QUALITY ASSURANCE HANDBOOK 2021 - 2022

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INTRODUCTION: POLICY AND PROCEDURES FOR QUALITY ASSURANCE

1.1. Provider's Quality Assurance Policy and Procedures

This Quality Assurance Handbook draws together in a single location the policies, processes and codes of practice which constitute Ledra's College Quality, Monitoring and Enhancement framework.

It has been formulated in keeping with the guidelines of its validating body, the Agency of Quality Assurance and Accreditation in Higher Education *Area* (3rd ed., Helsinki, 2009).

1.4. Scope of the Policy

The information in the Handbook covers:

By documenting its processes, by providing checklists of essential/core procedures
operative in its system and by checking its procedures against quality a ssurance documentation from other institutions in the Higher Education sector, Ledra College shows that its quality assurance policy covers all relevant aspects of its functions and operations.

• the approval, modification, monitoring and review of all undergraduate and taught postgraduate
programs and modules, including collaborative provision courses;

- • the *Core Code of Practice for PGT research governance and the dissertation framework;*
- • assessment policies and processes;
- • Short Course Policy;
- • Intercollegiate Policy;
- • Recognition of Prior Learning Policy
- • Policy on closing or suspending a programme
- • Policy on validation and accreditation
- • Sunset Clause for new Taught Programmes Policy

1.2. Mission Statement of Ledra College

In the shared enterprise of education, through teaching, learning, practice placement and research activity we seek excellence in all we do and endeavor to respond creatively to the needs of our students and of society.

1.3. Values

We value:

Our long tradition of education
Our religious tradition and ethos
Our inclusivity and respect for other belief systems
Our global outreach and our international partnerships
Our collaboration with the local statutory, civil and civic authorities, and with other educational providers in promoting the educational, cultural, social and economic development of the county and the hinterland we serve.
Our student-friendly ethos which promotes the personal, social and cultural development of our students as well as providing them with excellent academic support-services
Our interdisciplinary approach to learning in an interactive educational community.

1.4. Scope of the Policy

By documenting its processes, by providing checklists of essential/core procedures
operative in its system and by checking its procedures against quality a ssurance documentation from other institutions in the Higher Education sector, Ledra College shows that its quality assurance policy covers all relevant aspects of its functions and operations.

1.5. Achievement of Its Goals

External examiners' reports, feedback from students and other stakeholders and periodic reviews provide Ledra College with evidence on how it is achieving the goals derived from its mission statement. An annual audit will be carried out to assess and report to the Management Board on the robustness of the College's Quality Assurance Policy and Procedures.

1.6. Responsibility For Policy and Quality Procedures

Responsibility for the formulation of quality assurance policy and for maintaining and
improving institutional quality rests with the Principal and with Management acting in
conjunction with the Academic Council.

1.7. Involvement of External Experts

Ledra College has an Advisory Panel consisting of representatives of the wider community who advise the President and Management and help to promote the College. They come from educational, business or professional backgrounds and through their experience and expertise help ensure that courses offered at the College re relevant to the changing needs of society.
In addition to its College staff, present and past students, the College involves senior academics and professionals in various fields when proposing new programs

and reviewing existing ones.

1.8. Teaching and Research

Ledra College is a College of teaching and research. While teaching is the bread and butter of College life, academic staff are strongly encouraged to undertake doctoral study. Those who have Ph.D.s are urged to engage in post-doctoral research, to give papers at academic conferences, and to publish their work in articles or book format. The College has made time allowances and financial provision to promote the engagement of staff in academic research.

1.9. Institutional Commitment

The College is committed, within the reasonable restrictions of its budget, to ensure that adequate resources are available to implement the necessary quality assurance procedures.

1.10 Audit Procedure

Where recommendations have been made by external experts, for example, External Examiners, the College will ensure that the recommendations are implemented through an audit process which will be carried out by the Principal's Office.

Overview

2.1 Brief History of Ledra College

Since it was founded in 2007, Ledra College is registered and approved by the Ministry of Education.

The College has always worked with UK awarding bodies offering high standard vocational education. The academic standard of our lecturers, our facilities and the coordination of our courses all contribute to giving Ledra College the characteristics and prestige you would expect of a modern European school.

The faculty and staff are committed to providing students with a learning environment that is challenging yet supportive of their personal and academic needs while they study at our educational institution. We aim to provide students with the best education and training opportunities by offering the highest standards of teaching in a friendly and most professional environment. The college is dedicated to fostering the individual success of its students and their development as well-rounded, responsible and informed citizens of the world.

Quality Assurance Policies

Quality Assurance policies at Ledra College are designed to ensure the quality of College programs8. The College is committed to a culture of quality in all its work and it believes in the continuous enhancement of its quality procedures. The Quality Assurance procedures include roles for staff, students and other stakeholders. Over the last five years Quality Assurance procedures have evolved incrementally as required, outdated policies/procedures not fit for purpose have been dropped, and new policies have been introduced.

3.1 Academic Council

The Academic Council at Ledra College assists the Management Board in the planning, co-ordination, development and supervision of the educational work of the College, in the maintenance of high academic standards, and in the safeguarding of the educational ethos of the College. The Academic Council plays an important role in maintaining and developing the College's Quality Assurance Procedures Handbook. The College President chairs the Academic Council which meets normally monthly and at least twice per semester. The Principal verifies that the decisions and recommendations of the Academic Council are communicated to Program Boards and implemented.

The specific functions of the Council are:

1. To implement the academic regulations of the College and to monitor the quality of its academic programs.
2. To make recommendations for appropriate structures to support the academic work of the College.
3. To assist the Principal in the development, approval and the delivery of new courses and program modifications.
4. To advise on the appointment of external examiners.
5. To form sub-committees, with the Principal as *ex-officio* Chair, to consider specific issues or to address/undertake specific tasks relevant to the work of the Academic Council.
6. To make recommendations for the enhancement of teaching and the development of research in the College.
7. To make recommendations for the selection, admission, retention and exclusion of students generally.
8. To oversee the conduct of examinations and evaluate academic progress of students.
9. To make recommendations for the award of scholarships, prizes, bursaries and other awards.
10. To exercise any other function which will facilitate the administration of the academic affairs of the College.

The regular membership of the Council consists of:

Ex officio

President

Vice President

Course Leader

Three Staff member of the course

Librarian

Admissions and Academic Resource Officer
Elected
Staff Representative
Student Representative

Recording Secretary: Secretary, Principal's Office

Depending on the agenda, others may be invited to attend for part or all of the meeting. Elected members serve for a term of three years, with the possibility of serving further terms.

The standing orders of the Council are:

1. The President is the Chair of the Academic Council. In his absence the Principal will take the Chair.
2. The Secretary, Principal's Office, will act as the Recording Secretary and will prepare and circulate the agenda and record the minutes of the meeting.
3. The Academic Council shall meet normally monthly and at least twice a semester. The Chair or Principal may convene additional meetings as circumstances and need arise.
4. Proposals for the agenda and accompanying documents must be placed with the Recording Secretary at least one week before the meeting. The Recording Secretary, Principal and the Chair will meet to determine the agenda. The agenda, together with any accompanying documents, and the minutes of the previous meeting will be circulated by the Recording Secretary in advance of the meeting.
5. Approved minutes of the Academic Council meetings will be kept by the Recording Secretary on file. The agreed, minuted and non-confidential business of the meeting may be communicated by members to their respective constituencies.
6. A meeting will not commence until a half plus one of the members are present. If a quorum is not forthcoming, the Chair can reschedule the meeting. If a member is not able to be present for a meeting, that member will be expected to send in his/her apologies prior to the meeting and this fact will be recorded in the minutes.
7. Members should address the meeting through the Chair.
8. Any motion from Council members, i.e. a proposal put forward, requires a seconder. An amendment to a motion, which will be put to a vote before the original motion, requires a seconder. A motion from the Chair does not require a seconder.
9. Voting that will determine the resolution of a motion will normally be by a show of hands. The number of votes for and against any motion and any abstentions will be recorded. The Chair will have an additional, casting vote in the case of a split vote.
10. Resolutions of the Academic Council will be brought to the Management Board. In coming to its decisions regarding these resolutions, the Board will take into account the discussion and the voting of the Academic Council.

3.2. Staff Meetings.

A general staff meeting of all academic and administrative staff takes place at least once per term. The meeting is a forum where academic issues are explored and developed as well as possible new directions for the College. Topics are addressed by individual staff members or by invited outside experts.

3.3 Program Boards

Ledra College has 3 Programs Boards:

These are:

- Digital Marketing – 2 Years Diploma
- Mobile & Web Applications Development – 2 Years Diploma
- Master of Arts in International Relations, Global Economy and Strategic Analysis

Membership of Program Boards

The membership comprises all lecturers who deliver modules on the specific program, as well as two elected students with limited attendance rights.

Remit of Program Boards

The program comprises all of the years culminating in a degree or postgraduate level award. The broad remit of a Program Board is threefold:

i. Operational control and program monitoring;
ii. Student feedback;
iii. Program planning and development.

While these activities are not necessarily mutually exclusive for the purpose of clarity and describing the functionality of Quality Assurance it is useful to outline them separately.

(i) Operational control and performance monitoring:

Planning, organizing and reviewing student induction
Examination result analysis
Response to External Examiners Reports
Resource Identification
Monitoring student progress
Documenting actions and decisions

(ii) Student issues:

Soliciting student feedback via surveys/ student representatives
Attrition/retention initiatives
Documenting actions and decisions

In respect of student feedback, prior to the end of every course, the Program Board is responsible for posting course-comprehensive anonymous questionnaires on Moodle for completion by students on-line. The completed questionnaires will be forwarded to the Principal who will consider the results and discuss them with the Program Chair so that action is taken promptly in response to any student concerns.

The Admissions Office requests each student who formally withdraws from a program to complete a student exit questionnaire. This provides the College with valuable information on possible reasons why students may be leaving prematurely. The results of these questionnaires are analyzed and issued to Program Boards for action.

(iii) Planning and Development:

Program changes and updates
Module reviews, updates and introducing new modules
Evaluation of the quality of facility/resource provision
New program development
Monitoring student feedback
Documenting actions and decisions

Course development is by definition an ongoing activity. It is included as an agenda item for the operational meetings, but single item agenda meetings dealing solely with course modifications may be held. At certain times, for example when developing a new program or on the occasion of a Programmatic Review, several course development meetings would be required over a relatively short timescale.

Program Board Meetings consider operational issues. Typically the meetings deal with the following issues:

- September meeting: Primarily concerned with the planning and organizing of student induction into each specific program.
- January Meeting: Review of student progress on the basis of written work, in class assessments, and the evidence of tutorials, in the first term.
- April Meeting: Analysis of student feedback, attrition initiatives for next academic year.
- June Meeting: Pre-examination board. A primary function for the Program Board is that of Examination Performance Analysis and this task is normally carried out following the completion of a module or program.

Students are required to leave the meeting when matters pertaining to individual students are under discussion. The order of the agenda is arranged to facilitate the attendance of students. In practice it has proven useful to invite students at a later time than the other members, usually to coincide with the last thirty minutes of the meeting.

Other meetings of the Program Board may take place every four to six weeks and function as staff meetings of all those teaching on the program.

Duties and Functions of Program Board Chairs

At Ledra College system the Program has both Program functions and management functions. The Chairs have local authority for decision making in the management of their courses. The Program functions are:

- to ensure the safe and efficient delivery of the academic program;
- to oversee the organization, the delivery of lectures and tutorials, the corrections of essays and assignments, the provision of exam papers and the delivery of results;
- to assist in the review of the syllabus and in the maintenance of adequate staffing.

The management functions of Program Chairs are:

- to monitor attendance and performance of contractual duties by staff on the relevant course(s) although not to impose discipline which is a Principal's function;
- in consultation with the Principal to ensure an equitable and economically viable division of work including examinations' corrections;

- To mentor new staff;
- To work closely with ARO, SAT, Academic Advisors, Student Services and Admissions;
- To liaise with Management;
- To promote the student-centered ethos of the College.

Postgraduate Research Program Board

The Postgraduate Research Program Board is responsible for postgraduate research degrees at Ledra College. Its membership is comprised of the President and Vice President, ex officio, the Principal who normally chairs the Board, the chairs of relevant Program Boards, the Chair of the Research Ethics Approval Committee, all academic staff who are supervising research theses, and two student research representatives.

The Postgraduate Research Program Board acts as the internal regulatory body for postgraduate research programm. Among its responsibilities are: the evaluation of applications for registration, monitoring the progress of candidates, and facilitating completion of research projects. The PRPB meets at least once per term and on other occasions as required. It also takes an active role in fostering a research environment in the college through the Staff/Postgraduate Research Colloquium. The Principal reports on the activities of the PRPB to the Academic Council.

New Program Proposal Form

The proposer(s) of the new program provides information in the following form:

Introductory Statement

Provide a brief statement including the name of the program, the level of the award (in accordance with the national framework of qualifications), the program administrator, the constituencies served, and the number of teaching staff required.

Philosophy and aims of the program

State the aims of the program and the need/demand for it. State the relevance of the program to the labor market (Cypriot, European, international)

Curriculum

1. Program description:
   - (a) Mission Statement:
     Provide a brief mission statement of the program and indicate its relation to the college's mission statement.
   - (b) Analysis of curriculum:
     - i. entry requirements
     - ii. objectives and how they will be achieved
     - iii. learning outcomes and how they will be achieved
     - iv. list of mandatory subjects
     - v. list of elective subjects
     - vi. access, transfer, progression
   - (c) Consultation with stakeholders:

Provide empirical evidence.

2. Curriculum content:
   Provide syllabi (incorporating objectives, learning outcomes, mode of delivery, pedagogy, and assessment of students) of all the modules/subjects in the proposed program.

3. Curriculum comparison:
   (a) Provide a description of comparison with the other programs in the department.
   (b) Provide a comparative analysis with programs in other institutions.

4. Curriculum decision-making and planning:
   (a) Evaluation process:
   Describe the process and timeframe to be used for evaluating the curriculum.
   (b) Process for changing the curriculum:
   Describe the process to be used for making changes in the curriculum.

5. Industrial and/or other links:
   Describe any links which the program will have.

Students

1. Contributions to the students' knowledge, skills and competence:
   Describe how the program will make a contribution in these areas.

2. Student activities:
   Provide information on how the program will facilitate student involvement in the life of the department, College, and of the community in general, e.g. clubs, organizations and societies.

3. Student services:
   Provide details on how student services, e.g. counselling, campus ministry, medical services, learning resource centre, support the students in the program.

4. Professional and personal preparation:
   Briefly describe how the program will prepare the students for personal and professional life after graduation.

Teaching Staff

1. Teaching staff:
   Provide information on all the teaching staff (see staff self-report form

below).

2. Governance:
   (a) Nature and frequency of staff meetings:
   Indicate the nature and frequency of staff meetings in the department.
   (b) Allocation of duties/responsibilities:
   Indicate how duties and responsibilities are distributed in the department.
   (c) Management of the program:
   Describe the program management arrangements.

3. Decision-making and planning about teaching staff:
   (a) Process for hiring teaching staff:
   Describe the formal process for hiring teaching staff in the department.
   (b) Process for evaluating teaching staff:
   Describe the formal process for evaluating the teaching staff in the department.
   (c) Anticipated staffing needs:
   Indicate any foreseen staffing changes/needs.
   (d) External professional staff:
   Describe how external professional staff will be used.

Support Services

1. Facilities:
   Comment on the use by the students of the program of facilities in the department/college.
2. Library
   (a) Programs acquisition procedures:
   Describe the programs procedures for new acquisitions.
   (b) Instructional media:
   Describe the use by the program of instructional media equipment offered by the library.
   (c) Support of staff research/development:
   Describe how the library can support staff research/ development.
   (d) Support of student research:
   Describe student use of the library for research.

3. Support staff:
   Comment on the contributions of the support staff to the program:
   (a) Secretaries
   (b) Information technology services
   (c) Others.

Budget Information

Provide information on the budget for the program. Show the financial implications of offering the program.

Student Protection

State provisions for the protection of students in the event of the provider ceasing to provide the program.

Closing Statement

Make any additional comments about the program that you wish to be considered.

Teaching Staff Self-Report Form

Teaching staff provide information in the following form:

A. Name:
(Give your full name including title)

B. Academic/professional qualifications:
(Give the qualification, classification, field, awarding body, year of award)

C. Experience:
(List all relevant work experience: position, duties and responsibilities, employer, and inclusive dates)

D. Position/responsibilities at Ledra College:
(Briefly describe your present or proposed duties at the college)

E. Subjects taught or to be taught at Ledra College:
(List subjects, including levels, taught in the last 5 years)

F. Additional areas of teaching competence:
(List other courses that you are competent to teach)

G. Advising and other student-related activities:
(Briefly describe your involvement in student-related activities)

H. Publications/presentations:
(List all publications/presentations with year of publication/date of presentation)

I. Current scholarship/professional development plans:
(Briefly describe your plans)

Statement of Compliance

The internal process and the form outlined above have been designed in line with DIPAE guidelines. This includes compatibility with the National Framework of Qualifications. Program which are submitted to DIPAE are intended to comply fully with the Council's requirements.

Following approval by Academic Council the submission document(s) are forwarded to DIPAE and proceed through the external assessment process. Multiple printed copies of the application together with an electronic version are sent to the Director of Academic Affairs at DIPAE. Applications will be accompanied by the appropriate fee set by DIPAE.

Following acceptance of an application an Expert Panel is established to make an assessment of the application. Expert panels are formed by DIPAE under the direction of the Validation Manager and in consultation with Ledra College. Its membership will be drawn from recognized experts in the field of study, from industry and in some instances provide an international perspective. Following a site visit, the expert panel agrees a report of its findings, conclusions, pre-requisites for validation, conditions and recommendations. The expert panel report is sent to the College, which is invited to respond in writing (within a specified time) on the expert panel report's findings, conclusions, pre-requisites for validation, conditions and recommendations.

Following consideration of the provider's response, the expert panel agrees a brief statement setting out its reaction and its final recommendations to DIPAE regarding validation. Following a formal validation decision DIPAE will issue an Order of Council, Approved Program Schedule and Certificate of Program Validation.

Procedures For Monitoring Of Each Program On An On-Going Basis.

The ongoing monitoring of program is carried out by the Academic Council at Program Board level. There are six mechanisms by which the program are monitored on an ongoing basis:

(a) Extern examiner reports and feedback
(b) Programmatic reviews
(c) Staff meetings
(d) Principal's Office
(e) Academic Council
(f) Student responses

Extern examiner reports and feedback

The role of the extern examiner as set out in DIPAE *Assessment and Standards* provides the basis for an independent examination of the three elements of each program namely, participation and attendance at tutorials (ensuring both formative and summative assessment), an academic essay or equivalent project and end of year written examinations. These elements were rolled out across all programs as part

of the Programmatic Review (2020) to give all undergraduate programs at Ledra College an underlying coherence and consistency. Space was then left for creativity in the planning and delivery of modules to suit the needs of particular programs. To meet the requirements of the Programmatic Review a new policy and procedure for the appointment of external examiners has been implemented. Nominations are sought via the Program Board Chair so as to encourage a pool of potential candidates.

Programmatic Review

Programmatic reviews are conducted every five years and allow for self-assessment by Program Board. Integral to this self-analysis is the opportunity to reflect on current practice and, in so doing so, propose new changes to improve the delivery systems and thus enhance the learning experience. Fundamental to this process are the feedback and recommendations of the extern examiners. This process is also an opportunity for individual lecturers, or lecturers who share subjects, to review their course outlines with a view to modifying the content and method of delivery. It is also a valuable opportunity for the Program Boards to evaluate the processes by which students are assessed.

Ledra College underwent its last Programmatic Review in 2016 when a root and branch review of all modules and programs took place. Regular meetings of staff, both as a large group and in clusters of special interest, were held to ensure broad participation. All members of academic staff were involved in revising and updating the modular content, assessment methods and coherence of the modules that they deliver in the context of the overall aims and intended outcomes of the relevant degree programs.

Staff Meetings

At the general meetings of all staff or at the more frequent Program Board meetings, individual members of staff may raise issues relating to the ongoing monitoring of programs. These meetings are important for highlighting issues as they develop during the delivery of any course or subject, e.g. essay assignment date problems, individual student issues relating to continuous assessment, etc. Decisions or recommendations made by the meeting(s) may be referred initially to the Principal's Office and then to the Academic Council.

Principal's Office.

The Principal or Assistant Principal hold regular meetings with the program Board Chairs where issues relating to the ongoing monitoring of courses can be raised and discussed. These can then be referred if necessary from the Principal's Office to theAcademic Council for further discussion and a decision made as to any possible action to be taken. The Assistant Principal has a particular remit of ensuring the quality of ongoing Quality Assurance policies and procedures.

Student Responses

There are three avenues through which students contribute to the ongoing monitoring of courses:

(a) Students are given the opportunity to comment on the delivery of courses through a questionnaire which will now be available on-line through Moodle to students in the second semester. This questionnaire can be an indicator of a larger systemic problem to which the Program Board can be alerted.

(b) Students may approach their Academic Advisor in order to highlight specific problems relevant to that particular year or course of study. The issue can then be raised

by the Academic Advisor in program Board meetings and be considered at higher levels (Principal's Office, Academic Council).

(c) The student representative can raise matters that he/she feels significant to Academic Council for consideration if they feel that satisfaction has not been achieved at program Board level.

Procedures For Periodic Formal Evaluation Of A program.

Periodic Formal Evaluation

The College regards periodic formal evaluation of its programs to be an integral part of its commitment to provide quality, relevant and competitive courses. It evaluates its programs on a regular basis, currently at five-year intervals.

Scope

The formal evaluation may be at single-program level or departmental level. The College may also conduct an evaluation of closely-related programs.

