of Teaching and Learning (OTL)

The lesson observation procedure is fundamental for assisting teachers in the development of their teaching and management of learning.

Roles and Responsibilities

- It is the responsibility of individual members of staff to:
 - Know and adhere to the performance standards that have been established for them.
 - Comply with and participate in continuing professional development (CPD) activities designed to improve teaching, learning, and assessment.
 - Adhere to any and all action plans that develop during the OTL phase.
- It is the responsibility of lesson observers to:
 - Participate in lesson observation training sessions and conversations aimed at standardising the process.
 - Understand the guidelines for watching a school lesson.
 - It is essential to be consistent and impartial when doing lesson observations.
 - Ensure that everyone understands and accepts the same performance criteria.
 - The professional discourse that follows an observation of a classroom should be current, encouraging, and relevant.
- It is the responsibility of the Advanced Teaching Practitioner to:
 - As mentioned above, adopt the role of an observer.
 - Maintain communication with the respective Area Head and Quality, Teaching and Learning Head to support the management of OTL processes.
 - Encourage staff to implement their action plans after completing observations.#
 - Coordinate the implementation and development of this policy with the

Director of Quality, Teaching, and Learning.

- The delivery of pertinent and timely CPD to enhance the growth of teaching, learning, and assessment.
- It is the responsibility of the Heads of Area to:
 - Share with your faculty your view of what constitutes good teaching.
 - Ensure that each department has an observer assigned.
 - Ensure that each individual's plan for enhancing their performance following an observation has been completed to your satisfaction.
 - Coordinate with the CPD Manager to supply instructors with the relevant CPD.
 - You should examine your own classroom performance as part of your annual self evaluation and report your findings to yourself.
- It is the responsibility of Assistant Heads to:
 - Assist the Head of Area in communicating to teachers what is expected of them and how they should behave in regards to teaching and learning.
 - Communicate with the Head of Area and Advanced Teaching Practitioners to facilitate the OTL process.
 - Assist staff in completing further stages following observation, and collaborate with the CPD manager and Head of Teaching and Learning to implement relevant CPD.
- It is the responsibility of Inclusive Learning Staff to:
 - Coordinate with other educators to address the specific needs of each student in the classroom. The leader responsible for education quality is tasked with:
 - Ensure that all processes and records for lesson observation are current and evaluated.
 - Provide a dependable OTL approach that is accessible to students, professors, School administration, and other interested parties.

- Share the outcomes of your classroom observations at the college level.
- Assist and train lesson observers on how to complete each Lesson Observation job.
- Ensure that supervisors and staff have convenient access to timely implementation guidance and help.
- Conduct in-depth assessments of lesson observation outcomes to inform programmes for continuing professional development (CPD).
- Implement a comprehensive continuing professional development (CPD) plan for education in coordination with CPD and Area Heads.
- Facilitate the process so that standards are adhered to and improvement opportunities are discovered and pursued.
- Make available resources to assist with OTL.
- The Observation Process for staff teaching timetabled lessons at College sites:
 - All faculty members will be Monitored who deliver scheduled or predetermined lessons across all campuses. In addition to peer observations, observations will be undertaken by Advanced Teaching Practitioners, Heads of Area, Assistant Heads, and the Senior Leadership Team, all of whom have substantial knowledge and training in the subject.
 - Employees could receive between four and six unannounced checks per year. There will be at least 20 minutes between each observation. Once feedback is provided, codes should be assigned to the strengths, development areas, and action plan on the Observation form.
 - The same code cannot contain both a strength and a development area.
 - On each form, only three or four positive qualities and areas for improvement should be stated. The strategy is intended to assist educators, and any time beyond twenty minutes would be excessive.
 - Observers should differentiate between teachings' strengths and standards. The emphasis of learners on workplace safety should be the

norm, not the exception.

