



# ACT STUDENT HANDBOOK



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## INTRODUCTION

The purpose of the Student Handbook is to provide the students an understanding of the general rules and regulations for receiving teacher education at our institute. We request our students to be aware of the new policies as this document is reviewed from time to time and changes are made accordingly. The latest adopted policy or procedure will always prevail. The handbook may be amended at any time and those changes will be communicated by the ACT administration to the staff and students. Our websites provide access to detailed information about our courses and services to help you get the most out of your ACT experience.



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### **The following represents our expectations from the students:**

1. No student has the right to interfere with the training of his/her peers.
2. All students must express their ideas or interact with trainers/tutors, staff members/fellow students in a respectful manner.
3. Students need to be aware of all rules and standards and conduct accordingly.
4. Every student must exercise proper care when using facilities and equipment.
5. All must maintain dress and grooming appropriate for the institution setting at all times.
6. Clothing must not display offensive words, pictures or texts.
7. Students may not wear tank tops or any blouse/shirt that seems inappropriate.
8. Skirts and dresses should be of knee-length.



An academic appeal is a procedure, which allows a student to ask for a review of a decision relating to course or certificate. To be eligible to submit an appeal the student must have eligible grounds as per the appeal procedure. Academic appeals may consider allegations of procedural irregularity in the marking of assessments; but the decisions of the Board of Academics in all matters relating to academic judgement shall be final. There is no right of appeal against the academic judgement of the Board of Academics.

Disagreement with the academic judgement of the Board of Academics in assessing the merits of an individual piece of work or in reaching a decision on a student's progress or on the final level of an award, based on the marks, grades and other information relating to the student's performance, cannot in itself constitute grounds for an appeal.

### The following are not grounds for appeal:

1. The student is not happy with the grade being given.
2. S/he thought would, or should, have achieved a better grade.







ACT's Continuous Improvement team ensures that we bring in innovations in our course design and delivery, assessment processes and systems, student support services and adopt to the changing needs and expectations of students and staff.

We deliver change by engaging with various groups of stakeholders to identify opportunities for improvement, gather feedback and implement those internally.

We focus Continuous Improvement Programme on three main areas of work: 'Teaching Excellence', 'Communication' and 'Student Experience'. Each of the areas have a dedicated working group which include team members in delivering change.

Our team also manages the wide-range of content, processes, applications and assessments, logistics across varied platforms, ensuring smooth service continuity.

# PROCEDURES FOR FAIR DELIVERY OF ASSESSMENTS

Academic Support Service is the primary focus to ensure the secure and fair delivery of assessments at all centres and includes the following:

Assessments (scheduling, locations, trainer allocation (for in-class students)/tutor allocation (for online students), maintaining student portal, student coordination, certification and logistics)  
Student Records (Management of the overall student record, student portal management, liaison with sales, finance and student support departments).

Academic Support Service has an important role in the development, interpretation and application of rules and regulations, procedures and guidelines. These include consistent and fair treatment to help students and staff members to know what is expected of them.



## ASSESSMENT PROCEDURE: -

At ACT we follow formative assessment is where the work of the learners is assessed and relevant feedback provided for further development. This assessment focus on the subject content and focus on the understanding level of the student, language and content part such as those which are used in the description of a process.

- To know what the student has learnt about the subject.
- To provide the student effective feedback.
- To know the understanding level of our students.
- To monitor the progress of the student.
- To identify the strengths of the students.
- To help with areas which need improvement.
- To provide them with a grade (as per rubrics) at the end of the course.

The students have to attempt both broad questions and multiple-choice questions.



Assessors, trainers or tutors associated with Asian College of Teachers lend all kinds of support to the trainees from the time they get enrolled till the placement assistance after the completion of the course. Trainees pursuing any teacher training course are offered complete tutor support to enhance their teaching skills and are provided with the opportunities to reflect on the different areas of teaching and training.

Our tutors are highly qualified and accomplished teacher trainers having extensive experience at all levels of teaching and training. They are Master Trainers certified by University of Cambridge International Examinations, UK holding certificate like Post Graduate Diploma in Teaching in the Life Long Learning Sector, UK (OCR) from London School of Management Education. Our dynamic tutors are focussed educators who have already been associated as Tutor (ESOL) with East London Business College, London. Furthermore, our TEFL trainers are certified by TESOL Canada and are well aware of the individual needs of the trainees and create a favorable learning experience by giving them valuable advice whenever the trainees face hurdles in TESOL classrooms.





