

MBA

AIMS COLLEGE

COURSE HANDBOOK

2023/24



AIMS
CAMPUS
TRANSFORMING LIVES

WELCOME AND INTRODUCTION.....	3
INTRODUCTION / WELCOME FROM THE PRINCIPAL	3
INTRODUCTION TO THE COURSE.....	4
KEY STAFF, CONTACT DETAILS AND STAFF ROLES.....	5
COURSE OPERATION AND STUDENT REGISTRATION	6
EQUALITY AND DIVERSITY	7
COURSE MANAGEMENT.....	8
ATTENDANCE AND ENGAGEMENT	9
KEY DATES	10
MODULE SPECIFICATIONS.....	10
AWARD CERTIFICATES.....	10
TEACHING, LEARNING AND ASSESSMENT	11
REFERENCING	12
ACADEMIC MISCONDUCT AND PLAGIARISM	13
RESEARCH INTEGRITY	13
PLACEMENT ARRANGEMENTS.....	14
SUPPORT FOR STUDENTS	14
LIBRARY ARCHIVES AND LEARNING SERVICES	15
QUALITY AND STANDARDS	15
EXTENUATING CIRCUMSTANCES	16
KEY LINKS.....	17
APPENDIX A: ACADEMIC APPEALS.....	18
APPENDIX B: COMPLAINTS.....	18

ACCESSIBILITY NOTICE

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INTRODUCTION / WELCOME FROM THE PRINCIPAL

INTRODUCTION

AIMS College of Business & IT – a pioneer private education training institute, accredited by the Higher Education Ministry of Sri Lanka was established in 1987 with a vision to nurture the next generation of business leaders having the potential to transform organizations through disruptive innovation and thereby make impactful contributions to the nation, at both industry and social level. The institute offers various higher educational programs ranging from professional level to Ph.D. level across diverse streams through successful collaborations entered with prestigious overseas universities. At AIMS, we place strong emphasis in getting the right blend of theory and practice into the academic courses through inputs obtained from local & international industry professionals. Our recognition as an institute of academic excellence today is resulting from the quality educational programs developed on par with international standards to ensure that working professionals upskill their knowledge and competency to gain competitive advantage, globally in order to meet the challenges in the dynamic and technology-driven modern world.

WELCOME FROM THE CHAIRMAN

As Chairman of the AIMS College, it is my pleasure to welcome you on this special day. We are extremely delighted that you have chosen AIMS College to start, or continue, your journey of higher education. You have made a great choice by selecting our prestigious institution to develop your skills to be a future leader. The strength of our college is our commitment to high quality education, which we accomplish through a mix of an esteemed Lecture panel who are currently or have recently been engaged in the practice of what they teach; those who have completed their doctoral studies via the best Ph.D. programs in the country and who now conduct cutting-edge research in their respective fields. The programmes at AIMS College have been developed to ensure that it meets the highest international standards of high quality, and has direct relevance to the real world. At AIMS you will experience being treated in a thoroughly professional manner - with interest and responsiveness - by an understanding, approachable and collaborative organization solely focused on developing tomorrow's

business leaders. No matter which program you choose, you will leave with a broad-based, well-honed skill set that prepares you to lead confidently in the face of unprecedented challenges and enormous opportunities.

INTRODUCTION TO THE COURSE

Course Duration and Modes of Study:

The BA (Hons) Education Top-Up is a one-year program that offers online full-time study. It is designed to provide a comprehensive education experience for individuals seeking to enhance their knowledge and skills in the field of education. The course is delivered through a combination of lectures, seminars, workshops, and independent study.

Course Aims and Objectives:

The primary aim of the BA (Hons) Education Top-Up is to provide students with a deep understanding of the nature of education systems, both in the UK and internationally. The course aims to equip students with the necessary skills and knowledge to critically analyze educational concepts, theories, and practices. Additionally, the program aims to develop students' professional skills and help them establish networks within the education sector.

Course Learning Outcomes:

By the end of the program, students will be able to:

- Recognize and evaluate non-traditional education achievements and experiences.
- Demonstrate a comprehensive understanding of education systems in the UK and other countries.
- Analyze and critically evaluate concepts related to learning, education, and pedagogy.
- Apply theoretical knowledge to real-world educational contexts.
- Develop professional skills relevant to the education sector. □ Build a network of contacts within the field of education.

