

# Institute of Career Development

## Course Management Policy

### 1 PREAMBLE

At Institute of Career Development (ICD), we take learning to be a shared initiative of both the faculty and students. The institute, student disciplines, academic programs, the multiple intelligences of the students, and the values and priorities of the community at large all affect the learning process. An academic course signifies a distinct learning enterprise with an intensive sharing of knowledge, perceptions, experience and expertise.

The main objective of this course management policy is to provide a framework for students, faculty and staff. All courses that are run at ICD follow the structural guidelines, requirements processes, aims and objectives mentioned in this policy. It is mandatory at ICD, that all faculty members prepare course outlines according to this policy and make lesson plans that adhere to these outlines. The chair of each course is responsible to make sure that these outlines and lesson plans produced and are in accordance with the policy requirements.

The Policy defines the types of information required by both the learners and the faculty to optimise the learning experience and to make sure that the output of any course fulfils its objectives. The policy outlines the principles and procedures that have been adopted by the Institute to make sure that the right kind of information is being delivered to the learners and the role of management in doing so. To conclude, the policy reflects the fundamentals of course management.

## 2 POLICY ELEMENTS

### A. Provision of Course Outlines

**A.1** Course outline will be provided to all students. This may be done electronically through email or uploaded at the ICD website – download section- or in hard copy format, at the beginning of the course, in an orientation. This course outline should be discussed in the respective course orientation with the students and should include:

#### **A.1.1 The course description**

This should include:

- ⇒ Prerequisites and exclusions, if any
- ⇒ Total Study hours required
- ⇒ The academic focus and scope of the course
- ⇒ Aims and Objectives of the course and/or learning outcomes
- ⇒ Topics and sub topics covered in the course (in sequence)
- ⇒ Resource Material required
- ⇒ Teaching methodologies used in course (for instance, online work, group discussions, presentations, lectures, seminars, activity based learning, problem based learning, practicals etc. and/or a combination of all or some of these)
- ⇒ Acceptable percentage of plagiarism in assignments and work; IT requirements of the course; policies regarding the use of electronic devices, including but not limited to personal laptop computers, cellular phones, digital dictionaries, in classroom; the requirements of medical documentation for missing deadlines; mandatory percentage of attendance in classes to sit in the final assessment.

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A more detailed topic information may be provided to supplement the course outline, at any time during the course. All online courses should have course outlines available online prior to the commencement of the course. Assessment office should have a copy of all the course outlines.

A.2 In case of any changes made to a course outline during the course, the changes should be approved by the director academics, submitted to the assessment office, updated on the institute website and communicated to the students immediately.

A.3 All teachers should prepare lesson plans, for all their lessons – according to the format provided by the admin office. This should include:

- Topic and sub topic in the lesson
- Class Duration
- Level of Class
- Lesson type and skills to be taught
- Sub aims and personal aims
- Prior knowledge of students w.r.t the lesson
- Anticipated problems (language, materials, management) and their solutions
- Resources
- Procedural details

All lesson plans should be submitted to the admin office periodically. The assessment office should have a copy of all the lesson plans by the teachers.

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## **B. Evaluation, Assessment and Feedback on Student Performance**

All students must be given a constructive feedback in a timely manner in order to improve the learning process. Constructive feedback, here, refers to the advice, provided by the trainer, to the students to inform them about their performance in their coursework in an encouraging manner so that it can be used as a means to improve the students' performance.

**B.1** All teachers are supposed to keep a record of formative assessment and its respective feedback to students which should be submitted to the assessment office periodically. This assessment record should be filed and kept by the assessment office.

**B.2** Each course should have at least two independent summative assessments that must be conducted by the assessment department. These assessments will be designed (and marked) by external examiners, based upon the course outlines and the topics covered, according to the record of the lesson plans, at the time of assessment. These assessments will be worth 70% of the final grade and can be, written, oral or practical in nature.

**B.3** All assessments should have a clear marking scheme, focusing on a positive manner on what the students can do, rather than cannot, in any particular assessment.

**B.4** Students who wish to join a class after an assessment have been done, need to clear the same level of assessment, in order to be allowed in to the course.

**B.5** All students should receive a feedback on the exam content and their performance, in addition to their grades and marks. This feedback is to be communicated to the students along with their grades and should be discussed within one week after the result.

**B.6** Special Accommodations should be made for students with disabilities (prior to approval of the Director, Academics)

**B.7** Graded assignments/ projects/ practical works should be included in the course which should also be mentioned in the course outline. This should comprise of 30% of the final grade and will be designed and marked by the teacher responsible for running the course. The grade and feedback of these tasks should be awarded before the final assessment by the assessment department.

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**B.8** The assessment department will arrange for random class observations and monitoring of classes. These observations will be unannounced and the teachers will be given feedback about the observed class within two days of the observation. The teacher can discuss this feedback within one week of receiving the feedback.

**B.9** In case of an informal appeal by a student, with respect to the assessment grade, the office should be able to provide the student with marks justification, depending upon the marking scheme.

**B.10** All assessments should be fair, reliable and practical; giving equal opportunities to all students who should be awarded the grade according to the demonstration of their knowledge.

**B.11** different types of courses have different types and number of assessments, ranging from a number of smaller assessments spread over a semester to a single mid-term and final test.

**B.12** A re-assessment can be scheduled for any student, provided the student is able to produce appropriate ample documentation as a justification for missing an assessment. The deadline for submission of an assignment or project may also be extended if applied for, formally, along with appropriate documents justifying the delay.