Process

Based on international guidelines the College has devised a framework for the self-study report (see below) which forms the basis for various discussions, consultations and data-gathering. A number of drafts of the report are produced and reviewed at different levels prior to its submission.

The review process involves all the sections of the College community and stakeholders: students, academic and support staff, administrators, graduates, employers and other agencies. The College regards the self-evaluation process as having an intrinsic value in informing itself and communicating to others about the work of the department and the programs which it offers. This internal phase enables the college to take account of past developments, address present needs, and plan for the future.

The external phase of the process consists of a submission of the self-study report and relevant documentation to a panel, a visit of the panel to the College, discussions by the panel members with representatives of the College staff and management and a report from the panel. The panel members are selected by the College for (a) their prior experience; (b) their acquaintance with the academic work of the College; (c) their expertise in the academic/professional fields under review.

Following the panel's visit, College management and staff meet at different levels (departmental meeting, Principal's Office, Academic Council and Management Board) to consider the panel's observations and report.

Self-Study Report

The self-evaluation process is focused on and revolves around the self-study report:

<u>Introductory Statement</u>

Provide a brief statement including the title of the program, the level of the program (in accordance with the national framework of qualifications), program administrator, the constituencies served, and the number of

teaching staff.

Previous Program Reviews

Comment on the actions taken (in response to the recommendations) since the previous review.

Curriculum

1. Program description:
   (a) Mission Statement:
   Provide a brief mission statement of your program and indicate its relation to the college's mission statement.
   (b) Analysis of curriculum:
   i. entry requirements
   ii. list of mandatory subjects
   iii. list of elective subjects
   iv. commentary
   (1) objectives
   (2) learning outcomes
   (3) strengths
   (4) weaknesses
   (5) planned changes
   v. access, transfer, progression
   (c) Enrolment data:
   Provide enrolment figures for each of the courses offered in your program for the past five years.

2. Curriculum content:
   Provide syllabi of all the subjects in your program, indicating any changes or proposed changes.

3. Curriculum comparison:
   (a) Provide a description of a comparable institution and program.
   (b) Provide a comparative analysis with your program.

4. Curriculum decision-making and planning:
   (a) Recent changes:
   Describe any changes to your present curriculum in the last 5 years. Indicate when these changes were made and describe the process used.
   (b) Evaluation process:
   Describe the process and timeframe used for evaluating your curriculum.
   (c) Process for changing the curriculum:
   Describe the process used for making changes in your curriculum.

Students

1. Contributions to the students' knowledge, skills and competence:
   Describe how your program makes a contribution in these areas.
2. Student activities:

Provide information on how your students are involved in the life of the department, college, and of the community in general, e.g. clubs, organizations and societies.

3. Student services:

Provide details on the use of student services by your students, e.g. counselling, campus ministry, medical services, learning resource centre.

4. Professional and personal preparation:

Using data from the past 5 years indicate the career paths or progression of students from the program. Briefly describe how the program prepares for personal and professional life after graduation.

Teaching Staff

1. Teaching staff self-report:

Provide self-reports of all your teaching staff (see separate form below)

2. Governance:

(a) Nature and frequency of staff meetings:

Indicate the nature and frequency of staff meetings.

(b) Allocation of duties/responsibilities:

Indicate how duties and responsibilities are distributed.

3. Decision-making and planning about teaching staff:

(a) Process for hiring teaching staff:

Describe the formal process for hiring teaching staff.

(b) Process for evaluating teaching staff:

Describe the formal process for evaluating teaching staff.

(c) Anticipated staffing needs:

Indicate any staffing changes/needs foreseen.

(d) Problems in recruitment and retention of teaching staff:

Describe any problems involved in the recruitment and retention of teaching staff.

(e) External professional staff:

Describe how external professional staff are used.

Support Services

1. Facilities:

Comment on the use of:

(a) Classrooms
(b) Laboratories
(c) Staff offices
(d) Meeting rooms
(e) Instructional equipment

2. Library:

(a) Programs acquisition procedures:

Describe the programs procedures for new acquisitions.

(b) Instructional media:

Describe the use by the program of instructional media equipment offered by the library.

(c) Support of staff research/development:
How well does the library support staff research/development?

(d) Support of student research:
Comment on student use of the library for research.

3. Support staff:
Comment on the contributions of the support staff to your program:
(a) Secretaries
(b) Information technology services
(c) Others

Budget Information

Comment on past and current budgets in the light of the needs of your program.

Closing Statement

Make any additional comments about the program that should be considered.

Teaching Staff Self-Report Form

A. Name:
(Give your full name including title)

B. Academic/professional qualifications:
(Give the qualification, classification, field, awarding body, year of award)

C. Experience:
(List all relevant work experience: position, duties and responsibilities, employer, and inclusive dates)

D. Position/responsibilities at Ledra College:
(Briefly describe your present duties at the college)

E. Subjects taught at Ledra College:
(List subjects, including levels, taught in the last five years)

F. Additional areas of teaching competence:
(List other courses that you are competent to teach)

G. Advising and other student-related activities:

(Briefly describe your involvement in this area)

H. Publications/presentations:
(List all publications/presentations with year of publication/date of presentation)

I. Current scholarship/professional development plans:
(Briefly describe your plans)

Implementation

The College makes every effort to implement any suggestions or recommendations of the validating body within the given timescale.

LEDRA COLLEGE

ASSESSMENT OF STUDENTS

1. Preface

The Programmatic Review of Ledra College in 2016 presented the opportunity to re-evaluate the assessment of students across all programs in the College. This analysis and the report of the Peer Review Group have informed the present assessment of students' document.

This document contains the policies and procedures for the assessment of students of Ledra College as adopted by the Academic Council. From this date they operate as the policies and procedures that govern the operation of assessment of students conducted by the College until they are amended, reviewed or replaced by the Academic Council.

These policies and procedures will relate to the assessment of all modules and taught programs that lead to an award at levels 7, 8 and 9 of the National Framework of Qualifications. They set out the regulations governing the assessment of students throughout programs undertaken at Ledra College and, as such are available on the College's website and accessible in the Library for consultation.

2. Regulations for Students seeking Credits or Award

2.1 Students seeking credits

In order for individual module credits to be awarded the student must

- Be registered on approved module/modules.
- Have completed all assessment components as set out in the approved module descriptor.

2.2 Students seeking an Award

In order to be considered for an award the student must

-

Be registered on an approved program as set out on the approved program schedule.

- Have fully met the assessment components of all modules that comprise the program course of study as set out in the approved course schedule.

2.3. Provisional Status

Students who have not, for whatever reason, fulfilled all module/program requirements will be regarded as provisional until such time as they have complied with those requirements. Any decision by a program Exam Board in respect of those individual module(s) on which the student has fulfilled the assessment requirements will be deemed to be provisional until such time as those outstanding requirements for the consideration of a stage/award are met.

3. Module Assessment

3.1. Module Definition

A module is a discrete, self-contained course of study. This is comprised of an expressed amount of learning activity articulated in terms of learning outcomes explicitly linked to assessment tasks. The assessment of all modules takes place under two headings, module work and final examinations. All presented examinations and coursework must be assessed. All assessment must be on its own merit. Any appeal to extenuating circumstance is set out in the appeals process as outlined below in Policies and Procedures for Reviews and Re-checks.

The assessment of a module determines an overall mark for that module. Therefore a student is not required to attain the minimum standard of 40% in any one assessed component in order to achieve a pass grade in the module. The student must, however, complete all the module assessment components in order to be considered for an overall grade on that module.

3.2. Module Work

Module work comprises formal essays, tutorial assignments, projects, portfolios and reports as set out in the particular module descriptor. The submission/schedule dates for all course work for a module must be communicated to the student at the beginning of the module start date or within a reasonable time frame for achievement. Any later changes to submission/schedule dates must be communicated to the student within a reasonable time frame for achievement. The expectation is that module work must reflect the weighting of marks as set out in the module descriptor. The allocation of marks to module work must be as specified in the module descriptor. The assigning of grades to module work must be in line with the approved marking band criteria as laid out the Marking Guidelines (see below). Modules where practice and placement constitutes the overwhelming portion of allocated marks are assessed as per published guidelines.

3.3 Presentation, oral examination, performance or interview

In modules where the substantial element of module work rests with an assessment method that provides no permanent record of the students work, a minimum of two internal examiners should be present and the marks recorded at the time of assessment. The final decision with the mark will rest, in the first instance with the module examiner. In cases where the internal examiners cannot agree the awarding of a mark then the matter must be referred to the Chair of the Program Board. Where group work forms all or part of the assessment of a module, a method of assessment must be derived that ensures that those students undertaking group work be assessed as individuals. Module assessor(s) must formulate a method of assessment that accounts for the possible unequal contribution of students to group work and that students may not achieve a uniform level of learning from participation in group work activity. The method of assessment and expectations must be clearly outlined by the module assessor(s) at the beginning of the module. This method should not preclude assessment of group work achievement in terms of formative feedback.

3.4 Late Submission Penalties

Module work which is submitted after the date of submission will incur the following penalties:

Penalties are incurred when the submission date of module work is after 5pm on the designated submission date.

Week one: (1-5 working days late):

Day 1: -5%. Days 2-5 -10%.

Week two: (6-10 working days late)

Day 6: -15%. Days 7-10 -20%.

Week three: (more than 10 working days late)

Loss of Half of total % mark.

3.5 Communication of Module Work

The importance of the formative assessment element of module work is central. Therefore all module examiners are committed to providing marks and feedback on module work submitted within prescribed deadlines in a timely fashion within 4-6 weeks of receipt using the module work feedback cover sheet (see below). Module work submitted after the prescribed deadline must be returned to the student before the commencement of the final

examination for that module.

3.6 Minimum and Maximum Pass Marks

The minimum pass mark for all modules is 40%. The maximum mark available to any element of student assessment will not exceed 80% except in very exceptional cases.

3.7 Module Work Reassessment

In cases where it has been deemed for reasons of discipline or extenuating circumstance that module work, in part or complete, or final examination, is to be reassessed, the previous assessed mark must be seen as null and void.

In those cases where reassessment is granted to module work only, the final examination result will normally be carried forward unless the decision of the examinations meeting of the program Course Board determines that the student would maximize their potential for achieving a pass grade by attempting a reassessment of all or part of module work ***and*** final examination.
In cases where all or part of the module work and/or final examination is required, the content, timing and marks allocated to all of the aforementioned may be different from the first assessment attempt as laid down in the module descriptor.

3.8 Module Repeat

Students who register in order to repeat a module cannot carry forward any element of module work from their previous attempt(s) at that module. Students will normally be required to re-attend all taught components of the module in order to be reassessed.

3.9 Absence, Illness and Other Mitigating Circumstances

The student must inform the central administration office of any certified absence through illness and hand-in supporting documentation. It is the responsibility of the student to ensure that any assessment missed through absence is completed. If certified illness or circumstance results in a missed deadline for the submission of significant assessment(s), the student must request an extension following the procedure outlined in the student handbook.
In cases where, due to mitigating circumstances, the student is facing prolonged absence he or she must communicate this to his or her academic advisor. This may result in the involvement of the counselling service.

4. Final Examinations

Final examinations refer to the final assessment of the student after the delivery of the module. On approved course schedules and individual module descriptors it is referred to as Examination.

4.1 Provision of Examination Papers

Final written examination papers must be submitted by the module assessor(s) to the Principal's Office as per published deadlines to ensure timely approval by module external examiners.

4.2 Conduct of Final Written Examinations

The Examinations Officer ensures that final written examinations are conducted in a fair and consistent fashion with due regard to the rules and responsibilities pertaining to invigilators and students. See Rules and Regulations for College Examinations below and also Invigilator Responsibilities at Ledra College below.

4.3 Provision of Reasonable Accommodations/Special Arrangements.

The Examinations Officer ensures, in conjunction with the Academic Resource Office, that all students who are deemed eligible for Reasonable Accommodations/special arrangements will be provided with appropriate and agreed alternative arrangements.

5. External Examiners

External Examiners are appointed and approved by the Academic Council in line with established policy and procedure. See Appointment of External Examiners – Policies and Procedures below at p.58.

5.1 The Role of the External Examiner

The role of the external examiner is to review assessed material that is supplied by the module assessor and review borderline cases when they deem this to be necessary. In conjunction with the program Board chair, the module assessor may bring to the attention of the external examiner such borderline cases where they feel the examiner's input would be helpful in establishing a clear grade. Therefore the College requires that through the program Chair, module assessors provide external examiners with a representative sample of assessment material presented by students. This must include a representative sample over the range of marking bands and should include all submitted material that would form the basis for judgement as to the appropriateness of the grade/mark awarded. Where oral/performance based assessment constitutes a significant portion of the overall module assessment module assessors must record those results in a suitable form and make them available for the module external examiner should they wish to examine them.
As a result of their examination of the representative sample provided, the external examiner may seek to examine further material across the marking range.
The external examiner must submit a full report in writing to the Principal in line with the report form submitted by the College.

6. Program Internal Examination Board

The internal examination board is comprised of all module assessors of the program. Therefore all assessors are strongly encouraged to be in attendance. Themeeting of the internal examination board shall agree a broadsheet of results which will record the result achieved by each student at each stage. In cases where the result of a student is disputed a consensus decision of the members is to be sought. In cases where this consensus cannot be arrived at, the Chair of the examination board will have the final decision.

6.1. In cases of mitigating circumstance such as certified illness or bereavement the internal examination board may recommend that a decision on students' results be postponed until outstanding module work can be submitted. Those students who have not completed the module requirements must be recorded as being withheld until module work has been submitted.

6.2. The internal examination board meeting will only consider those students who have fulfilled all the requirements of the modules for which they are being presented and who have completed the requisite modules to pass the given stage. The internal examinations board meeting will not consider any student who has modules outstanding from a previous stage. No results will issue in regard of any student who has not fulfilled the requirements of the module or stage for which they are being presented. No information regarding results will be communicated to students until a decision of a subsequent exam Board meeting has determined the status of those results.

6.3. Pass by Compensation

6.3.1 Recognition of Prior Learning

The examinations board may consider a student who presents for module exemption under the terms of Recognition of Prior Learning as set out in the College policy and procedure document. See Recognition of Prior Learning (RPL) – Policies and Procedures below at p.30.

6.4. Classification of Stage and Award

The classification of a student who has been deemed by the examinations board to have passed at Higher Certificate and Bachelor Degree level shall be:

Pass: 50%+
Merit : 60%+
Distinction: 85%+

6.5. A Merit classification, or any classification higher than that of a 'pass' grade must be achieved on the first sitting and at the first attempt. The examinations board may consider, under exceptional circumstances, to allow a repeat grade as a first attempt.

6.6. Stage Progression

A student who is deemed eligible to progress from one stage to the next must have passed the current stage in which they have been presented at the examinations board. Students may be permitted in exceptional circumstances, on foot of a decision of the examinations board, to carry a failed module while progressing to the next stage once that module is not a pre-requisite for any module taken at the next stage. In principle, no student should be permitted to carry forward more than 7.5 ECTS

7. Program External Examination Board

The Program External Examination Board is comprised of module external examiners and module assessors. The board is chaired by the President or the Principal. The board will hear reports from external examiners present at the meeting. The chair will communicate the report of those external examiners not present. Any recommendation by an external examiner to make changes or adjustments must be recorded. Where the external examiner believes there has been a systemic error, all recommended adjustments must be applied to all students who are affected. Such adjustments must be accompanied with a rationale and must be recorded in the minutes of the meeting.

7.1. The broadsheets of results must be signed, at the end of the meeting, by all members of the board present at that time and forwarded to the Principal's Office for presentation and approval at the next available Academic Council meeting.

STUDENTS

LEDRA COLLEGE

RECOGNITION OF PRIOR LEARNING (RPL) - POLICIES AND PROCEDURES

Ledra College explicitly encourages applications from mature students to its courses (as expressed in its promotional literature) and operates a process for assessing existing qualifications and prior learning. In this regard its policies of admission are in accordance with those expressed by the NQAI, *Policies, Actionsand Procedures for the Promotion and Facilitation of Access, Transfer and Progression for Students* (NQAI, 2003). In particular this College is consistent with the principles expressed in the National Qualifications Framework that access be provided to those students who have in the past had limited access to education and training programs including mature students, people with disabilities, and minority groups, both from at home and abroad.

It is also the policy of the College to ensure that accurate and reliable information is available to all students to enable them to plan their learning on the basis of a clear understanding of the awards available and the associated entry arrangements and transfer and progression routes.

What is RPL (Recognition of Prior Learning)?

RPL is a process by which value is given to previous learning, both certificated and experiential. Certificated learning is learning which has been assessed through a formal program, for example, further or higher education program or a program which is recognized by a professional body. When certificated learning is presented towards an award the term used to describe it is Accreditation of Prior Certificated Learning (APCL). When learning has been achieved through work experience or involvement with other groups which is not certificated, the process used to describe it in higher education is Accreditation of Prior Experiential Learning (APEL). Both APEL and APCL may be considered together in the RPL process.

Purpose of RPL

RPL can be used for a number of purposes in Ledra College, namely:

a) gaining entry to the first year of a program

b) gaining advanced entry to a program

c) gaining exemptions from program modules

Information

Ledra College will provide details of the relevant program and module learning outcomes to applicants. They will be advised of the modules for which RPL exemptions can be applied. Applications for exemptions on RPL will be considered on an individual case-by-case basis.

Objectives of RPL

To improve access to third level programs at Ledra College particularly for applicants who may not have previously considered third level education.

Principles

The following principles underpin this policy on the recognition of prior learning:

1. Ledra College currently provides opportunities for mature student access, transfer and progression; this policy does not seek to replace any of the existing opportunities for applicants, but rather to enhance the mechanisms available to applicants.
2. Decisions regarding the recognition of prior learning are made based on the judgement(s) of academic staff who are competent to make these decisions.
3. The onus is on each applicant to provide all of the necessary information and documentation required in order for a judgement to be made. The final decision will be based on the evidence provided.
4. Ledra College will endeavor to ensure that the decision process is at all times fair, consistent and transparent.
5. Ledra College will provide clear and accessible information and guidelines regarding the RPL process.
6. Where parameters of limitations exist in the amount of learning which can be recognized, this will be explicitly stated.
7. Where prior learning is accredited by Ledra College, this will be clearly stated on the students' transcripts, judgement sheets, Diploma Supplement, etc.
8. The prior learning must be such that it satisfies the learning outcomes associated with the module from which exemption is sought.
9. Ledra College will not give credit for the same learning twice regardless of whether the learning is from within the College or outside the College.
10. The maximum number of credits available under RPL for each program of study is 50% of the credits for the program which includes all prior certificated and experiential learning. The minimum number of credits awarded is 5. Certification of learning/experience which could permit credits outside of these limits would require Academic Council approval.
11. The applicant will have the right to appeal as detailed below.

Application

Applicants for RPL will be required to submit all relevant syllabus and other supporting documentation with their application.

Assessment Guidelines

An applicant may have their assessment based on any one or a combination of the following depending on the prospective applicant and the program for which they are applying:

a) Attendance at interview.
b) Submission of a portfolio of evidence of learning to include a C.V.,

written application, supporting statements from employers, publications, etc. The College does not generally offer personal advice/counselling in the preparation of portfolios/CVs etc.

c) By undertaking an appropriate assessment test.

Assessment will be undertaken by staff who are qualified and competent. The following assessment criteria will be used to evaluate the prior learning submitted by the candidate:

a) Validity
b) Currency
c) Relevance
d) Sufficiency
e) Authenticity

Applicants who provide false information will be deemed to have disqualified themselves from consideration.

Award of Credit

Specific Credit may be granted where the learning outcomes match the learning outcomes of the Ledra College module.

General Credit may be awarded where the prior learning is not directly equivalent to specific learning outcomes of the Ledra College program but is relevant to the program learning outcomes. A limited number of credits would be available in this case.

The determination of the outcome of the application for prior certificated or experiential learning is the responsibility of the Principal. The Principal will be guided by the academic staff within the relevant program Board who are competent to advise on such matters.

Normally exemptions will be awarded for RPL. However, where the module contributes to an overall award a grade will be provided. Where a grade cannot be provided for modules which contribute to the overall award, the candidate will be advised that an exemption may be awarded instead. In the case where a candidate chooses to take an exemption in place of enrolling for the module, the candidate will be advised that the acceptance of an exemption, in this instance, will result in an unclassified overall award. This means that the candidate's final degree award will have a grade of PASS.

Ledra College will record any exemptions awarded on the student's record and all application documentation and any other relevant material will be retained for the College records.[1]

[1] The above draws on the RPL Policy of St Patrick's College, Thurles.

Appeals Procedures

1. Strategies for Implementation of Recognition of Prior Learning Appeal Procedures

The purpose of these procedures is to set out the standards for informally and formally resolving appeals regarding recognition of prior learning.

2. Detailed Steps, Procedures and Actions

2.1 Informal Resolution

Disputes can frequently be resolved, without taking a formal appeal. Before using a formal appeal procedure, students should discuss any disputed recognition of prior learning with the relevant program Board Chair. Students may be accompanied by another person from within the College during these discussions.

2.2 Student Assistance

A student may seek assistance and advice from the College Counselling Service, academic staff, and/or Student Services, in preparing an appeal.

2.3 Grounds for an Appeal

An appeal may be considered if:

i) previous study meets requirements for advanced standing,
ii) competencies are able to be demonstrated,
iii) the maximum amount of advanced standing has not already been granted,
iv) previous study was completed no more than seven years ago.