# FACULTY / INTERNAL TRAINERS'/TUTORS' ASSESSMENT POLICY

**On the job training** - As part of induction and ongoing development, internal trainers/tutors are encouraged to recognize their responsibility for attending and providing on the job training where this is the most suitable development option.

**Trainer Development Sessions and Activities** - As part of fulfilling their trainer development responsibilities, faculties are encouraged to develop provision of their own formal and informal programmes of staff development activity utilising the internal expertise of staff. Support is available from Asian College of Teachers in developing such programs.



## QUARTERLY EVALUATION OF INTERNAL TRAINERS

Quarterly Evaluation of Internal Trainers/Tutors means assessing how effective faculty development undertaken has been in improving job performance. This takes place generally within the Performance Review Process. As part of the annual planning cycle Head of Academics reviews the value of any development initiatives they have put in place, and update their training plans in the light of revisions to educational plans.

## GRIEVANCE POLICY

ACT Grievance Procedure: A Guideline for Employees

## INTRODUCTION

Grievances are concerns, problems or complaints that may be related to a wide range of issues; including the allocation of work, the working environment or conditions, the opportunities that have been given to the employees for career development or the way in which they have been treated.



## INFORMAL GRIEVANCE

If any employee is unhappy about any aspect of his/her work or the treatment that meted out to them, it is important to discuss this with their manager in the first instance, where possible. In a situation where s/he feels that the concerns are related to the manager, this can be raised these informally with a more senior manager.

## MEDIATION

Mediation is proven to be an effective tool for resolving interpersonal conflicts; therefore, depending on the nature of the grievance, the matter can be dealt with through mediation. An internal mediator will be appointed to facilitate discussion and seek a resolution. Mediation can be activated prior to, or at any stage of the grievance procedure as long as it has the consent of all relevant parties. If any employee is not satisfied with the result then s/he retain the ability to recommence any grievance previously placed on hold pending the outcome of the mediation process.





An employee can raise a formal grievance if attempts to resolve the concerns raised informally or via mediation, turn out to be unsuccessful. The matter can then be addressed formally and raising the grievance in writing with the manager. If the complaint relates to the respective manager, then the complaint may be sent to their manager or more senior manager.

**This written statement will form the basis of the subsequent grievance meeting and any investigations, so the following must be clearly stated:**

### **The nature of the grievance**

- reasonable outcome/resolution that the complainant is seeking
- the facts of the situation
- evidence for the facts and figures (if any)
- all evidence with the grievance letter

ACT may make further attempts to resolve the matter informally depending on the nature of your complaint. However, if the outcome is not satisfactory then the matter will proceed towards a full grievance meeting leading to further investigations.





## THE GRIEVANCE MEETING

The meeting will be held as per convenience and, subject to any need to carry out prior investigations, usually within 7 working days of the receipt of the written complaint. The meeting will usually be arranged by the grievance team.

## INVESTIGATIONS

Sometimes, it may be identified that there is a need to carry out further investigations of any allegations made by any employee, either before proceeding to a full grievance meeting or during such a meeting. In the latter cases, the meeting will be adjourned to enable this to occur.

## DRUGS AND ALCOHOL

Drug abuse and excessive alcohol intake on campus/inside classroom can stall your academic progress and lead to disciplinary issues.

## SAFETY AND SECURITY

All the centres of Asian College of Teachers are generally safe places to pursue a course of study. Nevertheless, it is advisable to take precautions to minimise any risks by staying safe and protecting your personal possessions.



## HARASSMENT

The institution does not tolerate any form of harassment and expects all members of the ACT to treat each other with respect, courtesy and consideration. The institution takes action under its policy and procedures to protect its staff and students from harassment and provides support to the students who have experienced harassment, to those accused of it, and to staff requiring advice on student cases.



## MEDICATION POLICY

Use of medications: ACT shall not be responsible for the diagnosis and treatment of student illness. The administration of medication in accordance with the direction of a parent or physician to a student during training hours will be permitted only when: -

A. Failure to take such medicine would jeopardize the health of the student.

B. The student would not be able to attend training sessions if the medicine were not available during training hours.



## WEAPONS POLICY

Possession of a firearm, shotgun, rifle or any device capable of propelling a projectile or any explosive device will be cause for possible expulsion from a course of study.

Possession of a weapon and inflicting or threatening to inflict bodily injury with other than a rifle, shotgun, or firearm, meaning, but not limited to a knife, a cutting instrument, a cutting tool, chemical substance while on ACT Property may lead to possible expulsion.







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