



Higher Education Student Charter 2016-2017

WELCOME TO STUDENT LIFE AT MILTON KEYNES COLLEGE

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The Higher Education Student Charter is designed to help you make the most of your higher education experience at Milton Keynes College. The first and most important strategic priority which underpins all others ensures that we put the student at the centre of our activities by meeting their needs and developing their potential. Higher Level courses will equip you with the skills and knowledge for employment and career progression. These skills are becoming even more vital in an economy that demands higher level technical and management skills.

On behalf of the College I give you my full support and wish you every success in your studies.

Dr Julie Mills FRPS

Chief Executive & Principal



Welcome to Higher Education

College Mission Statement

Mission

An outstanding College at the heart of our city.: nurturing ambition and delivering success.

Vision

Milton Keynes College will be at the heart of a connected and inclusive learning community.

We will drive new models and partnerships to create an education landscape where there are no boundaries to limit access, progress and success.

We will be a catalyst for economic prosperity and wellbeing

Milton Keynes College Values

Inspire

Innovate

Excellence

Integrity

Respect

STUDENT ACADEMIC RESPONSIBILITIES & ENTITLEMENTS

1. APPLICATIONS AND ADMISSIONS PROCESSES

The College seeks to ensure that all applicants for higher education (HE) courses receive full information about higher level courses and are only enrolled onto a course of study where they can reasonably be expected to achieve. Information about higher education courses is communicated through marketing materials and the College web-site. College Open Days and information events for students and parents provide a further opportunity to find out more about what's on offer. The central advice and guidance team provide potential applicants with full information and impartial advice about opportunities at the College and at other Higher Education Institutions.

The College will endeavour to ensure that:

- procedures exist to ensure that information is accurate and up to date. Where the College makes any change to the HE course, applicants will be informed at the earliest possible opportunity usually through our Customer Services Team.
- where appropriate, potential applicants are invited to attend a HE taster course or special open evening, so that they can experience higher education before making a commitment. This is a chance to meet students currently on the programme.
- potential applicants are given opportunities throughout the information, application, interview, enrolment and induction processes to identify and discuss any support needs.
- all higher education applicants are offered the opportunity to be interviewed by the Head of Department or Programme Manager / Tutor. At the interview the tutor provides the applicant with full information about the course, including the course content, assessment process and academic support. The tutor will also advise on any relevant support needs and sources of financial support. Further information on support can be found on our website www.mkcollege.ac.uk and the Student Loan website www.gov.uk/studentfinance
- the criteria used for selection includes the achievement of stated entry qualifications (found on the College website www.mkcollege.ac.uk)
- all courses welcome applications from mature students (over the age of 23) where relevant work experience will be taken into consideration.
- mature applicants, with prior qualifications and work experience are offered the opportunity to go through an informal interview to discuss options and if necessary signposted to a suitable course such as our Access to Higher Education programme.
- the same admissions procedures apply to late applicants and further information is found in your course handbook.
- tutors deliver an induction in accordance with the College HE induction checklist.
- any complaints arising from the admissions process is dealt with through the
- College Complaints Procedure which includes clear guidelines for appeals against decisions.
- clear and accurate information about our courses so that you can make informed choices;
- efficient handling of requests for course information

- acknowledgement or receipt of your application or an invitation to attend an open day or interview
- a fair, efficient and confidential system for managing applications
- appropriate guidance and support in choosing your course is available pre entry and delivered by our Information, Advice and Guidance Team.

when you apply to the College you are expected to:

- keep the appointment if invited to attend either a visit day or interview, or contact the College as soon as possible prior to the appointment date to arrange an alternative mutually convenient date to attend
- respond to an offer of a place within the specified time period, otherwise the offer may be withdrawn;
- discuss the impact of any additional requirements you might have so that we are able to make appropriate adjustments for you.
- when your place at the College has been confirmed you can expect:
- a standard College letter containing enrolment details for your course and explaining when and where you should attend.
- to receive accurate information and advice concerning your programme of study at the start of your course
- to receive, at the start of your course, information concerning the learning outcomes to be achieved, the course content and assessment to be used
- when your place at the College has been confirmed you are expected to:
- complete formal enrolment at the designated time
- pay course fees within the required timescales.
- attend the induction programme and ensure that you are familiar with your programme of study
- participate conscientiously in the course of study for which you are enrolled further information about academic expectation such as plagiarism can be found in your course handbook.