- Following the observation, the observer and teacher should engage in a professional
- conversation regarding the teacher's strengths and areas for growth, as well as any agreed-upon future steps. Teachers must have access to CPD initiatives that allow them to develop professionally and share their knowledge with others.
- During the debriefing process, it is usual for the learners to highlight one or more areas in which the observee should improve; this is an opportunity to emphasise the value of communicating what has worked.
- Return the coded observation form to the Quality office for reporting purposes. • Observers may request a longer observation session for the aim of gathering additional information about the lesson's strengths and areas for growth. A representative sample of tutorials from each subject area will be observed, including both solo and group lessons.
- Director of Quality and Performance and Head of Quality, Teaching and Learning shall set the timeframe of the external standardisation.
- Each year, at least one observation will be done jointly with a member of the Senior Management Team or the Head of Teaching and Learning to verify their validity.
- The Head of Quality, Teaching and Learning will preside over the termly report standardisation sessions. The purpose of the conference is to ensure accurate assessments and reports, as well as to highlight both successful ways and potential development areas. All observers must have complete access to all standardisation meetings.
- Lesson observations will inform staff assessments and ongoing professional development for all instructors.
- The DSE recognises that there may be times when it is inappropriate to

observe a staff member for a variety of reasons. In such cases, the corresponding Head of Area must submit a request to the appropriate Assistant Principal or Vice Principal.

4.1. The Quality Assurance and Observation process for staff working remotely:

- All remote employees will meet three times each year for a "Performance Board."
 - This board will cover learner success rates, caseload management, kids at risk, student evaluations, the use of OneFile, and student feedback. The educational practises of each assessor tutor will be examined using a statistically meaningful sample of two students. Staff strengths, weaknesses, and possibilities for improvement will be reviewed and agreed upon. Employees should be given with adequate chances for continuing professional development (CPD) so they can develop professionally and assist promote best practises.
- The relevant manager will plan an annual Professional Visit with all remote employees. During this visit, teachings and assessments will be observed, and apprentices and their employers will be interviewed.

4.2. Quality Assurance of Online Courses

- The quality of online modules will be evaluated in accordance with FE, HE, or A&S norms for the delivery of a high-quality teaching and learning experience, with an emphasis on the breadth and depth of content, the level of student participation, and the depth of the learning experience.
- In response to online evaluations that are coded to match in-person observations, action plans and help will be provided.

4.3. Probationary Observations

- Observations of new teaching staff will take place as follows:
 - Within the first three weeks of teaching, the Head of Area, Assistant Head of Area, or Advanced Teaching Practitioner will undertake an unannounced observation. These letters are meant to be encouraging and to help you identify any issues you may be experiencing.

- The new employee will continue to undergo at least three unannounced observations every year following the initial year. The period of the observation can be extended at the option of the observer so that additional data can be acquired to assist with forming an opinion regarding the quality of the lesson.

4.4. Trainee Teachers

- By monitoring them in the classroom, the teacher training staff assists preservice teachers pursuing their PCGE or Certificate in Education. It is usual practise to discuss and assist with planning prior to and after these observations.
- Candidate teachers will be observed throughout both their formal course observations and the college observation procedure. This provides them with an overview of their performance as a teacher and enables their department observer to offer subject-specific assistance and information through professional discourse.

4.5. Peer Observations

- Each member of staff is required to observe a colleague at least once per semester. The purpose of the observation is to encourage discussion of educational techniques, student performance, and evaluation, as well as the exchange of effective strategies. This activity's primary objective is to encourage reflection on the part of the observing teacher. There is no grading system, criteria for review, or centralised monitoring of the outcomes.
- The CPD Team will monitor the completion of observational data using the CPD website. All employees are required to record their peer observations here, selecting their specific type of observation from the drop-down menu and completing the brief remark that follows. Observation requires a minimum of 45 minutes, while observation, discussion, and reflection require a minimum of two hours.

4.6. Outcomes from OTL

Tutors who consistently demonstrate excellence in key areas during observations will be rewarded to share these best practises with the rest of their teams through their Advanced Teaching Practitioners or Heads of Area.

On the basis of at least three unannounced observations, tutors with major development requirements will be recommended to the Improving Teacher Programme (ITP). The staff member's Advanced Teaching Practitioner and Line Manager will be there to assist them in implementing the planned action plan of the Improving Teacher Programme. The employee's plan should include everything necessary to assist them in implementing the necessary adjustments:

- Exactly what must be improved and how to accomplish so.
- The increment that must be perceptible.
- When the change must occur and what kind of assistance is required to make it occur.
- The next evaluation of progress.

The school may launch the Professional Difficulties process if there are significant concerns with an employee's job. All submitted action plans will be monitored by the Quality Team and forwarded to the Quality office.

Assessment and Recording of Progress

To keep track of how far each student has progressed, we adhere to a precise and consistent approach. In this sense, "assessment" refers to both periodic progress checks and in-depth reviews of students' educational experiences. Students receive continuous feedback on their progress and actively participate in the goal-setting and plan-making processes.