Professional Body Accreditation:

The BA (Hons) Education Top-Up may have accreditation, depending on the institution offering the course. Accreditation ensures that the program meets high standards of quality and relevance set by the professional body. Please refer to the specific institution's website or course specification for information on accreditation.

Course Structure Diagram:

The course structure typically follows a sequential order of modules, allowing students to build on their knowledge and skills throughout the program. The modules are designed to cover a wide range of topics within the field of education, including educational theories, curriculum design, assessment strategies, and educational research methods. A detailed course structure diagram can be found in the course specification, which is accessible through the institution's website (provide the specific web link to the course specification).

Induction to the Course:

Upon enrolment, students will participate in an induction program that familiarizes them with the course requirements, expectations, and resources available. The induction may include introductory lectures, information sessions, and workshops designed to help students transition smoothly into the program. It is an opportunity for students to meet faculty members, fellow students, and learn about the support services offered by the institution.

Overall, the BA (Hons) Education Top-Up is a one-year full-time program that aims to enhance students' understanding of education systems, develop critical thinking skills, and equip them with professional competencies necessary for the field of education. It provides a platform for individuals to further their career prospects in various educational settings.

KEY STAFF, CONTACT DETAILS AND STAFF ROLES

The Key Staff and Contact Details are correct at point of publication. You will be notified of any changes.

- Head of Faculty – Dr. Madhu
- Course Leader – Ms. Lakshika Fernando
- Academic Staff:
 - Lecturer 01
 - Lecturer 02
 - Lecturer 03
- Contact for Administrative & Non-academic issues:
 - Ms. Mariza Kanagarathnam (Head)
 - Ms. Ishini Wijesinghe (Assistant)
- Students meet the Academic & Non-academic staffs – Every month course panel meeting



- [Link to the Student Handbook page for When to Contact UEL Directly](#)

COURSE OPERATION AND STUDENT REGISTRATION

Step 1: Checking Eligibility

Before considering course enrollment, it is important to determine your eligibility for the desired program. Each university and course may have specific requirements, such as academic qualifications or language proficiency. Take the time to carefully review these prerequisites to ensure you meet the necessary criteria.

Step 2: Filling the University Application

Once eligibility is confirmed, the next step is to complete the university application form. This application serves as your introduction to the institution, providing essential information about your academic background, personal details, and program preferences. Fill out the form accurately and truthfully, as any discrepancies could negatively impact your application.

Step 3: Submitting the Application with Supportive Documents

In addition to the application form, you will be required to submit supportive documents. These may include academic transcripts, recommendation letters, a personal statement, and any other documentation specified by the university. Gather these documents in advance, ensuring they are complete and up to date. Submitting a well-prepared application strengthens your chances of securing admission.

Step 4: Payment Method

Upon submission of your application, you will need to follow the specified payment method to cover any required fees. Universities often have an application fee or deposit that needs to be paid to process your application. Familiarize yourself with the accepted payment methods and make the necessary arrangements to complete the transaction.

Step 5: Proceed with Registration

Once you have gained admission to the course, you will receive communication from the university. This communication will include your student username, which typically corresponds to your UEL ID number, and a password. Use these credentials to log in to the designated portal, such as UEL direct, where you will complete the online enrollment process.

Step 6: Online Enrolment

The online enrolment process typically involves providing additional personal information, selecting modules or courses, and confirming your acceptance of university policies. Ensure that you carefully review all the information provided and make accurate choices according to

your preferences. AIMS College, for instance, will provide assistance and guidance to help you complete your online enrolment promptly.

Step 7: General Inquiries and Guidance

Throughout the course operation and student registration process, you may have questions or require further guidance. In such cases, it is advisable to contact the Administrative Office initially. They can provide valuable information and address general inquiries. If further assistance is needed, the Administrative Office will direct you to the appropriate contacts at the university, such as UEL. Ensure you follow their guidance to receive the necessary support.