2. TEACHING AND LEARNING IN HIGHER EDUCATION

The role of the tutor at Milton Keynes College is to facilitate learning, as well as to provide academic and professional support and guidance, rather than just to transmit knowledge. In higher education tutors are required to clearly match teaching, learning and assessment to explicit learning outcomes. Tutors will also actively develop collaborative and cooperative learning strategies to develop students' confidence in engaging with their subject and be able to apply that learning in a relevant work context. The aim is to develop self-directed and independent learners with a desire for life-long learning.

All HE courses at the College will help to improve students' employability and subject specific skills and the emphasis in each area will change as you progress through the course. Placements, projects, work related learning assignments and personal and professional development activities are all designed to recognise, improve and develop skills relevant to future studies and employment. Mature students who have been in employment for many years will already have developed a range of skills and completion of a higher education qualification can help you to recognise these skills and develop new skills such as study skills and research methods. Mature students can access a range of support related to Academic writing such as the Academic Skills Toolkit and 1-1 sessions to support their progress in academic writing.

A key feature of higher education is a move towards independent learning. In the first year of your HE course (Level 4 or Certificate Level) students will get plenty of support from tutors, but as they progress there is an expectation of greater independence. That means undertaking independent research and reading around a subject, culminating for many students with a dissertation or substantial project at Level 6. Higher Education courses become incrementally more challenging as you progress from one level to the next.

STUDENT ENHANCEMENT IN HIGHER EDUCATION

To support the QAA enhancement agenda, the College has adopted a range of quality assurance policies and procedures and an approach to enhancement, designed to:

- Make full appropriate use of internal and external quality toolkits, including the Quality Assurance Agency's UK Quality Code for Higher Education
- Establish, maintain, monitor and review the academic standards its awards
- Enhance the quality of learning opportunities and the student experience
- Ensure that a systematic awareness of: student feedback, student performance, academic standards, planning, implementation, enhancement and evaluation of student enhancement
- Identify actions necessary to bring about continual improvement to teaching, learning opportunities, assessment, student support, engagement and enhancement

Quality Assurance – the process concerned with academic standards and the quality of provision, including learning and teaching and the ‘student experience’, designed to ensure that students gain the highest level of award of which they are capable and that stakeholders can have full confidence in the organisation’s academic provision.

Quality Enhancement – the systematic approach to enhancing the student learning experience by improving the quality of provision and personal development opportunities

All higher education courses have overall aims and learning outcomes for each module which are appropriate to the level. Students will be assessed against these learning outcomes and each assignment will specify which outcomes are being assessed. The skills and knowledge gained will become more advanced as students’ progress from certificate level (Level 4) through to degree level (Level 6).

Higher National Certificate Level 4

At **HNC** level students will gain a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. A Higher National Certificate (HNC) is equivalent to one year of university level study, in a vocationally orientated subject, normally delivered full-time in one year or part-time over two years. An HNC can allow entry on to Year 2 of a Higher National Diploma. The HNC will develop students’ skills to a similar level as the first year of a degree course.

Higher National Diploma Level 5

At **HND** level students will have developed a sound understanding of the principles in your chosen field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. A Higher National Diploma (HND) is equivalent to two years of university level study. This is delivered full-time over two years. HNDs can be completed in one year if students’ hold an HNC in a relevant subject. It is possible to gain entry onto Year 2 or 3 of a degree programme however it will depend on the entry criteria of the university students are applying to.

Bachelor’s degree with honours

Students who reach the stage of bachelor’s degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this they will have developed analytical techniques and problem-solving skills that can be applied in many types of employment and be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

The teaching team will aim to:

- utilise a variety of teaching and assessment methods which are relevant, well-planned and supported by appropriate materials
- provide accommodation and facilities appropriate to your programme of study
- provide clear, accurate information about your programme of study and the academic regulations
- make learning materials and interactive forums available through the VLE (Moodle or BREO) to support a culture of continuous learning
- ensure that teaching and learning supports assessment that include formative and summative elements
- ensure that teaching and assessment enable students to meet the course learning outcomes
- enable students to develop transferable and professional skills
- work with stakeholders to ensure that students' learning experiences enhance employability and career prospects
- deliver a curriculum that offers professional and intellectual challenge and facilitates progression
- develop your professional skills to enable you to engage critically in reflective practice
- provide individual support from Personal Tutors and Module Tutors

