

Policy/Procedure Name: Brooklands College Higher
Education Student Protection
Plan

Date of Approval: February 2022

Approved by: Senior Leadership Team

Policy Version Control & Worksheet

Please ensure you complete the below table once you have checked this policy, to log acknowledgement of the sign off process.

Name
Christine Ricketts (Principal/CEO)
Sarah Clancey (Director of Quality & Standards)
Terrie Carter (Executive Director of Curriculum)
Sarah Glasspool (Executive Director of Finance)

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Version 1.0	January 2019
Version 2.0	February 2022

1. Scope

This plan sets out the steps and commitment that Brooklands College will take to protect the Higher Education student interest and ensure continued study in the event of course or College closure or change.

As a condition of being a registered provider with the Office for Students (OfS) the College must publish an approved Student Protection Plan (SPP) which sets out what students can expect to happen should a course or the College close.

The purpose of this plan is to ensure that students can continue and complete their studies or can be compensated if this is not possible.

At the time of publication, this Plan will have been approved by the Senior Leadership Team.

Brooklands College, Heath Road, Weybridge, KT13 8TT

HE Contact: Executive Director of Curriculum

2. Risks to the continuation of study for students at Brooklands College

The risk that we are no longer able to deliver material components of our courses is low because we design our modules to be taught by integrated teams of teaching staff and are constantly developing new specialist staff to ensure succession planning is in place. This is exemplified in particular in specialist subjects such as the Engineering Motorsport Foundation and Bachelor's Degrees and where guest lecturers have been integrated into the core course team.

The risk that we will no longer deliver part time courses at our Brooklands campus in the next three years is moderate. This poses a particular risk to students with caring responsibilities, as the alternative courses involve day time attendance which may make care arrangements more problematic.

The risk that we are no longer able to deliver programmes in highly specialised areas such as Motor Sport Engineering in the next three years is moderate, due to the change in student demographics and as an impact of increasing progression rates. As a College, our intention is to continue to offer specialist programmes particularly in the STEM area. This is clearly identified in the new strategic plan 2021 -2026.

The risk of one or more of the locations at which courses are delivered to students no longer being available is low. Courses are delivered at the Weybridge Campus, which is located on green belt so closure for alternative use development is extremely unlikely.

In rare circumstances, a member of the teaching staff may leave during the academic year or may need to take extended sick leave. The College has mitigations in place to minimum disruption to studies which includes timetable changes and/or remote delivery to allow for short term absences; utilisation of another staff member from within the curriculum area or from within the wider College; secondment of a staff member from another education provider or recruitment of a specialist lecturer via an agency.

In rare circumstances, it may be necessary for the College to take steps to relocate a programme from the Weybridge campus to Ashford site, and vice versa. This would generally be on health and safety grounds, but it may also be associated with resourcing or the student experience.

In line with other educational settings, there is now an increased risk of an extended temporary closure of the whole College, and all students will be kept informed of arrangements according to the College's emergency contingency planning who meet regularly to ensure that disruption to students' academic studies is minimised.

The risk that the College will be unable to operate due to closure on a permanent or long-term basis is moderately low. The risks are generally related to a force majeure or financial collapse of the organisation. The College position may change, for example the College may merged with another organisation and under such circumstances, students will have the opportunity to be fully consulted and appropriate support given to transfer to another education provider.

In the event of College closures imposed by the government due to a pandemic, a remote delivery model will be adopted to ensure that delivery of the programme can be continued using Google Meets/Classroom and/or Microsoft Teams.

All teaching staff are fully trained and have the expertise to deliver and adapt teaching content, as appropriate, using remote technologies. In some scenarios, small cohorts may be able to attend classes and/or undertake practical tasks on site in line with government guidance.

For subjects requiring practical assessment, the College will work with its Awarding Bodies to mitigate any impact on the interests of the student (e.g. alternative assessments, adapted assessment, centre-assessed grades, controlled access to facilities or deferral of assessments).

3.0 Alternative Provision

In the event that students may need to be directed to another Higher Education provider, a list of recommended alternative provision is listed below. It is, however, realised that the College and students may wish to negotiate this on an individual basis.

Brooklands College HE Programme	Alternative Solution / Provider
Higher National Certificate Forensics	In the first instance, the College would seek to employ a teacher/ specialist to enable the student to complete their programme.
Higher National Diploma Forensics	In the first instance, the College would seek to employ a teacher/ specialist to enable the student to complete their programme.
Higher National Certificate Policing	In the first instance, the College would seek to employ a teacher/ specialists to enable the student to complete their programme.
Higher National Diploma Policing	In the first instance, the College would seek to employ a teacher/ specialists to enable the student to complete their programme.
Foundation Degree Early Years	Kingston University (partner)
Foundation Degree Motorsport Engineering	Oxford Brookes (Partner)
BEng (Hons) Motorsport Technology	Oxford Brookes (Partner).

4.0 The measures that have been put in place to mitigate those risks that we consider to be reasonably likely to crystallise

Currently all of our higher education provision is delivered at our Weybridge campus.

Were we not able to continue to offer provision for any reason then early communication and a staged support programme would be put in place for students as soon as possible.

In the case of programmes which are offered in conjunction with partner HEIs (e.g. Motorsport or Early Years), then students would be accommodated at other associate College partners in that Higher Education Institution relationship.

