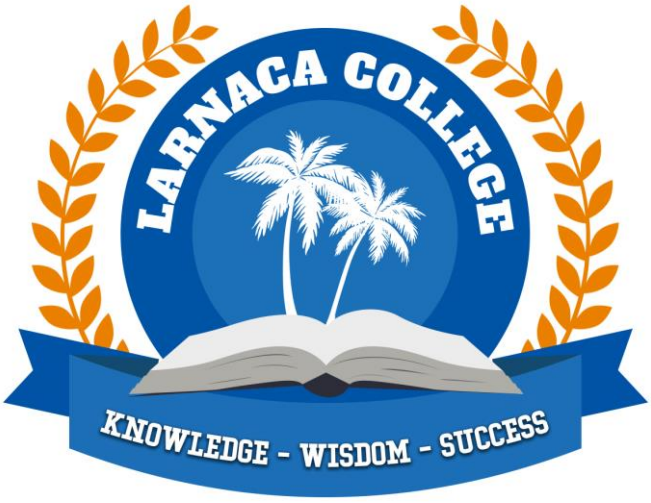
QUALITY MANUAL

LARNACA COLLEGE



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Introduction

It is a pleasure to welcome you to Larnaca College! Welcome to a vibrant academic community, consisting of undergraduate, Postgraduate and professional programs. Our aim is to provide a stimulating and supportive learning environment in which students in all levels of education may develop into productive professionals and achieve their full potential both intellectually and interpersonally.

From its humble origins as an academic institution of higher education in Cyprus to its present form, Larnaca College has always placed a premium on providing a high-quality education. This manual is an attempt to define quality and standards at the College and to establish a cultural and administrative climate that will ensure their maintenance and improvement. The Larnaca College's long-term goal is to attain such high standards of excellence that it is recognized on a national and even international scale.

DIPAE's guidelines (CYQAA), procedures, and terms of reference were consulted extensively, as was published material from the European Association for Quality Assurance in Higher Education, in addition to European Standards and Guidelines 2015.

This Quality Manual is all-encompassing since it compiles all of the necessary qualifications and requirements for an educational institution, laying the groundwork for future development and greatness.

In order to fully benefit from the College's experience, it is vital for all members, students, guests, teaching and administrative staff to respect new ideas, demonstrate tolerance and mindfulness and respect for the rights of others. Our primary purpose is to maintain an environment that is free from any discrimination on the grounds of age, color, culture disability, ethnic origin, family responsibility, gender, length and type of work experiences, marital status, nationality, race, religion, sexual orientation, socio-economic status, or special needs.

This manual contains general information about Larnaca College and explains your privileges and expectations as a member of this College where respect for the rights of others is a personal responsibility. Any violation of policies or procedures is reviewed by the appropriate staff, and may result in a wide range of sanctions including removal from the College.

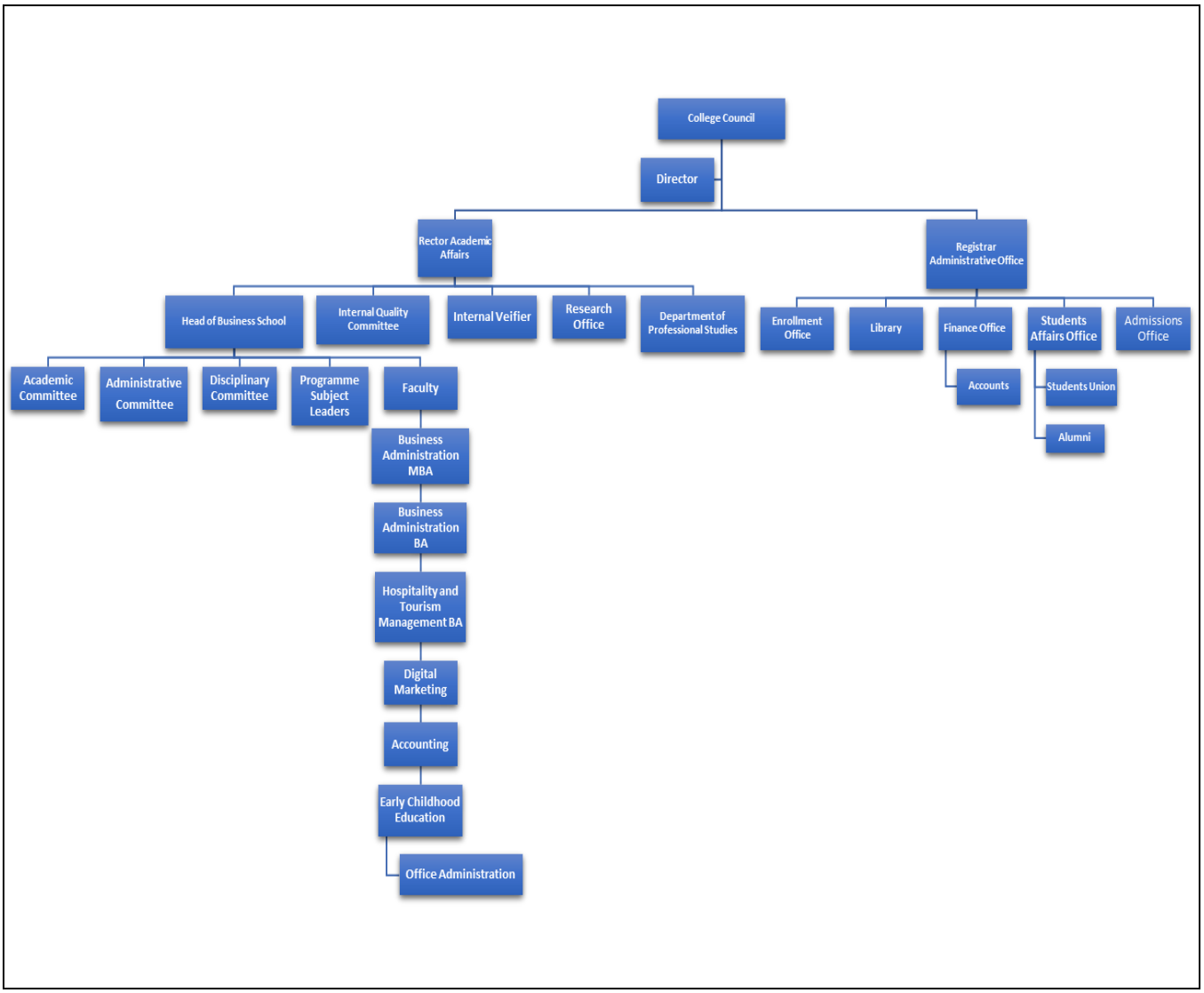
Institution: Larnaca College

District: **Larnaca/Cyprus**

Faculties and Departments:

FACULTIES	**DEPARTMENTS**
School of Business Postgraduate	Master of Business Administration (MBA): Management Public Management Hospitality Management Human Resource Management (MA) Master of Art in: Education Management Public Management and Governance.
School of Business Undergraduate	Bachelor in Business Administration BBA Management Accounting and Financial Management Hospitality and Tourism Management
School of Education	Bachelor in Education with specializations: Primary Education Pre-Primary Education Early Childhood Education

Organization Chart



Teaching Institution

Larnaca College is duly recognized and all its programs of study are accredited by the CYQAA and Ministry of Education and Culture Cyprus. Larnaca College is a private institution of higher education dedicated to the advancement of learning through teaching, scholarships and service to society. Our Mission is to empower our diverse student body to succeed in today's dynamic world by integrating general education, professional skills and career focused education.

Larnaca College is achieving its mission by:

- promoting academic excellence and sustaining a superior faculty dedicated to excellence in teaching.
- cultivating a high-quality student-centered environment by maintaining a living and learning environment that will attract and challenge outstanding students.
- providing educational access opportunity for success to all students in order to succeed in rigorous professional programs.
- improving organizational effectiveness by building financial stability.
- providing innovative programs that can respond in a timely manner to social issues and problems.

It is important to highlight that all our programs are directly related to the modern, competitive and changing business world. Larnaca College prepares the students entering a rapidly developing industries after their graduation. Additionally, brand new programs are continually being developed to reflect and satisfy the needs of the competitive global changes.

All undergraduate and post graduate programs are accredited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) which is the competent authority in the republic of Cyprus to carry out program evaluation and accreditation in Higher Education. CYQAA is responsible for ensuring the quality of higher education in Cyprus and for supporting the continuous improvement and

upgrading of higher education institutions (HEIs) and their programs of study through the procedures provided by the relevant legislation.

Internal Regulation Policies

Intellectual Integrity

Intellectual integrity is one of the ideals for which the College stands. Students are expected to adhere to high standards of intellectual integrity and honesty.

Assessment Offence

For the purposes of the Internal Regulations of the College, an assessment offence is defined as any action(s) or behavior likely to confer an unfair advantage in assessment, whether by advantaging the alleged offender or disadvantaging (deliberately or unconsciously) another or others.