Once you have gained admission to the course you must login to the UEL direct page using your student username which will be your UEL ID number and password and complete the on-line enrolment. AIMS COLLEGE will assist and ensure that you complete your online enrolment task promptly. UEL Direct is available at <https://www.uel.ac.uk/students> (click on 'new students')

For general enquiries concerning enrolment, you must contact your local Student Support/Administrative Office for guidance in the first instance and then if you are advised to contact UEL, please send an e-mail to the UEL Academic and Employer Partnerships Office at apo@uel.ac.uk.

EQUALITY AND DIVERSITY

We, AIMS Campus, is committed to providing an environment which seeks to encourage an open and diverse community and to ensure that everyone studying at the Campus is treated fairly and with dignity and respect. This Policy also ensure that no prospective or existing student shall discriminate, harass, or bully on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief and non-belief, sex, or sexual orientation. Any acts of discrimination, harassment, bullying or victimization against prospective or existing student are treated as disciplinary offences.



- ❖ [Link to the UEL Equality and Diversity Strategy](#)

COURSE MANAGEMENT

Here's an overview of how the course is managed on a daily basis:

Academic staff: The course is led by a Course Leader or Program Coordinator who oversees the overall management and delivery of the course. They work closely with other academic staff members who teach the modules and provide guidance and support to students. The academic staff are responsible for planning and delivering lectures, seminars, and workshops, as well as designing assessments and providing feedback to students.

Administrative staff: There are administrative staff members who support the day-to-day operations of the course. They handle administrative tasks such as student enrolment, timetabling, record-keeping, and communication with students.

Course Committees: Course Committees play a crucial role in managing the course and ensuring student participation and feedback. These committees typically include representatives from the academic staff, administrative staff, and student body. The specific committees may include:

Course Management Committee: This committee consists of academic staff and administrative staff who meet regularly to discuss the overall management and strategic direction of the course. They address issues related to curriculum development, resource allocation, and student support.

Module Evaluation Committee: This committee focuses on reviewing and evaluating the content, delivery, and assessment of individual modules. It may include module leaders, academic staff, and student representatives. They gather feedback from students, analyze module evaluations, and make recommendations for improvements based on the feedback received.

Student involvement: Student representation and feedback mechanisms are important aspects of course management. Students have the opportunity to participate in committees and provide input on various aspects of the course. This involvement ensures that their perspectives and concerns are considered in decision-making processes. Some ways students can be involved include:

Student representation on committees: Student representatives may be elected or appointed to serve on course committees. These representatives act as the voice of the student body, sharing their views, concerns, and suggestions during committee meetings.

Module evaluation: Students are encouraged to provide feedback on individual modules through evaluation forms or surveys. These evaluations help identify strengths and areas for improvement in teaching, assessment, and module content.

Student surveys: In addition to module evaluations, broader student surveys may be conducted to gather feedback on the overall student experience, course organization, and support services. These surveys provide valuable insights into student satisfaction and areas that need attention or enhancement.

These mechanisms ensure that student perspectives are considered, and appropriate actions are taken to address their feedback and improve the overall management and delivery of the BA (Hons) Education Top-up course.

Course Committees provide a formal structure for student participation and feedback on their course of study. Course committees provide a forum in which students can express their views about the management of the course, and the content, delivery and assessment of modules, in order to identify appropriate actions to be taken.



- ❖ [Course Committee Terms of Reference](#)

ATTENDANCE AND ENGAGEMENT

Attendance Policy: The institution has a clear attendance policy that outlines the expectations for student attendance and the consequences for non-attendance. The policy is communicated to all students at the start of the academic year, and it is available on the institution's website.

Tracking Attendance: The institution uses an electronic system to track student attendance. Students are required to scan their ID cards when they arrive at class, and this information is automatically recorded in the system. If a student is absent, the system sends an automatic email to the student and their academic advisor.

Student Support: The institution has a range of support services available to students who are struggling with attendance and engagement. This includes academic support services, counselling services, and mentoring programs.

Early Warning System: The institution has an early warning system in place to identify students who are at risk of falling behind. Faculty members are required to report any concerns about a student's attendance or engagement to the student's academic advisor, who will then reach out to the student to provide support and guidance.

Communication: The institution communicates regularly with students about the importance of attendance and engagement. This includes regular reminders via email and the institution's online learning platform.