Brooklands has previously accommodated students from other partner Colleges when this situation has arisen and the arrangement is reciprocal and would not lead to disruption as the courses are centrally validated and moderated by each Higher Education Institution. As a result there are always a choice of alternative routes offered which would lead to the same learning outcomes.

Should part time courses be removed due to decreasing demand, current cohorts would continue to be taught until the conclusion of their qualification to reduce potential negative impact on current learners. New applicants would be offered the option of selecting the day time attendance mode, or Associate College Partners in that Higher Education Institution relationship offer part time options with the same learning outcomes. In the event that the College is unable to continue to offer this mode of provision, then early advice and guidance with the course team, specialist careers advisors and meetings with alternative progression route providers would be sought.

Where the qualifications span 2 years, (HND) the College would ensure contact with alternative providers was made on behalf of the students at an early point to facilitate smooth transition to alternatives. Support as identified from both careers team and course specialists would be provided throughout the process in a planned and clearly communicated manner.

The risk to continuity of study to highly specialised areas such as Motor Sport Engineering due to capital equipment failure is low. As the courses are centrally validated and moderated by a partner Higher Education Institution, specific practical activities of modules affected would be relocated to a suitable alternative location to support achievement of the stated learning outcomes.

5.0 Information about the policy you have in place to refund tuition fees and other relevant costs to your students and to provide compensation where necessary in the event that you are no longer able to preserve continuation of study

In summary the policy contains information on the following:

- Refunds for students in receipt of a loan for tuition fees from the Student Loans Company.
- Refunds for students who pay their own tuition fees.
- Refunds for students whose tuition fees are paid by a sponsor.
- The payment of additional travel costs for students affected by a change in the location of their course.
- Commitments to honour student bursaries.
- Compensation for maintenance costs and lost time where it is not possible to preserve continuation of study.

- Compensation for tuition and maintenance costs where students have to transfer courses or provider.

The College's insurance is reviewed each year and will incorporate the facility to provide refunds and compensation for students with an increased risk of non-continuation of study.

Link to refund policy below.

<https://www.brooklands.ac.uk/wp-content/uploads/2020/03/Fee-Policy-2021-22.pdf>

The College will only refund fee payments in the following circumstances:

- When a course is cancelled by the College;
- When a student withdraws their enrolment at least 10 working days before the planned start of the course and this notification is received in writing (letter in the post or email) to the College Admissions.

No refunds will be given if a student withdraws after the course has started except in exceptional circumstances as outlined in section 15 of this policy.

If the College withdraws the offer of a place as a result of disciplinary action or non-attendance on behalf of the student, no refund will be available. There may be unusual and exceptional circumstances when a refund of part or all of a student's fee payment may be made.

Any request for a partial or full refund must be made in writing by the student to the relevant senior curriculum manager, or written by the manager on behalf of the student. Any refunds are at the discretion of the Head of Finance. The decision of the Head of Finance is final and there is no right of appeal. Refunds will be processed within 10 working days of authorisation.

If a student exceeds the expected length of a course, for example a student has not completed all assessments within the expected timescale, additional fees may be charged for additional costs of assessment or administration. These will be determined on a case by case basis and will be approved by the relevant curriculum manager.

The College may charge a fee for changes to qualification certificates if the changes requested by the student are for a reason other than an error made by the College.

The College normally makes qualification certificates available for collection by students. If a student asks that the qualification certificate(s) be delivered to an address other than the College, then the College may charge a fee for the administration and cost of delivery. The qualification certificate(s) will not be issued until the fee has been paid in full.

6.0 Communication Of Student Protection Plan With Students

We will publicise our student protection plan to current and future students by making full use of our social media links as well as the dedicated Higher Education area on the website, which has appropriate signposting.

<https://www.brooklands.ac.uk/about/quality-assurance-governance/office-for-students-ofs/>

All application information will contain reference to and a link to the plan.

We will ensure that staff are aware of the implications of our student protection plan when they propose new courses or changes to curriculum by ensuring full discussion at the internal course approval panel. This consists of two stages and allows for full resource and contingency measures to be considered and put in place prior to sign off of courses and delivery proceeding.

We will develop and review our student protection plan by making use of the student engagement network which includes cross College representation of HE students on the Student Council, working with students at course level in induction and also in course meetings where feedback is elicited and actions fed back on. This will allow for the plan to be tailored to meet specific specialist needs where appropriate.

Our students will be involved in our review by ensuring that our current processes for student engagement and feedback continue to include this as an area for discussion. We will inform our students as soon as is reasonably practicable if there are to be material changes to their course by meeting face to face at course level, formally by letter confirming changes and identifying the support meetings in place, (with course team and specialist staff), to assist and support transition.'

If we need to implement the measures in our student protection plan we will arrange for individual student meetings with specialist teams such as independent advice from careers and progression mentors to identify alternatives and support application and transition. Where possible institution contact will have been made to facilitate smooth entry to an alternative course and provider.

The student protection plan will be reviewed annually as part of the College's formal reporting processes. The review will be informed by information from formal processes including the Curriculum & Performance Review Committee and the Resources Committee, the Associated College Partners Programme, feedback from student voice communication networks including the Student Council and Programme Boards and cross College student satisfaction surveys, as well as more informal mechanisms such as course meetings and module reviews.