Plagiarism and Other Forms of Cheating

Plagiarism and cheating are contrary to the ideals of Larnaca College. Plagiarism is defined as presenting the work of someone else as one's own. Cheating is defined as dishonesty of any kind in connection with assignments and examinations. It applies to both giving and receiving unauthorized help. Plagiarism and cheating is treated as a disciplinary offense in addition to failure in that particular assignment or examination.

Examples of such offences are given below (the list is not exhaustive):

- Copying the work of another student/student.
- Submitting material (written, visual, oral), originally produced by another person or persons, without due acknowledgement*, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the work of (an) other(s), without acknowledgement or reference*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. *(Note: The incorporation of significant elements of (an)other(s) work, even with acknowledgement or reference, is unacceptable academic practice and will normally result in failure of that item or stage of assessment).
- Being party to any arrangement whereby the work of one student is represented as that of another.

- If an examiner suspects that a student has breached the regulations, the matter is dealt with under the Procedures established by the Discipline committee. If it is determined that a breach of regulations has taken place, a range of penalties may be prescribed which includes exclusion from the course.

Student Plagiarism and Assessment Malpractice

Purpose/Scope: To deal with malpractice in an open, fair and effective manner, and appropriate deterrents and sanctions exist to minimize the risk of malpractice.

Definitions/Terminology:

- Student Malpractice: Any action by the student which has the potential to undermine the integrity and validity of the assessment of the student's work.
- (Plagiarism, collusion, cheating, etc.)
- Assessor Malpractice: Any deliberate action by an assessor which has the potential to undermine the integrity of the programs provided by the College.
- Plagiarism: Taking and using another's thoughts, writings, inventions, etc. as one's own.
- Minor Acts of Student Malpractice: Handled by the assessor by, for example, refusal to accept for marking and student being made aware of malpractice policy. Student resubmits work in question.
- Major Acts of Student Malpractice: Extensive copying/plagiarism, 2nd or subsequent offence, inappropriate for assessor to deal with.

Responsibilities:

- Larnaca College: Should seek proactive ways to promote a positive culture that encourages students to take individual responsibility for their learning and respect the work of others.
- Assessor: Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the student's work.
- Internal Quality Assessor (IQA): Responsible for malpractice checks when internally verifying work.
- Quality Nominee: Required to inform appropriate regulatory bodies of any acts of malpractice.

- Heads of the College or their nominees: Responsible for any investigation into allegations of malpractice.

Definition of Malpractice by Staff:

- Improper assistance to students.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the students' achievement to justify the marks given or assessment decisions made.
- Failure to keep student coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves staff producing work for the student.
- Producing falsified witness statements, for example for evidence the student has not generated.
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special student requirements, for example where students are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.

Procedures for Preventing Plagiarism

Addressing student malpractice:

- Promote positive and honest study practices.
- Students should declare that work is their own: check the validity of their work.
- Use student induction and handbook to inform about malpractice and outcomes.

- Ensure students use appropriate citations and referencing for research sources.
- Assessment procedures should help reduce and identify malpractice.

Addressing staff malpractice:

- Induction and continues updates to all Staff members involved in delivering programs and corresponding requirements.
- Use robust internal verification and audited record keeping.
- Audit student records, assessment tracking records and certification claims.

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.
- Inform the Director of Post-Graduate Studies and Director of Academic Affairs of any malpractice or attempted acts of malpractice, which have compromised assessment. Then the director will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Gross misconduct should refer to student and staff disciplinary procedures.

Academic Appeals

Scope

Students are responsible for meeting the standards of academic performance established for each program in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the assessors.
This grade appeal procedure is available only for the review of allegedly capricious grading and not for review of the assessor's evaluation of the student's academic performance.

Assessment Appeals for courses

In view of the specific assessment processes within Larnaca College, the following procedure is implemented where a student wishes to appeal against a grade for a submitted assignment.

a. Students have the opportunity to raise matters of concern to them without fear of disadvantage and in the knowledge that their privacy and confidentiality is respected. All appeals are dealt within a timely manner, using simple and transparent procedures.

b. In the first instance, the student should speak to the member of staff concerned in order to give the assessor the opportunity to explain the grade and to give the student an opportunity to explain his or her dissatisfaction with it. In this way, it may be possible to resolve the matter immediately and informally.

c. If a satisfactory resolution cannot be agreed between the assessor and the student, a meeting is arranged between the student, the assessor and the internal verifier to discuss the assessment decision. The aim of Larnaca College is to resolve the issue during this meeting.

d. If it is not possible to reach a satisfactory resolution of the appeal at the meeting between the student, the assessor and the internal quality assessor, the student is

asked to detail in writing the reasons why she/he feels the assessment was not representative of the assignment and why the matter has not been resolved. The program director will then arrange for the student's work to be referred to the academic board.

e. The appeals policy statement and the appeals procedure are explicit in appendix 6

Complaints

Students who feel that Larnaca College has not delivered the standard of service, which it would be reasonable to expect, are entitled to lodge a complaint. The Complaints Procedure 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. Complaints can be lodged by students, prospective students and members of the general public, but cannot be made by a third party.

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

- appeals against the decisions of Assessment Boards;
- complaints against the Student's Union;
- appeals against decisions taken under disciplinary proceedings;
- complaints about businesses operating on Larnaca College premises, but not owned by the College;
- complaints relating to personal harassment or discrimination on sexual, religious, racial or other grounds.

The procedure has three possible stages:

- Complaint raised informally with the staff concerned at the local level (Stage 1)
- Complaint to Head of School/Department or other line manager (Stage 2)
- Appeal to a Complaints Review Panel (Stage 3)

Every reasonable effort should be made to raise the complaint informally. If no satisfactory outcome is reached, students can lodge a formal complaint with the Director of Post-Graduate Studies. Students are also advised at this point to discuss the matter with a member of the Student's Union team.

A complaint must normally be lodged within two calendar months of the incident that gave rise to the complaint; this ensures that the people involved still remember the case, and the facts can be established.

Data Protection

Whether you are a student, member of staff or an organization your privacy is important to us. Our privacy notice(s) aim to advise you on the way we look after your data at various stages, including your rights to access this data.

Sharing Personal Data

We may share your personal data with third parties, if: you have consented to such disclosure; we are under a legal or professional obligation to do so (e.g., under anti-money laundering legislation, anti-terrorism act etc.). With regard to the transfer of data to recipients outside Larnaca College, we note that as an academic institution we are under a duty to maintain discretion with respect to student(s) related and other matters and assessments of which we acquire knowledge as an academic institution.

We may disclose your personal data to third parties in order to comply with any legal obligation or in order to enforce or apply our terms and conditions and other agreements and/or based on your consent/instructions.

Personal data is shared with (when required):

- Governmental Institutions
- Accreditation Bodies
- Professional Bodies
- Research Institutions
- Embassies
- Insurance companies
- Hospitals & Private Clinics
- Funding Agencies / Partner Institutions submitting to Funding Agencies
- Partner Universities for Erasmus purposes
- Career Promotion Organizations
- Other private organizations offering assistance to students

Where the party to whom we share your personal information is a legal entity, we hereby affirm that we will take all reasonable steps and/or actions to confirm that the employees

and/or representatives of such a third party will execute their duties in accordance with the highest industry standards and will comply with all provisions and requirements.

Further information: Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (Text with EEA relevance)

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Larnaca College recognizes students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or program have been met, the use of RPL is acceptable for accrediting a unit, units or a whole program. Evidence of learning must be valid and reliable.

Methods of assessing prior learning are varied and include evaluation of prior experience gained through volunteer work, previous paid or unpaid employment, or observation of actual workplace behavior. The essential element of RPL is that it is an assessment of evidence provided by an individual to support their claim for competence against a given set of standards or learning outcomes.

Students who have evidence that has been generated during previous study, in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the courses in the program, can submit transfer credit evaluation request from (see appendix 9) to the Admissions Department, together with all supporting documents (i.e., official Transcripts, course descriptions, college catalogues, etc.) to gain exemptions from courses. Once authenticity and currency of the material has been identified and fulfils the criteria, students may be given exemptions from the assessed courses. The official credit/course evaluation report may be completed prior to the transfer, provided that the student submits all necessary documentation. The Director of Academic Affairs is responsible for granting the exemptions.

Equality and Diversity

Larnaca College is committed to an education for all students on all programs and modules, which does not discriminate against students on the grounds of age, color, culture, disability, ethnic origin, family responsibility, gender, length and type of work experiences, marital status, nationality, race, religion, sexual orientation, socio-economic status, or special needs.

Policy Statement

This policy sets out our commitment, including the commitment of our Council Board, College Director and Senior Management, to promote equal opportunities and work to prevent any unlawful or unfair discrimination and harassment in the place of work or study. It applies to all staff and students. We are committed to the principles of equal opportunities and respect for individuals in creating and maintaining an inclusive environment. We value and celebrate diversity, seeing this as critical to achieving our strategic aims and long-term success.