Data Analysis: The institution regularly analyzes attendance data to identify trends and patterns. This information is used to inform the development of interventions and support programs to improve student attendance and engagement.

KEY DATES

A link to UEL's academic calendar (available at: <https://www.uel.ac.uk/Discover/Key-Dates>)

MODULE SPECIFICATIONS

Module specifications define each module of study on the course. They will include **learning outcomes** and the **aims** for each module. These documents form part of the 'definitive' documentation for the course. It is important to note that reading lists and indicative content are likely to change.

Link :

AWARD CERTIFICATES

As a reputable educational institution, AIMS College collaborates with the University of East London (UEL) as the awarding body for our degree programs. UEL, known for its academic excellence and rigorous standards, ensures that the certificates awarded by AIMS College hold the highest level of credibility and recognition.

One unique aspect of AIMS College is that students have the freedom to choose their preferred award ceremony. Upon successfully completing their program, students can decide whether they would like to participate in the award ceremony organized by AIMS College or opt for the prestigious award ceremony held by UEL. This choice allows students to customize their experience and align it with their personal preferences and goals.

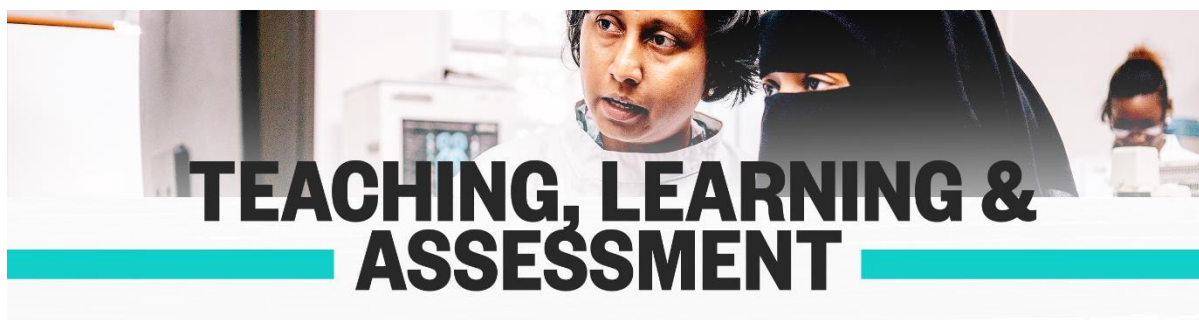
NON-ACADEMIC MISCONDUCT

Non-academic matters of student discipline will be governed by the policies, regulations, and procedures of the partner institution. The exception to this is where non-academic disciplinary issues arise on University of East London premises. Under these circumstances, UEL disciplinary and misconduct policies will apply. [You can see these policies by clicking on this link.](#)

Please include here a link to where students can view policies for non-academic misconduct.



- ❖ [Link to the University's academic regulations](#)



- **Teaching Methods:** AIMS College may use a variety of teaching methods, including lectures, seminars, tutorials, practical sessions, group work, and online learning. These methods aim to provide students with a comprehensive understanding of the subject matter and facilitate active learning.
- **Learning Resources:** AIMS College provide a range of learning resources to support student learning, including textbooks, online materials, journal articles, multimedia resources, and access to libraries and online databases.
- **Assessment Methods:** Institutions use various assessment methods to evaluate students' learning and understanding of the subject matter. This can include written exams, essays, reports, presentations, group projects, practical assessments, portfolios, and online quizzes. The assessment methods are designed to align with the learning outcomes of the course or program.
- **Assessment Criteria:** Each assessment task is accompanied by clear assessment criteria that outline the expectations and standards for successful completion. These criteria may be provided in the module guides, course syllabus, or assessment briefs. They typically define the key elements that will be evaluated, such as knowledge and understanding, critical thinking, research skills, communication, and problem-solving.
- **Administration and Submission:** Institutions have specific arrangements for the administration and submission of assessments. This includes details on how and where to submit assignments, deadlines for submission, and any specific formatting or referencing requirements.
- **Assessment Boards:** Assessment Boards are responsible for reviewing and approving assessment results. They ensure consistency and fairness in the assessment process and may include academic staff, external examiners, and other relevant stakeholders.