2.4 Formal Appeal Procedures

2.4.1 A student who wishes to appeal shall do so, in writing within ten working days of notification, to the Principal.

2.4.2 On receipt of the appeal Principal shall:

i) Acknowledge receipt of the appeal in a timely manner,
ii) Refer the matter to two program Chairs who have not been involved in the decision, a member of the relevant program Board, and the Student's Union representative on the Academic Council, and seek a determination from them whether to uphold or dismiss the appeal. Their decision shall be final.
iii) Notify the student, in writing, of the decision within ten working days of acknowledgement.

LEDRA COLLEGE

POLICY ON ACCESS: INTERNAL AND EXTERNAL TRANSFERS

1. Internal Transfers

First Year Students who are registered on a course in Ledra College following entry through the CAO may, in exceptional circumstances, apply to transfer to another course in the College. Such a transfer will only be considered in the first six weeks of term. The student must apply in writing clearly outlining the specific reasons for requesting the transfer; they must have discussed this matter with their Academic Advisor who will inform the Chair of the program Board of the course he or she has entered upon. If the Chair of the program Board is convinced that the student has sound bona fides for seeking a transfer the Chair will make a recommendation to the Principal. The final decision rests with the Principal in consultation with the Admissions Office. It should be noted that the applicant must meet the minimum points entry requirement for the program they wish to enter.

2. External Transfers

A student wishing to transfer into Ledra College in the second or higher years of a program will be considered as an Advanced Entry candidate and must use the Advanced Entry Application Form. (See Advanced Entry Form in *Supporting Documentation,* p.39.) Their application form must be accompanied by official transcripts of results achieved to date. They are also required to produce a reference from their college of origin including (where relevant) specific details of professional practice placements completed as part of that program. He or she will be interviewed by The program Chair and a lecturer on the same program Board to assess their suitability for such a transfer. The interview panel will make a recommendation to the Principal who in consultation with the Admissions Office will make the final decision on the application. See also Recognition of Prior Learning –Policy and Procedures at p.34.

3. **Where A Course Is Not Running**.

If a course advertised on the CAO is not likely to run, students who have applied for that course will be so informed before CAO Round One acceptances so that they have the opportunity to make other choices.

POLICY ON PLAGIARISM

Plagiarism Policy

Ledra College aims to foster academic integrity in its students. A key principle in this aim is that appropriate acknowledgement is made for the contributions of others to any work submitted for assessment or publication. The attribution of these sources should be in the form of standard and consistent referencing and bibliographic conventions, footnotes and end-notes as used in this college by the Harvard and MHRA systems. Clear referencing is vital both to avoid plagiarism and to allow the interested reader to follow up any of the works cited and to read quotations in their original contexts.

It is the policy of Ledra College to be proactive in dealing with cases in which the principles of academic integrity are not upheld and cheating occurs. (There is a separate policy re. cheating in exams which is contained in the 'Examination Regulations' document). Plagiarism is dishonest, unfair and undermines the necessary trust upon which relations between students and lecturers are based. Students who engage in such practices will be subject to academic sanctions, including a reduced or fail grade for an assignment. They may be subject to administrative sanctions, including suspension or expulsion. Ledra College's plagiarism policy is informed by HETAC *Assessment and Standards 2009,* (Appendix).

Definition and Causes of Plagiarism

Plagiarism is passing off the work of others as one's own. It is defined by the act not the intention, so even careless accidental copying is still classed as plagiarism, for it gives the false impression that the student is the author and denies the genuine author their due acknowledgement. Plagiarism at postgraduate level is a particularly serious academic offence (See College Post-Graduate Procedures and Guidelines and Code of Good Practice in Research). When plagiarized work potentially leads to course credit (in the case of all students) or to publication (in the case of postgraduates and staff), an attempted academic fraud has been committed. Were any cases of staff plagiarizing in their published works to occur, these would represent a failure to uphold the highest standards of academic integrity and would bring the college into disrepute.

Examples:

- Using phrases or sentences that a student has come across elsewhere
- Copying word-for-word directly from a text published or electronic without the use of quotation marks.
- Paraphrasing the words from a text without a reference.
- Using text downloaded/purchased from the Internet

All the above examples must be properly referenced. The only exceptions to this general principle of referencing any words or ideas which are not your own are cases of 'common knowledge', e.g. 'There's many a good tune played on an old fiddle' or 'John F. Kennedy was assassinated in Dallas in 1963'.

In addition to examples involving the written word, the copying and submission of other types of information, without attribution, is also classed as plagiarism. This includes, but is not limited to: diagrams, graphics, photographs, music and video files, experimental data. From an academic work assignment perspective it is easier to copy and paste from a website than it is to engage with the ideas on a course and painstakingly construct one's own interpretation. If a student is facing deadlines and sees the course as a means to an end, the temptation to take the most convenient option and plagiarize is considerable.

Solutions

In order to bring students into line with scholarly norms and traditions, lecturers ought first of all to promote good practice by personal example, by teaching and in the design of assessments. Promoting a scholarly culture is in the long run, a better solution to plagiarism than elaborate detection methods to combat it. However, while Ledra College prefers prevention to cure, it reserves the right to use software and other methods to identify plagiarists.

A general induction course for new students includes a consideration of academic integrity and the avoidance of plagiarism. Explicit teaching of academic referencing occurs at various points in the program, e.g., at the beginning and reiterated when assignments are set. Assessments are designed such that unscrupulous students cannot simply copy and paste from websites in order to complete them. This involves the student in applying some element of theory to their own practice, or to a scenario set out in the assignment. The key requirement is that students should be putting their own analysis in their assignments, and not be simply appropriating ideas from elsewhere with no intellectual engagement. This also has the advantage of requiring the students to operate at the higher levels of Bloom's taxonomy, analysis, synthesis and evaluation, instead of low-level description.

A Plagiarism Declaration must accompany every assignment and is available electronically to students.

STUDENT DECLARATION:

I confirm that I have read the college policy on plagiarism and that the work presented here is my own work and that I have not plagiarized the work of any other student or individual.

Signed: _____ *Date Submitted:* _____

Guidelines for Dealing with Plagiarism

Informal communication between staff and students is important and is a means of resolving concerns over minor plagiarism issues. The guiding principle here is that complaints should be dealt with at the lowest possible level first. The lecturer should carefully consider the evidence of plagiarism. Indicators and/or proof of plagiarism may include, but are not limited to one or more of the following:

- Identification of the source of the materials used by the student without proper

- attribution, or represented as the student's own work;
- A demonstrably marked difference in the writing style of the student, as compared to previous work, or variations in font, grammar and spelling from section to section;

  Written testimony from others regarding a student's use of academically dishonest means to complete the assignment;
- First hand observation of the student engaging in plagiarism;
- An unusual or suspicious degree of similarity in work submitted by different students;
- Admission by the student that s/he plagiarized.

It is acknowledged that cases of plagiarism are rarely the same and some are far more serious than others. Seriousness varies according to the student and the assignment. First year undergraduate students are arguably still learning what academic integritymeans but as they progress, students are accountable to the highest standards of scholarship. Seriousness also involves the intent to deceive or not. Soft plagiarism is a pedagogical issue while hard plagiarism is an ethical one. Plagiarism is then viewedas minor, moderate and serious.

As soon as possible after the discovery of the alleged plagiarism, taking account of the context and nature of the case, either of the following courses of action may be taken:

(a) Direct discussion with the student to provide further advice about correct citation protocols and how to avoid plagiarism in the future. The student may be required to re-submit the work with or without any of the sanctions listed below. The Academic Advisor is notified.

Or

(b) In more serious cases where a significant amount of the work or the entire paper is plagiarized, the student, lecturer and chair of the program Board will hold a meeting to inform the student of the alleged plagiarism, discuss the lecturer's reasons for believing the student has plagiarized and to allow the student to respond. The Principal is notified. The relevant sanction will be applied. The student may appeal to the Principal.

The lecturer submits a Plagiarism Report to the Principal in order to seek formal academic sanction. The report should outline the grounds for suspicion; contain a copy of the suspect work and any supporting evidence. In all such cases, the student is informed that their assignment is under scrutiny as an alleged instance of plagiarism. In all cases of referral, students have the right to support and representation such as that provided by the Students' Union or by a family member.

Allegations, if established will be subject to the following sanctions:

- Resubmission of assignment with capping of the grade at 40% for students in years 1 and 2
- A zero grade with no resubmission for years 3 and 4.

A plagiarism register will monitor recurrences.

Appeals may be made to the Principal within two weeks. The grounds for appeal may relate to (i) the decision as to whether plagiarism occurred and (ii) the penalty imposed. On receiving an appeal, the Principal will adjudicate on the matter. The result of the appeal will be conveyed to both parties. The Principal shall submit an annual report to Academic Council regarding the number of cases heard and their disposition.

Section 4.11 Dealing with Plagiarism and Other Types of Academic Misconduct

There are degrees of plagiarism, ranging from the unintentional and minor to the clearly intentional and extensive. While it can occur in a written examination, plagiarism arises more obviously in coursework and project work.
Tacklingplagiarism effectively requires a multi-disciplinary and multi-layered approach. The provider should have effective policies and procedures in place to prevent, detect, combat and deter plagiarism at all levels and by all members in the provider's organization. As part of this:

Students and assessors should receive training in fair dealing with other people's work (understood inclusively, i.e. text, ideas, artefacts etc.), and in the general and discipline specific norms for the citation of sources.

- Students and assessors should receive training in what constitutes plagiarism and the degrees of plagiarism, in the context of total or partial rejection of an attempt at an assessment task.
- Students and assessors should also receive guidance on the distinction between acceptable collaboration with other students and collusion in plagiarism.
- Students should be made aware of the consequences of plagiarism to them and to society.
- Assessors should be made aware of the protocols for investigating cases where plagiarism is suspected and the level of evidence required before an accusation can be considered – accusations should not be made lightly.
- Assessment strategies (including methods, etc.) should be designed to minimize the possibility of plagiarism.
- Where necessary, assessors should receive training, guidance and support in the design of assessments to minimize susceptibility to plagiarism and in methods for its detection.
- Providers should have effective, published procedures for monitoring and detecting plagiarism, including appropriate warnings, sanctions and penalties.

Accepting unwarranted support from others (e.g. parents, professionals) in preparing continuous assessment elements which are submitted as one's own work is a form of plagiarism.

LEDRA COLLEGE

MARKING ASSESSMENT CRITERIA: GUIDELINES

Award Classification	Mark	Definition
(B.A.): Distinction	**85+**	**EXCELLENT**
Outstanding performance. There are different ways of obtaining a first class mark. First class answers are ones that are exceptionally good for an ndergraduate, and which excel on several of the following criteria. • Comprehensive and accurate coverage addressing the question • Critical evaluation • Clarity of argument and expression • Integration of a range of materials • Depth of insight into theoretical issues • Originality of exposition or treatment		
==========		
Merit Grade 1	**70-84**	**VERY GOOD**
Highly competent performance. Excellence in one or more of the above areas should be in addition to the following qualities expected of a 2:1 • Accurate and well-informed • Comprehensive coverage • Well-organized and structured • Addresses the question • Evidence of advanced reading • Evidence of evaluation of material • Very good understanding of the material • Clearly presented		

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Pass	**50-69**	**PASS** Fair. Performance meets the minimum criteria. Recognition of what a question is getting at • A coherent presentation of ideas and opinions • Evidence of limited essential reading • Limited competence with critical or linguistic concepts • A general sense of historical context • Some detailed allusion to relevant texts • Composition without major faults of spelling, punctuation At lower end of pass scale answers tend to be weak in one or more of the following areas: • Minimal appropriate or accurate material • Cursory coverage of the basic material but with some errors, omissions or irrelevancies • Loose structure • Poor development of arguments

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FAIL	**>50**	**FAIL** More work required before pass can be awarded. An attempt at the question but seriously lacking in content. • Some appropriate material, but poor coverage • Disorganized or sketchy essay • Inappropriate material • Lack of argument or evidence

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FOURTH YEAR DISSERTATION AND SEMINAR: AIMS, PROCEDURE AND OUTCOMES

Module Aim:

Attendance at the seminars is mandatory. The aim of this module is to direct, demonstrate and model the skills necessary for the production of independent research, thinking and writing. Students will display initiative in selecting a subject for a thesis, preparing a proposal, and then they will write a thesis according to the standards of their chosen discipline, as well as presenting and defending a paper to their peers and the academic staff.

The aim of this module in terms of the students is to prepare and guide the student through each stage of the research process. Students need to identify a research topic of their own choice within the Social Care field, locate it within the relevant literature, develop an appropriate, ethically sound methodological approach, examine appropriate literature, and then gather the empirical data in their chosen dissertation topic.

Seminar Learning Outcomes:

1. Display an integrated understanding of the Studies.

2. Have developed their capacity for independent learning through active participation in Staff-Student Seminars and presentations in those Seminars.
3. Have developed the interpersonal and communication skills necessary to partake in academic fora of debate.

Dissertation Learning Outcomes:

1. Demonstrate critical discernment in choosing a research area.
2. Illustrate the critical skills necessary to organize a large body of data in a manner which displays a sophisticated level of writing competency.
3. Develop a deeper critical understanding of the specific academic discipline they have chosen, including both a more profound knowledge of empirical studies within the field (where applicable) and a greater sophistication in their theoretical understanding and skills.
4. Advance the student's knowledge of a variety of different theoretical and analytical approaches in their chosen field, while also enabling them to focus in depth upon a specific area within that field.
5. Demonstrate an academic work ethic in meeting deadlines and commitments while exploring their topic, and displaying competent judgement and creative intelligence when working under the guidance of a supervisor.
6. To promote and enhance student skills in a range of research methods through the completion of field work in their chosen field.

Assessment:

Dissertation (80% of Marks) (7,500 – 10,000 words maximum)
Seminar (20% of Marks)

Proposal 10%
Seminar 10%
Dissertation 80% (8,000-10,000 words)

Procedure:

Each Fourth Year student will choose a specific area for research

The dissertation will consist of:

- a substantial piece of academic study;
- a topic pursued in greater depth;
- work towards a personal specialism;
- a detailed exploration of academic literature.

The aim of the research dissertation will be to display rigorous critical thinking, understood in Edward Glaser's sense as, "a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends."

1. The Research Proposal:

In preparing their proposal the student will consult with a potential Supervisor who will advise the student about the viability of the topic chosen, as well as suggesting possible avenues for initial research and investigation. The student will prepare a proposal which includes a thesis statement, or, research hypothesis. The research hypothesis, formed at this stage of the research process, should clearly state what the student expects will happen, what they aim to explore, or what they expect to find. At this stage the student also needs to present an initial map of what questions are likely to be pursued, as well as a plan of execution and bibliography.

2. The Research Seminar:

In the course of the year the student will attend an interdisciplinary staff and student seminar which will meet at least once a week. There students will present and defend their thesis. Seminar presentations will be of ½ hour duration, consisting of roughly a twenty minute presentation of an academic paper, and ten minutes of staff and student questioning. This presentation and defense is a component of continuous assessment (20%). The Seminar mark awarded should be arrived at by consensus between the Supervisor; other members of the Humanities staff, with special consideration given to fellow colleagues with expertise in the area; and the Dissertation Co-Ordinator.

3. The Role of the Supervisor:

The final dissertation is the product of the independent effort of the fourth year student. However, dissertations should be supervised, read and graded by a single member of staff entitled the Supervisor. The Supervisor's role is to direct research questions and reading. In the course of the academic year the pace of submission of written work should be at the discretion of the Supervisor. However, it is suggested that all students meet with their Supervisors, whether part-time or full-time members of staff, once a fortnight during Semester One, and once a month in Semester Two.

4. The Dissertation:

In the final dissertation, students are expected to have identified an argument and

argued for its significance. They should have identified the import of any evidence they bring forward for a particular stance or point of view, and have evaluated the strengths and weaknesses of various positions in relation to it. They will be expected to have weighed up the importance of the component parts of their topic, to have given reasons for any conclusions they draw and recommendations they make. In doing this they will have to evaluate the relative significance of the details of their topic. The final thesis is expected to include a detailed and current bibliography, alongside an array of footnotes. At the end of the year the student will submit two paperbound copies of the dissertation for assessment (80%). The final thesis will consist of not less than 7,500/ 8,000 and no more than 10,000 words.

The students will develop skills in a range of research methods through the completion of a piece of fieldwork. In the final dissertation, students will display competency in the analysis of data and display an ability to place the data within the context of their theoretical framework for their project.

5. Special Considerations:

In the case of difficulties between the student and the Supervisor, the Dissertation Co-Ordinator will be required to find a Second Reader, ideally with expertise in the area. In the event that the Supervisor and Second Reader cannot agree, or differ by 15% or more in their assessment, the Dissertation should go to an External Examiner.

The Dissertation Co-Ordinator is a member of the College staff who directs and co-ordinates the Seminar and Dissertation; this role consists of coordinating results, chairing the seminar, liaising with staff and students, and with the Central Administration Office about results, etc. Since the Dissertation Co-Ordinator and Final Year Academic Advisor will not be the same person, they will need to cooperate closely and have their responsibilities clearly defined, in particular from a student's perspective. Any extensions, or difficulties in regard to presentations, should remain within the competence of the Final Year Academic Advisor.

In order to allow students do useful reading over the summer, the Dissertation Co-Ordinator should arrange a preparatory session with all Third Year students in the run up to Easter. This might include a submission by the students of a written proposal, so that the viability of the proposed topic can be judged by a prospective Supervisor.

Third year students will have an opportunity to learn about each stage of the research process, including a literature review, through the Research Methods course that they are offered in their third year. Where possible, third year students should be asked to identify their chosen subject area before the summer break.

LEDRA COLLEGE

RESEARCH ETHICS APPROVAL COMMITTEE - POLICY AND PROCEDURES

Introduction

Ledra College takes the view that ethical conduct in research is a shared responsibility. There is an onus on all individuals involved in research projects to familiarize themselves with the appropriate ethical guidelines, policies and procedures laid down by their disciplinary or professional body and to ensure that these are followed. Particular attention must be paid to any research involving human participants.

1. At undergraduate level, students must address the ethical implications of their research with human participants as part of the written research proposal submitted to their dissertation supervisor. It is at the discretion of the dissertation supervisor as to whether there are issues or circumstances which need consideration and approval from the Research Ethics Approval Committee.

2. At postgraduate level ethical approval must be sought from the Research Ethics Approval Committee (REAC) before any studies with human participants commence.

Procedure

Applications for ethics approval must be made using the appropriate form (see attached). A hardcopy, together with supporting documentation, should be submitted to the Principal's secretary no later than fourteen days prior to the meeting of the Research Ethics Approval Committee. An electronic copy of the application should also be emailed to info@ledra.ac.cy at the same time.

All submissions to the Research Ethics Approval Committee must be read and signed by the academic supervisor or Principal Investigator and the declaration on the application form affirmed. Application forms that have not been read, approved and signed by the academic supervisor or principal investigator will be returned and will not be considered by the Research Ethics Approval Committee.

In signing the application form applicants are making a commitment to review the Ledra College Code of Good Practice in Research, the provisions of the Data Protection Act, the Freedom of Information Act and other relevant

legislation. It is essential that all research projects conform to the standards on preservation of anonymity and data storage and retention contained in these documents.

Any research which involves digital or photographic material must specifically address
and justify the use of these methods in the research ethics approval application. The research guidelines, standards of practice and code of ethics that will be followed in the study to ensure that statutory provisions will be met should be clearly identified.

Applications that are not considered to have significant ethical implications may be assessed by a sub-committee convened by the Chair with at least two other members.

Where research ethics approval has been obtained from an external research ethics committee a copy of the approval must be submitted to the Ledra College Research Ethics Approval Committee prior to the commencement of the study. The Ledra College Research Ethics Approval Committee might request further documentation or clarification to inform their deliberations. If the Ledra College Research Ethics Approval Committee is unwilling to grant approval then the research cannot proceed.

Shared Responsibility

Before seeking ethics approval researchers, students and academic supervisors should review the code of ethics that will govern their research project and highlight the pertinent issues in relation to their own study. When completing their Research Ethics Approval Application all researchers should:

1. Identify the actual and potential ethical issues and risks in their research.

2. Offer an account of how ethical issues and risks will be addressed in the study.

3. Formulate procedures for dealing with these issues, in consultation with their academic supervisor or principal investigator.

During the subsequent research project researchers have a responsibility to:

1. Implement the procedures agreed by the Research Ethics Approval Committee.

2. Attend to ethical issues on an ongoing basis, including seeking feedback from participants.

3. Review and update their ethical procedures and if necessary, to return to the Research Ethics Approval Committee.

Decision Making

Decisions will be based on a majority decision with the Chair having the casting vote.

The Research Ethics Approval Committee will endeavor to respond within seven to fourteen days following the meeting and not more than one month later.
Members of the Research Ethics Approval Committee will withdraw from deliberations
when their own applications are discussed and will play no part in the decision making
process.

Membership of the Committee

The Committee will consist of five members of academic staff, a student representative and an administrative assistance (secretary to the Principal). An external representative will be invited to sit on the Research Ethics Approval Committee in the case of postgraduate and staff applications.

Dates of Meetings

The Research Ethics Approval Committee will meet four times per year. The dates of
meetings will be publicized at the beginning of each academic year. Additional meetings will be convened in exceptional circumstances.

LEDRA COLLEGE RESEARCH ETHICS APPROVAL COMMITTEE

APPLICATION FORM (PART A)

Name of applicant: …….

Name of academic supervisor or principal investigator: ……

Contact details (email address and telephone number) ….……..

…… ...