We work to recruit and develop employees and students from a wide range of backgrounds and promote an inclusive culture where:

- We provide a supportive and inclusive learning, working and social environment where everyone feels that they are valued and can work to achieve their potential;
- We offer opportunities that are open to everyone, and decisions are based on merit and are free from bias;
- We work to make sure that all of our students, employees and visitors, as well as anyone who applies or wants to apply to work or study with us, are treated fairly and with dignity and respect, and do not face discrimination.

We are committed to providing equality for everyone, regardless of:

- Age
- Disability
- Ethnicity (including race, color and nationality)
- Sex
- Gender reassignment

- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity (whether or not you are pregnant or have given birth recently).

Commitments

Larnaca College:

- Values diversity and promote equal opportunities for everyone;
- Promotes respect and encourage good relations within and between groups;
- Aims to meet the different needs of different groups, as appropriate, while promoting shared values;
- Promotes an inclusive and harmonious place of work and study where people respect others and where harassment and bullying, intimidation and violence are not tolerated;
- Prevents unlawful discrimination and victimization (see appendix A);
- Meets our legal obligations;
- Takes seriously and deal with situations where anyone has broken this policy.

Responsibilities

The Council Board, through the College Director, has ultimate responsibility for making sure this policy is followed in full. Each manager delivers the equality commitments in their areas of responsibility. On a day-to-day basis, the Deputy Director, alongside our committees and others, support us in guiding, putting into practice and meeting our yearly reporting responsibilities under the public sector equality duty, as well as making sure that we regularly review our equality and diversity policy and update it as necessary to reflect Cyprus equality law. We expect all of our employees, students and partners, and other people carrying out work or delivering services on our behalf, to keep to this policy and the associated policies referred to within it. We expect every member of our community to promote a culture which is free from illegal discrimination and all forms of harassment and bullying. Failure to meet these responsibilities may lead to civil action or criminal proceedings against an individual or an institution (or both). We will

investigate any incidents of discrimination, harassment or bullying, and may dismiss or expel the person responsible for the unacceptable behavior.

Implementation

Larnaca College:

- Makes sure that employees, students and visitors are aware of our equality and diversity policies and that there are procedures available if anyone needs to make a complaint;
- Monitors and reports on our progress on putting into practice all equality and diversity policies and our equality scheme;
- Considers equality and diversity, where appropriate, in policies, strategies and procedures to make sure that they promote equality and do not unlawfully discriminate;
- Makes sure that employees and students are provided with appropriate forums (for example, our Equality and Diversity Committees, employee networks and student union) to discuss equality and diversity issues and raise any concerns;
- Has procedures in place to support the fair appointment, promotion and development of staff, and the fair selection, teaching and assessment of students;
- Provides managers and employees with appropriate equality and diversity guidance and support;
- Makes sure that people know they must keep to our equality and diversity policy by including this information in our job descriptions;
- Recognizes and review work by employees in helping to put in place our equality and diversity policy and scheme as part of our yearly performance-management process;
- Asks for commitments from our suppliers and partners to make sure that they take steps to promote equality and diversity and prevent discrimination; and
- Makes sure there are suitable resources in place to enforce this policy effectively.

Health and Safety

Larnaca College is committed to the policy of reducing the risks of man-caused health and safety problems as well as the problems which could be assessed as possible to occur. In particular, the following is done:

Health policy: According to the Ministry of Health all our students should have free medical care. Larnaca College is insuring its staff and faculty according to the requirements of the law. International students have a medical insurance.

Safety policy: Larnaca College has published on the notice board its plan for evacuation with the responsibility of the staff members in case of an emergency. All stairs and rooms are clearly marked for evacuation purposes. All lecture rooms, computer labs and the library are equipped with anti-fire devices. All exit doors are locked with safety chains against blocking in case of an emergency.

In addition to this, Larnaca College has a clear anti-drug policy. All our students sign declarations that they are aware of the state policy against narcotics and the measures which are taken in case of such abuse of the law and College regulations.

Risk Management

Scope

Risk can be defined as “the threat or possibility that an action or event will adversely or beneficially affect an organization’s ability to achieve its objectives” Accordingly, risks include both threats and opportunities.

Risk Management involves the planned and systematic approach to the identification, evaluation and control of risk. It is concerned with evaluating the measures an organization has in place already to manage identified risks and thereafter suggesting actions that the organization should take to control these risks more effectively. For threats, the outcome of risk management is the reduced likelihood (probability) of a risk occurring or limiting the consequences (impact) should the risk occur by implementing

appropriate methods of control (risk mitigations). The opposite is the case for opportunities.

This risk management policy forms part of the College's internal control and corporate governance arrangements. It explains the College's underlying approach to risk management, documents the roles and responsibilities of the Council, senior management, and other key parties. It also outlines key aspects of the risk management process, and identifies the main reporting procedures.

Policy Statements Underlying approach to risk management

The following key principles outline the College's approach to risk management and internal control:

- The Council is responsible for overseeing risk management within the College as a whole;
- An open and receptive approach to solving risk problems is adopted by the Council;
- The College Director and the College Management Team supports, advises and implements policies approved by the Council;
- The College makes conservative and prudent recognition and disclosure of the financial and non-financial implications of risks;
- The College Director and Program Coordinators of Larnaca College are responsible for encouraging good risk management practice within their premises;
- The College's significant risks will be identified and closely monitored on a regular basis.

Quality Assurance

The components of the quality management framework elucidate the college's actions regarding quality and standards and are subject to external monitoring and audit. The purpose of the Quality Policy Manual is to ensure that Larnaca College has established its processes for verifying its quality and standards and evaluating the efficacy of its quality assurance systems.

The Quality Policy Manual complies with the policies established and released by the European Association for Quality Assurance in Higher Education, as well as the guidance provided by the ENQAA/ΔΙΠΑΕ Evaluation Committees during their site visits for programs and the guidelines, procedures, and terms of references set by CYQAA/ΔΙΠΑΕ. This comprehensive program encompasses all the necessary qualifications and standards expected in a modern academic institution. Its primary goal is to provide a foundation for development and excellence. All the fundamental concepts are enumerated and thoroughly examined. Purpose of the Quality Policy Manual

Since its founding in December 2010, Larnaca College has prioritized the provision of high-quality education in its planning and expansion. The subsequent portion of the text delineates the concept of quality and standards at the College and how it will foster and bolster an academic and administrative atmosphere that will uphold and augment quality and standards. Larnaca College aspires to achieve excellence and establish a national and regional reputation for exceptional programs and processes.

The Quality Policy Manual acts as the definitive source of information for the institution, ensuring that its programs, credentials, and awards consistently meet high academic standards

Larnaca college self-assessment involves reflecting academic, personal, and professional development to gain insights into the college's strengths, weaknesses, goals, and areas for improvement. Here are some questions and prompts for Larnaca college's self-assessment:

Self-Assessment:

Larnaca Colleges play a crucial role in shaping the educational and personal development of its students. Here are some strengths commonly associated with Larnaca college.

Academic Excellence:
Faculty members are experts in their respective disciplines, contributing to a high-quality learning environment.

Diverse Learning Opportunities:
Larnaca College offer a wide range of courses and majors, allowing students to explore different subjects and tailor their education to their interests and career goals.

Research Opportunities:
Larnaca colleges staff are involved in research, providing postgraduate students with opportunities to engage in cutting-edge research projects and contribute to advancements in their field.

Professional Development:
Larnaca College has career services, internships, that facilitate students' transition from academia to the professional world. This is the case for Hospitality and Tourism and Education Departments.
Facilities:
Larnaca Colleges typically invest in modern facilities, laboratories, libraries, and technology to support student learning and research.

Weakness:
Size of the building 2000 square meters. A bigger building is required for expansion.

Larnaca College seeks to move to a bigger building in order to provide a broader range of programs of study.

Extracurricular Activities:
Larnaca College offers a variety of clubs, sports, and cultural activities, contributing to a well-rounded education fostering social skills.

Networking Opportunities:
The College provides a platform for students to network with peers, professors, alumni, and professionals in their field, creating valuable connections for future career opportunities.

Personal Growth and Development:

Beyond academics, Larnaca college focus on developing critical thinking, communication skills, and a sense of responsibility, contributing to students' personal growth and character development.

Alumni Networks:

Strong alumni networks can provide valuable mentorship, job placement assistance, and opportunities for current students to connect with successful graduates.

Community Engagement:

Larnaca College often engage with local communities through service-learning initiatives, volunteer programs, and partnerships, fostering a sense of social responsibility among students.

Technology Integration:

Colleges tend to integrate modern technology into teaching methods, providing students with the skills and knowledge needed for the digital age.

Flexible Learning Options:

Many colleges offer flexible learning options, including online courses, part-time programs, and evening classes, accommodating diverse student needs and lifestyles.

Cultural and Intellectual Diversity:

Larnaca College bring together people from diverse backgrounds, fostering an environment where students are exposed to different perspectives and ideas.