- **Notification of Results:** Institutions have established processes for notifying students of their assessment results. This can include publishing results on the institution's online learning platform, sending official result letters or emails, or arranging individual meetings with students to discuss their results.
- **Feedback and Marking:** Feedback is an essential part of the assessment process. Institutions aim to provide timely and constructive feedback to students, highlighting their strengths and areas for improvement. Marking schemes and rubrics are often used to ensure consistency in the assessment process.
- **Timing of Reassessment:** If a student fails an assessment, institutions typically provide opportunities for reassessment. The timing of reassessment may vary but is usually scheduled during designated reassessment periods, which can be at the end of the semester or academic year.

MORE INFORMATION

- ❖ [Link to the Student Handbook page on Assessment and Feedback](#)
- ❖ [Link to Student Policies](#)



As a student you will be taught how to write correctly referenced essays. UEL's standard **Harvard referencing** system is from *Cite Them Right*. Cite them Right is the standard Harvard referencing style at UEL for all Schools, however professional body requirements will take precedence for instance the School of Psychology which uses the APA system.

MORE INFORMATION

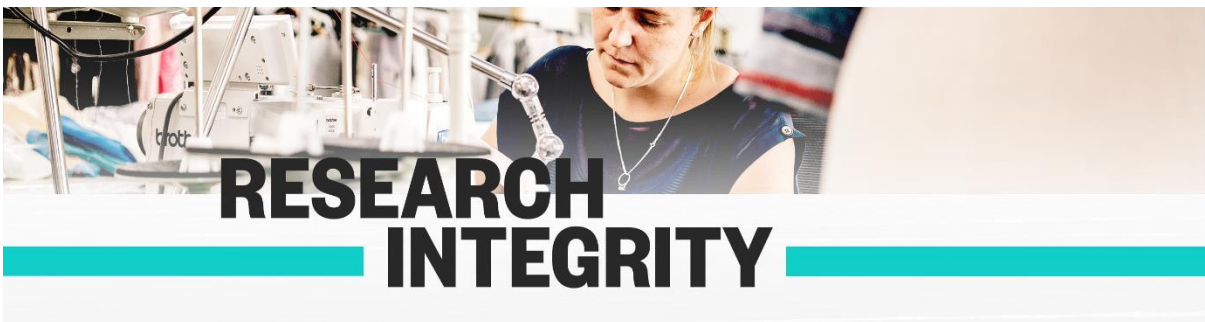
- ❖ [Link to the Student Handbook page on Cite Them Right](#)



For the purposes of University regulations, **academic misconduct** is defined as any type of **cheating** in an assessment for the purposes of achieving personal gain. Please follow the link below to learn more.



- ❖ [Link to the Student Handbook page on Academic Misconduct and Plagiarism](#)



The University adheres to its responsibility to support and promote the highest standards of **rigour and integrity** and embed a culture of honesty, transparency and care and respect for all participants and subjects of research. The University is committed to ensuring that research is conducted with integrity and good research practices are upheld. Please follow the link below to learn more.



- ❖ [Link to the Research Integrity and Ethics Document page](#)



Placements and volunteering provide opportunities for students to gain work experience, develop work-related skills, learn about professional sectors and how your studies can be directly applied in the work environment. Many programmes include placements as part of the formal programme of study, and for others placements are a mandatory professional requirement.



- Local Personal Tutor support / Academic Advisor:

Students are assigned a personal tutor or academic advisor who serves as their primary point of contact for academic support and guidance.

Our Personal tutors/advisors offer one-on-one meetings to discuss academic progress, provide guidance on course selection, offer advice on study skills and time management, and address any concerns or challenges that students may be facing.

- Local Careers Advice:

AIMS College often have a dedicated careers service or department that offers guidance and support for students regarding career planning, job search strategies, internships, work placements, and graduate employment.

Our Careers advisors will provide one-on-one consultations, organize career fairs and workshops, offer assistance with CV/resume writing and interview preparation, and help students explore different career paths.

- Local arrangements for supporting students with disabilities/dyslexia:

AIMS College has support services in place to assist students with disabilities, including physical disabilities, learning disabilities such as dyslexia, and mental health conditions.