Student Support

We have a specific staff that assists students with SEND in a variety of ways, including by offering extra assistance in class and private lessons. Students who are experiencing academic issues or other difficulties will also receive our aid.

Complaints and Appeals

Our method for handling appeals and complaints is objective and open. Our complaints and appeals method is accessible to students and their families, and it is designed to be fair, impartial, and adaptable to the interests of all parties involved.

Review and Implementation

This policy will be reviewed and changed on a regular basis to ensure that it continues to meet the needs of our children and is in line with best practises and regulatory requirements.

Conclusion

MILE College is committed to providing a welcoming and supportive learning environment for all of our students in order to ensure their future success. All children are capable of learning and growing, and it is our mission to create an environment that facilitates this. Our commitment to the needs of our students and the requirements of the regulatory authorities compels us to analyse and revise this policy, which serves as the basis for all of our instructional strategies, on a regular basis.

**DEGESH SCHOOL OF ENTREPRENEURSHIP
INTERNAL EXAMINER'S AND INTERNAL MODERATOR'S REPORT
STAGE 1: ASSESSMENT STRATEGY AND COURSEWORK**

Course Unit Code:			
Course Unit Title:			
Course Co-ordinator:			
Internal Moderator:			
External Examiner:			
Assessment	Weighting		

Total Number of Students enrolled on the course	
Is there additional assessment for this unit? If yes, please specify tasks of assessment and percentage weighting	

Coursework Details – please specify	
Nature of coursework	
Any accompanying Material – eg case study, other	
Coursework submission date	

Has a separate document with marking comments been provided for the Internal Moderator and External Examiner?	
---	--

Internal Moderator to complete:	Y / N
Is the coursework task appropriate and challenging?	
Does it relate to the intended learning outcomes?	

Internal Moderator's comments on coursework task:

The Internal Moderator's role is to review the whole 'assessment package' for the course unit.

Assessment Strategy (examinations, coursework, practical, mix etc.)	Y / N
Is there an appropriate mix of assessment tasks? <i>(If applicable)</i>	
Are links made between the assessment & intended learning outcomes?	
Are students provided an opportunity to demonstrate their full range of abilities and skills?	
Does the assessment encourage more effective learning and discourage surface (superficial) learning?	
Are the assessment tasks transparent and fair?	

Does the assessment reflect appropriately the varying teaching methods and learning contexts used within the course unit?	
---	--

Course Co-ordinator's signature: **Date:**

Internal Moderator's signature: **Date:**

External Examiners comment on the clarity, fairness and consistency of the proposed assessment including whether it is at an appropriate level of study:

External Moderator's signature: **Date:**

..... **External Examiner's Comments addressed, and any**

action taken:

**DEGESH SCHOOL OF ENTREPRENEURSHIP
INTERNAL EXAMINER'S AND INTERNAL
MODERATOR'S REPORT**

STAGE 2: MARKING EXAMINATIONS AND ASSESSMENT

Course Unit Code:	
Course Unit Title:	
Internal Examiner:	

Internal Moderator:	
External Examiner:	
Total Number of Students enrolled on the course:	

Note: Please refer to the statistics generated at the end of the course unit mark sheet when completing these sections.

Internal Examiner – to complete	Y / N
Have GTAs undertaken any marking for this course unit?	

The distribution of marks for all assessed coursework and exam scripts have been checked and, if appropriate, adjusted for any major discrepancies across individual markers	
If marking has been a subjective process (e.g. evaluating an essay-based answer) has reduced scale step marking been applied for each individual piece of assessment?	
Comments have been made on each exam script to justify the mark awarded	
Assignments have been reviewed for evidence of academic malpractice (eg. plagiarism, collusion, fabrication) and turnitin reports checked?	

Internal Examiner Comments:

Signature: **Date:**

Internal Moderator – to complete	Y / N

Evidence of moderation is noted on each script (ie. tick on each page or written comment)	
The candidates work internally moderated has been indicated on the mark sheet	
Systematic adjustments have been made to a particular set of scripts (indicate if N/A)	
In your opinion all students near a borderline have been considered and have been positioned in the appropriate band/degree class	

Internal Moderator's Comments:

Signature: **Date:**
.....

EXTERNAL EXAMINER. Comments on the marks awarded:
Signature: **Date:**
.....