Proposed start date of project: …… Estimated completion date: ……

Proposed start date of fieldwork: …… Estimated completion date: ……

Declaration

I confirm that I will comply with the following:

1. Provide participants with a study information sheet (a copy of the study information sheet must accompany this application).
2. Tell participants that their participation is voluntary and that they may withdraw at any time and for any reason without penalty.
3. Verify that participants are over the age of eighteen years. In the case of child participants obtain the consent of both children and their parents or guardians.
4. Gain informed written consent from participants (a copy of the consent form must be included with this application).
5. Inform participants of the name and contact details of the person (supervisor or principal investigator) that they can contact if they are unhappy about the way the study is being conducted.
6. Where the research is observational, ask participants for their consent to be observed.
7. Offer participants the option of omitting questions they do not wish to answer on a questionnaire.
8. Debrief participants at the end of their participation.
9. Assure participants that their data will be treated confidentially and will be anonymized in any subsequent publications.
10. Inform participants of the data storage, retention and destruction policy that will be followed.
11. Fully declare any potential conflict of interest to all participants.

Signed ……. Date: ……

Student / Principal Investigator

Signed: …… Date: ……
Academic Supervisor (for student work)

PART B (Please answer yes or no)

1. Has this research application been refused ethical approval by any other Research Ethics Review Committee? Yes / No

2. Will your research involve you, or your human participants, taking photographs of participants or other people, or the use of electronic audio, video or digital recordings? Yes / No

3. Does your study involve any of the following research populations?
   (i) Children (under 18 years old) Yes / No
   (ii) People with intellectual or communication difficulties Yes / No
   (iii) Patients Yes / No
   (iv) People who are, have been, or are likely to become your clients. Yes / No
   (v) People in custody Yes / No
   (vi) People involved in illegal activities Yes / No
   (vii) People belonging to a vulnerable group other than those listed above Yes / No
   (viii) People for whom English is not their first language. Yes / No

4. Will participants be asked to make an immediate decision about their participation? (e.g. they will not be offered a 'cooling off' period before signing the Consent Form). Yes / No

5. Does the study involve any physical risk to participants? Yes / No

6. Does the study involve any psychological risk to participants? (e.g. possible upset, stress or feeling demeaned) Yes / No

7. Does the study involve any social risk to participants? (e.g. loss of status, reputation or privacy) Yes / No

8. Does the study require participants to reveal information of a sensitive nature? Yes / No

9. Will any non-anonymized and/or personalized data be generated and/or stored? Yes / No

Notes

If the applicant has answered yes to any of the above questions a separate written summary must be included that addresses how the researcher intends to address the ethical implications arising from that particular question.

If there are any other potential ethical issues that the applicant believes that the Research Ethics Approval Committee should examine these should also be submitted on a separate typed sheet.

There is an obligation on the academic supervisor or principal investigator to bring to the attention of the Ledra College Research Ethics Approval Committee any ethical issues or other concerns that are not included above.

LEDRA COLLEGE RESEARCH ETHICS APPROVAL COMMITTEE - PART C

RESEARCH PROJECT PROPOSAL

All applicants must submit a Research Project Proposal Form as a separate document using the following format:

1. Title of Research Project

2. Abstract of the research proposal (maximum 150 words)

3. Rationale and background of the proposed study (maximum 200 words)

4. Research question (maximum 200 words)

5. Description of the research methods and procedures to be followed (500 words)

6. Participants
   a) Number
   b) Age
   c) Gender
   d) Recruitment methods
   e) Exclusion/inclusion criteria
   f) Sampling strategy
   g) Debriefing arrangements

7. What steps will be taken to establish reliability and validity? (maximum 150 words)

8. A concise statement of the ethical considerations raised by the research project and how these will be addressed.

9. Referencing of the relevant legislation relevant to the research project and the method of compliance e.g. Data Protection Act and Freedom of Information Act.

Student/Principal Investigator Declaration

I confirm that the documents that I have submitted provide a complete and accurate account of the research project that I propose to undertake.

Signed: …… Date: ……

Supervisor's Declaration

As the supervisor for this project, I confirm that to the best of my knowledge all relevant ethical issues have been explored and addressed in accordance with Ledra College policy and the research ethics guidelines of the relevant disciplinary and/or professional organization.

Signed: …… Date: ……..

LEDRA COLLEGE RESEARCH ETHICS APPROVAL COMMITTEE

Part D – Ethical Approval granted by external sources

Researchers who have received ethical approval from an external source should complete the section below:

External ethical approval has been granted in respect of this research project and no further ethical approval is required from the Ledra College Research Ethics Advisory Committee. A copy of the external ethical approval is enclosed for the Committee's records.

Name of Research Project: ……

Signed: …… Date: ……
Principal Investigator / Student

Research Ethics Application Check List

The following documents must accompany all applications to the committee:

1. The Research Ethics Approval Committee Application Form (Part A and Part B above).

2. The Research Project Proposal Form (Part C above).

3. A copy of the Study Information Sheet for participants (see attached guidelines).

4. A copy of the participant Consent Form (see attached guidelines)

5. A copy of intended questionnaire, interview schedule or other documentation.

Completed Application Forms together with supporting documentation should be submitted in hardcopy to the office of the Principal's secretary at Ledra College and an electronic copy emailed to info@ledra.ac.cy.

LEDRA COLLEGE RESEARCH ETHICS APPROVAL COMMITTEE

Study Information Sheet

The Study Information Sheet will vary according to the particular research project being undertaken. It should use straightforward language to provide participants with the information necessary for informed consent including the following:

1. Declaration of any conflicts of interest.
2. The topic of the research.
3. The background to the research and why it is relevant.
4. The methods and procedures that will be employed.
5. The voluntary nature of participation and the right of participants to withdraw at any stage.
6. The expected duration of the study.
7. Potential risks or benefits to participants.
8. The provision for debriefing following participation.
9. Whether participants will be invited to review and edit the use of direct quotations.
10. Preservation of participant and third-party anonymity in analysis, publication and presentation of data.
11. Resources available to participants at a later stage, e.g. helpline telephone numbers.
12. The procedures that will be followed in the rare circumstances where confidentiality might have to be breached, e.g. child protection issues.
13. The name and direct contact details of the supervisor or principal investigator for use if participants wish to make a complaint at any stage in the study.

Consent Form

The Consent Form will vary according to the particular study. It should use straightforward and accessible language to include confirmation of the following:

1. That the participant has received a study information sheet outlining the aims of the research and the purposes for which it will be used.
2. That the participant understands that they should feel able to change their mind and withdraw from the research at any stage.
3. That the participant has received assurances regarding storage of data, confidentiality and their rights under the Freedom of Information Act.
4. Whether the participant will be offered the opportunity to read and edit transcripts and other materials. Whether participants will be allowed to review the use of direct quotations in any subsequent publications.
5. That the participant is in possession of the name and contact details of the person they can contact if they have concerns at any time about the way the research is being conducted.

Duplicate Consent forms should be signed and dated by participants and one copy given to participants and the other placed on the research file.

LEDRA COLLEGE

DECISION OF RESEARCH ETHICS APPROVAL COMMITTEE

Title of Research Project: …… .....

Ethical Approval Granted? Yes / No

Resubmit having reviewed the sections indicated

……

……

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……

……

……

……

……

Signature of Chair of Ethics Committee ……

Date: …….

LEDRA COLLEGE

APPOINTMENT OF EXTERNAL EXAMINERS – POLICIES AND PROCEDURES

Number and Qualifications of External Examiners

External Examiners are appointed who have expertise in particular subject areas as determined by the College.
The emphasis is on ensuring that the program as a whole is adequately moderated.
Ledra College gives careful consideration to the appointment of eminent research-active external examiners who add value by virtue of their academic standing.

Nomination

a) The Principal seeks nominations for the position of External Examiner from the Chair of the relevant program Board.
b) The Chair of the program Board should consult with the academic staff on the program seeking suitable nominations.
c) The Chair of the program Board then reports to the Principal on the nominations made. The Principal may suggest alternative names for nomination if he decides it is necessary to do so. Normally the Principal ratifies the name suggested by the program Board or makes his or her own nomination.
d) The program Chair or the Principal then consults with the person proposed for nomination, without commitment, to seek his or her consent and availability to act as External Examiner.
e) Nominations for the appointment are submitted to the Academic Council by the Principal.
f) Appointment of External Examiners is normally for a period of three years and commences from 1 October.
g) In exceptional cases, the appointment may be extended by one further year. In this case the circumstances shall be advised to the Academic Council prior to the proposed extension taking effect.
h) External Examiners are required to declare any conflict of interest or perceived conflict of interest before agreeing to the nomination.

Approval

The Academic Council approves the appointment of External Examiners at the College and ensures that persons considered for nomination satisfy the criteria for appointment.

The Academic Council shall approve the appointment of such and as many persons as it deems necessary to act as External Examiners of the College for such periods as it decides. Academic Council shall ensure that sufficient External Examiners are appointed to assess the core academic areas on programs delivered by the College.

Criteria for Appointment of External Examiners

External Examiners are appointed to ensure that

a) the standard of Ledra College courses and student performances can be adequately moderated and
b) the assessment, examination and determination of award processes are being fairly and consistently conducted.

The Academic Council seeks nominations for and approves the appointment of External Examiners.

The Academic Council shall ensure that the person nominated as External Examiner is competent to fulfil this role.

No person shall be eligible to hold an appointment of External Examiner if:

a) He/she teaches on the program of study to which he/she is being considered for appointment.
b) He/she holds a teaching or other appointment of the College or has held such an appointment within ten years prior to the date of commencement of the proposed appointment.
c) He/she is a close relative of a member of staff of the College.
d) He/she has served as External Examiner for the same program for any period in the previous four years.

Where it is proposed to nominate a person who does not satisfy the criteria for appointment, this shall be clearly noted along with the reasons given for the nomination.

Appointment

Following approval by the Academic Council, the Principal issues a letter of appointment to the External Examiner specifying the following:

- Duties and responsibilities of the External Examiner
- Term of office
- Conflict of interest declaration
- Termination of contract procedures
- Program schedule and module descriptors
- External Examiners reporting arrangements and requirements
- College Prospectus (see *Supporting Documentation*, p.1)
- External Examiner report form (copy at p.68 below)

The Principal maintains a register of External Examiners' appointments and period of

tenure.

Termination of Contract

Should it be necessary to terminate the contract of appointment, the Principal shall recommend termination of the contract to the Academic Council for approval detailing reasons for the proposed termination. The President shall notify, in writing, an External Examiner whose contract has been terminated detailing the reasons for the termination.

LEDRA COLLEGE

RULES AND REGULATIONS FOR COLLEGE EXAMINATIONS, 2016-2017

1. Candidates must be present at the Examination Hall ten minutes before the commencement time of the examination. Full-time and part-time students must have their current College I.D. cards with them.
2. There will be no admittance to the Examination Hall thirty minutes after the examination has begun. No candidates may leave the Examination Hall until half the stated examination time has elapsed. No candidates may leave the Examination Hall during the final thirty minutes of the examination.
3. Strict silence must be observed on entry to the Examination Hall and in the course of the examination. Should a candidate need the attention of the invigilator, he/she must raise a hand without leaving his/her seat.
4. Candidates may not leave and return to the Examination Hall during an examination unless accompanied by an invigilator. When leaving the Hall, for whatever reason, due consideration should be given to other candidates doing examinations.
5. No cheating: candidates shall not by any improper means obtain, or endeavor to obtain, assistance in their work. Neither shall they give, or endeavor to give, assistance to any other candidate, or commit any breach of good order.
6. It is the responsibility of candidates to ensure that they have all necessary writing materials. Pencil cases should be placed on the floor when not in use.
7. Should a candidate miss an examination paper through illness, a doctor's certificate should be furnished to the Principal.
8. Upon completion of the examination, the candidate should leave the script(s) on his/her own desk for collection by the invigilator. The candidate should raise a hand to indicate that the examination has been completed. The candidate should wait for the invigilator to collect the script before leaving the Examination Hall.
9. It is the responsibility of the candidate to ensure that the cover page of each script is appropriately filled in.
10. No food or drink is permitted in the Examination Hall. Where necessary, a glass of water will be provided by the invigilators.
11. Candidates must ensure that all mobile phones and other electronic devices are fully switched off and are placed under their chairs for the duration of the examination. Subsequent discovery of a device in the possession of a candidate will result in the forfeiting of the examination. Should a mobile phone ring the candidate will forfeit the examination and will be obliged to re-sit at the next scheduled sitting of the examination.
12. A candidate who commits any infringement of the rules governing examinations is liable to disqualification from the particular examination, to immediate expulsion from the Examination Hall, and to such further penalty as may be determined by the Examinations Disciplinary Board, comprising the Principal and two program Chairs. Candidates who have been granted additional arrangements under Reasonable Accommodations are required to comply with the agreed terms.
13. In the event of an emergency, candidates should remain seated in silence and follow the instructions of staff and invigilators.

Principal's Office

LEDRA COLLEGE

POLICIES AND PROCEDURES REGARDING APPEALS FOR RE-CHECKS AND REVIEWS

The following policies and procedures governing appeals for re-check and review of examination and assessment material is a working document and as such is subject to review.

Definitions:

Re-check: The administrative operation of re-checking the recording and addition of marks for a module or stage.
Review: The detailed re-consideration of the assessment decision of all or part of the examined material by both internal and external examiners.

Procedures To Request A Re-Check

A request for a re-check must be submitted in writing to the Principal's Office not later than five working days after the examination results have been displayed on the College notice boards. Only a written request for a re-check signed by the candidate will be considered.
A fee will be charged for the re-check that will be refunded to the candidate in the event that the re-check results in a positive upward change in mark.

Procedures To Request A Review

A request for a review of examination material must be submitted in writing to the Principal's Office not later than five working days after the examination results have been displayed on the College notice boards. Only a written request for a re-check signed by the candidate will be considered.

A fee of will be charged for the review that will be refunded to the candidate in the event that the review results in an upgrade of the mark.

Grounds For A Review

The request for a review of assessed material must be accompanied by a detailed submission by the candidate identifying the reason or reasons for which the review is being sought. It must contain the specific grounds on which the review is being sought. The grounds for review will normally be that the candidate suspects that all or part of the assessment process was erroneous.

Grounds for review must be specified under three headings:

1. That there were compassionate or extenuating circumstances that may have affected the results which were not known at the time of assessment.
2. That evaluation of assessed material was erroneous.
3. That there were procedural or administrative errors in the assessment or the processing of assessment results.

An appeal on the basis of the candidate regarding that a result in all or part of the assessed material was below their projected expectation may not be considered as reasonable ground for appeal for a review unless said result is demonstrably out of sequence with other components assessed within or across modules.

Candidates who are considered by the Principal's Office as having reasonable grounds for appeal for re-check or review of assessed material must not assume a favorable outcome to that appeal and that results may be reviewed downward as well as upward.

Communication of Outcomes Of Appeals For Reviews And Re-Checks

The outcome of an appeal for review or re-check considered by the Principal's Office will be communicated in writing to the candidate prior to the sitting of a repeat examination or the opportunity to present material for reassessment. Candidates should register for repeat examinations and/or prepare for reassessment of material.

LEDRA COLLEGE

CODE OF GOOD PRACTICE IN RESEARCH

Professional Standards

All individuals conducting research at Ledra College are expected to adhere to the research guidelines, standards of practice and code of ethics laid down by their disciplinary or professional body.

Honesty

At the core of good research practice, regardless of academic discipline or research topic, is the requirement for researchers to be honest and transparent in relation to their own conduct in research and in terms of their response to other researchers. This applies to the entire research process from the context of discovery, through to the generation and analysis of data and the publication of results. All researchers, whether staff or students, are expected to familiarize themselves with the Ledra College Plagiarism Policy. As set-out therein acts of plagiarism, piracy or fabrication of results will be regarded as a serious disciplinary offence.

Leadership

Principal Investigators or academic supervisors are expected to set the tone for theapproach taken to research projects. To proactively guard against research misconduct, Principal Investigators and academic supervisors should convey and model the standards and protocols for research in their own disciplinary and professional areas. To facilitate this all researchers should be encouraged to develop their skills in an arena where research ideas are shared with peers and relevant discussions take place on a regular basis. Principal Investigators and academic supervisors should also ensure that researchers receive regular and appropriate supervision and feedback.

Documenting Results and Storing Primary Data

An audit trail should be maintained through the life of research projects to ensure that a clear record is kept of all procedures, analyses and results. This not only ensures transparency and accountability during the course of the study but also in the event of questions being raised at a later stage.

All data generated in the course of research projects must be held for a minimum of five years and securely stored in accordance with the Freedom of Information Act and the College's Data Protection Policy.

Publishing Results

Refereed journals are internationally accepted as the most appropriate system for the review of research results. The process of submitting articles to academic journals enables research results to be reviewed by peers and made available to the wider research community for discussion, verification or replication. All researchers at Ledra College are encouraged to pursue submissions to refereed journal publications as part of their recognition of what constitutes good quality and transparent research practice.

Ledra College requires that any person identified as an author of an academic paper or article has played a substantive part in the articulation, researching or writing of the content. The practice of honorary authorship is not permitted.

Acknowledgement of the Role of Collaborators and Participants

The contribution of colleagues, collaborators and participants who directly assist or indirectly support the research should be fully and explicitly stated. Failure to acknowledge the role of others will be regarded as unprofessional conduct.

New Researchers

It is important that recognition is given to the difficulties that new researchers may initially face in complying with ethical codes and good research practice guidelines. The responsibility for ensuring that students and other new researchers are familiar with good research practice rests with relevant academic sub-committees (such as the Postgraduate Research program Board) and with academic supervisors and dissertation coordinators. Exposure to arenas where pertinent issues are discussed with both peers and other researchers is seen as important in promoting knowledge and skills for new researchers.

Integrity in Managing Research Projects

Principal investigators and supervisors should ensure that all reasonable steps are taken to ensure compliance with ethical, legal and institutional guidelines in research and to encourage researchers to attend to these issues on an ongoing rather than on a once-off basis. It is the role of the Principal Investigator to ensure accuracy and accountability in applications for research funding.

Conflict of Interest

Ledra College places responsibility on individual researchers to declare any conflicts of interest in relation to research projects or practices including those of a legal, ethical, moral, financial or personal nature. These should be reported, in writing, to the Principal.

Research Misconduct

Any allegation of research misconduct will be treated seriously and will be referred to the

Principal's Office. There is an onus on any member of Ledra College staff who believes that an act of research misconduct is occurring, or has occurred, to notify the Principal in writing. If this is not possible, or appropriate, such incidents should be referred directly to the Academic Council through the chair of the relevant program Board.

LEDRA COLLEGE

STUDENT COMPLAINTS PROCEDURE

Ledra College seeks to resolve as quickly and fairly as possible any complaints made by a student or students about services provided by the College or about their treatment by any staff member or student. The purpose of these procedures is to ensure that such concerns can be investigated with the aim of reaching a satisfactory solution.

When people have a problem they usually want:

- To be listened to
- To have their problems accepted as important
- To be offered an apology if there are reasonable grounds for such
- To be offered a solution
- To be reassured that the problem will not happen again.

Not all problems have perfect solutions and some people may seem unreasonable but it is important that everyone is heard.

STEP ONE – PROBLEM SOLVING - INFORMAL

The Student Advice and Information Officer dealing with the informal stage should take four important steps. (If the Student Advice and Information Officer is the subject of the student's dissatisfaction, the College Counsellor should be consulted as a replacement.) He or she should establish the reasonableness of the complaint by taking the following steps:

Listen

Listen with interest and concern and give the person time to present their problem. It can be difficult when somebody is angry or upset. The person complaining should be allowed to say as much or as little as they want. It is important to try and empathize with the individual and to find out what outcome is desired by the person.

Inform

The problem may be addressed immediately by offering appropriate advice or information. It may be possible to make a phone call or write an email to seek clarification on the student's behalf or to seek further information. The student may not be aware of certain policies and procedures that govern the issue that they have raised and the rationale for these might need to be explained. The party complained of (where this is the case) must be alerted in the interests of an informed resolution.

Refer

In cases where the person wants to make a formal complaint the college student complaints' procedure should be fully explained. A request for an appointment with either the relevant Academic Adviser (academic matters) or the Student Affairs Team Representative (non-academic matters) should be made if there is no conflict of

interest. If the complaint is of a serious nature it should be immediately referred to the Principal to be dealt with by the Principal's Office.

The complainant should be assisted by the Student Advice and Information Officer to put their complaint in writing and should be informed that a copy will be sent to all relevant parties.

Record

A record should be kept on file of any referral to the formal complaints' procedure and all paperwork should be stored in the HR office.

STEP TWO – THE INVESTIGATION- FORMAL

In relation to academic matters, the Student Advice and Information Officer should arrange to meet with the Academic Adviser, a student union representative and the complainant. A support person of the complainant's choice may also be invited to this meeting and all subsequent meetings if the complainant wishes.

In the case of non-academic matters, the Student Advice and Information Officer should arrange to meet with the nominated member from the Student Affairs Team (SAT) designated by SAT, a student union representative and the complainant. A support person of the complainant's choice may also be invited to this meeting and all subsequent meetings if the complainant wishes.

Details of the complaint will be fully discussed and documented at this meeting by the Student Advice and Information Officer. An agreement will be reached as to the relevant paperwork to be reviewed and the appropriate people to be interviewed.

The investigation will be undertaken by the Academic Adviser and Student Union representative (academic matters) or the SAT and Student Union representatives (non-academic matters). This should be completed within 14 days. The Academic Adviser and Student Union representative, or the SAT and Student Union representative, will arrange to meet with the complainant to inform them of their findings. If appropriate, other parties relevant to the complaint may also be invited to that meeting.

STEP THREE – THE APPEAL

The complainant can appeal in writing within 28 days of the result of the investigation being made known to them.

In the case of academic matters, the Principal and one member of the Academic Council will be appointed to conduct a further investigation. They will do so by reviewing all documentation and will interview all relevant parties, including the complainant. Where necessary a special meeting of the Academic Council may be convened. This phase should be completed within 28 days.