Accreditation and Quality Assurance:

Larnaca college Accredited programs adhere to established academic standards, providing students and employers with confidence in the quality of education and degrees awarded

These strengths collectively contribute to creating an enriching and supportive environment for students to learn, grow, and future career.

Students are offered the opportunity to play an active role in the running of their courses. They enjoy membership of course consultative committees and program boards, and have the opportunity to meet with the Director of Quality Committee or who has responsibility for quality. A standard questionnaire is used for each module (Annex 1).

Staff members receive considerable encouragement to improve their teaching. They are all required to undergo annual appraisal and are encouraged to study for a teaching program. New staff undertakes an induction course. There is a system of peer observation of teaching at the College.

The following principles form the primary context for quality assurance at Larnaca College:

(a) Academic quality is best guaranteed when the responsibility for it is located as closely as possible to the processes of teaching and learning. Quality and its assurance should be seen primarily as a professional issue, not a management function. Ultimately, quality is not maintained and enhanced through systems or controls but through professional commitment. Larnaca College seeks to provide an environment within which quality is everyone's responsibility and in which a self-critical commitment to its maintenance and enhancement is part of the professionalism of all academic staff.

(b) Quality assurance is a continuous, active and responsive process. While accountability for quality is made explicit at various points to the College quality assurance processes, critical evaluation of performance and the actions which flow from this are a regular and progressive feature of the work of those individuals and committees involved. Course teams are never in isolation before a review. Active sharing and dissemination of good practice and the modification of ideas is central to the proper operation of quality assurance systems. At Larnaca College enormous experience is gained through program accreditation from CYQAA. It is also the responsibility of all those involved in quality assurance processes to respond and take action on issues which are clearly within their remit. Committees and key individuals ensure that quality assurance does not occur in vacuum, but inform and, where appropriate, determine College's processes of academic and resource planning, staff and professional development, the quality of teaching and learning, and the quality of the total student experience at Larnaca College.

Meetings take place between the subject leader and course director to discuss how learning outcomes will be met. Furthermore, during courses' assessment cross evaluation between different tutors is carried out, in order to ensure consistency.

Additionally, students have the opportunity to evaluate their tutor and the course delivery, through an evaluation form at the end of each course.

Internal Quality Assessment- (External Examiner)

Internal Quality Assessment along with the External Examiner comprise the quality assurance system which is used to monitor assessment practice and decisions to ensure that:

- assessment instruments (assignments, reports, written work, tests, oral presentations) are fit for purpose and will lead to valid and reliable assessment decisions on student achievement
- assessment and grading decisions are consistent with the requirements of the specification and across the assessment team
- assessment decisions on student work (evidence) are based accurately on the course grading criteria
- standardization of assessors takes place in advance of final assessment decisions being made
- a vehicle is provided for continuous improvement through feedback on assessments.

Internal Quality Assessment of the assignments and assessment decisions is carried out by a staff member, a qualified Internal Verifier, and has subject knowledge of the program area. Internal verification should be reported and recorded. The internal verifier must look at the assignments before being issued to the students. Once the brief is verified as fit for purpose by the IV, it may be issued to the students.

Internal verification of assignments briefs

All assignment briefs (tests, written and oral assessments) are internally verified by Internal Quality Assessors (IQAs) prior to issue them to the students to ensure the assignment is fit for purpose by verifying:

- students' roles and tasks are set in a vocational context, relevant to all students and appropriate to the level of the program
- the tasks allow the student to address and provide sufficient evidence to achieve the targeted criteria
- the format is clear and written in accessible language
- appropriate time periods have been set.

Internal Quality Assessor (IQA) Responsibilities

- Check the scenario and tasks against the course content and grading criteria. The grading criteria appear verbatim somewhere on the assignment brief - they should not have been changed.
- Make sure the tasks give the students the opportunity to produce work which demonstrates skills, knowledge and understanding required by the grading criteria.
- Check the course content, detailing what the students have been taught. Make sure the tasks allow the students to demonstrate the breadth and depth of what they have learnt.
- If the IV judges that the assignment brief is not fit for purpose, action should be identified to rectify this.
- The assessor makes necessary adjustments in the assignment brief which should be checked again, signed and dated by the IV

Assessment decisions

Some internal verification of assessment of student work should then take place. The IQA reviews the assessor's judgments against the criteria and course content.

- Half (50%) of the assessed work should be internally assessed. The External Verifier checks each piece of student work for evidence of IQA. Usually, 2 out of 4 assessment decisions should be internally assessed. This increases if a bigger sample is required, for example 4 out of 8 or 6 out of 12.
- Check the student work against the grading criteria and judge whether it has been assessed accurately. The grading criteria represent the national standard and all students are measured against this standard.
- Check the coverage of the course content to see if the assessor has considered this - does the assessment reflect the breadth and depth of knowledge and understanding identified in the content? The IQA judges whether the evidence is sufficient to warrant the assessment decision.
- Check the feedback from assessor to student - is it supportive and encouraging further achievement?
- The IQA is judging the assessor, not the student, and the focus of the IQA's judgment and feedback is the assessor.
- If the IQA judges that the work is inaccurately assessed, appropriate action should be identified on the IQA form.
- The assessor should re-assess the student work in the light of the IQA comments and it should be checked again by the IQA, signed and dated. It may be necessary for students to do some additional work.
- The IQA should look at the assessor's feedback to the student. There should be constructive feedback, linked to the relevant grading criteria, and identified opportunities for the student to improve performance.

Giving Feedback to the Assessor

The IQA records their judgment and give feedback, rather than just ticking boxes. This indicates a thorough and rigorous IQA process and this is done on the IQA forms, which should be signed and dated. A rigorous IQA gives pointers on what can be done to improve the assessment process. If the assignment is fit for purpose and the

assessment decisions are accurate, there could be recommendations on how the assessor can improve for next time. The IQA forms are an audit trail of the process and the external verifier will want to see them.

Assessment and Grading Policy

Purpose and Scope

A primary purpose of an assessment policy is to ensure that the assessment methodology is valid, reliable and does not disadvantage or advantage students. Assessment information should enable judgements to be made about students' progress towards the desired outcome in a way that is fair and contributes to continued learning. Assessment must be accurately recorded and tracked to ensure accurate and valid certification claims.

Fair assessment is based on criteria which are valid and transparent and applied with consistency and without discrimination. Assessment should enhance learning when the criteria are valid and explicit and when assessment activities are themselves educative. Assessment Criteria: The assessment should be **valid, educative, explicit, fair and comprehensive**.

The maximum number of submitting the student work is two (2) times for each of the requested assessed work. A third time will only be considered in case of not achieving criteria for pass.

The Pass grade (P) is awarded for the achievement of all learning outcomes against the specified assessment criteria for pass as specified in each course syllabus. A mark of at least 50% is required for a course to be passed and the credit achieved. Once a course pass mark has been agreed by and credit awarded, the student may not be re-assessed in that course.

The Fail (F) grade indicates that the student has not fulfilled the requirements for a pass (a mark of at least 50%) in a given course within the academic semester/year, having exhausted referral opportunities. Failure in submitting work on time will be indicated as a Fail (F) grade.

The Deferral (D) after valid mitigating circumstances indicates applies where it is considered that a valid claim for personal mitigating circumstances has been made. The Assessment Board may offer a deferral and decide the deferral task and its timing. When the deferred student next presents her/himself for assessment the outcome will be judged as if for the first time, and the full unit mark awarded.

The Referral (R) grade indicates that the student has not yet achieved a pass in that course of assessment and is given another opportunity to submit evidence of achievement. Referral after failure Assessment Boards (AB) may offer one referral (= resit) opportunity to students who have failed a course. This 'second chance' is the right of the student. The nature of the referral task and its timing is decided by the Assessment Board. When the referred student next presents her/himself for assessment a maximum mark of 50% can be awarded by the AB, although it is best practice to inform the student of the un-moderated mark, which may be greater than 50%.

Assessment Late Submission Procedures

Deadlines for assessment are an important part of professional programs. Students must be encouraged to develop good habits which will help them develop firm foundations in the future. However, once evidence is accepted for assessment, students cannot be penalized for work submitted after the deadline. Assessors must not use the downgrading of late work as a deterrent and must not be influenced by the late submission of work unless the assessment grading criteria require evidence of the following:

a) Meeting agreed timelines
b) The ability to plan/organize time effectively
c) The ability to work to industrial/commercial practices that include implicit timelines

Where students have valid reasons for submitting work late must put it in writing using the Personal Mitigating Circumstances (PMC) Form (see appendix 7).

The Assessment Board reviews all outstanding student work at the end of each Academic Semester.

Mitigating Circumstances Procedure

Larnaca College recognizes that, during their program of study, students will have to cope with a range of illnesses and experiences which are part of the normal course of life events. In many cases, these circumstances will have little or no noticeable effect on their academic performance. However, there may be **serious circumstances** of a medical or personal nature, beyond the student's control, which have a recognizable and adverse effect on academic performance during the program of study and/or during the assessment period.