Our support services may include disability advisors who provide guidance on available accommodations, assistive technologies, and strategies to overcome challenges in learning environments.

Accessible facilities, such as ramps, elevators, and specialized equipment, may be available on campus to ensure equal access for students with disabilities. Local English Language support offered.



The course participants will have access to a wide range of Library & Resources to support their learning journey. The local library, equipped with an extensive collection of books, journals, and digital resources, will serve as a valuable hub for research and studying. In addition, state-of-the-art IT resources will be available for students to utilize, including computer labs and software applications tailored to the course requirements. To further enhance the learning experience, various other local resources relevant to the course will be made accessible, such as specialized archives, museums, or industry-specific facilities. For students enrolled at the University of East London (UEL), the course will provide access to additional resources and facilities at UEL, as outlined in the Student Entitlements. Furthermore, for those who may not have access to an on-campus library, arrangements will be made to ensure access to offsite resources, ensuring that all participants have equal opportunities to leverage the necessary materials and information to excel in their studies.

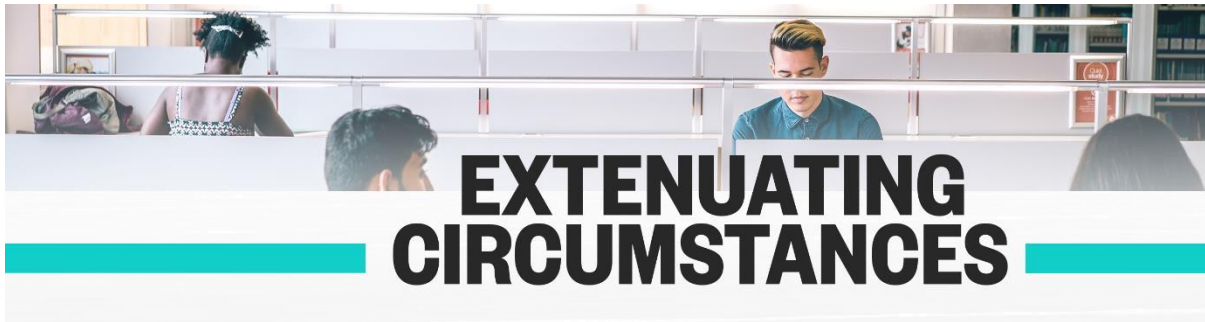


You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as AIMS COLLEGE and both institutions work together to ensure the quality and standards of the course on which you are registered.

The final responsibility for all quality assurance, validation and standards' matters rests with UEL.



- ❖ [Link to the Student Handbook page on *Quality and Standards*](#)



Extenuating Circumstances are circumstances which:

- impair your examination performance or prevent you from attending examinations or other types of assessment, or
- prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date

The University of East London has agreed, through Academic Board, procedures governing extenuation for students concerning the assessment process.

This course will be subject to equivalent procedures, with the process being administered by, and the panel being held within, AIMS COLLEGE.

Form Link:



- ❖ [Link to the Student Handbook page on **Extenuation**](#)



- [Academic Appeals](#)
- [Academic Integrity](#)
- [Academic Tutoring](#)
- [Accreditation of Experiential Learning](#)
- [Assessment and Feedback Policy](#)
- [Complaints procedure](#)
- **Counselling** [Live chat](#)
- **Disability support** [Contact Administrative officer](#)
- **Engagement & Attendance Policy:** The Engagement & Attendance Policy of our college aims to promote student involvement and active participation in their academic journey. We believe that regular attendance and engagement in classes are essential for a comprehensive learning experience. Students are expected to attend all scheduled classes and arrive punctually. Absences should be communicated to the respective instructors in advance, and missed material must be promptly reviewed. The policy also emphasizes the importance of active engagement during lectures, discussions, and practical sessions. Students are encouraged to participate, ask questions, and contribute to the learning environment. Additionally, attendance and engagement may be taken into consideration for grading, evaluations, and eligibility for certain opportunities or benefits offered by the institute. By adhering to this policy, students can maximize their learning potential and contribute to a vibrant academic community.
- [Extenuation Procedures](#)
- **IT Support** [Link by Eranga](#)
- **Library Resources** [Link By Eranga](#)
- [Manual of General Regulations](#)
- [Mentoring](#)
- [Office for Institutional Equity](#)
- [Referencing guidelines](#)
- [Student Engagement, Retention and Success](#)
- [Suitability Procedure](#)

APPENDIX A: ACADEMIC APPEALS

Students who wish to appeal against a decision of an Assessment/Progression Board may appeal in accordance with the procedure for Appeals against Assessment Board decisions (Manual of General Regulations: Part 7 Appeals Against Assessment Board Decisions).