In the case of non-academic matters, the House Manager and another member of the Management Board will be appointed to conduct a further investigation. They will do so by reviewing all documentation and will interview all relevant parties, including the complainant. Where necessary a special meeting of the Management Board may be convened. This phase should be completed within 28 days.

A meeting will be held with the complainant to inform them of their findings. If appropriate, other parties relevant to the complaint may also be invited to that meeting.

Important

Students have a right to complain, a right to be heard, a right to have their complaint looked into and a right to have it resolved as quickly as possible. It is not possible for all complaints to be fully resolved. However, even those complainants who do not achieve their desired outcome should know that they were listened to, that someone took the time and trouble to look into their concerns and to offer an explanation.

LEDRA COLLEGE STUDENT COMPLAINTS PROCEDURE

STEP 1 - INFORMAL PROBLEM SOLVING

The member of staff that is the first port of call in relation to both academic and non-academic matters is *The Student Advice and Information Officer* whose role is to:

- Listen
- Inform
- Refer
- Record

(If the Student Advice and Information Officer is the subject of the complaint, the student should first consult the College Counsellor.)

Most problems and issues will be resolved at this stage by the student being listened to, having their problem accepted as important, being offered an apology, if appropriate, being offered a solution and/or reassured that the same thing will not happen again.

STEP 2 - FORMAL INVESTIGATION OF COMPLAINT (14 days)

Academic issues	Non-academic issues (Administrative and Housekeeping)
↓	↓
Student Advice and Information Officer	Student Advice and Information Officer
↓	↓
Academic Adviser and Student Union Representative	SAT and Student Union Representative

STEP 3 - THE APPEAL (28 days)

Academic issues	Non-academic issues
↓	↓
Principal and one member of Academic Council	House Manager and member of the Management Board

LEDRA COLLEGE

EXTERNAL EXAMINER REPORT FORM

External Examiner's Report

LEDRA College		
Date		
Program Details	Program Reference[7]	
	Award Title:	
	Area Of Specialization (ISCED CODE):	
	Main Modes of Delivery Offered:	
	Stage (1,2,3,4,…, or Award Stage):	
	Semester (if applicable indicate whether first or Second):	

		Current Year	Previous Year	Previous Year	Previous Year	Previous Year
Classification Distribution and Trend	% H1/D					
	% H21/M1					
	% H22/M2					
	% P					
	Number who started the program					
	Number who started the stage					
	Number who completed the stage (i.e. attempted final stage examinations)					

	Name	
	Main Employment	
	Email address	
	Other contact details	

In presenting opinions under the following headings the external examiner should make national and

international comparisons.

[7] The provider should complete the factual parts of the cover sheet before forwarding the template to the external examiner.

The Evidence Considered

Summarize the documentary evidence considered and any visits, meetings and interviews with students and academic staff and others.

Minimum Intended Program Learning Outcomes

Comment on the educational objectives including their explicitness, appropriateness and consistency standards with the relevant awards standards and the National Framework of Qualifications

Actual Attainment of Students

Include informed perception of the actual attainment of students (knowledge, skill and competence)

The Program

This section should identify some notable strengths and areas for improvement. It is not intended that the external examiner would attempt to systematically review the program.

Assessment Procedures

This section should address the quality of the assessment instruments, the fairness, consistency and fitness for purpose of assessment procedures. **Trends**

Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and progress on recommendations in recent external examiner and other relevant reports on the program.

Conclusions and Recommendations

External examiners' signature, date

STAFF

LEDRA COLLEGE

ACADEMIC STAFF APPRAISAL

Ledra College recognizes that where appraisal schemes are suitably and skillfully conducted, they are a valuable tool for helping individuals assess and plan their own job performance and professional development. They therefore form an important part of the continuous personal development (CPD) of staff and inform the projection of needs.

Purpose

The Appraisal Scheme provides for regular and systematic interviews between appraiser and appraise. It allows for open discussions of job performance, workloads, professional development and interests. It results in an annual record of activities, self-review of performance and listing of development needs and professional aspirations. It explores how individual needs can best be reconciled with the requirements of subjects and programm and with institutional development. It ensures that individuals are clear about their responsibilities and tasks and as such plays an important role in the

induction and mentoring of new staff members.

If operated correctly, the process should increase job satisfaction by identifying development needs as well as obstacles which may be hampering people's effectiveness.

Operation of the Scheme

All academic staff, part-time as well as full-time, are expected to take part in the process. An annual appraisal meeting is held between appraiser and appraise.Academic staff will be appraised by their appropriate line manager who, in most instances, will be the Chair of the program on which they undertake the majority of their teaching. Where there are difficulties between appraise and appraiser the appraisal may be carried out by the Principal or the President. The program Board Chairs will be appraised by the Principal.

The appraiser is responsible for finding a mutually convenient time and should allocate at least one hour for the meeting. The appraisee should be given sufficient notice of the meeting.

The appraisee should fill out Parts A and B of the appraisal form and send it to the appraiser a few days in advance of the meeting. This will form the basis of the appraisal meeting discussion. In the second and subsequent years of appraisal, the previous year's form will also be revisited.

At the appraisal meeting the appraisee's achievements and difficulties over the past year will be discussed as well as ambitions, objectives and needs over the coming year and the longer term. The appraiser will fill in general comments in Section C of the form.

The appraiser and appraisee will agree key action points for the coming year, which will be entered in Section D of the form. These should be specific, measurable and realistic. Some may be achievable within one year, others may take a lot longer to fully achieve. An estimated target date should be agreed for each objective.

The appraiser and appraisee will, if necessary, complete Section E: Additional comments. The appraiser and appraisee will complete Section F and will each take a copy of the completed form.

If specific short-term objectives are identified in Section D, it may be necessary to schedule a mid-term review to assess progress. Otherwise the form will be revisited at the next annual appraisal meeting.

After all the appraisal meetings have concluded the Appraisers will meet as a group to identify common training and development needs and discuss how they might best be delivered.

Confidentiality

Discussion during the meeting will remain confidential to the appraiser and appraise and nothing that is said or written will be revealed to others without the permission of the appraisee.

The appraisal system is not linked to the incremental progression of staff or to the promotions procedure in Ledra College. Staff applying for promotion may present an interview panel with completed appraisal forms subject to the agreement of the appraiser. Staff are under no obligation to present such information.

Appraisers may use information from appraisal records in an anonymous format in order to identify training and development needs.

LEDRA COLLEGE
APPRAISAL FORM

To be completed by the Appraisee

Personal Details

Name/Title: ……

Present Post: ……

Date started this Post: …….

Date of Previous Appraisal: ……

Date of this Appraisal: ……

Contract (Full time/Part time):……

SECTION A: TAKING STOCK

What do you think has been your key achievements of the last year? *Here you should mention your teaching and learning activities and outputs and your research activities and outputs over the previous year. You may refer to the results of your teaching evaluation questionnaire and any other contributions you have made to the College.*

What learning and professional development activities have you undertaken during the past year and how have you benefited from them? *Here you should make special mention of goals achieved since the last appraisal meeting.*

Have you encountered any difficulties or obstacles in carrying out your duties or achieving your personal development goals? *Here you should mention any difficulties or obstacles and suggest ways in which they might be removed.*

SECTION B: PLANNING AHEAD

Outline your major objectives for next year. *Here you should think about the things you would like to achieve in your current role. You can propose specific training and development activities which you might wish to undertake.*

What are your longer term career aims? *Here you should identify your career aspirations and development activities over the longer term (2-5 years).*

SECTION C: TO BE COMPLETED AT THE MEETING

Appraiser's Comments. *General comments on the appraisee's achievements over the past year and their objectives for the coming year and the longer term.*

SECTION D: PERSONAL AND PROFESSIONAL DEVELOPMENT PLAN

TO BE COMPLETED AT THE MEETING

Agreed goals for the year ahead. *Include here training and development needs and how these are to be achieved. A target time for these goals to be met should also be included.*

SECTION E: ADDITIONAL COMMENTS

This section is to be used to record or comment on anything that has arisen out of the discussion which is not covered in the earlier sections. This space may also be used to record any unresolved matter which may need to be brought to the attention of others (Principal, etc.). This can only happen on the authorization of the appraisee.

Additional comment by appraisee:

Additional comment by Appraiser:

SECTION F: SIGNATURES

We confirm that we have both seen the completed appraisal form and it represents an accurate record of the meeting,

APPRAISEE	APPRAISER

NAME	NAME

SIGNATURE	SIGNATURE

DATE	DATE

LEDRA COLLEGE

PRINCIPLES FOR ACADEMIC WORKLOAD ALLOCATION

Introduction

Workload allocation for academic staff at Ledra College adheres to the agreed framework of guiding principles set out in this document.

Purpose

The purpose of an **Academic Workload Allocation Scheme** is to ensure that:

- Resources are allocated in a manner consistent with College priorities
- There is an appropriate balance of activities assigned to staff
- There is a transparent process of allocation with clear communication of the outcome
- The need for efficiency of staff deployment is balanced with ensuring quality of teaching, research and College service.

Scope

All academic staff, i.e., staff who undertake teaching, research, and college service, will normally be included in the College's workload allocation scheme. The Workload Allocation Scheme will conform to these principles.

Principles

- Under normal circumstances, workloads will be allocated on the basis of a teaching commitment of 8-12 hours per week.
- Workload is allocated in a manner that reflects the College's mission, vision, values and strategic priorities.
- The College encourages all staff to have a balanced workload and expects academic staff to teach, to be active researchers, and to make a contribution to college service. However, where members of staff concentrate on one or two of these categories then that should be reflected in workload allocation to other categories.
- Any model used to produce a workload allocation scheme should be practical and should not require disproportionate effort to maintain.
- Any workload allocation model needs to be flexible to deal with internal and external changes that may necessitate changes in workloads in any particular term or

academic year.

- The responsibility for allocation of workload ultimately lies with Principal's Office in consultation with the program Board Chairs. In practical terms, workload allocation is a consultative process between the parties involved.
- While overall workload requirement is the same for all staff, staff workload is judged relative to staff with equivalent cohort experience.
- Where a member of staff is assigned research or administrative duties that require an exceptionally high commitment of time, teaching duties may be reduced commensurately.
- Workloads are compatible with reasonable expectations of work-life balance and facilitate a healthy working environment. In so far as possible, workloads will recognize and support staff members' need to upgrade and update their professional skills (C.P.D.).

- The workload allocation takes into account all areas of activity that are expected of staff and allows appropriate flexibility for unscheduled activities.
- There must be transparency in the scheme, to aid equality and equity of treatment of staff, and a full understanding of the scheme by all staff.

LEDRA COLLEGE

POLICY AND PROCEDURE ON RECRUITMENT AND SELECTION OF STAFF

The Ledra College policy on recruitment and selection sets out to ensure, as far as possible, that recruitment is based on merit and that the selection process is free from bias and discrimination. In summary, this means that all posts must be advertised and include a job description and person specification, candidates should be selected on the basis of relevant criteria and merit, a full written record must be kept of both the short-listing and interview proceedings and appropriate feedback should be offered to candidates.

Lecturing Staff

Additional full-time lecturing posts will be advertised in the national media and on the College website. Posts that are to be filled from the existing staff group will be advertised internally via email following a formal announcement to program Board Chairs and the elected staff representative at the Academic Council.

A selection committee will be formed comprising of the President, or President's nominee, the Principal, the program Board Chair, an external representative from the relevant field and any other member identified as being able to offer an important perspective to the selection process. Initial screening by the selection committee will be based on the extent to which candidates' applications match the advertised person specification. All candidates who fully meet the criteria will be short-listed and proceed to the interview stage. In circumstances where no candidates meet all the published criteria, the selection committee may decide to short-list applications where the majority of criteria are met.

Short-listed candidates will be invited for interview. A list of questions will be agreed and allocated to different panel members prior to interview so as to ensure consistency of approach as far as possible. Candidates will also be asked to give a thirty minute presentation, on a topic notified prior to interview, to demonstrate their teaching style. All applicants will be notified of the outcome of their interview by the President, or the President's nominee, in writing within seven days.

Other than in exceptional circumstances the above process should be concluded within two months for posts that are advertised externally and within one month for internal advertisements.

Part-time teaching staff will also be hired following the above procedure. Occasional teaching staff, or those with a single teaching responsibility, are drawn from the appropriate field of expertise, as identified by the program Board Chair, and will be interviewed by the Principal and program Board Chair. The terms and conditions of successful candidates will be finalized by the President in consultation with the interview panel.

Administrative and Support Staff

The selection procedures for the appointment of administrative and support staff draw on established patterns of search, recommendation and trial-employment. Senior administrative positions are advertised externally if there are no suitable internal applicants. Assessment is formal using the selection and recruitment procedure outlined above with the House Manager replacing the program Board Chair on the selection panel.

June 2020

LEDRA COLLEGE

POLICY AND PROCEDURE ON TEACHING EFFECTIVENESS

The primary function of a third-level provider such as Ledra College is teaching. The European Standard for quality assurance of teaching staff states that 'Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews and commented upon in reports'. Management must be able to collect data to evaluate the way staff teach. The College recognizes the value of implementing strong internal accountability, with some scope for performance-linked pay, within defined bands, as per the Hunt Report. Teaching evaluations serve several purposes such as providing:

- Feedback on the perceptions of Students in their class
- Feedback to lecturers so they can evaluate their teaching
- Feedback to Management so they can judge the teaching performance of the instructional staff
- Information to Students about what other Students thought of the lectures

Teaching evaluation includes short-term, formative less formal monitoring and longer-term, summative and formal review. Monitoring, review and planning involves the use of questionnaire and survey information collected from Students. The College is committed to acting ethically in the collection, analysis and use of such information.

The collection of institutional survey data is an integral, normal and important aspect of the functioning of a provider of education at third level. For example, in terms of 'teaching', the act of a teacher delivering a lecture to a class is part of the process of teaching. It also includes planning of the teaching activity (both the content and process) and supporting that teaching with tutorials in smaller group settings. Monitoring for formative purposes, in order to ascertain whether the educational program is successfully achieving its objectives, and formal review to provide both summative and formative accounts of its quality are integral to the evaluative process. Evaluation of teaching is therefore an integral part of teaching and is a vital element in effective Quality Assurance. Evaluation of the Teaching Evaluation Process itself by an external facilitator/monitor or team is also a vital element in effecting Quality Assurance.

Ethical principles will be applied with regard to institutional surveys and data gathering, as follows:

1. Honest and ethical conduct in data gathering and dissemination and communication of results.
2. Regard for the welfare, rights, beliefs, perceptions, customs and cultural heritage of individuals and the provider.
3. No harm or discomfort to participants.

4. Participants are provided with information about the purpose, methods, demands and possible outcomes (including use and publication of results).
5. Participants are provided with a clear structure for the processing of both positive feedback and negative comments or complaints by Student or peer evaluation. An appeals procedure is an important aspect of this structure.
6. Summary results are normally published for the information of participants.
7. Specific agreements made with participants are fulfilled.
8. Privacy, confidentiality and cultural sensitivities of participants are respected.
9. Activities involving deception of, concealment of the purposes of the study form, or covert observation of identifiable participants are not undertaken.
10. Appropriately skilled staff design methodology and data gathering.

How is evaluation data to be used?

The data from evaluation tools may be used to improve many areas at Ledra College such as:

- Teaching
- Curriculum design
- Improving the overall learning environment
- Providing new courses and services
- Addressing issues raised in surveys

EVALUATION PROCEDURES:

How is teaching evaluated?

- There are three major ways of evaluating teaching effectiveness:
  (i) self evaluation
  (ii) student evaluation
  (iii) peer evaluation

(i) SELF EVALUATION

1. Use of teaching portfolios

Teaching Portfolio

Keeping a teaching portfolio which records Lecturer's observations in class may help in examining some of the issues raised in the self-evaluation questions. This approach may be very useful as a formative tool to improve aspects of teaching or design in the module.

The portfolio could address the following questions:

- What is your educational philosophy?
- How has it changed or evolved and can you illustrate this?
- What innovative approaches did you use in your teaching? Why?
- How did you vary your lecturing style? Why?
- What spectrum of Student abilities' have you taught?
- How did you cope with Students from varying backgrounds, ability or motivation?
- Did you vary the module for these Students? Why?
-

What assessment strategies did you use in the module? Why?

- Were they the same as the last time you taught this module?
- Did you vary it after class consultation and why?
- How do you review and evaluate your own teaching?
- How have you acted on the information you collected in your evaluations to change and develop your teaching?

2. ***Self-evaluation Questions:***

These questions will help to analyze professional practice. They may relate to teaching just one class, a whole section or even a module.

Teaching

- How did I prepare for the class?
- Were the aims of the class made clear?
- How well structured and organized was the content?
- How well did I engage and involve the Students?
- Was I encouraging, positive and helpful towards Students?
- Did I convey my own enthusiasm for the topic?

Teaching Methods

Lecturers must ensure that teaching methods are selected to best support the learning processes through which Students will achieve the designated learning outcomes identified in the objectives.

- Are the teaching methods used consistent with the learning processes that are necessary to meet the learning objectives?
- Have alternative approaches been considered?
- Does the module's teaching staff exhibit an enthusiasm for the module and the teaching of it?
- Are the students facilitated in contributing, questioning and commenting?
- Has the rationale behind the use of teaching methods been explained to students?

Module Design

- Was clear information made available concerning the nature and administration of the module?
- Did the students understand how assignments and the module would be marked and graded?
- Was it made clear how this module related to other areas of the course?
- How successfully did the module incorporate:
    - The Ledra College aspiration to a multidisciplinary program.
    - The development of Ledra College graduate attributes for stakeholders?

Professional Development Activities

- What skills and knowledge do I need to develop so that I might teach better?
- How might I go about advancing my professional development?

Research

-

Was I actively engaged in research in the area or related areas of the module taught?

Reflection & Analysis on Student Feedback

- Did I think there were problems in some areas? What can I do to address these?
- Is there a need for me to amend the assessment, course work, lectures, etc?

College and Departmental Support

- What assistance would I need to address some of the problems I faced, e.g. more teaching aids, computer facilities, professional development funds, etc.

One way to collect data on the class just taught which can then be placed in the portfolio is to use self-evaluation tools

- *Self-evaluation tool 1- A quick checklist*
- *Self-evaluation tool 2 – Some things to think about*
  (See examples)

(ii) STUDENT EVALUATION

- exit interviews and/or (anonymous) questionnaires to graduating Students,
- requesting feedback from former Students,
- comparing the performance of Students on common, jointly-graded exams in multi-section Subjects taught by different lecturers,
- current Students on all programs:

- comprehensive anonymous questionnaires, independently administered on Moodle and available to both the individual teacher and College Management (and anyone with editing rights on the Moodle page). This questionnaire is subject to ongoing review in relation to the need for more subject-specific questionnaires if this one proves to be deficient or too vague.

- suggestion boxes (Students can anonymously make comments / suggestions about the effectiveness of teaching methods and their learning experience)

- Student Representatives. Students can bring comments / issues regarding their learning experience through their Student representative to the program Board where they can be addressed.

(iii) PEER EVALUATION:

- The External Examining Process. External examining is 'a quality assurance mechanism employed by providers that supports public confidence in academic qualifications'. Among the issues typically addressed in the External Examiner's written report is their opinion on the quality of the program (its teaching and learning environment and its processes, citing strengths and areas for improvement); and evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiners' reports.
- Peer Support – colleagues engage in meaningful, intellectually robust

conversations about teaching and learning to test the assumptions and premises upon which our educational practice rests.

- Colleagues engage in review and assessment of instructional material, be that syllabi, reading lists, handouts, PowerPoint presentations; exams, graded essays, or any other item Students use in their efforts to achieve the stated Learning Outcomes.
- Colleagues from the same discipline respond to the propriety, relevance and currency of course content.
- Colleagues from other disciplines provide the perspective of experienced students and the questions of someone unfamiliar with the course content.

Self evaluation tool 1 - A Quick Checklist

Participants are provided with

Subject _____

Date _____

How did I do in this class	Very successful	Moderately successful	Unsuccessful	***Comments***
1. Prepared myself and my materials for the session				
2. Introduced the lecture and made the aims clear				
3. Organized the content				
4. Varied the process by using visual aids and providing for discussion etc				
5. Won and maintained Student interest				
6. Conveyed an encouraging, positive and helpful attitude towards				

Students

Self evaluation tool 2 - Some things to think about

When I ran this lecture what seemed to go well was…

……

…… ..

What did not go as well as I had hoped was …

……

…… ..

The next time I run this lecture . . .

I) I will avoid

……

…… ..

ii) I will change

……

…… ..

iii) I will include

……

…… ..

Teaching Effectiveness Questionnaire

Please read the following statements carefully and indicate, by marking the appropriate number in each case, the extent to which you agree or disagree. Please read each statement carefully and then mark that number from 1 to 7 that you feel best represents your opinion.

1 = completely disagree 2 = disagree 3 = disagree somewhat 4 = neutral
5 = agree somewhat 6 = agree 7= completely agree

1	Lectures are well planned and organized	1	2	3	4	5	6	7
2	The aims of this course are clear	1	2	3	4	5	6	7
3	The lecturer provides enough information for students	1	2	3	4	5	6	7
4	The teaching methods used in the lectures are effective	1	2	3	4	5	6	7
5	The lecturer communicates effectively	1	2	3	4	5	6	7
6	The lecturer conveys his/her interest in the subject	1	2	3	4	5	6	7
7	The lecturer knows the subject area well	1	2	3	4	5	6	7
8	The lecturer is interested in students and willing to help them	1	2	3	4	5	6	7
9	The grading of assignments is fair and transparent	1	2	3	4	5	6	7
10	The lecturer makes constructive comments on assignments	1	2	3	4	5	6	7

Please feel free to add any comments you would like to make.