Larnaca College has therefore provided a procedure through which such circumstances can be reported and considered. The College seeks to ensure that students who submit personal mitigating circumstances which they believe have affected their assessments are treated fairly as individuals therefore the College seeks to ensure that the student body as a whole is treated fairly. The procedure aims to support consistency in the treatment of students.

Public Concern at Work (Whistleblowing)

Larnaca College is committed to maintaining high standards. It seeks to conduct its affairs in a responsible manner, taking into account the requirements of the shareholders and general guidance and legislation on standards in public life, particularly with regard to probity, openness and accountability.

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. Larnaca College defines this as “making a disclosure” or “blowing the whistle”. The wrongdoing will typically (although not necessarily) be something employees have witnessed at work.

To be covered by whistleblowing law, a worker who makes a disclosure must reasonably believe two things. The first is that they are acting in the public interest. This means in particular that personal grievances and complaints are not usually covered by whistleblowing law.
The secondly , a worker must reasonably believe is that the disclosure tends to show past, present or likely future wrongdoing falling into one or more of the following categories:

- criminal offences (this may include, for example, types of financial impropriety such as fraud)
- failure to comply with an obligation set out in law
- miscarriages of justice
- endangering of someone’s health and safety
- damage to the environment
- covering up wrongdoing in the above categories

Whistleblowing law is located in the European Law and is the obligation of member states to fully comply. It provides the right for a worker to take a case to an employment tribunal if they have been victimized at work or they have lost their job because they have ‘blown the whistle’.

Appendix 1

Recognition of prior learning policy (RPL)

Scope: This policy is for College staff who are planning to use Recognition of Prior Learning (RPL) as evidence towards the achievement of any academic/vocational program delivered at the College.

Purpose:

- To ensure that the use of Recognition of Prior Learning (RPL) is valid, reliable, authentic and sufficient.
- To set out how and when RPL can be used as a method of assessment
- To ensure that there is accurate and detailed recording of RPL procedures

In order to do this, the College:

- Ensure that the students are made aware of their right to apply for a Recognition of Prior Learning (RPL) to internally assessed parts of the College's programs
- Ensure that students are informed about the RPL processes and procedures
- Ensure that evidence collected through the RPL process is assessed and verified through the same internal quality assurance procedures as in any other internal assessment methods.
- Ensure records of assessment against prior learning are kept and are available for verification if requested.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 2

Internal Verification Policy

Purpose:

- To ensure that Internal Verification (IV) is valid, reliable and covers all assessors and program activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, Larnaca College:

- Ensures that all College assessment instruments are verified as fit for purpose.
- Verifies an appropriately structured sample of assessor work from all programs, sites and teams, to ensure the programs conform to national standards and external verification requirements.
- Plans an annual internal verification schedule, linked to assignment plans.
- Defines, maintains, and supports effective internal verification roles.
- Ensures that identified staff maintain secure records of all internal verification activity.
- Briefs and trains staff of the requirements for current internal verification procedures. Promotes internal verification as a developmental process between staff.
- Provides standardized IV documentation
- Uses the outcome of internal verification to enhance future assessment practice.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 3

Assessment Malpractice Policy

Purpose: To identify and minimize the risk of malpractice by staff or students. To respond to any incident of alleged malpractice promptly and objectively. To standardize and record any investigation of malpractice to ensure openness and fairness. To impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) of malpractice are proven. To protect the integrity of the programs offered at the College.

In order to do this, the College:

- Seeks to avoid potential malpractice by using the induction period and the student handbook to inform students of the College's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Shows students the appropriate formats to record cited texts and other materials or information sources.
- Asks students to declare that their work is their own.
- Asks students to provide evidence that they have interpreted and synthesized appropriate information and acknowledged any sources used.
- Conducts an investigation in a form commensurate with the nature of the malpractice allegation which is supported by the ***Quality and Operations Manager*** and all personnel linked to the allegation. It proceeds through the following **stages**:

1. **Breach of Regulations:** Breaches of College regulations are dealt with by the Quality and Operations Manager, who may refer the case to the College Director, if the matter serious enough.
2. **Disciplinary Committee:** The Disciplinary Committee considers any subject related to student discipline, referred to it by the College Director or the Quality and Operations Manager. Students who violate regulations of the College may be subject to **expulsion, dismissal** or **suspension**.

These steps are as follows :

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Document all stages of any investigation.

The following penalties/sanctions apply where malpractice is proven:

1. **Expulsion is** permanent severance from the College.
2. **Dismissal** is severance from the College for a specific period after which the permission of the Academic Director in consultation with the College Director may be obtained for readmission.
3. **Suspension** is severance for a specific period with automatic re-admission.
4. Grievances concerning disciplinary proceedings and decisions may be referred to the **Appeals Committee**.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 4

Assessment Policy Statement

Purpose: To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of students or individuals. To ensure that the assessment procedure is open, fair and free from bias and to national standards. To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the College:

- Ensures that students are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assesses student's evidence using only the published assessment and grading criteria.
- Ensures that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' student achievement if work is submitted late.
- Develops assessment procedures that minimize the opportunity for malpractice.
- Maintains accurate and detailed records of assessment decisions.
- Maintains a robust and rigorous internal verification procedure.
- Annually provides samples for external verification, as required by the awarding body.
- Monitors external verifier reports and undertake any remedial action required.
- Shares good assessment practice between all program teams.
- Ensures that the assessment methodology and the role of the assessor are understood by all staff.
- Provides resources to ensure that assessment can be performed accurately and appropriately.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 5

Assessment Late Submission Policy

Purpose: To ensure the process of acceptance of late work and the consequences of submitting work past the agreed deadline.

In all cases of a student failing to submit assessments at the end of the semester, the following apply:

- A new assessment will need to be written according to the criteria specified in that semester's assessment.
- If a student does not achieve a 'Pass' grade, or misses some of the pass criteria in a submission, the assessment will have to be resubmitted and the missing points covered in the time available for resubmission.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 6

Assessment Appeals Policy

Purpose: This policy is developed to support student academic success and to provide consistent, quality delivery of academic programs and services.

Scope: This grade appeal procedure is available only for the review of allegedly capricious grading and not for review of the assessor's evaluation of the student's academic performance.

Capricious grading, as that term is used here, comprises any of the following:

- The assignment of a grade to a particular student on some basis other than the performance in the course.
- The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course.
- The assignment of a grade by a substantial departure from the assessor's previously announced standards as stated in the course syllabus.

Appeals Procedure:

1. The student should first discuss the course grade fully with the assessor in order to give the assessor the opportunity to explain the grade and to give the student an opportunity to explain his/her dissatisfaction with it. This must be done within 10 working days from the date of publication of the assessment result.
2. If the matter is not resolved at the departmental level, between the assessor and the student a meeting is arranged between the student, the assessor and the internal verifier to discuss the assessment decision.
3. If the matter cannot be resolved by consultation with the assessor and the internal verifier, the student should use the departmental grade-appeal procedure. An appeal can be made to the academic director, in accordance with the College's appeals process. The student explains in detail the reasons why he/she feels the assessment was not representative of the assignment and why the matter has not been resolved.
4. The Academic Director will then arrange for the student's work to be referred to the academic board. The decision of the academic director will be communicated to the student, the assessor and the department.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2022, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Grade Appeal Request Form

Note: This form and all appropriate documentation must be submitted to the Academic Director only after informal resolution with assessor is attempted.

Grounds for Appealing a grade:

A grade appeal is permitted when a student can show clear evidence that a grade was contrary to procedures as specified in the course syllabus, was based on prejudice, was capricious, or was the result of computational or clerical error. The presumption is that the grades assigned are correct until there is a clear demonstration otherwise. The burden of proof is heavy, and it rests with the student who is appealing.

Required Information:

Please make sure this form is completed in its entirety. No additional documentation will be accepted after the filing date of this Grade Appeal. Please also be aware that if a third-party assessment of the assignment(s) in question results in a lower grade, the final grade may be affected.

Student Name: _____ Student ID Number: _____

Student E-mail address: _____

Course Code: _____ Course Section: _____ Academic Term: _____

Assessor: _____

Assignment(s): _____

Specific Issues – Please describe the reason(s) for this appeal. Provide factual data, details, and any other forms of proof (including E-mail correspondence), that substantiates your claim:

_____

_____

_____

What was the Assessor's response when you communicated with him/her about this issue? – Please include evidence of your attempts to communicate with the Faculty member regarding this issue.

_____

_____

_____

Desired Resolution – Please explain specifically what you want to achieve from this appeal:

_____

_____

_____

Supportive Documentation – check all that are included and make sure these are attached:

☐E-mails (between student and instructor)

☐Chat transcript

☐Other

☐Assessor Comments

☐Assignment(s) in question

Appendix 7

Mitigating Circumstances Policy

Purpose: To ensure the principles and regulations governing the procedure for the submission of personal mitigating circumstances by students relating to their assessment and sets out how such circumstances will be considered by the Academic Committee.