You are expected to:

- attend timetabled classes, submit work on time and notify your tutors if you are experiencing difficulties with your work;
- make full use of the educational facilities available to you.
- study conscientiously and attend all taught sessions
- complete all assessed work and submit by the stated deadline
- support peers in their learning
- contribute actively to teaching and learning sessions
- prepare for each of the taught sessions and conduct follow-up work
- read material offered to you by your Module Tutors
- read widely beyond what is offered by Module Tutors
- participate in discussion and debate, both face-to-face and electronically
- be familiar with the Course Handbook
- access VLE regularly for announcements and information
- attend academic tutorials/seminars
- offer considered and balanced feedback on the course
- respond to all reasonable request from staff

3. ASSESSMENT IN HIGHER EDUCATION

The teaching team will utilise a range of assessment methods including essays, reports, presentations, portfolios, journals, projects, time constrained assessments and practical activities. Assessments are designed to ensure that the identified learning outcomes for each module are assessed and that modules address the overall programme learning outcomes. The assignments will assess and develop your knowledge and understanding as well as transferable/key skills. Tutors should give an indication of the word tariff for each piece of assessed work i.e. how much work you are expected to produce.

Where a presentation is required students will be given guidance regarding how long it should last. Students find it useful to get feedback whilst writing an assignment to ensure that they are on the right lines. Tutors will normally see students on a one to one basis and provide formative feedback on an assignment draft.

In higher education students are encouraged to reflect upon their own performance, identify their own learning and development needs throughout the course, with the tutor acting as a facilitator. Some classes find it useful to get into peer groups to support each other on the course. A work place mentor, usually a line manager or placement supervisor, may act as a partner in the learning process. Higher Education students are encouraged to talk to their line manager or work place mentor to identify real life projects and briefs that form the basis of work related learning assessments and promote action learning.

You can expect:

- an impartial and objective assessment of your work in accordance with generally recognised standards
- tutors to assess your work fairly and objectively with internal and external moderation
- assessment practice to facilitate the maintenance of academic standards
- to be directed to a copy of the regulations and procedure under which you will be assessed
- to receive a clear information on the assessment requirements of every module which you undertake
- a clear notification of times, dates, and places of formal time constrained assessments and the submission of course work
- to receive constructive feedback on the quality of your performance in each coursework assessment which you submit in accordance with the assessment schedule. The assessment schedule can be found in the Course Handbook.

You are expected to:

- familiarise yourself with the regulations and procedures governing the assessment of the course for which you are enrolled
- read public notices identifying the times, dates, and places for formal examinations or the submission of course work and to act in accordance with them
- observe the assessment requirements of the course for which you have enrolled

- attend classes where plagiarism and Harvard Referencing are explained and familiarise yourself with college policy on plagiarism. Further information on plagiarism can be found in the course handbook section 11.
- familiarise yourself with complaints and appeals procedures.

4.LEARNING RESOURCES

The College provides Learning Resource Centres with library facilities on each campus. In addition, there are a number of bookable and drop-in computer suites where individuals and groups of students can undertake research or work on their assignments. Our print collections are extensive, with a range of books journal subscriptions. These are complemented by electronic resources such as e-books and on-line journals and databases, which encourage students to become more independent and enable them to access materials from home. Learning Resource Centre staff will provide students with inductions to the service as well as more advanced information skills sessions and will support both staff and students in locating appropriate learning resources. Curriculum teams provide links to additional reading and electronic resources through the Virtual Learning Environment (VLE).