LEDRA COLLEGE

TEACHING CODE OF CONDUCT

The Core Values of Ledra College Teaching Staff:

The lecturing staff of Ledra College is firmly committed to a holistic vision of education, which promotes the professional development of students, including their aesthetic, intellectual, cultural, emotional, creative, moral, social, political, and spiritual development.

The lecturing staff of Ledra College see education as providing vital opportunities for the development of awareness and the appreciation of cultural values. They are always mindful of Cypriot, European and wider global contexts.

In executing their professional role, the lecturing staff of Ledra College demonstrate commitment to democracy, social justice, equality and inclusion. They encourage active citizenship and support students in thinking critically about significant social issues. They do this through placing a value on and in accommodating diversity, as well as in responding appropriately.

The Objectives of the Code:

Ledra College's Teaching Code aims to clarify the ethics, as well as set out the core values, underpinning lecturers' practice. The Teaching Code aims to:

- set out clear standards of professional practice to which Ledra College lecturers are committed;
- assist in achieving and maintaining high standards of professional practice;
- encourage the lecturing staff to reflect on their professional practice;
- affirm the role of third level lecturers in the social, cultural and economic development of the country;
- support lecturers in their professional lives; and finally,
- attempt to promote collegiality within the lecturing profession.

The Teaching Code:

1. Lecturers should respect confidential information relating to colleagues, students and families gained in the course of professional practice, unless the wellbeing of an individual, or a legal imperative, requires disclosure.

2. Lecturers should uphold the reputation and standing of the academic profession. They should act with honesty and integrity in all aspects of their work. They should avoid direct conflict between their private interests and their professional work.
3. Lecturers should engage in mutually respectful professional relationships with

students, colleagues, College management, co-professionals, and all in the Ledra College community. They should interact with each member of the College community in a way that does not discriminate and that promotes equality in relation to gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community, and socio-economic status.

4. Recognizing the unique and privileged relationships that exist between Lecturers and the students entrusted to their care, Lecturers should conduct these relationships in a way that is professional, respectful and appropriate.
5. Lecturers should not practice the profession while under the influence of any substance which impairs their ability or medical fitness.
6. Lecturers should provide complete and accurate information, alongside all relevant and authentic documents, with respect to their professional status, qualifications and experience. They should use only their own names in the course of their professional duties. They should provide complete and accurate information on any professional matter as requested by the College.

LEDRA COLLEGE

INVIGILATOR RESPONSIBILITIES, 2020

1. Invigilators are required to adhere STRICTLY to the following guidelines:

Invigilators should familiarize themselves with the attached Ledra College RULES AND REGULATIONS FOR COLLEGE EXAMINATIONS.
Invigilators should exercise a constant surveillance over the examination and must not absent themselves at any point during the examination hall except in agreed circumstances. Invigilators should not engage in chatter with each other, read papers or student exam scripts or do anything which distracts the students who are sitting the examinations.

2. Invigilators should insist on a culture of silence from the moment students enter the examination hall. They should warn students that their names will be entered in the Examination Incidents' Book should they refuse to stay silent and after a warning has not been acted upon they should proceed to note students' names.

3. Invigilators should carry out their duties so as to cause minimum distraction to candidates. There should be one invigilator at the front of the hall and one at the back during an examination. Invigilators should circulate the hall but not overly so. Invigilators are asked to wear soft shoes on wooden floors.

4. Invigilators must be at the examination hall where they are to invigilate at least thirty minutes before the commencement of the examination.

5. Invigilators must ensure that the examination question papers are laid out on the appropriate desks or otherwise distributed in such a way that each candidate may commence the examination at the exact time advertised.

6. Invigilators do not answer queries concerning the content of any question paper. Any serious query re the examination paper will be brought to the immediate attention of Examinations Officer.

7. No candidate may leave the examination hall save for urgent reasons and with the express permission of the invigilator. The candidate must be accompanied during his or her absence by an invigilator.

8. Invigilators will inform, via the Front Office, the appropriate Examinations Officer and the House Manager of any student requiring medical attention during the examination.

9. Any candidate who impinges the rules will be reported to the Principal and may be brought before the Examinations Disciplinary Board (comprising the Principal and two program Board Chairs). Mobile phones should be switched off and placed under candidates' seats. If a mobile phone rings during the examination the student will forfeit that paper and will have to re-sit at the next available sitting.

10. If there are reasonable grounds for believing that a candidate is acting irregularly, invigilators should make each other aware of the situation and immediately report the matter to the Examinations Officer. A close watch should thereafter be maintained on the candidate concerned but not in such a way as to disturb any of the candidates in the hall. Only in exceptional circumstances should the candidate be required to leave the examination hall. The matter should be entered in the Examinations Incident Book and reported verbally and in writing, without delay, to the Principal.

11. Invigilators must ensure that candidates do not remove examination script books or part thereof from the examination hall.

12. Invigilators will announce to the candidates when ten minutes remain of the examination.

13. At the end of the examination all examination answer books should be collected by the invigilators and given as soon as possible to the appropriate program Board.

14. In the event of a fire, the College fire drill will be followed.

15. If there is any external interference with the examination the Principal and the House Manager should be informed immediately.

Principal's Office, 2020

LEDRA COLLEGE

POLICY AND PROCEDURE ON GRIEVANCE

1 Introduction

1.1 Ledra College is committed to the development and maintenance of a positive working environment for all employees, to the encouragement of communication between staff and management on all issues of mutual concern, and to ensuring there is a prompt management response to grievances raised by a staff member.

2. Purpose

2.1 It is the policy of the College to encourage employees and Heads of Function to resolve problems and handle complaints informally and quickly, without recourse to formal disputes or Grievance Procedures. The College endeavors to foster a working environment and working relationships in which the informal resolution of differences is the norm.

2.2 It is recognized, however, that from time to time issues may arise which need more formal arrangements to ensure a satisfactory and effective solution. In such cases, the following Grievance Procedures will be utilized.

2.3 The Grievance Procedure provides effective and fair processes by which employees can seek redress of grievance.

3. Principles

3.1 The Grievance Procedure provides a comprehensive method for the resolution of grievances in the interests of the avoidance of conflict. Issues raised under it will be processed in accordance with the principles of full consultation during the process and in accordance with the general principles of natural justice and fair procedures which include

that:

3.2 The employee concerned has the right to a fair and impartial determination of the issues concerned, taking into account any relevant or appropriate evidence, factors or circumstances.

3.3 All relevant documentation concerning the grievance will be made available at each of the meetings at each of the stages of the procedure.

3.4 An employee may withdraw a complaint at any stage of the procedure.

4. Scope

4.1 This procedure shall apply to all employees of the College who wish to raise a grievance.

4.2 Individual grievances should be dealt with through the Individual Grievance Procedures.

4.3 Matters outside of the scope of the Grievance Procedure. Individual cases of bullying and harassment should be dealt with through the college bullying and harassment policy.

5. Informal Resolution Of Grievances

5.1 Most routine complaints are capable of being resolved on an informal basis without recourse to the formal grievance procedure. Where a complaint arises, the parties concerned are encouraged to strive to understand the other party's position and should seek, as far as possible, a mutually acceptable solution through informal means.

5.2 Without prejudice to his/her right to invoke immediately the Formal Grievance Procedure, an employee who believes s/he has been treated unjustly or unfairly is encouraged to raise his/her grievance with his/her immediate supervisor as a matter of first instance.

6. Grievance Procedures Stages

6.1 The stages set out are for use if there is a possibility of the issue in question being resolved at that stage. Should it be clear that this is not possible the stage(s) in question may be omitted with the process moving to the next appropriate stage. In certain circumstances, the parties may agree to proceed immediately to stage 4 of this procedure if agreement cannot be reached at stage 1.

7. Individual Procedure

7.1 A grievance may be defined as a complaint which an employee has concerning his/her terms and conditions, working environment or working relationships. Such issue will normally be raised by the member with the immediate superior and an attempt should be made to resolve the matter in this manner.

7.2 For the purposes of this procedure "representative" includes a colleague of the employee's choice but not any other person/body unconnected with the enterprise.

7.3 The Grievance Procedure may be formally invoked by an individual employee where the informal process fails to resolve the issue or where such a process in not appropriate.

Note: In certain circumstances where both parties are agreeable, the matter may be referred to mediation.

7.4 In the Individual Grievance Procedure the aggrieved employee may be accompanied or represented at each stage by a work colleague who may make representations on his/her behalf.

8.0 Stage 1

- The Grievance Procedure must be formally invoked. The individual employee will formally do so in writing setting out for the College the nature of the grievance.

- A meeting will normally be held as soon as possible after the Grievance Procedure has been invoked.

- The meeting will normally be between the complainant, a colleague and the line manager who may be accompanied by an appropriate member(s) of the College Management.

- If the matter is not resolved at the meeting or fails to be resolved or progressed to the satisfaction of the individual employee the matter may be referred to a Stage 2 meeting by the employee as soon as possible after management's response, or Stage 2 may be formally invoked immediately and subsequently confirmed in writing.

8.1 Stage 2

- A meeting will be held involving the employee, the work colleague and appropriate Senior Line Manager and the individual's line manager, as

appropriate. Management will ensure that their representatives include at least one member who is fully familiar with the issue(s) concerned.

- Such a meeting should normally be held as soon as possible following the date of referral to Stage 2.

- If the matter is not resolved at the meeting or fails to be resolved or progressed to the satisfaction of the employee the matter may be referred to a Stage 3 meeting by the employee as soon as possible following management's response or the Stage 3 may be formally invoked immediately and subsequently confirmed in writing.

8.2 Stage 3

This stage will take place involving the employee and work colleague and with the appropriate Senior Management as nominated by the President. The President orhis/her nominee will ensure that their team or their representatives contain at least one member who is fully familiar with the issue(s) concerned.

This meeting shall take place as soon as possible after the referral of the matter to it.
If the matter is not resolved at the meeting or fails to be resolved or progressed to the satisfaction of the employee, the matter may be referred to a Stage 4 meeting by the employee as soon as possible following Management's response or Stage 4 may be invoked immediately and subsequently confirmed in writing. Otherwise, the employee shall, except in circumstances agreed as exceptional, indicate his/her position within twelve working days following management's response thereby concluding the internal stage of the procedure.

8.3 Stage 4

If the matter remains unresolved to the satisfaction of the party invoking the procedure, the employee will have the option of referring the matter to the Labor RelationsCommission/Rights Commissioner Service/Conciliation service of the Labor Relations Commission or an alternative agreed third party as soon as practicable.

LEDRA COLLEGE

DISCIPLINARY PROCEDURES

1. Introduction

Disciplinary procedures apply only when complaints and grievances have been properly investigated and there has been a finding that there is a case to answer.
An employee will have the right to appeal against any disciplinary penalty imposed.

2. Offences

The following list provides examples of offences which normally warrant disciplinary action:

i. Sub-standard work performance
ii. Unauthorized absence
iii. Time keeping
iv. Absenteeism
v. Breach of Leave Regulations
vi. Breach of Confidentiality
vii. Insubordination
viii. A continual refusal to obey reasonable instructions
ix. Unacceptable behavior towards Colleagues

The above list of examples should not be regarded as exhaustive.

3. Sanctions

While in the case of minor offences disciplinary action will normally be incremental, the appropriate action will be related to the nature of the offence in each case. The College reserves the right to exercise discretion as to the suitability of the type of disciplinary action applicable in any given situation. Disciplinary action will normally take one of the following forms:

- verbal warning
- written warning;
- deferment of increment;
- limited suspension with pay;
- limited suspension without pay;
- demotion for a stated period
- dismissal.

4. Serious Misconduct

The following list provides examples of offences which are normally regarded as serious misconduct and may lead to disciplinary action commencing beyond Stage 1.

i. Unauthorized removal of property not belonging to the member of staff concerned.
ii. Threatening or carrying out (serious) acts of violence towards another member of staff, student, or member of the public.
iii. Engaging in remunerative employment while on sick leave (irrespective of whether the sick leave is medically certified or not).
iv. Causing malicious damage to College property, or to property on College premises belonging to another member of staff, or student, or member of the public.
v. Serious breaches of the College's policies regarding sexual or other forms of harassment.
vi. Refusing to carry out lawful and reasonable directions given by a member of staff authorized to do so.
vii. Committing a serious breach of College safety regulations.
viii. Unauthorized absence from work.
ix. Reporting for work under the influence of alcohol or drugs other than those prescribed and advised to the appropriate college authority, or having or consuming them on the College premises.

The above list of examples should not be regarded as exhaustive.

If someone is accused of an act of serious misconduct, they may be placed off duty with pay pending a full investigation into the matter. Payments may be stopped if the individual concerned does not cooperate with the process outlined here. If on completion of the investigation and the full disciplinary procedure, the College is satisfied that serious misconduct has occurred, the result may be immediate dismissal.

5. Representation

The person against whom a complaint is made has the right to representation at all stages during the disciplinary process. The staff member may choose to have a colleague present.

6. Investigation

A Disciplinary Hearing will not take place before the alleged breach or complaint has been fully investigated. Details of the alleged breach or complaint will be made available to the staff member in writing in advance of an investigation meeting. Confidentiality is required of all parties when the complaint is made by one staff member of another. Generally the investigation will be conducted through the supervisory structure of the employee in question. Investigation meetings will be held in confidence and all staff will be treated with dignity and respect.

Those attending investigation meeting will be told in advance of the meeting of

- The purpose of the meeting
- The complaint being investigated
- The time and venue
- Their right to representation
- That the investigation may lead to disciplinary action.

Staff members have representation rights as outlined above. The investigation will look at all evidence pertinent to the alleged offence/breach of regulation and interview all relevant parties. All material relevant to the alleged offence/breach will be made available to the staff member during the course of the investigation. The staff member will get the full details of matters under investigation and the opportunity to respond to them fully. Further investigation meetings may be scheduled if required as issues arise. Staff are obliged to co-operate with legitimate College investigations. Continued frustration of the process may lead to the process being concluded without input from the party concerned. Written records of the meeting will be kept. Signed statements and/or signed acceptance of records may be requested of attendees. The outcome of the investigation will be communicated in writing to the parties involved. The person conducting the investigation may themselves issue a verbal warning if this is the outcome of their investigation. If the investigator (s) believe that other disciplinary action may be appropriate they will recommend that a disciplinary hearing be convened. If a disciplinary hearing is recommended, the person involved will be told in writing of:

- the outcome of the investigation
- the convening of the disciplinary hearing
- the time and venue and the chairperson of the hearing
- their right to representation
- the range of possible sanction applicable

The Staff member will be given all of the pertinent documentation, including any evidence to be presented by the investigators to the disciplinary hearing.

7. Disciplinary Hearing

The Disciplinary Hearing will be conducted by a College Official who was not part of the investigation. In cases related to performance a competent official will be nominated by College. The outcome of the investigation will be presented by the investigator to the Chair of the Disciplinary hearing in front of the staff member person against whom the complaint is made, and their representative. The staff member or their representative will be afforded the opportunity to make whatever representation they deem relevant. The person conducting the hearing will satisfy themselves that they obtained all relevant material and that the staff member has been afforded reasonable opportunity to respond. The person conducting the hearing will inform the staff member of when they can expect a decision (within 14 working days generally) before adjourning the hearing. Having reached a decision the person conducting the hearing will advise the staff member of any intended disciplinary action within 14 working days. The staff member will also be informed of their right of appeal.

8. Appeal

An appeal must be lodged with the relevant college authority within 5 working days of the finding of the disciplinary hearing being notified. Disciplinary action will not be implemented pending appeal. An appeal will be heard by an official of the College usually more senior to the person who chaired the Disciplinary Hearing or by a competent nominee of the College. The staff member will have the same rights of representation as with the disciplinary hearing. The staff member or their representative will be afforded the opportunity to make whatever representation they deem relevant. The person conducting the hearing will inform the staff member of when they can expect a decision (within 7 working days generally) before adjourning the appeal. Having reached a decision the person conducting the appeal will advise the staff member of his/her decision in writing.

LEDRA COLLEGE

POLICY AND PROCEDURES FOR HOURLY PAID PART-TIME LECTURERS

This policy document sets out the following in respect of Hourly Paid Part-Time Lecturers working at Ledra College:

1. Duties and Responsibilities.
2. Entitlements in Law.
3. Appropriate Circumstances for Employment of Hourly Paid "Casual" Lecturers.
4. Appropriate Circumstances for Employment of Hourly Paid "Regular/Seasonal" Lecturers.
5. Continuity of Employment.
6. Remuneration.

1. Duties and Responsibilities:

An Hourly Paid Part-Time Lecturer (HPL) is required to have a clear understanding of the duties and responsibilities which they are expected to undertake and which are outlined here as:

(a) Teaching the subjects specified and in accordance to the academic timetable issued. The academic timetable may be amended from time to time by the College following consultation and reasonable notice of any such changes. The HPL will be expected to spend whatever time necessary for preparation of course work in order to optimize effective teaching.

(b) Carrying out assessment, monitoring and evaluation of course work and providing academic support to students in their learning activities.

(c) Providing academic input on existing and new courses and course development as appropriate.

(d) Participating in meetings and committees appropriate to courses, if requested by the Program Chair, and meetings convened by management as appropriate.

(e) Maintaining appropriate records and making available information as required by the College.

(f) Other duties in excess of those outlined here may be required following consultation between the HPL and the Principal and protocols for such additional payments and duties will be arrived at separately.

2. Entitlements in Law:

Part-time workers in Cyprus are covered under The Protection of Employees (Part-Time Work) Act (2001). The effect of this Act means that all part-time teachers and lecturers employed for more than 13 weeks continuous service will be entitled to pro-rata pay and conditions with whole-time staff. The Act provides equal treatment for part-time staff with comparable whole-time staff with regard to pay, holidays and conditions on a pro-rata basis depending on the number of hours worked. The general right to equal treatment with full-timers does not apply for pension entitlements, to

part-timers working less than 20 percent of the normal hours of work of a comparable full-time employee. The rights of the HPL will be overseen by the HR function in the College.

3. Appropriate Circumstances for Employment of Part-Time "Casual" Hourly Paid Lecturers:

The appropriate circumstances for employment of 'casual' HPLs are in situations where there is a need to supplement the College's core teaching staff base, to provide specialist input or to meet short-term and unpredictable demands for teaching (such as short courses, covering sickness absence, maternity leave cover, guest lecturers, etc.). Hourly paid contracts are normally only used in circumstances where the hours to be worked cannot be predicted in advance or vary from week to week.

As such, an Hourly-Paid Part-Time Lecturer is regarded as working on a 'casual' basis if at that time:

(i) S/he has been in the continuous service of the employer for a period of less than 13 weeks, and

(ii) That period of service and any previous period of service by him/her with the employer are not of such a nature as could reasonably be regarded as regular or seasonal employment.

4. Appropriate Circumstances for Employment of Part-Time "Regular/ Seasonal" Hourly Paid Lecturers:

Employment of "casual" Hourly Paid Lecturers is distinguished from a teaching situation where the need for cover is long-term and where there is a specific start and end date or purpose, and in which the work of the HPL is regular, ongoing and directly comparable to duties and responsibilities carried out by other lecturing staff in the institution. In this case, an hourly paid lecturer is regarded as a regular or seasonal employee rather than a casual HPL.

As such, an Hourly-Paid Part-Time Lecturer is regarded as working on a "seasonal/regular" basis if at the time s/he is invited to return to the College's employment in the next academic year, in which case s/he will be regarded as a regular or seasonal employee. This in turn means that the periods of service in consecutive academic years can be aggregated for the purpose of ascertaining whether s/he has completed 13 weeks service. When that occurs, the Hourly Paid Part-Time Lecturer will lose the 'casual' status at the commencement of the 14th weeks prospectively only.

5. Continuity of Employment:

The contract hours of Hourly-Paid Part-Time Assistant Lecturers may vary from year to year having regard to the needs of the College. There is no guarantee of Continuity of Employment.

Payment Procedure:

The lecturer will be required to submit by the 15th (or earlier where applicable) day of the month, a Part-Time Claim Form for approval by Accounts in respect of hours worked in the previous calendar month. Payment will be made by credit transfer to a designated account on the last day of the month.

This policy and procedures will be subject to operational review.

LEARNING RESOURCES AND STUDENT SUPPORT

LIBRARY

LIBRARY REGULATIONS

All users are bound by the following regulations:-

Regulations

- Upon entering the library, users need to leave their personal belongings at the designated area next to the entrance. The library is not responsible for any damage to or theft of users' property. Patrons are advised not to leave their valuables unattended.
- The user is required to pay for any damage or loss of library materials.
- The library reserves the right to refuse entry to those who do not comply with library regulations.
- The library is a quiet area for study. Mobiles should be put on silent and conversations reduced to a minimum. Phones should only be used outside the library.
- No smoking, eating or drinking is allowed in the library.
- Readers may bring their own books or other materials related to their studies.
- Books should not be put back on the shelves but left on the desks for re-shelving.

Borrowing Policy

Registered students at Ledra, personnel and lecturers as well as external users have the right to use the library. The members of the Ledra College Nicosia library need to bring their library card in order to have the right to use the library services.

To become a library member, students should bring their valid student ID. After filling in the registration form supplied by the circulation librarian, the student ID serves as a library card. Users need to ensure that they familiarize themselves with the library regulations and inform the librarians of any change in their address, other personal information or loss of the library card. The library card is only for personal use and should not be given to anyone else.

Library privileges are granted to students for one semester, after which they are requested to renew their membership. Personnel may use the library until they leave their employment. Students' borrower privileges are suspended with the end of their enrolment at the College. If they want to continue the use of the library, they need to register as external users.

Opening Hours

Monday – Friday: 8:30 – 14:30.