Procedure:

In cases in where students know in advance that they will not be able to submit an assignment or attend an examination on the stipulated dates then students should:

a) notify the Academic Affairs Department in advance;

b) provide documentary evidence of incapacity where possible;

c) submit a Personal Mitigating Circumstances (PMC) form before the date of the assessment deadline

d) Late PMCs will not be accepted.

The following personal mitigating circumstances will not be considered as serious:

The College does *not* define those circumstances which are serious and which are not. However, the following are examples of circumstances which will probably *not* be taken into account:

- Circumstances over which a student has some control through prior planning (e.g., moving house, getting married, computer problems)
- Circumstances experienced by all or most students (e.g., financial difficulties)
- Minor illnesses of a short-term nature;
- Circumstances which have already been appropriately provided for by special assessment arrangements.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 8

Personal Mitigating Circumstances (PMC) Form

Students have the privilege of submitting petitions requesting special permission for exemption to College regulations and policies. These petitions are examined by the Director of Academic Affairs. All student petitions are considered on an individual basis with attention being given to the student's academic record and the reason for petition.

PLEASE COMPLETE SECTIONS 1 & 2 ON THIS FORM AND RETURN IT TO THE DEPARTMENT OF ACADEMIC AFFAIRS

Section 1

STUDENT NAME	
STUDENT NUMBER	
PROGRAM OF STUDY	
COURSE TITLE	
DATE OF ASSESSMENT	
FACULTY MEMBER NAME	
SEMESTER	□FALL 20.... □SPRING 20.... □SUMMER 20....

Section 2

NATURE OF PETITION
REASON FOR PETITION (please attach evidence)

FOR INTERNAL USE

Faculty Member (Assessor) Name:.....Date:..... Signature:..... If not approved state the reason:	□ YES □ NO
HEAD OF DEPARTMENT Name: .....Date:..... Signature:..... If not approved state the reason:	□ YES □ NO
DIRECTOR OF ACADEMIC AFFAIRS Name: .....Date:..... Signature:..... If not approved state, the reason:	□ YES □ NO
ACTION TAKEN BY THE DIRECTOR OF ACADEMIC AFFAIRS Briefly describe your observations after the discussion you had with the student and any other College staff member concerned. If finally, a decision is reached please complete and sign this form. After processing the student's petition, this form should end up to the student's file.	

Appendix 9

Transfer Credit Evaluation Request Form

Student completed courses equivalent

Former Institution				**Current Institution**			**Office use only**		
Course Code	Course Name Requesting Transfer Credit	Credits	Grade	Course Code	Course Name Requesting Equivalency	Credits	Approved	Head of the Department	Comment, if any
1.							YES / NO		
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

By signing below, I certify that I read the information contained on this form, and all supporting documentation, is true and accurate.

Student Signature: ---------- Date: ----------

Academic Coordinator Signature:

---------- Date: ---------- Approved: CTS:

Appendix 10

Conflict of Interest Policy

Definition: A Conflict of Interest occurs where any member of staff who has access to privileged information, or is responsible for making decisions about assessment outcomes, could, potentially, use that information, or their position, to give an unfair advantage to related people entering for an examination/assessment at the College. A Conflict of Interest also occurs if any member of the college's staff is entered for an examination/assessment.

Note: 'Related People' are those with whom the member of staff has a close relationship. It includes spouses, children and siblings, close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., counts if the contact with that person was close and frequent.

Purpose: To ensure that conflict of interest is identified, declared, recorded and reported.

Conflicts of Interest Guidelines:

1. **Identify Staff** who could have a Conflict of Interest. This includes, tutors, assessors, assessment office staff and invigilators but is unlikely to include any other staff unless they have access to confidential assessment materials or are entered for an examination/assessment.
2. **Mandatory Staff Declarations.** Staff members must declare whether they have

   'Related People' entered for an examination/assessment at the College, they declare an interest.
3. **Record the conflicts** where these staff declare an interest; specific steps will be recorded to manage the risk presented by any Conflict of Interest. This will include removing their access to the College's secure storage facility or ensure they will not invigilate examinations in which 'Related people" are present (see appendix 11).

Recording Steps/Arrangements:

- The records **must** identify the relevant member of staff, the name, relationship and, where necessary, the College of the 'Related People' and the nature of any potential conflict.
- The records **must** also include the details of **any** staff entered for an examination/assessment and the steps taken to manage this Conflict of Interest. These arrangements must include ensuring they have no access to confidential material.

4. **Inform awarding bodies about specific conflicts. The College informs the relevant awarding body/bodies were, for one or more of their specifications:**
    - Any member of staff is entered for an examination or assessment
    - Any member of staff (including invigilators), with access to the College's storage facility, has "Related People' sitting examinations/assessments.
      This includes a member of staff who has access to confidential assessment materials and is also entered for an examination/assessment.
    - The College has members of staff who are involved in making assessment decisions for 'Related People' at the College where there is College marked and externally moderated components/units. (Awarding bodies are informed of the candidates affected at the point when College assessed marks are submitted).

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 11

College Staff Declaration Form

If there is a Conflict of Interest any member staff of the College should declare it.

Please complete the form below for members of staff:

- Sitting examinations or assessments
- With access to the College's **secure storage facility who have 'related people' sitting examinations or assessments**
- Who are **involved in making assessment decisions for College-marked and externally moderated components** for 'related people'.

Who counts as 'related people'?

'Related People' *are those with whom the member of staff has a close relationship. It includes spouses, children and siblings, close friends, relatives and members of the household where there is regular contact, such that privileged information might be shared inappropriately. A step-relative, cousin, niece, etc., counts if the contact with that person was close and frequent.*

Staff Member Name:
Staff Member Position:
Staff Member Email:
Date:

Select one of the following options (√ where applicable) informing us about:
College Staff sitting examinations or assessments
Staff involved in making assessment decisions for College-marked components for 'related people'
Staff with access to the College's secure storage facility who have 'related people' sitting examinations/assessments at the College

Appendix 12

Reasonable Adjustments Policy

As a private institution of higher education and a provider of services to the public, the College is dedicated to the advancement of learning through teaching and has a legal duty to make reasonable adjustments to ensure that people are not prevented from using our service because they have a disability.

1. **Purpose:**

1.1 This policy is intended to help all staff and students to understand and put into practice the formal duty placed on the College to make reasonable adjustments for disabled students.

1.2 It also sets out the procedures that students and staff members should follow when implementing reasonable adjustments for assessments

2. **What is a Reasonable Adjustment?**

2.1 A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in the assessment situation.

2.2 A reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the student(s) in question an unfair assessment advantage, but may involve:

- changing usual assessment arrangements
- adapting assessment materials
- providing assistance during assessment
- re-organizing the assessment physical environment
- changing or adapting the assessment method
- using assistive technology.

3. Approval Process

3.1 Reasonable adjustments must be approved by the Director of Academic Affairs and set in place prior to assessment commencing. It is an arrangement to give a student access to a qualification.

3.2 The work produced following a reasonable adjustment must be assessed in the same way as the work from other students.

3.3 It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The student may not need, nor be allowed the same adjustment for all assessments.

Examples of reasonable adjustments as defined by the above categories are listed below:

- Allowing extra time, e.g., assignment extensions
- Taking the assessment at an alternative location
- Use of colored overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format
- Readers/scribes
- Practical assistants/transcribers/prompters
- Assessment material on colored paper or in audio format
- Language-modified assessment material
- Responses using Sign Language
- Use of ICT/responses using electronic devices

4. Applying reasonable adjustment

4.1 Reasonable Adjustments are the responsibility of the Director of Academic Affairs. Reasonable adjustments are approved by the Director of Academic Affairs before an assessment and are intended to allow attainment to be demonstrated.

4.2 A student does not have to be disabled to qualify for reasonable adjustment; nor will every student who is disabled be entitled to reasonable adjustment.

4.3 A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- affect the validity or reliability of the assessment
- give the student(s) in question an unfair advantage over other students taking the same or similar assessment
- influence the final outcome of the assessment decision.
- the College is committed to fair and equal assessment of its students.

4.4 Reasonable adjustments for assessments (tests, written and oral assessments) must be internally verified by Internal Quality Assessors (IQAs)

5. Special considerations

5.1 Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the student either just before or during the assessment. Reasons for special consideration could be:

- Temporary illness
- Injury
- Adverse circumstances at the time of the assessment.

5.2 A student may be eligible for special consideration if:

- Their performance in an external assessment is affected by circumstances beyond the control of the student, e.g., recent personal illness, accident, bereavement, serious disturbance during the assessment
- The alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- Any part of an assessment has been missed due to circumstances beyond the control of the student.

5.3 The College will submit a written Special Consideration request to the Awarding organizations. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each student.

5.4 Students may apply for special consideration during or after an assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the student.

This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2023, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2024

Appendix 13

Reasonable Adjustments Request Form

All applications for reasonable adjustments must be submitted a minimum of 10 working days prior to the assessment date. Failure to submit your request within the minimum time stated above will result in your request being rejected.