You can expect:

- access to learning resources following completion of enrolment
- the Learning Resource Centres team to welcome you when you start your programme, to introduce you to, and familiarise you with, our services and facilities
- the Learning Resource Centres to be open for you to use at the times publicised; we will notify you about any changes in the opening times on the door notices, and through the intranet and college email systems whenever practical
- up-to-date information and resources in a variety of electronic, printed and audio visual media for you to borrow or use for reference
- access to a range of textbooks you need, as recommended by your tutor
- helpful and professional staff to assist with information searches and using learning resources
- an up-to-date, web-based catalogue that is easy to use and can be accessed both in College and at home
- a range of learning support facilities, including: appropriate study areas, open-access bookable PCs, printing, scanning and copying facilities
- a wireless network for students to use laptop and mobile devices, in line with the College IT Policy
- an inter-library loan service for books including access to British Library journals, in line with copyright legislation

You are expected to:

- have in your possession your Milton Keynes College student card at all times and wear it visibly at all times
- observe the learning centre regulations and any related code of conduct
- maintain a quiet and appropriate study environment in all centres
- take care of any items on loan to you and return these promptly
- comply with copyright laws and the College's IT policy
- return books and other resources you have borrowed when they are due
- look after books, journals and other resources, and to pay for or replace any that are damaged or lost
- respect and take care of resources and equipment provided by our College

5. ENSURING THE QUALITY OF HIGHER EDUCATION

For all university validated courses and the College's Pearson Edexcel HND/Cs, quality is assured through a process of course approval, monitoring and review which involve working with university partners, consulting academic experts including some subject specialists from other institutions as well as employers.

The quality of our courses are monitored each year through evaluating:

- External Examiner Reports (considering quality and standards);
- Statistical information (considering issues such as the retention and pass rate);
- Student feedback;
- Self-Assessment Reports including Annual Quality Reports
- Periodic Review in partnership with the university
- Quality Assurance Agency Review

You can expect:

- there to be sufficient qualified staff to teach the course
- adequate resources in place to support delivery of the course
- appropriate overall course aims and objectives
- the content of the course meets national benchmark requirements
- accurate Programme Specifications
- the College to respond to feedback from External Examiners
- rigorous quality review and annual self-assessment

6. STUDENT FEEDBACK

The College is committed to student participation in the continuous academic development of the College. As a higher education student you will be provided with the opportunity to contribute your views through the following forums:

- Programme Team meetings
- HE Student Forum
- The Student Council
- HE Student Ambassador
- Academic Board Student Rep
- T&L Committee Student Rep
- End of Unit Questionnaires
- The National Student Survey (NSS)

As a result of this feedback the College will communicate what action has been taken through course committee meetings, Moodle, posters and presentations.

You can expect:

- to be given opportunities to express your opinions on the teaching and learning experiences offered on your programme, using a variety of formal and informal channels
- to receive a response to the opinions you express on teaching and learning from the Head of Department

You are expected to:

- make yourself aware of the opportunities for providing feedback
- participate actively and constructively in the learning processes and provide feedback as requested by the College
- provide honest and reflective feedback on aspects of the learning experience
- represent a group of students (as necessary) on formal committee

7. PROVIDING SUPPORT

Information, Advice and Guidance is available to address student needs prior to and at the point of entry to the College. Pre-entry and entry guidance is provided by identified admissions staff and College careers advisers.

You can expect:

- up-to-date information about the Careers & Course Guidance services available;
- the opportunity for a pre-entry guidance session;
- guidance on programmes of study suited to your individual circumstances and goals

- accurate information concerning the programmes of study.

Applications from students with disabilities learning difficulties - The College welcomes applications from students with disabilities and specific learning difficulties and employs support workers and specialist tutors who will offer help with individual requirements when appropriate. College buildings have limited access for wheelchair users but reasonable adjustments are made to provide access to courses and services.

Students who require additional support for example a signer or specialist equipment will need to make an application for a Disabled Student Allowance (DSA) and provide a statement of educational needs. Where a student requires a statement an assessment can be arranged by the Learner Support Services.

You can expect:

- to receive confidential advice, including pre-admission advice, on support and facilities available;
- to be informed of the facilities that exist which are relevant to your specific needs, and consideration of any special arrangements necessary for assessment or examinations;
- to receive support services designed for formal taught sessions and additional tutorial support where appropriate;
- to receive advice on external agencies' allowances for which you may be eligible to apply.

You are expected to:

- satisfy yourself that the support and facilities available meet your requirements
- disclose your disability or learning difficulty on application so the College can discuss your needs with you
- supply documented evidence of your disability if requested and supply evidence in relation to your DSA
- take responsibility for your own studies. If you find that you are struggling, then it is your responsibility to come to us before it is too late
- manage your own support needs in partnership with the support team

Academic and personal support - All higher education students have a Personal Tutor. Where a student has an academic or personal problem this is normally the person that they would go and talk to in the first instance. However, sometimes students need to talk to a counsellor who can listen and offer a new perspective on their situation. The College counsellors are based at Bletchley & Chaffron Way – students can make an appointment through their tutor or drop in.