Books are loaned out until 14:00

The use of the computers is allowed from 9.15 – 14.00.

COMPUTER REGULATIONS

With the installation of new computers and software packages the following will apply:

- All library computers are for research and academic use only.

- Computer users will respect the final they are working on.
- Damage to any equipment will be considered a serious matter.
- Any attempt to download or display offensive materials will be considered a serious matter.
- Do not use any computer for any purpose not considered an academic or research pursuit.

I …….…… have read the above regulations

and I agree to abide by them.

Signed: _____ Date: _____

LEDRA COLLEGE

COMPUTER AND NETWORK SYSTEMS – ACCEPTABLE USAGE POLICY

The purpose of this policy is to ensure the proper use of the College's Internet access by its employees and students. The College is committed to providing computer resources including e-mail and internet access to promote the aims of the programs and to facilitate education, research and administration. Users have the responsibility to use this resource in an efficient, effective, ethical and lawful manner. Violation of this policy may result in disciplinary action, including possible termination of employment and/or legal action. The College endeavors to offer the widest possible range of services to the College community without limiting academic freedom.

The College is committed to maintaining the privacy of its users and will not actively monitor computer usage, but, users should be aware that the College will be retaining records of all usage and these records could be made available in specific circumstances. A log of all accesses to the Internet is kept by the College.

Regardless of the level of protection provided for Internet communications, confidentiality cannot be assured. Therefore, users should exercise extreme caution in using Internet communications to transmit confidential or sensitive matters. The College provides all users with an account number and password and it is the responsibility of the user to prevent unauthorized use of their account. All users must respect the Laws of Cyprus and especially but not exclusively be aware of their individual responsibilities under:

- Copyright and Related Rights Act (2000)
- Data Protection Act (1988)
- Prohibition of Incitement to Hatred Act (1989)
- Criminal Damages Act (1991)
- Freedom of Information Act (1997)
- Child Trafficking and Pornography Act (1998)
- E-Commerce Act 2000

Ledra College prohibits:

- the unauthorized access to the resources of other colleges
-

wasting of resources (people, capacity, computer)

- the creation or transmission of any offensive, obscene or indecent images, data or material
- the creation or transmission of defamatory material
- discrimination on the grounds of race, creed or sex
- any act or omission that contravenes the law of the State

LEDRA COLLEGE

LIBRARY COLLECTION DEVELOPMENT POLICY

I. Principles of Selection

The objective of the Library is to collect, organize, and make easily available to the Ledra College community materials that will help them in the pursuit of education, information and the pursuit of life-long learning goals, and objectives. Within the limits of space and budget, the collection offers such users materials which support their classroom experiences and the college curricula as indicated in course descriptions. In this way most individual library needs can be met and service provided to individuals in their pursuit of knowledge and enlightenment.

II. Selection Criteria

Ultimate responsibility for materials selection rests with the Head Librarian who operates within the framework of policies determined by the Library Committee. The day-to-day work of selection and evaluation is the responsibility of the Librarian. The selection of materials is guided by the needs of the teaching faculty as reflected in the course descriptions.

Materials are evaluated as complete works and not on the basis of a particular passage or passages. All acquisitions, whether purchased or donated, are evaluated by the following standards. An item need not meet all of the criteria to be acceptable, nor will any single criterion be decisive.

- Academic and student demand
- Quality of content, including accuracy, timeliness, literary or artistic merit
- Quality and suitability of the format (hardback or soft cover, electronic or paper)
- Reputation of author and/or publisher
- Inclusion in list/s of recommended titles, standard bibliographies, and/or Award Winners
- Importance of subject matter to the collection

- Scarcity of material on the subject and availability elsewhere
- Price

Suggestions from students are encouraged and will be given due consideration. In selecting library materials the Library advises faculty what is currently available in any given subject under scrutiny; students' suggestions will be considered and acted upon only when such suggestions coincide with the aims and goals of a course being taught.

III. Collection Maintenance

In order to maintain a vital, current collection that meets the needs of the community, the examination of materials is an ongoing process. When Library books lose the value for which they were originally selected, they will be withdrawn. An item is considered for discard when it is:

- Obsolete, misleading or outdated
- Worn beyond use
- Damaged to a point where it becomes unusable
- Reducing by one of many, copies of a formerly important work.

Space availability and low circulation over a period of time are other factors that may influence a decision to withdraw a title. Withdrawn materials are not automatically replaced. Replacement is considered in relation to:

- adequate coverage in a specific subject area
- availability of more current or better titles
- suitability according to the current selection policy and
- demand for the title. Gifts, including memorial items, are subject to these withdrawal and replacement policies.

IV. Gifts

The Library accepts gifts of materials with the understanding that the Library may make use of the material as is considered appropriate.

V. Reconsideration of Library Materials

Any materials selected under this policy are considered to be protected by the Collection Development Policy as agreed to by the Library Committee and as undertaken by the Head Librarian. If a claim is made that an item is not considered suitable, after the fact, the burden of proof rests with the person or group making the assertion. Any Library user who is a member of the Ledra College community may question the presence of an item in the Library's collection.

If the Library user or group concludes that a specific item does not meet the guidelines of the Collection Development Policy, he or she may inform the Head Librarian in writing. Thereafter the Head Librarian will ask the Library Committee to consider the matter.

Users or representative groups not satisfied with the disposition of the Library Committee may appeal to the Principal who will convene a meeting with the Head Librarian and the chair of the Library Committee. After reading the item in question and full consideration of the specific material, a final determination of the matter will be made. Material being questioned will remain available to Library users during the reconsideration process. The specific user or group will be notified of this action in a timely manner. If a Library user wiss to request a change to the Collection Development policy, he or she should put this request in writing addressed to the Librarian. The Librarian will respond in kind with a decision and an explanation of action taken or not taken regarding the request.

VI. Policy Implementation, Evaluation, and Revision

The Collection Development Policy of the Library will be reviewed on a regular basis. Any revisions will be referred to the Library Committee for final approval before being sent to Academic Council and then Management.

ACADEMIC RESOURCE OFFICE

LEDRA COLLEGE

STUDENT SUPPORT POLICY AND GUIDELINES FOR STAFF

Mission Statement:

Ledra College is committed to providing an equal opportunity learning environment for all students. The Academic Resource Office (ARO) exists to promote the academic development of students and to assist in the achievement of their academic goals. It does so through the co-ordination of disability and additional learning support services. ARO actively promotes the principles of inclusion and diversity. ARO collaborates with academic and administrative staff in striving to ensure that the student's college experience is a positive one. This is achieved through the provision of appropriate learning support, academic advice and information, which is relevant and responsive to student needs.

Implementation:

To achieve our aim ARO is committed to:

- Ensuring that adequate systems exist to support the learning process in the formof an Academic Skills module delivered to year one students in supporting their transition to third level study, open access learning support classes and workshops, along with the provision of 'Essay Doctor' and Learning Support Tutor services.
- Ensuring that adequate systems exist to promote and co-ordinate study-related
- supports (both human and technological) for students with disabilities.
  Ensuring that all students are aware of the academic and financial supports
- available (where appropriate) to enable them to achieve their learning goals.
  Ensuring that all staff are aware of the academic supports available to students and
- actively promote ARO services.
  Ensuring that the services available are relevant and responsive to students' needs through effective record-keeping and monitoring of feedback from students and tutors on an annual basis.

Monitoring and Evaluation:

Presently, the services provided by ARO function to serve the learning needs of students. For statistical purposes students availing of learning support services are

recorded. This enables ARO to provide resources designed to meet the needs of the student body. As ARO evolves, this data can be used as an impact measurement tool to monitor the quality and effectiveness of the supports provided in terms of student retention, progression and achievement.

Guidelines For Staff

Which students fall under this category?

All registered students of Ledra College can avail of the services provided by the Academic Resource Office.

What services are available to students?

Students may avail of the following services to assist them in their academic endeavors:

- Learning support classes and workshops (open access)
  - Effective note-taking in lectures
  - How to write academic essays
  - How to read academic books/journals
  - Organizing academic material
  - How to cite using Harvard/MHRA referencing styles
  - How to use online resources (databases/academic websites)
  - Using OneNote and digital technology in research
  - How to prepare for exams
  - How to use assistive technology to support learning

- Essay Doctor Service

  The Essay Doctor supports students with the preparation of assignments and the development of their academic writing skills. Appointments can be made on an individual or small group basis. Areas of focus include:
  - Proof-reading of academic assignments (student must be present)
  - Structuring of academic essays
  - Citing and using referencing styles
  - Finding sources
  - Brainstorming ideas
  - Reflecting on essay feedback forms

- Learning Support Tutor

  The Learning Support Tutor provides specific help and guidance to students who want to improve their grammar, spelling and punctuation. Appointments can be made on an individual or small group basis.

- 'Academic Skills for Third Level'

In year one all students undertake an Academic Skills module designed to help develop the necessary academic and information literacy skills needed for study at third level. In collaboration with other student services such as Library, Chaplaincy and Counselling, this module supports students in their transition to a third level academic environment.

How may a student avail of these services?

Students may avail of these services by either academic referral or personal referral. Academic referrals are when a lecturer encourages students to see the Essay Doctor or Support Tutor in the course of feedback on assignments. The two main methods of feedback provided to students are by: comment box on the Assignment Feedback Form or blue Essay Doctor/Learning Support Tutor Form indicating areas of improvement. Personal referrals are when students avail of the services provided on their own initiative. Monthly Learning support classes and workshop schedules are posted on college notice boards and emailed to Academic Advisors and program Board Chairs. Essay Doctor and Learning Support Tutor are available by booking an appointment.

How are College staff kept informed regarding students who are referred to ARO services?

Students who avail of services are recorded for statistical purposes so the ARO can provide resources that meet the needs of the student body. Data on the numbers of students who access supports according to the stage and program of study can be provided to the Board Chairs.

What resources are available for students with additional learning needs or exam accommodation needs?

ARO is committed to a policy of equal opportunity in education, and, in as far as is reasonably possible, to supporting students with additional learning needs. A separate information leaflet 'Support for Students with Additional Learning Needs' outlines the study-related supports available which are financed through the ESF Fund for Students with Disabilities. Detail of exam accommodation/alternative arrangements can be found in 'Guidelines on the Modification of Examination and Assessment Arrangements'. Both documents are available on the College website or from the ARO.

LEDRA COLLEGE

POLICY FOR STUDENTS WITH DISABILITIES AND SPECIFIC LEARNING NEEDS

Ledra College is committed to providing an equal opportunity learning environment for all students.

The College strives to create an environment which celebrates diversity and which allows each student to participate on an equal basis; free from physical, attitudinal, information and communication barriers.

(i) Definition of Disability

Ledra College uses the definition of disability as defined in the Equal Status Act 2000, Section 2(1), where disability is interpreted as:

"(a) *the total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body,*

(b) *the presence in the body of organisms causing, or likely to cause, chronic disease or illness,*
the malfunction, malformation or disfigurement of a part of a person's body,

(d) *a condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or*

(e) *a condition, disease or illness which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behavior*" (Equal Status Act, 2000: 5-6).

The College also adopts a working definition put forward by the OECD Review Group

on Access and Participation of Students with Disabilities in Higher Education (2004:4), which states:

"*A student is disabled if he/she requires a facility which is outside of the mainstream provision of the College in order to participate fully in Higher Education and without which the student would be educationally disadvantaged in comparison with their peers*".

(ii) Requirements under the Equal Status Acts 2000 to 2004

Under the Equal Status Acts 2000 to 2004, Ledra College shall not discriminate, directly or indirectly, on grounds of disability in relation to:

- The admission or the terms and conditions of admission
- The access of every student to every course
- Any other term or condition of participation
- The expulsion of a student or other sanction

However, Section 7 (4)(b) notes that Ledra College does not need to comply with the conditions laid down in the legislation "*to the extent that compliance with any of its provisions in relation to a student with a disability would, by virtue of the disability, make impossible, or have a serious detrimental effect on, the provision of its services toother students*". This defense may only be raised in relation to individual students.

(iii) Reasonable Accommodation of Students with Specific Learning Needs

Ledra College will do all that is reasonable to accommodate the needs of students with disabilities by providing special facilities in circumstances where without these, it would be impossible or unduly difficult for the student to avail of the educational services provided by the college.

Reasonable accommodation is the term used for modifications to the learning environment which eliminate, as far as is possible, any physical and/or instructional barriers to learning which a student with a disability/specific learning need might encounter due to his/her disability/specific learning need.

Examples of reasonable accommodation may include providing alternative ways to fulfil course requirements, providing adaptive technology, tailoring course requirements to individual needs, and developing innovative teaching techniques.

Nevertheless, where funding exists to meet the costs of accommodations required, such as the Higher Education Authority's Fund for Students with Disabilities, then Ledra College will pursue this in addition to covering any other costs up to a "nominal" level. Where what amounts to a "nominal cost" depends on the circumstances of each case.

All applications for reasonable accommodations will be processed by the Academic Resource Officer in consultation with the relevant academic department and the College Bursar.

(iv) Obligations of Teaching Staff Regarding Reasonable Accommodation of Students with Specific Learning Needs

Any action undertaken by a member of the teaching staff of Ledra College, in the course of his/her employment can be deemed an action of the employer. Therefore, Ledra College acknowledges that should a member of the teaching staff refuse to provide a reasonable accommodation then proceedings can be brought against the College.

LEDRA COLLEGE
ASSISTIVE TECHNOLOGY POLICY

The following guidelines apply to all support equipment issued to students by Ledra College.

- All equipment is intended to support the educational needs of the designated student and should not be used by others.
- All equipment issued is on loan to the student for the duration of the academic year. All equipment must be returned to the IT department before May 31st of the relevant academic year unless alternative arrangements are made with the ARO for use during the summer period.
- All support equipment remains the property of Ledra College unless otherwise agreed.
- Prior to using an educational support, students are required to attend an equipment orientation session with the IT department.
- It is the student's responsibility to ensure proper upkeep/maintenance of the equipment (update virus protection, regularly charging batteries and so on).
- The use of Dictaphones to record lectures is against college policy.
- Only software needed by the student for his/her course may be installed on computers.
- As computers are college machines, all students are bound by Ledra College's Computer User Policy.
- All student files must be removed from computers/other electronic equipment before returning them to the IT department. Once the machine is returned, Ledra College cannot be responsible for lost files/information.
- Any damages or breakage to the equipment must be reported to the relevant staff as soon as possible. If the fault is due to misuse, then the student is liable for the cost of repairs.
- It is the student's responsibility to make back-up copies of all important files. This is particularly important when using specialist software such as 'Dragon Naturally Speaking', 'Read and Write Gold' and so on.

I have read Ledra College's Academic Support Equipment Policy and agree to abide by its terms. I understand that a breach of any of the above points may result in a

withdrawal of support equipment and referral to the normal student disciplinary procedures.

Signed: _____ Date: _____
Student

Signed: _____ Date: _____
ARO

Assistive Technology

Student Name:

Department / Year:

Equipment Received:

Signed: _____ **Signed:** _____
Student ARO

Date: _____ **Date:** _____

Notes:

LEDRA COLLEGE

GUIDELINES ON THE MODIFICATION OF EXAMINATIONS AND ASSESSMENT ARRANGEMENTS FOR STUDENTS WITH DISABILITIES AND/OR ADDITIONAL/SPECIFIC LEARNING NEEDS

Assessments and examinations are an important part of a student's College experience and Ledra College is committed to a policy of equal opportunity in education, and in as far as is reasonably possible, to supporting students with disabilities and additional/specific learning needs to ensure that they do not experience disadvantage as a result of College assessment and examination procedures.

1. Introduction

The purpose of this document is to outline to students with disabilities and/or additional/specific learning needs their rights and responsibilities to receive reasonable accommodation as they pursue their academic studies. It also highlights the rights and responsibilities of Ledra College in relation to such students and outlines the type of assessment and examination accommodations available and the process through which they may be sought.

2. Reasonable Accommodation

Ledra College will do all that is reasonable to accommodate the needs of students with disabilities by providing special facilities in circumstances where without these, it would be impossible or unduly difficult for the student to avail of the educational services provided by the College.

Reasonable accommodation is the term used for modifications to the learning environment which eliminate, as far as is possible, any physical and/or instructional barriers to learning which a student with a disability/specific learning need might encounter due to his/her disability/specific learning need .

Examples of reasonable accommodation may include providing alternative ways to fulfil course requirements, providing adaptive technology, tailoring course requirements to individual needs, and developing innovative teaching techniques.

Ledra College does not have to provide such accommodation if it gives rise to more than a "nominal cost" Nevertheless, where funding exists to meet the costs of accommodations required, such as the ESF Fund for Students with Disabilities, then Ledra College will pursue this in addition to covering any other costs up to a "nominal" level. Where what amounts to a "nominal cost" depends on the circumstances of each case.

All applications for reasonable accommodations will be processed by the Academic

Resource Officer in consultation with the relevant Academic Department.

3. Rights and Responsibilities of Students

Every student with a disability and/or additional/specific learning need has the right to:

(i) Reasonable accommodations, adjustments and supports and/or assistive technologies which are determined on a case by case basis and in accordance with the identified disability and/or additional/specific learning need(s) of the student.

(ii) Appropriate confidentiality relating to personal records and disclosure of information. Disclosure of any information of a sensitive nature to a third party will only occur with the student's consent.

(iii) Be treated with dignity and respect

Every student with a disability and/or additional/specific learning need has the responsibility to:

(i) Identify themselves in a timely manner as a student with a disability and/or additional/specific learning need when seeking a reasonable accommodation. Applications should be requested within the examination accommodation deadline.

(ii) Make an appointment with the Academic Resource Officer for an assessment of needs.

(iii) Submit formal documentation from an appropriate professional (e.g. Consultant, Educational Psychologist) that verifies the nature of the disability and/or additional/specific learning need.

(iv) Follow specific procedures for obtaining reasonable accommodation in relation to examination arrangements, academic adjustments, assistive technologies and access to support tutors.

(v) Comply with Ledra College guidelines regarding the use of equipment funded through the ESF Fund for Students with Disabilities.

(vi) Treat all staff members with dignity and respect.

4. Rights and Responsibilities of Ledra College

Ledra College has the right to:

(i) Maintain academic standards and requirements of progression within the College.

(ii) Request formal documentation from a professional to verify the nature of a disability and/or additional/specific learning need.

(iii) Deny the request for reasonable accommodation/support if the formal documentation does not identify a disability and/or additional/specific learning need.

(iv) Deny the request for reasonable accommodation/support if it is not applied for in a timely manner and within the examination accommodation deadline.

(v) Refuse to provide an accommodation that is deemed inappropriate or unreasonable

Ledra College has the responsibility to:

(i) Provide students with disabilities/specific learning needs information on College policies and in accessible formats upon request.

(ii) Provide reasonable accommodations/supports for students with disabilities and/or additional/specific learning needs in a timely manner.

(iii) Ensure appropriate confidentiality of records and sensitive personal information is maintained.

5. Disclosure of Disability and/or Additional/Specific Learning Needs

Ledra College encourages students with disabilities and/or additional/specific learning needs to disclose information on their disability and/or additional/specific learning needs before they apply to the College through the CAO system, or at any point during their academic studies.

By disclosing a disability and/or additional/specific learning need, assistance can be given in accessing reasonable accommodation/supports, provided by the College and the State, which will help the successful completion of a course of study. However, the decision to disclose rests entirely with the individual student.

Any information disclosed will remain confidential, but it must be acknowledged that, in general, support cannot be provided in isolation. With permission, information relating to a student will be disclosed to individuals in the College solely for the purpose of arranging reasonable accommodation/necessary support.

6. Reasonable Accommodation/Supports Available to Students with Disabilities and/or Additional/Specific Learning Needs

Reasonable accommodation/supports are designed, as far as possible, to meet the individual needs of each student with a disability and/or additional/specific learning need. They are intended to help alleviate a substantial disadvantage and to assist the student with their studies. They do not give such students an unfair advantage and academic standards are maintained at all times.

Eligible students may avail of reasonable accommodations/supports only after an assessment of needs has been conducted with the Academic Resource Officer and in consultation with the relevant Academic Department.

In order to avail of reasonable accommodations/additional arrangements for examinations, students should make requests as early as possible in the academic year. To ensure the College can implement accommodations for examination purposes the following deadlines are applied:

Semester 1 Christmas Examinations: 15 November (relevant academic year)

Semester 2 Examinations/Seminars: 01 March (relevant academic year)

Final Examinations (Summer): 30 April (relevant academic year)

Final Examinations (Autumn): 30 June (relevant academic year)

Students who request accommodations after these deadlines, if eligible, will be accommodated in subsequent examinations. Reasonable accommodation/supports available to students are determined on a case-by-case basis and may include:

(a) *Assessment of Coursework*

- Alternative assessment procedures where the student is unable to be assessed by the usual methods prescribed for the course. In such cases the lecturer, in consultation with the Principal, may vary the method of assessment bearing in mind the learning outcomes of the program and the need to assess the student on an equal criterion basis. Provision of an Educational Support Worker such as a note-taker or library assistant.
- Provision of a Learning Support Tutor to assist the student in the development of key academic skills and learning strategies such as writing skills.
- Provision of a Subject Specific Tutor to help address subject-related difficulties which are additional to the usual problems which arise for all third level students.
- Provision of photocopy cards or printer vouchers for use in College library.
- Use of designated computers in College with ESF funded software and technology.
- Use of assistive technology such as a laptop and voice activated software. Please refer to the Ledra College Assistive Technology Policy.
- Special furniture such as chair supports where necessary.