Reasonable Adjustments: This form must be used by the Director of Academic Affairs when recording any adjustments, they apply to assessments of students. Any required evidence must be copied and retained with this form.

Student Name:	
Student Number:	
Date of Request:	
Assessment Date:	
Qualification/Program of Study	
Module Title/Code to which request applies:	

Reason for Adjustment	Reasonable Adjustment Made	Supporting Evidence

I confirm that:

- The contents of this form reflect accurate details of the reasonable adjustment made
- The reasonable adjustment has been made in line with Reasonable Adjustments Policy of the College
- The adjustments do not compromise the assessment, validity or reliability of the assessment
- The reasonable adjustment will not affect the outcome of the assessment or give the student any unfair advantage over other students taking the same or similar assessment
- The evidence provided is robust to grant this reasonable adjustment
- All knowledge skills and understanding will be appropriately assessed and the student will be able to demonstrate the practical elements of the assessment criteria required by the qualification specification once reasonable adjustment has been applied

Signature of Academic Affairs Director	
Date	

I confirm the contents of this document to be an accurate reflection of my needs and the reasonable adjustment made to enable me to carry out theoretical and/or practical requirements of the qualification

Signed by Student	
Date	

A COPY OF THIS FORM AND ANY EVIDENCE MUST BE RETAINED BY THE ACADEMIC AFFAIRS DIRECTOR AND MADE AVAILABLE TO AWARDING BODIES AS REQUIRED

Appendix 14

Special Consideration Request Form

This request form should be completed by students wishing to apply for special considerations for assessment related purposes or by the Director of Academic Affairs on behalf of students. Please complete the following including as much information as possible to allow the Director of Academic Affairs to make a valid and reasonable judgment of individual circumstances.

Student Name:	
Student Number:	
Date of Request:	
Assessment Date:	
Qualification/Program of Study	
Module Title/Code to which request applies:	

Please indicate what you require a special consideration to be made for (e.g., illness affected an ability to perform assessment correctly)
The outcome you seek (e.g., extension for a period, review of assessment decision)
Please include details of reasons for applying for special consideration
Supporting Evidence

I confirm that: • The contents of this form reflect accurate details of the special conditions to be considered made • I have included all relevant evidence to be considered	
Signed by Student	
Date:	

For Office Use	
Approved **Yes: No:**	
Please state action to be taken:	
Position:	
Signed:	
Date:	

A COPY OF THIS FORM AND ANY EVIDENCE MUST BE RETAINED BY THE ACADEMIC AFFAIRS DIRECTOR AND MADE AVAILABLE TO AWARDING BODIES AS REQUIRED

Appendix 15

Public Concern at Work (Whistleblowing) Policy

Statement Policy

1. The College is committed to maintaining high standards. It seeks to conduct its affairs in a responsible manner, taking into account the requirements of the shareholders and general guidance and legislation on standards in public life, particularly with regard to probity, openness and accountability.
2. It is a fundamental principle of employment that an employee will faithfully serve his or her employer and not disclose confidential information about the employer's affairs. However, where an individual discovers information which he or she reasonably believes tends to show one or more types of malpractice, wrongdoing or dangers as specified in this Policy within the organization (or in conjunction with third parties who are external to the organization, such as suppliers or contractors), and they reasonably believe that this information should be disclosed in the public interest, then the disclosure should be made without fear of reprisal.
3. This Whistleblowing policy is based on the recommendation CM/Rec (2014) 7 of the Committee of Ministers under the terms of Article 15.b of the Statute of the Council of Europe. For the purposes of this recommendations and its principles:

   a. "**whistleblower**" means any person who reports or discloses information on a threat or harm to the public interest in the context of their work-based relationship, whether it be in the public or private sector;

   b. "**public interest report or disclosure**" means the reporting or disclosing of information on acts and omissions that represent a threat or harm to the public interest;

   c. "**report**" means reporting, either internally within an organization or enterprise, or to an outside authority;

   d. "**disclosure**" means making information public
4. Whistleblowing is the term used when a worker passes on information concerning wrongdoing. The College defines this as "making a disclosure" or "blowing the whistle". The wrongdoing will typically (although not necessarily) be something workers have witnessed at work. It provides the right for a worker to

take a case to an employment tribunal if they have been victimized at work or they have lost their job because they have 'blown the whistle'.

Scope of Policy

5. This Whistleblowing Policy provides guidance to staff, students, members of Council and other members of the College on the procedure for the disclosure of information which, in that person's reasonable belief, is in the public interest and tends to show one or more types of malpractice, impropriety or dangers as specified in the Policy.

Types of Malpractice and impropriety

6. To be covered by whistleblowing law, a worker who makes a disclosure must reasonably believe two things:

a. Employees are acting in the public interest. This means in particular that personal grievances and complaints are not usually covered by whistleblowing law.

b. Employees believe is that the disclosure tends to show past, present or likely future wrongdoing falling into one or more of the following types of malpractice and impropriety:

- criminal offences (this may include, for example, types of financial impropriety such as fraud)
- failure to comply with an obligation set out in law
- miscarriages of justice
- endangering of someone's health and safety
- damage to the environment
- covering up wrongdoing in the above categories

Safeguards

7. The Whistleblowing Policy is designed to offer protection to staff, students, members of Council and other members of the College who disclose information that they reasonably believe is in the public interest and tends to show one or more of the types of malpractice, impropriety or dangers in the workplace which are referred to in this Policy. Subject to the principles outlined under Untrue allegations below, the overall aim of the Policy is to ensure that no discloser will

suffer detriment or adverse treatment from the College as their employer, or from their fellow employees, as a result of making the protected disclosure.

Untrue Allegations

8. If an individual discloses information under this Policy which he or she reasonably believes shows or indicates malpractice and is in the public interest, but which is not then confirmed by subsequent investigation, no detrimental or disciplinary action will be taken against that individual. If, however, an individual is found to have made malicious or vexatious allegations with a view to personal gain and, particularly if he or she persists with making them, action may be taken under the relevant disciplinary procedure.

Procedure for Making a Disclosure

9. This Whistleblowing Policy enables such disclosures within the College to be made independently of line management, if that is the preference of the individual who wishes to make the disclosure, in accordance with the following procedures.

Initial Step

10. It is important that individuals disclose information in accordance with this Policy at the earliest opportunity and, for the avoidance of doubt, it should be clearly stated by the individual that the disclosure is in fact being made under the Whistleblowing Policy. It is not necessary to provide, or wait for, 'proof' of the particular type of malpractice. The disclosure should, however, contain as much detail as possible of the grounds for concern including, where applicable, the names of individuals and significant dates, locations or events.
11. Where two or more individuals are aware that they have knowledge of the same information that is covered by this Policy, they should each make a separate and individual disclosure to the College and they should not discuss the matter further between themselves. Submission of joint disclosures may lead to counter-allegations of collusion or of 'manufactured' information.
12. The procedure for making a disclosure is as follows:

a. the individual should make the disclosure orally, in writing, or by e-mail to the Designated Person, who will normally be the Deputy Director, Ms. Elena

Neophytou (larnacacollege@yahoo.com), member of the Board, the College's governing body. The designated person will immediately inform the Council;

b. if the disclosure is about the Deputy Director, it should be made directly to the President of the Council, Mr. Pambos Neophytou (larnacacollege@gmail.com) who will inform the Vice-president Mr. George Tasou of the Council;
c. if for any other reason the person making the disclosure feels that it is not appropriate to raise the matter with the designated person, or the President and Vice President, it may be raised directly with Department of Tertiary Education of the Ministry of Education and Culture of Cyprus where the College is officially registered.

Initial Consideration of the Information Disclosed

13. The Designated Person to whom the disclosure has been made will undertake an initial consideration of the information made available and assess the extent to which the nature of the disclosure provides a *prima facie* indication of malpractice.
14. If, on the basis of this initial consideration, the Designated Person decides that the disclosure does not contain any information that meets the criteria set out in the types of malpractice and impropriety above and/or is otherwise wholly without substance or merit, no further action will be taken. The individual making the disclosure (if not made anonymously) will be informed of this decision, with the reasons, within fourteen days of the Designated Person first receiving the disclosure.
15. If it is decided by the Designated Person that the disclosure provides a *prima facie* indication of malpractice, but of a nature which does not fall within the scope of the Whistleblowing Policy, the Designated Person will arrange for the matter to be considered under a different College policy and/or procedure. This will involve the disclosure being referred to the appropriate manager for any further relevant action to be taken.
16. The decision of the Designated Person under paragraph 6 will be notified to the individual making the disclosure (if not made anonymously), with the reasons, within fourteen days of the designated person first receiving the disclosure.