Disagreement with the academic judgement of a Board of Examiners' decision cannot, in itself constitute a reason to Appeal. Academic judgement is a judgement that is made about a matter where only the opinion of an academic expert will suffice. For example, a judgement about assessment or degree classification or a judgement about a decision where a student is required to repeat or take further assessment will usually be academic judgement, and a student cannot appeal simply because they believe they ought to have received a higher grade or mark. For further information on the scope of this procedure, please refer to Part 7 of the Manual of General Regulations.

Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available to view at <https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporatedocuments/Student-Policies/Student-Appeals>

To help you decide whether your query would be an Appeal or Complaint, please refer to <https://bit.ly/3tWo2ky>

If you would like to lodge a formal appeal or have any queries, please email the Institutional Compliance Office at appeals@uel.ac.uk

APPENDIX B: COMPLAINTS

If you feel that you have not received the standard of service which it would be reasonable to expect, you may be entitled to lodge a complaint. Complaints should be used for serious matters, and not for minor things such as occasional lapses of good manners or disputes of a private nature between staff and students

Separate procedures exist for the following, which therefore cannot form the substance of a complaint:

- appeals against the decisions of Assessment Boards (**Manual of General Regulations: Part 7 Appeals Against Assessment Board Decisions**);
- appeals against annual monitoring reviews, transfer of research degree registration or oral examination decision for postgraduate research students (**Manual of General Regulations: Part 9 Research Degrees**);
- appeals against the decisions of the Extenuation Panel (**Manual of General Regulations: Part 6 Extenuating Circumstances**);
- complaints against the Students' Union (see the **Complaints Procedure** in the **Students' Union constitution**);
- appeals against decisions taken under disciplinary proceedings (**Manual of General Regulations: Part 12**);
- complaints about businesses operating on University premises, but not owned by our university (contact the Deputy Vice-Chancellor and Chief Operating Officer);

- complaints about the behavior of other students (see **Part 12 of the Manual of General Regulations This Manual**);
- appeals against the decisions of Academic Misconduct Panels (see **Part 8 of the Manual of General Regulations**)
- appeals against the decisions of Attendance Appeal Panels (see the **University's Attendance Policy**).

Students wishing to submit a complaint must, in the first instance, follow the complaints policy of which aligns to the Office of the Independent Adjudicator's good practice framework (<https://www.oiahe.org.uk/media/96361/oia-good-practiceframework.pdf>). The AIMS COLLEGE complaints policy is available at: [insert link to collaborative partner complaints policy]

AIMS COLLEGE will administer all stages of its complaints policy and, upon exhaustion of this policy, will issue a formal letter to the complainant notifying them that its complaints policy has been exhausted. If the complainant is still not satisfied with the outcome they will be entitled to request that the University of East London undertake a review of their complaint.

The University of East London will conduct a review of the complaint in accordance with Stage 3 of its own Complaints Procedure. The University of East London Complaints Procedure is available at: <https://bit.ly/3NEcvyl>

The University of East London will administer the Stage 3 review in accordance with its Complaints Procedure and, upon completion of the review, will issue a Completion of Procedures Letter. If the complainant is still not satisfied with the outcome they will be entitled to make a complaint to the Office of the Independent Adjudicator.

Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of AIMS COLLEGE staff most directly concerned with the matter, such as the Course or Module Leader, before submitting a formal complaint.

Complaints must normally be lodged within the set time limits outlined in the relevant complaints policy. This ensures that the people involved still remember the case, and the facts can be established.

If you would like to request that the University of East London undertake a review, following the exhaustion of the AIMS COLLEGE complaints policy, please email the Complaints and Appeals Office at complaints@uel.ac.uk