**B.13** A student who fails to achieve the minimum marks required to pass a course may choose to appear in a re-assessment or re-sit the course.

**B.14** Re-assessments should cover the same course topics as the original assessment which may or may not be of an identical format, as the previous assessment. The re-assessment should be scheduled as soon as possible.

**B.15** In the event where it is not possible to extend the deadline date or reschedule an assessment e.g. when it was to be presented by a group, an individual assignment should be given to the student as a make-up assessment.

**B.16** If a student misses the re-assessment exam, for a verifiable reason and provides all the necessary documentation, the final grade will be distributed over the other course assessments. Otherwise, the student will be graded 'U' (unmarked) for the exam and a final grade will be awarded with the addition of '0' marks for the assessment missed.

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**B.17** All results should be verifiable electronically through the results page at the ICD website. These results are uploaded to the students' accounts, created while taking admissions and registering in any course.

**B.18** Students need to present an ID document with their name, date of birth, signatures and a verifiable ID number.

**B.19** Unscheduled assessments by external examiners may be arranged by the assessment department at any time during the course. These assessments may contribute to the final grading.

## **C Exam Day Staff: Supervisors and Invigilators**

**C.1** All new invigilators and other new exam staff must have at least one acceptable reference in order to be recruited.

**C.2** All invigilators and other exam staff must have at least C1 level of English.

**C.3** Centres must keep records of the evidence they collect showing their invigilators comply with the requirements and provide this evidence to Cambridge English Language Assessment when requested.

**C.4** All invigilators must sign a Code of Practice before invigilating the exams.

**C.5** There must be a minimum of one invigilator per 15 candidates in an exam room.

**C.6** Invigilators are responsible for the administration of the exam in a room/part of a room.

**C.7** A supervisor is a person who co-ordinates a number of invigilators.

**C.8** The supervisors and invigilators must adhere to regulations and must preserve the confidentiality and integrity of exam materials before, during and after the exam, whether used or unused. They must not explain exam questions and must not read or amend the answers submitted by candidates. They must also not allow anyone else to read or amend the answers. They are also responsible for carrying out ID checks on all candidates.

### **C.9 Minimum requirements for invigilators**

**C.9.1** The assessment department is responsible for ensuring that there are enough suitable and trained invigilators for each of the exams.

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## **C.9.2 Recruitment:**

Invigilators must have passed character checks to ensure suitability for the role (such as at least one reference, Criminal Records Bureau checks, etc.). The assessment department must have a record showing when the check was carried out and the outcome. Copies of any records must be treated in accordance with local data protection laws.

## **C.9.2 Number of invigilators:**

There must be at least one invigilator in the exam room for every 25 candidates; this applies to both paper-based and computer-based tests. Each invigilator must have a clear view of all candidates for whom they are responsible.

## **C.9.3 Selecting your invigilators:**

Invigilators must not be friends, relatives or teachers of candidates. If there is another invigilator in the exam room, teachers of other subjects can invigilate their own students.

- If there is only one invigilator in the exam room:

- In addition to the conditions above, the invigilator must not have taught the candidates in any subject or have been a colleague if running Teaching Qualification exams.

- A means of summoning assistance must be available in the exam room if a candidate needs to temporarily leave the room, or for emergencies. The assistance must be available within a couple of minutes.

## **C.9.4 Additional requirements:**

- There must be an invigilator, or other member of staff, who is trained to use the test day photo software (where relevant).

- Invigilators must not wear shoes that make a lot of noise when they patrol the exam room.

Supervisors must have a competent level of English in order to understand the exam instructions

## **D. Record Keeping**

**D.1** Following is the list of documents that need to be submitted by the faculty members, to the admin department.

**D.1.1** Course outlines (revisions in course outlines)

**D.1.2** Lesson plans

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**D.1.3\*** record of assessments of registered students (unregistered students are not to be assessed)

**D.1.4\*** Grade calculation sheet for each class (to be maintained throughout the session)

**D.1.4\*** Final examination papers

\*The academic admin department should retain these record for one full year after which it is to be destroyed under supervision and a declaration of destruction, signed by two witnesses is to be kept in record, instead.

**D.2** A record of registered students is to be kept by the registration department, for each course separately.

**D.3** A record of fees and payments made regarding any course should be kept with the accounts office which may be made available for auditing and/or registration purposes only.

**D.4** All the record, maintained at the institute, is confidential and will not be shared with anyone outside of the institute. Within the institute, it may only be shared with the prior approval of the project director or director. This is subject to a written justification of why the documentation is required and the undertaking that it will not be shared with anyone not included in the staff and faculty of the institute.

## **E Institute guidelines and policies**

**E.1** Accommodation of Students with disabilities – All courses are to accommodate students with disabilities and appropriate special considerations are to be made for such students during classes and/or in assessments and assignments.

**E.2** Any discrimination on the basis of age, gender, ethnicity or any other reason will not be tolerated.

**E.3** The institute is a no smoking zone.

**E.4** Student Email Policy – Only official email addresses can be used by the faculty, in order to communicate with the students.

**E.5** Staff and/or faculty is not allowed to take any sorts of gifts, food items and/or other favours or monetary benefits from the students.

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## **3. Deviations from the Course Management Policy**

It is to be understood that the objectives, formats, structure and delivery pattern of all the courses are highly variable and any course policy cannot anticipate all possible scenarios. Hence, if a course must vary from the given course management policy, this is to be authorised by the Project Director, Academics and students will be informed by such variations at the beginning of the course. In case such a variation arise during a course, it is to be communicated to the students at the earliest possible date.