Process for Investigation of Disclosures made within the whistleblowing Policy

17. If it is decided by the Designated Person that the disclosure provides a prima facie indication of malpractice which does fall within the scope of, and will therefore be investigated under, the Whistleblowing Policy, the Designated Person will decide on the form of investigation to be undertaken. This will be either to:
    - investigate the matter internally; or
    - refer the matter to the External Auditors; or
    - refer the matter directly for external investigation by an appropriate body such as the police, the Health and Safety Executive, the Environment Agency, the Serious Fraud Office, or the Ministry of Education and Culture;
18. Where the matter is to be the subject of an internal investigation, the Designated Person will not personally conduct it. He or she will appoint an Investigating Officer to conduct the investigation on the College's behalf.

Investigation

19. The Investigating Officer will be appointed from inside (or if necessary, from outside) the College, by the Designated Person, based on the nature of the disclosure and the consequent need for appropriate knowledge, experience and skills. The Investigating Officer will play no part in any decisions which are taken in response to the findings of the investigation, and will have no involvement with or responsibility for any other procedures which may be invoked as an outcome of the investigation.
20. The decision of the Designated Person under paragraph 17 and, where applicable, the identity of the person appointed under paragraph 19 to conduct an internal investigation, will be notified to the individual making the disclosure (if not made anonymously), with the reasons, within fourteen days of the Designated Person first receiving the disclosure. Investigations will be conducted as sensitively and speedily as possible while having proper regard to the nature and complexity of the disclosure, the need for thoroughness, and with no presumption of guilt. A written record will be kept of all investigations.

21. The Investigating Officer may interview and/or seek a written statement from the individual who made the disclosure and any other individuals who they consider to be relevant to the investigation, including anyone named in the disclosure. Any individual being interviewed under this policy and procedure may be accompanied to an investigatory interview by a colleague or trade union representative. A refusal to participate in an investigatory interview may lead to disciplinary action.
22. The person or persons against whom the disclosure is made will be told of it after the investigation has commenced and is in its initial stage. They will be advised of the evidence supporting the disclosure, and will be allowed to comment before the investigation is concluded or further action is taken.
23. Where the initial stage of the investigation of the disclosure provides reasonable grounds for suspecting the member or members of staff of involvement in any of the activities listed in paragraph 6, the Investigating Officer will advise the College on how to prevent any further loss, danger or damage. This may require the suspension, on full pay, of the suspects. It may be necessary to plan the timing of suspension to prevent the suspects from destroying or removing evidence that may be needed to support disciplinary or criminal action.

Findings and Feedback

24. At the conclusion of the investigation the Investigating Officer will provide a report of their findings to the Designated Officer. The Designated Officer will then determine what action will be taken as a result. This may be:
    a. to initiate other College procedures, such as the disciplinary procedure;
    or b.to refer the matter to an external third party, such as the police; or
    c. to take no further action.
25. The Designated Person will then, as far as possible taking into account any need for confidentiality, inform the individual who made the disclosure of the outcome of the investigation and what action, if any, has been or is to be taken. If no action has been or is to be taken the individual concerned will be informed of the reasons for this

Right of Review

26. If the individual making the disclosure is dissatisfied with the College's handling of the case, after all of the above procedures have been completed, because he/she believes that:
    a. the procedures have not been followed properly; or
    b. there is evidence of prejudice or bias in the handling of the case; or
    c. there is further evidence of malpractice which was not available at the time of the original disclosure then there is a right to seek a review of the case **on the above grounds only** to the President of Council.

27. The President of Council will determine if the case meets the grounds for review as set out above, and:
    a. if it does not, the President of Council will inform the complainant of this decision, with the reasons. This decision shall be final, and shall be reported to the President and Vice President, the College Council and the Internal Quality Committee;
    b. if it does, the President of Council will appoint a lay member of Council with no previous involvement in the case to undertake the Review. A report of the outcome of the Review, with any recommendations which may be made as a result, shall be made to the complainant, the President and Vice-President the College Council and Internal Quality Committee; The Council shall decide what further action, if any, shall be taken in response to such recommendations and its decision in this respect shall be final.

Reporting of Outcomes

28. A record of all disclosures and any subsequent actions taken will be made by the Designated Person, who will retain such material for a period of not less than three years and no more than the relevant legal limitation period.
29. In all cases a report of the outcomes of any investigation will be made to the Internal Quality Committee - in detail where the issue falls within its purview, and in summary in other cases - as a means of allowing the Committee to monitor the effectiveness of the procedure.

Fraud

30. If an individual wishes to report a fraud or other financial impropriety and considers that the protection offered by the Whistleblowing Policy is not relevant in that specific case, then such a report may be made to the Director of Finance under the framework provided by the College's Policy on Fraud.

External Advice and Support for Whistle Blowers

31. If on the conclusion of all of the procedures set out in this Policy the individual believes that the appropriate action has not been taken by the College, he/she may report the matter to the appropriate external authority.
32. This Policy and any evidence pertaining to its effectiveness shall be reviewed by the Internal Quality Committee at intervals of no longer than three years. The next scheduled review will be due in Summer 2024, but the Policy may be reviewed in the interim in the event of changes to legislation and to ensure its continued effectiveness.

Original publication date: Summer 2023

Appendix 16

Student Attendance Policy

Purpose: To promote punctual and regular attendance and ensure standard procedures for recording, managing and monitoring student attendance.

Rationale:

1. Importance of regular attendance

(a) Enrolment at the College places the student under an obligation to attend classes punctually and regularly unless there is a valid reason for absence

(b) Varies according to the mode of study (i.e., online students who cannot miss more than 50% of the online delivery)

2. Importance of attendance records

(a) A daily record of leaner attendance enables the College to monitor absence and take appropriate follow up actions

(b) Records of student attendance may be required for legal purposes (i.e., Students from third countries are obligated not to miss more than 50-60% of classes) therefore it is essential that the College maintains such records accurately.

Student Obligations

- Attendance is mandatory and for each absence from the class there must be a written justification. Students may be asked to justify their absence from the classroom for a period where there is a reason (illness, other personal reason) which can be duly certified.
- Absence from class justifiably or not, does not absolve the student from academic or other obligations.
- Students who are absent for a long-time period unnecessarily are reported to the Department Head who informs the College Director who shall take appropriate measures (i.e., referral to the Disciplinary Committee for action, etc.). Students are warned of the consequences and in cases of excessive absenteeism, the Disciplinary Committee may decide to terminate their studies at the College or to deny them participation in the final exams.
- The seriousness and the final decision regarding the absence of a legitimate reason lie with the Academic Committee.

ANNEX 1

LECTURERS EVALUATION BY STUDENTS

Course		Lecturer		

	Lecturer The items below deal with characteristics which students feel are important. Indicate your rating for each item by ticking the appropriate box. Rating: 1=Very Poor, 2=Poor, 3=Average, 4=Very Good, 5=Excellent	1	2	3	4	5
1	**Does he/she follow the course outline?**	❑	❑	❑	❑	❑
2	**Does he/she present material in a well-organized fashion?**	❑	❑	❑	❑	❑
3	**Does he/she use enough examples or illustration to clarify the material?**	❑	❑	❑	❑	❑
4	**Is he/she helpful when students have difficulty?**	❑	❑	❑	❑	❑
5	**Is he/she enthusiastic about the subject taught?**	❑	❑	❑	❑	❑
6	**Does he/she make students feel free to participate?**	❑	❑	❑	❑	❑
7	**Does he/she make the subject interesting?**	❑	❑	❑	❑	❑
8	**Does he/she give students feedback (comments and advice) on their work?**	❑	❑	❑	❑	❑
9	**Does he/she treat all students equally?**	❑	❑	❑	❑	❑
10	**Does he/she speak clearly?**	❑	❑	❑	❑	❑
11	**Does he/she begin on time?**	❑	❑	❑	❑	❑
12	**Does he/she explain material clearly?**	❑	❑	❑	❑	❑

13	**Does he/she seem to know his/her subject?**	❑	❑	❑	❑	❑
14	**Does he/she manage the class well?**	❑	❑	❑	❑	❑
15	**Does he/she give fair/just grades?**	❑	❑	❑	❑	❑
16	**Does he/she set convenient office hours?**	❑	❑	❑	❑	❑
	Considering all of the above qualities, how would you rate this lecturer?	❑	❑	❑	❑	❑

	Course The items below deal with characteristics which students feel are important. Indicate your rating for each item by ticking the appropriate box. Rating: 1=Very Poor, 2=Poor, 3=Average, 4=Very Good, 5=Excellent	**1**	**2**	**3**	**4**	**5**
1	**Are objectives of the course clear?**	❑	❑	❑	❑	❑
2	**Is the amount of work required appropriate for the credit received?**	❑	❑	❑	❑	❑
3	**Is the level of the assigned homework appropriate?**	❑	❑	❑	❑	❑
4	**Are the tests representative of the material?**	❑	❑	❑	❑	❑
5	**Was/Were the book(s) interesting and helpful in understanding the course?**	❑	❑	❑	❑	❑
6	**Did you find the course interesting?**	❑	❑	❑	❑	❑
	Considering all of the above qualities, how would you rate this course?	❑	❑	❑	❑	❑

Comments

For the Lecturer

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For the Course

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