(b) *Examination Arrangements*

- Alternative examination arrangements/venues, such as the provision of the examination paper in an alternative format or the use of a laptop during examinations.
- Extra time in examinations which is set at an additional 10 minutes for every hour. When exam arrangements include extra time, examinations take place in a separate venue, either a smaller room with other candidates who also have alternative arrangements or a separate room.
- Provision of an amanuensis (scribe), who in an examination, writes/types a student's dictated answers to questions.
- Provision of a reader, who in an examination reads the examination paper to the student. For students requiring an amanuensis and a reader, the same person can act as both during the examination.
- Dyslexia awareness and waiver for spelling and grammar. Examiners are made aware of students who have dyslexia when marking examinations. A sticker with a blue circle which reads "This student has a waiver for spelling and grammar" is attached to examination booklets.

7. Failure to avail of Reasonable Accommodations/Additional Arrangements

Students who fail to avail of reasonable accommodations/additional arrangement for examinations should contact the Academic Resource Office to renegotiate access.

LEDRA COLLEGE

SUPPORTING STUDENTS WITH DISABILITIES AND/OR SPECIFIC LEARNING NEEDS: INFORMATION FOR STAFF

Which students fall under this category?

Any student who discloses a disability/Special Educational Need (SEN) to a member of staff and requires/may require a resource, which is outside of the mainstream provision of the College, in order to participate fully in their academic studies. This may include:

- Blind/Visual Impairment
- Mental Health Difficulties
- Significant on-going Illness/Medical Condition
- Neurological Condition
- Neurologically-based Speech, Language and Communication Disorders
- Autistic Spectrum Disorder
- Deaf/Hearing Impairment
- Physical Disability
- Specific Learning Difficulty
- ADD/ADHD
- Developmental Co-ordination Disorder

Please note that this category does not include students who submit certificates of illness from doctors to academic departments.

How may a student disclose a disability/Special Educational Need (SEN)?

Students are encouraged to disclose any disability/SEN at the start of their studies or at any point during their time at Ledra College. In general, students tend to disclose;

- Through the CAO system
- At interview in the case of non-standard/mature applicants
- During the induction/registration process
- To an Academic Advisor/lecturing staff/departmental administrative staff

In all cases, the decision to disclose rests solely with the student. An informal disclosure to fellow students does not allow the College to intervene.

What is the procedure when a student discloses this information?

(a) If a student formally discloses a disability/SEN through the CAO system or during the registration process, then the Admissions Office should notify both departments and the Academic Resource Officer (ARO) who can then invite the

student for an assessment of needs.

(b) If a student discloses during the interview process for non-standard / mature applicants, then the relevant staff conducting the interviews should record the nature of the disability/SEN and report it to the Admissions Office. If the student formally accepts an offer for an academic course, then the Admissions Office should notify the ARO.

(c) If a student discloses a disability/specific learning need, formally or informally, to any member of staff, the student should be encouraged to contact their Academic Advisor. The Academic Advisor should formally note the disclosure and refer the student to the ARO for an assessment of needs.

(d) Should a student present to the ARO without contacting their Academic Advisor, the ARO will notify the Academic Advisor and program Board Chair, with the student's permission, at the earliest possible time.

All applications for reasonable accommodations will be processed by the Academic Resource Officer. Decisions regarding the accommodations provided are based on the individual needs assessment of the student, and are made in consultation with the Principal.

How are staff kept informed regarding students who have disclosed?

It is important that all relevant staff members are briefed throughout the academic year regarding students who have identified themselves as having a disability/specific learning need. Without being overly procedural, the following should allow this:

- Disclosures through the CAO and interview process are held in the Admissions Office until referred to the ARO
- All formal and informal disclosures should be referred by staff members to the relevant Academic Advisor and the ARO
- The ARO will keep the relevant program Board Chair, Academic Advisor, Exams Officer, and Principal briefed regarding each student.

LEDRA COLLEGE

SUPPORTING STUDENTS WITH SPECIFIC LEARNING NEEDS: INFORMATION FOR STUDENTS

Ledra College is committed to providing an equal opportunity learning environment for all students.

If you are a student with a disability/specific learning need and require disability-related support to access your teaching and learning environment in Ledra College, you must first identify your support needs. This usually involves an educational needs assessment which is conducted by the Academic Resource Officer. This assessment report makes recommendations about your support needs to the HEA Fund for Students with Disabilities.

This fund is sponsored by the Department of Education and Science (DES) with assistance from the European Social Fund (ESF). The National Office for Equity of Access to Higher Education co-ordinates the fund and reviews applications on behalf of the DES. Grants are allocated on the basis of a needs assessment of each individual student in the learning environment. First time applicants need not be exclusively those in the first year of a course.

Students who may be eligible for funding are students who are or have:

- Blind/Visual Impairment
- Mental Health Difficulties
- Significant on-going Illness/Medical Condition
- Neurological Condition
- Neurologically-based Speech, Language and Communication Disorders
- Autistic Spectrum Disorder
- Deaf/Hearing Impairment
- Physical Disability
- Specific Learning Difficulty
- ADD/ADHD
- Developmental Co-ordination Disorder

The kinds of supports and assistance for which funding can be sought are as follows:

- Assistive technology equipment and software
- Personal and academic support
- Transport

It should be noted that the Fund for Students with Disabilities cannot provide for any costs associated with the diagnosis of a disability. Other costs for which the fund is not intended include disability-related costs that an applicant would incur whether they were a student or not, for example, costs relating to medication or medical equipment and

study-related expenses that every student might have, such as stationary or course-related materials.

To be considered under the Fund for Students with Disabilities, each applicant must submit full verification of their disability. In the case of a medical/physical/sensory disability a Consultant's assessment must be submitted, and in the case of learning difficulties, an Educational Psychologist's report.

Students are encouraged to disclose any disability/specific learning need at the start of their studies or at any point during their time at Ledra College.

INTERNATIONAL OFFICE

STUDY ABROAD STUDENT HANDBOOK

About the Study Abroad Office at Ledra College

The Study Abroad Office welcomes high caliber students from other countries such as India, Nigeria, Cameroon etc. and advises on study opportunities and the requirements for entry to Ledra College. In addition, the Study Abroad Office manages the international agreements between participating institutions. The Students Liaison Officer acts in the role of Academic Advisor and assists foreign students in their transition into Cypriot life and culture. The Students Liaison Officer encourages you to participate in local community life while studying at Ledra College.

International students study at Ledra College for one semester at a time, selecting fall or spring. As part of our study abroad program, Ledra College offers a mandatory but unique course entitled '*Aspects of Cyprus*'. This course allows all students to link up during their studies and to experience Cypriot song, dance, history and language. Students also participate in weekly fieldtrips around the Nicosia province, thus providing a collective experience of past and present Cypriot culture. Foreign students are given an opportunity to provide feedback on their experiences in Cyprus at the beginning of their semester. They provide information in relation to the pre-orientation information received before leaving their countries. They also provide feedback at the end of their semester studies at Ledra College. Links to Ledra College's International Study Abroad partners can be viewed on the Ledra College website and vice versa.

Our Students Liaison Officer is available to provide ongoing advice, assistance, and referrals in relation to academic entry requirements, the application process, visa and immigration regulations, and accommodation while living in Ledra. Our Staff will also be able to direct you to a wide range of student support services which are available to all registered students at Ledra College.

The Study Abroad Office should be regarded as your first port of call when seeking information and guidance on study abroad opportunities at Ledra College.

*When the time comes for you to make a formal application for entry please note that contact

should be made through the International Study Abroad Office of your home.

How to Apply

The way in which you apply to Ledra College, Ledra is through your home US institutions study abroad International Office. **Please note that this applies to undergraduate studies only.**

Visas and Immigration

It is advisable to contact your nearest Cypriot embassy or consulate before travelling to check whether you need a visa and whether you need to comply with any other requirements. The Department of Foreign Affairs contains a list of Cypriot embassies, consulates and missions.
Even if you do not need a visa, you should have certain documents to show the Immigration Officer at the point of entry into the country:

- your passport
- your Ledra College acceptance letter
- your return airline ticket (helpful but not strictly necessary)

To register, a student needs to present the following documents:

- A valid up to date passport
- For non-EU visiting and exchange students, letters from the International Office stating you are a registered student at Ledra College
- You will be required to provide an up to date bank statement from a Cypriot bank (in your own name) showing these funds. It will need to have an official stamp on it which can be requested from the branch you open your account with. A receipt from an ATM machine will not suffice. Bank statements from non-Cypriot banks will not be accepted.

An Immigration Officer interviews all visa applicants and if all your documents are in order the process is usually straightforward; however the officer is entitled to seek further documentation.

Orientation at Ledra College

The staff of the Study Abroad Office would like to ensure that you have a smooth transition into life at Ledra College. In order to help you prepare you for your arrival we will send your home institution information by email. Please note that non-EU students will also receive an orientation pack on arrival from the Ledra College Study Abroad Office.

When you arrive we will be happy to help you if you have any questions or concerns about settling into Ledra College. If we cannot help you we will put you in contact with someone who can. We can also direct you to the many Student Support Services, including the College Health Service, Student Counseling, Students' Union, and the Disability Service. We will encourage you to join some of the student sports clubs and societies.

The first week of the academic year prior to the start of lectures is called Freshers' Week. Freshers' Week is the induction week for all new undergraduate and visiting students. You are strongly encouraged to attend your orientation sessions offered during this week. The orientation sessions cover such topics as introduction to college life and services, computer access, and include Library and College tours.

The week is a colorful mix of seriousness and fun, with various parties and events organized by societies and the Students' Union.

Freshers' Week is generally a week of fun, however, it is important that you fulfill your responsibilities in this week, particularly, familiarizing yourself with college systems and facilities, registering and attending your orientation meetings.

Essays and examinations are graded as for Ledra College students at the relevant stage.

Ledra College marks break down into specific letter grades as agreed with SAU / ICISP/CU as described below:

Attendance Grade	Written submission(s)	Final Exam – 2 questions	Overall %
10%	**40%**	**50%**	
Penalty of 2% per absence*	Mark as per usual out of 100%. Multiply by .4 to obtain % ***Penalty of 1% per day late***	Mark as per usual out of 100%. Add grades, divide by 2 and multiply by .5 to obtain %	Add total %

See Grading System to find grade.

Ledra College Examination Rules and Regulations:

All students while attending Ledra College abide by the rules as set out by the Principal's Office.

SUBJECT: _____

SAU/ CU/ ICISP STUDENT ATTENDANCE RECORD:

WEEK	PLEASE SIGN YOUR NAME:	WEEK	PLEASE SIGN YOUR NAME:
1		5	
DATE:		DATE:	
2		6	
DATE:			
3		7	
DATE:		DATE:	

2
1
5

ACADEMIC ADVISOR

LEDRA COLLEGE

POLICY AND PROCEDURES FOR THE ROLE OF ACADEMIC ADVISOR

The Core Values of the Academic Advisor:

In the course of fulfilling their duties, Academic Advisors (A.A.) at Ledra College work to strengthen the importance, dignity, potential and unique nature of each individual within the academic setting. In this work, the A.A. is guided by their belief that students:

- have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; gender and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs;
- hold their own beliefs and opinions;
- are responsible for their own behaviors and the outcomes of those behaviors;
- can be successful based upon their individual goals and efforts;
- have a desire to learn;
- have learning needs that vary based upon individual skills, goals, responsibilities, and
- experiences;
- use a variety of techniques and technologies to navigate their world.

In support of these beliefs, the co-operative efforts of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering a variety of different contact modes.

Definition of the Role and Purpose of the Academic Advisor:

The primary purpose of the A.A. at Ledra College is to assist students in their understanding of the academic demands of their degree program. The A.A. informs about, explains and clarifies the specific educational policies and procedures of their program Board and of Ledra College. As part of the larger educational process the role of the A.A. involves helping students develop a realistic perception of what is involved in taking their degree, the work involved, and the implications of particular academic choices that they make over the course of their degree, and to generally assist the student in making a successful transition to a Third Level educational environment. A.A.s assist students in their transition to the academic world by:

- helping students to see the value of the learning process;
- providing students with a perspective on the College experience;
- assisting students in becoming more responsible and accountable; and,
- by supporting students in setting academic priorities and evaluating their progress.

Thereby, the major role of the A.A. is that of clarification and explanation, and may deal with any academic matter ranging from explaining different aspects of the curriculum to what is involved in making elective choices. The role may include, but is not limited to, explaining Ledra College's mission, culture and expectations; the meaning, value, and interrelationship of aspects of the College's curriculum; the modes of thinking, learning, and decision-making required at college level; the selection of academic programs and courses; the development of academic life andcareer goals; providing information about Ledra College resources, policies, and procedures; and highlighting the transferability of skills and knowledge.

The ultimate responsibility for making informed decisions about life-goals and educational plans rests with the individual student; however, the A.A. assists by helping students to identify and assess alternatives and to outline the consequences of their decisions.

The Tasks of the Academic Advisor:

Ledra College understands that the tasks of the Academic Advisor include:

- providing information on the selection of appropriate courses and related aspects of the educational experience;
- interpretation of Ledra College requirements;
- granting, where appropriate, essay and project extensions to students;
- increasing student awareness of educational resources available (ARO);
- reinforcement of student educational direction;
- guiding students towards the following as appropriate: College Counsellor/Nurse/Student Advice and Information Officer re student complaint procedure and,
- gathering information regarding student needs, preferences, and performance for consideration at program Board level.

Special Considerations:

1. The A.A.'s primary role is to help Ledra College students integrate information so they can make well-informed academic decisions; however, effective advising often requires a holistic approach, and at Ledra College a network of resources is available to the student. At times the A.A. may serve as a mediator and facilitator who directs the student on to the College Counsellor, Nurse, or Academic Resource Officer (ARO) where appropriate.

Should a student advise the A.A. of an issue which is having a serious effect on him or her, the Academic Advisor needs to ***refer*** the student to the College Counsellor as outlined in Academic Advisors and Counsellor Referral Procedures at p.133. The following steps should be followed. The A.A. should:

a) advise the student an email will be sent to the Counsellor;

b) email the Counsellor providing the Student's Name, Course and Year;

c) the Counsellor will reply to the email confirming the student has attended an appointment;

d) if the student does not make contact within one week the Counsellor will email the Academic Advisor; and,

e) if a student fails to attend the Counsellor it is the Academic Advisor's responsibility to follow this up with the student and/or take appropriate action if they feel it is necessary.

2. When the needs of students and the institution are in conflict, the A.A. seeks a resolution that is in the best interest of both parties. In cases where the student finds the resolution unsatisfactory, they inform students regarding appropriate grievance procedures.

3. A.A.s respect student confidentiality rights with regard to personal information.

4. A.A.s increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.

5. A.A.s respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are non-judgmental about academic programs; and do not impose their personal agendas on students.

6. A.A.s advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

ACADEMIC ADVISORS AND COUNSELLOR REFERRAL PROCEDURES

The College Counselor provides a professional and confidential free service to all Ledra College Students.

Education is about development of the whole person; personally, socially, and academically. It is important that interaction takes place between the Counsellor and Academic Staff where a student is facing difficulties.

The following procedure has been established to provide Academic Staff with correct guidelines on how recommend/refer students to avail of College Counselling Service:

(A) Recommendation

Students who convey they have a problem to their Academic Advisor should be **recommended** by the Academic Advisor to avail of help in the College through the College Counsellor.

(B) Referral

Should a student advise the Academic Advisor of an issue which is having a serious effect on him or her, the Academic Advisor needs to **refer** the student to the College Counsellor.

- Advise the student that an email will be sent to the Counsellor.
- Email the Counsellor stating the Student's Name, Course and Year.
- The Counsellor will reply to the email confirming the student has attended an appointment.
- If the student does not make contact within one week the Counsellor will email the Academic Advisor.
- If a student fails to attend the Counsellor it is the Academic Advisor's responsibility to follow this up with the student and/or take appropriate action if they feel necessary.

Counsellor/Academic Advisor Contact

If the Counsellor believes a student who is attending has personal issues which are affecting his or her academic work, the Counsellor will recommend the student to contact his or her Academic Advisor or have a three-way meeting in order for the Academic Advisor to facilitate the student academically.

Confidentiality

Counselling is a highly confidential service provided to all students. Any discussions that take place between students and Counsellor will not be divulged to a third party without the student's consent. This applies if the students attend the Counsellor directly or through an Academic Staff member.

Recommendations/Referrals of students by Academic Advisors to the Counselling service is also confidential and not for discussion with other staff members.

If the recommendation/referral of a student requires consultation with another staff member this will be done through the Counsellor with the Student's consent.

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STUDENT AFFAIRS COMMITTEE

LEDRA COLLEGE

CONSTITUTION OF STUDENT AFFAIRS COMMITTEE, (SAC)

Article 1: Name

The Student Affairs Committee (S.A.C.), is constituted by Management, and consists of representatives from the various student support services, both academic and non-academic in Ledra College.

Article 2: Purpose and Goals

1. S.A.C.'s purpose is to develop an effective student support system in the College.

2. S.A.C.'s purpose is to promote the general well being of students in the College. Student welfare is understood by S.A.C. to refer to the physical, spiritual, emotional, and mental well-being of students.

3. S.A.C. provides a forum where issues concerning student welfare can be named, discussed, acted upon, and referred on.

4. S.A.C. exists to co-ordinate and develop the welfare services currently provided for students at Ledra College.

5. S.A.C. will report quarterly to management.

In order to assist it in its work, S.A.C. will invite members of the College community or visitors to attend its meetings,

Article 4: Officers

1. Candidates shall be nominated and officers elected at the S.A.T. AGM during the academic year and they will begin to function as officers at the next meeting.
2. The officers required for the effective running of S.A.T. are the Team Chairperson and Secretary.
a. The Chairperson shall plan and preside at meetings, and oversee and co-ordinate the work of the Team. The Chairperson will set the agenda, call and communicate the times for meetings to all Team members.

b. The Secretary shall provide written notices, letters, and provide regular reports or minutes of S.A.T. meetings.

LEDRA COLLEGE

ACCIDENT AND EMERGENCY POLICY

1. Incidents covered

This plan is intended to provide guidelines and procedure for action in case of an accident or emergency occurring on the College grounds. Examples of such incidents might be a member of staff, student, visitor or pregnant woman fainting, having an epileptic fit, falling, or otherwise becoming sick suddenly or injuring themselves.

2. Procedure

In the event of a member of staff or student coming upon an accident or emergency, the following procedure is recommended:

(i) comfort and reassure the patient
(ii) move spectators back and delegate the following tasks if necessary
(iii) if possible, get information from patient about any medication they may be on or any illness they suffer from
(iv) call the College Nurse/designated first aid person/ambulance depending on seriousness of accident/illness
(v) if the patient is pregnant, reassure them that the baby is protected, treat them for shock, and stay with them until the doctor arrives,
(vi) Evacuate the room or building if necessary
(vii) Notify reception, the house manager and a member of the management board
(viii) preserve evidence if necessary
(ix) contact central administration or keeper of the main files and ask them to notify the emergency contact person for the patient
(x) if there are any media enquiries, refer them to the designated media person
(xi) after the incident, file a report to the house manager.

3. Post-accident

In serious cases, classmates of an injured or ill student or colleagues of a staff member should be informed of the accident and the position of the patient at the present time.

The House Manager will make recommendations to Management based on the Report and his/her investigations on how to prevent or how to be prepared for such accidents in the future.

4. Preparation

- Regular First Aid courses to be run in the College for specific staff members and student representatives.
- Ensure that all members of staff and student representatives are familiar with the emergency plan.
- Disseminate lists of contact names and numbers for office and after office hours. Ensure they are readily visible in each department, in the library,

and in the student centre

- First Aid kits to be available at well publicized central locations; e.g. the library, student centre, reception.
- A defalcator device to be purchased for the College and placed in a well publicized and readily accessible location.

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COUNSELLOR

LEDRA COLLEGE

STUDENT COUNSELLING AND WELFARE SERVICE: POLICIES AND PROCEDURES

Service Provided

The Counselling Service is a free and confidential service which is offered to all registered students of Ledra College. It is separate from the academic services provided. The role of the professional counsellor is to provide students with opportunities to discuss or explore concerns or issues they may encounter in College which cannot be dealt with in a classroom setting.

The overall aim is to provide a safe, confidential space where the students can explore, discover and clarify ways of adjusting to college and deal with personal issues in a more resourceful way.

The Service also offers workshops on:

- Time Management
- Relaxation techniques
- Bereavement
- Stress management
- Sexual identity
- Confidence and assertiveness
- Study skills
- Interview techniques

There is also a range of leaflets available on these subjects in the counselling office and in the Student Union Centre and on the literature stands in the College.

Code of Ethics and Practice

The basic values in counselling are integrity, impartiality and respect. The College Counsellor, adheres to the above Code of Ethics and Practice at all times.

Student Safety

The College Counsellor shall take all reasonable steps to ensure the students safety during counselling.

Clear Contracts

The terms on which counselling is offered is made clear to the students before counselling commences. Only when both the student and the counsellor agree to enter into an agreed contract does it become counselling.

Competence

The College Counsellor has a responsibility for his/her continuing personal and professional development and attends clinical supervision on an ongoing basis.

Confidentiality

The Counselling Service is a confidential service and offers individual students a safe space where privacy and trust are valued.

Limits to Confidentiality

In exceptional circumstances confidentiality may need to be broken if the College Counsellor believes there may be a real threat to the students or other e.g. suicide or serious abuse.

Contacting the Service

The College Counsellor can be contacted by:

- Phone
- Text messaging
- E-mail
- Personal contact
- Staff referrals

Referral Procedure

Procedures regarding Counselling Referrals from Academic Advisors are circulated to
all academic staff outlining clear guidelines on the referrals procedure. This is
reviewed on an on-going basis.

Evaluation of Service

The Counseling/Welfare Service at Ledra College is a valuable resource for all students. The Service is evaluated on an annual basis in order to ensure the needs of students are being met.