You can expect:

- to be assigned a Personal Tutor; who will normally be the one of the tutors teaching on the course, who will assist with the process of induction and orientation into academic life and monitor your progress
- at least one personal tutorial per term where your performance on the course is reviewed
- the tutor to offer general academic advice including advice regarding extensions to assessment deadlines and mitigating circumstances, should the need arise
- confidential help and advice about pastoral/non-academic matters and to be signposted to other student support services for further assistance for example Careers Advice or Counselling
- to be able to book an appointment with a Counsellor to discuss confidential issues on a one-to-one basis.
- help in identifying relevant internal and external agencies who may be able to further advise

You are expected to:

- attend all arranged meetings with your tutor and respond promptly to any communication from him/her
- participate in the tutorial system and make every effort to keep appointments and give advance notice in the event of having to cancel.
- seek advice from your tutor(s) whenever you require help and make appropriate use of all the support and guidance offered by the College
- take the initiative in raising problems/difficulties (academic or personal) at the earliest possible opportunity and act on academic and professional advice
- report promptly to your tutor when you are ill or have other good reason for non-attendance/ failing to meet deadlines
- keep records of meetings and agreed actions, including personal development planning and targets.

Student financial support - The College has produced a booklet on financial support for higher education students - Please see the web-site. The Welfare & Bursary team will provide help completing the application form - which is now an on-line application process.

You can expect:

- clear and accurate information about tuition fees and other College charges, together with details of any payment arrangements that may be offered
- that the College will advertise government schemes (student loans) in line with the release of information from external agencies;
- that it will put in place the required systems to administer such schemes

You are expected to:

- research sources of financial support
- submit an application against published criteria to ensure that you have the necessary loans in place to pay the course fees and any living expenses
- pay College fees and charges in accordance with defined time-scales;
- notify the College of any change in details in connection with the payment of fees and charges;
- make appropriate use of available services if you are experiencing difficulties with our financial

Offering careers advice to help you progress after the course has finished - The College Careers Advisors will, by invitation, come and talk to each group of higher education students, normally in the second year of their course. Individual students are welcome to make an appointment to discuss careers opportunities and progression routes for example onto a final level honours degree.

You can expect:

- access to up-to-date information covering occupations, further study, employers and vacancies;
- a variety of guidance resources and information databases;
- specialist career workshops e.g. sessions of CV building, job applications on request

You are expected to:

- attend when you are booked onto a career workshop or employer presentation
- recognise that although we are here to help you to make decisions, we are not here to make decisions for you.
- keep yourself informed of, and where appropriate make use of, the educational guidance services available to you

8. THE COLLEGE ENVIRONMENT

The College is committed to providing a pleasant and safe environment which supports the student learning experience. This includes significant investment in a new reception and central learner resource area. Where possible and resources allow, higher education provision is located at the Silbury campus which provides an appropriate environment for adults.

The College has a published Health and Safety policy which accords with the Health and Safety at Work etc Act 1974, including the relevant Statutory Provisions, Repeals and Modifications.

All aspects of the Colleges' operation are designed to be environmentally sustainable.

The College has a no smoking policy on all campuses and sites.

You can expect:

- a learning environment which meets with the needs of the College community
- positive and responsible attitudes to the environment through the estate strategy
- relevant learning and teaching facilities
- surveillance that monitors the majority of College buildings
- a rapid response to security problems which arise on campus
- information relating to the College's No Smoking Policy

You are expected to:

- carry your College ID Card as Identification when on College premises and wear it visibly all the time
- share responsibility for making the College a safe place
- report anything suspicious or potentially dangerous to a member of the College staff
- maintain a professional approach and comply with college policies such as the Code of Conduct, Disciplinary, Health and Safety and Equality Policies
- abide by the College's No-Smoking Policy.
- support the College's environmental policy

9.EQUALITY AND DIVERSITY

Milton Keynes College has a commitment to advancing equality and celebrating diversity. It undertakes to review its policies and practices on a regular basis to ensure that they are consistent with current legal and statutory requirements and set equality objectives and to identify where action needs to be taken to improve.