DEGESH SCHOOL OF ENTREPRENEURSHIP

Peer Review of Teaching Form

To be completed by the reviewers and made available to the reviewee for comments within two weeks of the final observation.

Name of reviewee	
Name of reviewer 1	
Name of reviewer 2	
Observation 1	
Date	

Course unit code	
Type of contact session	
Number of students registered	
Number of students present	
Observation 2	
Date	
Course unit code	
Type of contact session	
Number of students registered	
Number of students present	

A. Pre-review discussion and documentation (discussion can be by face-to face meeting or email)
Documentation considered as part of review Consider anything that would be useful for the session, such as the Unit Description or Individual Learning Objectives. Paper resources, Internet resources, Methodologies and assets for evaluating
<p><i>Comments on documentation</i></p> <ul style="list-style-type: none"> • Were all pertinent details presented clearly in the course materials (e.g., course structure, contact sessions, eLearning features, expectations between contact sessions, desired learning outcomes, reading lists, supplemental resources, etc.)? • Are the desired learning outcomes reasonable, given the grade level and topic?" • How well do the online tools correspond with the topic and mode of delivery? • Exists a system that enables students to examine how various eLearning tools (such as a VLE) integrate into their education as a whole? • Each area of the eLearning platform has an identical layout and set of instructions for getting started?

B. Contact sessions

Questions to consider when observing sessions

Learning outcomes

- Has there been a seamless transition between sessions?
- Students were made aware of the course's desired outcomes?
- Were ideas given or future responsibilities indicated?

Session structure

- Do you feel that the meeting was well-organized?
- How crystal clear was the talk, in your opinion?
- How effectively do instructional materials support instruction?
- Have there been issues preserving class order?
- Are the timing and tempo adequate?
- How much vitality and enthusiasm do they transmit?
- In what measure do you feel at ease with the instructional methods?
- Were examples effectively used?

Students

- Has everyone in the class have an equal opportunity to participate?
- Were all students anticipated to participate?
- Were there any appropriate responses to their questions?

Observation 1

Observation 2

C. Assessment

- Is there an explanation for the cost and how it was determined?
- Exists a clear link between the evaluation and the targeted outcomes?
- Can we conduct formative assessment?

D. Feedback

- How do teachers, both in and out of the classroom, evaluate the success of their students?
- Is there a mechanism for students to receive constructive feedback?
- Does the commentary illuminate the children's grades and propose ways for them to improve in the future?
- Has the grading and feedback process been mentioned on the unit's Blackboard page?

Reviewers' overall comments

This is not a checkbox, but rather an approach that takes into account all aspects of a project's needs in order to properly achieve them

The following descriptions can be used, with examples:

- All or nearly all of the reviewed teaching components were of such high quality that very few, if any, suggestions for improvement could be made.
- The reviewed instruction was outstanding in all or virtually all respects, albeit some adjustments could be made.
- While there were encouraging signals in the analysed classes, there are numerous opportunities for great growth and improvement.
- Several of the evaluated lessons were determined to have issues that warranted further research.

Signatures			
Reviewer 1		Date	
Reviewer 2		Date	

Reviewee's reflections and comments			
Signature			
Reviewee		Date	

Recommendations for development activity or training

To identify staff development needs that can help shape University and Faculty training provision

Please send to Director Academics

**DEGESH SCHOOL OF
ENTREPRENEURSHIP
Teaching Visitor Request Form**

Name of Visitor:	
Date of Birth:	
Address: <small>CONTRACT LETTERS CANNOT BE ISSUED WITHOUT THIS INFORMATION!</small>	
Course Code/Name & Semester(s):	
Date(s) work is to be undertaken:	
Type of work to be undertaken: Guest Lecture / Guest Seminar / Other (please specify)	
For Teaching Activities: Total No. of Hours	
For Teaching Activities: Repeat Teaching	Yes / No* (* delete as appropriate)
Estimate of Additional	£

Expenses: (e.g. Travel/Subsistence)	
--	--

For HR Office to Complete:

Fee:	£
Total Funds Requested (including expenses):	£
Type of Claim Form Required:	
Type of work to be undertaken Guest Lecture / Guest Seminar / Other (please specify)	
For Teaching Activities: Total No. of Hours	
For Teaching Activities: Repeat Teaching	Yes / No* (* delete as appropriate)
Details of Additional Expenses (e.g. Travel/Subsistence)	

Authorised Signatory to Complete:

Name of Authorised Signatory:	
Signed:	
Date:	