The College's Equality Policy relates to employment, education and training. All aspects of college provision relating to both internal and external customers and staff are covered by the Policy. The Policy reflects national legislation and guidelines on good practice and should be read in conjunction with policies relating to specific equality issues, for example, the College's Harassment Policy. The Policy has full regard for the protected characteristics of the Education Act 2010 and has implemented Equality Impact Assessments.

Care has been taken to create an open and friendly atmosphere in the College. The environment should ensure that no individual or group feels isolated, harassed or uncomfortable in the institution. The College is committed to the elimination of behaviour, language, or images that would be offensive to particular individuals or groups. Equality means giving students equal opportunities to access college courses and services. Diversity means difference, for example differences in individuals and groups, for example; age gender, ethnicity, sexuality, attitudes, beliefs and values. Here at Milton Keynes College we promote a culture of understanding, valuing and respecting people's differences.

You can expect:

- a learning environment which meets with the needs of the College community
- positive and responsible attitudes to the environment through the estate strategy
- relevant learning and teaching facilities
- surveillance that monitors the majority of College buildings
- a rapid response to security problems which arise on campus
- information relating to the College's No Smoking Policy

You are expected to:

- comply with the College policies and procedures;
- respect the integrity and dignity, intellectual and moral autonomy of all members of the College community

10. COMPLAINTS AND APPEALS PROCEDURES

The College has in place a Complaints Procedure and Awarding Body Academic Appeals Regulations. For further information you should refer to those published procedures.

You can expect:

- published and accessible procedures
- advice and assistance in using these procedures
- complaints to be taken seriously and fairly
- the College to manage your complaint or academic appeal in accordance with the procedures
- your complaint or academic appeal will be handled confidentially and without fear of recrimination
- the number of complaints received and their outcome to be monitored

You are expected to:

- (If you feel able to do so) approach the person who is causing the problem and give them the chance to put things right
- try to sort out problems informally and, if this is not possible, let us know before they develop into greater difficulties; and if needed, get help and support from your Personal Tutor, the Students' Council or Learner Support Services staff
- familiarise yourself with the complaints, appeals and disciplinary procedures. If you wish to make an appeal or complaint, or you become involved in a disciplinary matter, you are expected to seek appropriate advice and to keep within the procedure

Milton Keynes College has an open access policy and is committed to ensuring all members of the community including people with learning difficulties and those with disabilities are treated fairly. Reasonable adjustments will be made to ensure that disabled learners and other disabled people are not substantially disadvantaged.

Additional Information for Higher Education Students relating to the Office of the Independent Adjudicator

Under the Higher Education Act 2004 the *College* subscribes to the independent scheme for the review of student complaints. If you are dissatisfied with the outcome you may be able to apply for a review of *your complaint / appeal* to the Office of the Independent Adjudicator for Higher Education (OIA) providing that the complaint you take to the OIA is eligible under its Rules. After your complaint has been investigated you will be issued with a **Completion of Procedures Letter** which will provide further details about the OIA's work to support you further.

Safeguarding & Prevent

Milton Keynes College recognises its responsibilities under the Children & Families Act 2014 and the Education Act 2002 for learners under the age of 18 years and the Human Rights Act 1998, for persons over the age of 18. Besides the statutory obligation, the College has a duty of care towards all learners and has a responsibility to have a Child and Vulnerable Adult Protection (Safeguarding) Policy in place and bring it to the attention of all staff. The College has a role to play, in partnership with other agencies, to provide the appropriate support and care for children under the age of 18 and vulnerable individuals who choose to disclose abuse.

Safeguarding is a core element of all aspects of College activity. The term 'Safeguarding' describes the broader preventative and precautionary approaches to planning and procedures that are necessary to be in place to protect all students, staff and visitors and minimise risk from any potential harm. Protection of children and young people, vulnerable adults and adults at risk of harm, 'Safer Recruitment' practice and health and safety as well as the Prevent agenda are all aspects of Safeguarding.

The College recognises that personal safety is a fundamental precondition for effective and successful teaching and learning and can only be felt in a safe learning environment that promotes well-being, inclusion, safety and security for all students, staff and visitors.



Thank you and good luck with your studies

Milton Keynes College